

## APPENDIXES

### Appendix 1. The Cover of *English for Nusantara*'s Textbooks



Appendix 2. *English for Nusantara* Textbooks' Description

**Information Book (Seventh Grade English Textbook)**

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6. Raymon Rahmadhani

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**Publisher:**



Pusat Perbukuan

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Kemenrian Pendidikan, Kebudayaan, Riset, dan Teknologi

Komplek Kemendikbudristek jalan RS Fatmawati, Cipete, Jakarta Selatan



## **Information Book (Eighth Grade English Textbook)**

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Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi

## **Information Book (Ninth Grade English Textbook)**

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Appendix 3. Tables of Data Tabulation *English for Nusantara* Textbooks

| No                 | Seventh Grade Textbook<br>Content        |                                                                                      | Tri Hita Karana Values |          |           |
|--------------------|------------------------------------------|--------------------------------------------------------------------------------------|------------------------|----------|-----------|
| Chapter 1 (Unit 1) |                                          |                                                                                      | Parahyangan            | Pawongan | Palemahan |
| 1                  | Brainstorming activity                   |                                                                                      |                        |          |           |
|                    | 1a.                                      | Students are asked to write several word elements when introducing themselves.       |                        | ✓        |           |
| 2                  | Listening activities                     |                                                                                      |                        |          |           |
|                    | 2a.                                      | Students listen to the audio of a boy introducing himself.                           |                        | ✓        |           |
|                    | 2b.                                      | Students practice the introduction from the audio by repeating the audio utterances. |                        | ✓        |           |
|                    | 2c.                                      | Students write the identity of the boy.                                              |                        | ✓        |           |
| 3                  | Speaking activities                      |                                                                                      |                        |          |           |
|                    | 3a.                                      | Students complete their identity and draw themselves in the worksheet.               |                        | ✓        |           |
|                    | 3b.                                      | Students write an introduction from the previous chart.                              |                        | ✓        |           |
|                    | 3d.                                      | Students practice introducing themselves in the class.                               |                        | ✓        |           |
| 4                  | Listening and speaking activities part 2 |                                                                                      |                        |          |           |

|                           |                        |                                                                                                                                                                                                            |   |   |  |
|---------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|
|                           | 4a.                    | Students listen to the two audios, which present two boys introducing themselves to each other. They share their identity, including name, age, address, first day of school feeling, hobby, and siblings. |   | ✓ |  |
|                           | 4b.                    | Students are asked to find a partner and introduce each other.                                                                                                                                             |   | ✓ |  |
|                           | 4c.                    | Students make a column and interview five friends regarding name, origin, address, age, hobby, and siblings.                                                                                               |   | ✓ |  |
|                           | 4d.                    | A comic strip consists of conversations from several students introducing new friends and talking about their hobbies.                                                                                     | ✓ | ✓ |  |
| 5                         | Enrichment             |                                                                                                                                                                                                            |   |   |  |
|                           | 5a                     | Students are assigned to greet several people around the school neighbourhood using greeting and parting expressions.                                                                                      |   | ✓ |  |
| <b>Chapter 1 (Unit 2)</b> |                        |                                                                                                                                                                                                            |   |   |  |
| 1                         | Brainstorming activity |                                                                                                                                                                                                            |   |   |  |

|   |           |                                                                                                                                              |  |   |   |
|---|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
|   | 1a        | Students share their opinions and understanding based on pictures of people's activities in the park.                                        |  | ✓ | ✓ |
|   | 1b        | Students do a worksheet about their hobbies. The list of hobbies is presented in the bubbles.                                                |  | ✓ |   |
| 2 | Listening |                                                                                                                                              |  |   |   |
|   | 2a        | Students listen to an audio recording of a conversation between Galang and Andre about their hobbies, frequencies, and tools used.           |  | ✓ | ✓ |
|   | 2b        | Students complete two worksheets, they are identified Galang and Andre's hobbies, tools, and frequency, as well as match the relevant tools. |  | ✓ | ✓ |
|   | 2c        | An extreme hobby story                                                                                                                       |  |   | ✓ |
| 3 | Reading   |                                                                                                                                              |  |   |   |
|   | 3a        | Students are presented with several descriptions of people's hobbies                                                                         |  | ✓ |   |
|   | 3b        | Students work together with classmates to answer two worksheets                                                                              |  | ✓ |   |
|   | 3c        | Students are assigned to read Pak Edo's hobby                                                                                                |  | ✓ | ✓ |

|                           |                        |                                                                                                           |   |   |  |
|---------------------------|------------------------|-----------------------------------------------------------------------------------------------------------|---|---|--|
|                           |                        | and answer the questions.                                                                                 |   |   |  |
| <b>Chapter 1 (Unit 3)</b> |                        |                                                                                                           |   |   |  |
| 1                         | Brainstorming activity |                                                                                                           |   |   |  |
|                           | 1a                     | Students are asked to identify the names in the picture and their physical traits.                        |   | ✓ |  |
| 2                         | Writing                |                                                                                                           |   |   |  |
|                           | 2a                     | Students list physical features and personality traits to describe people                                 |   | ✓ |  |
|                           | 2b                     | Students are assigned to write a description about Galang and his friends, including their hobbies.       |   | ✓ |  |
| 3                         | Reading and Viewing    |                                                                                                           |   |   |  |
|                           | 3a                     | The book provides a picture consisting of several people with different physical features.                | ✓ | ✓ |  |
|                           | 3b                     | Students are asked to complete the blank story using the words in the clouds.                             |   | ✓ |  |
|                           | 3c                     | The book presents a story about Made the Basketball Player. He is special (using a crutch and wheelchair) | ✓ | ✓ |  |

|                           |                        |                                                                                        |   |   |   |
|---------------------------|------------------------|----------------------------------------------------------------------------------------|---|---|---|
|                           | 3d                     | Students must complete the sentence using the proper verbs.                            |   | ✓ |   |
| 4                         | Writing and Fun Time   |                                                                                        |   |   |   |
|                           | 4a                     | Students are assigned to make a description of one friend.                             |   | ✓ |   |
|                           | 4b                     | The other friend has to guess who they are describing.                                 |   | ✓ |   |
| <b>Chapter 2 (Unit 1)</b> |                        |                                                                                        |   |   |   |
| 1                         | Brainstorming activity |                                                                                        |   |   |   |
|                           | 1a                     | Students are asked to think about the food and the drink that they have known.         |   | ✓ | ✓ |
|                           | 1b                     | A story of Indonesian food                                                             |   | ✓ | ✓ |
| 2                         | Reading and Listening  |                                                                                        |   |   |   |
|                           | 2a                     | A conversation between Galang and Monita is about their favourite food and drink.      |   | ✓ | ✓ |
|                           | 2b                     | A conversation between Monita and her family has lunch together.                       | ✓ | ✓ | ✓ |
|                           | 2c                     | Students listen and identify the food and drinks that are not on Monita's dining table |   | ✓ |   |
|                           | 2d                     | Students listen to the rest of Monita and her family's conversation.                   |   | ✓ | ✓ |

|                           |          |                                                                                               |  |   |   |
|---------------------------|----------|-----------------------------------------------------------------------------------------------|--|---|---|
| 3                         | Speaking |                                                                                               |  |   |   |
|                           | 3a       | Students are introduced to the taste and texture of foods.                                    |  | ✓ |   |
|                           | 3b       | Students think about the taste and texture of two kinds of food and drinks.                   |  | ✓ |   |
|                           | 3c       | Students learn how to state likes and dislikes.                                               |  | ✓ |   |
|                           | 3d       | The book provides an example of a conversation about likes and dislikes.                      |  | ✓ |   |
|                           | 3e       | Students are asked to practice with their partner.                                            |  | ✓ |   |
|                           | 3f       | Students interview their family member about their favourite food and drink.                  |  | ✓ |   |
|                           | 3g       | Students tell their findings.                                                                 |  | ✓ |   |
| <b>Chapter 2 (Unit 2)</b> |          |                                                                                               |  |   |   |
| 1                         | Reading  |                                                                                               |  |   |   |
|                           | 1a       | Students are asked to determine the banana fritters' texture, taste, colour, and decoration.  |  | ✓ | ✓ |
|                           | 1b       | Students read a story about Galang's favourite snack and answer the true and false questions. |  | ✓ |   |

|                           |                        |                                                                                                   |  |   |   |
|---------------------------|------------------------|---------------------------------------------------------------------------------------------------|--|---|---|
|                           | 1c                     | Students guess the cake will be made by Monita.                                                   |  | ✓ |   |
|                           | 1d                     | Students read a text about Monita's cake                                                          |  | ✓ |   |
|                           | 1e                     | Students fill in the blanks of the mind map based on Monita's cake text.                          |  | ✓ |   |
|                           | 1f                     | Students are assigned to design a mind map based on " My Mom Loves Rujak.                         |  |   | ✓ |
| 2                         | Enrichment             |                                                                                                   |  |   |   |
|                           | 2a                     | Students are asked to guess some foods based on the clue.                                         |  |   | ✓ |
| <b>Chapter 2 (Unit 3)</b> |                        |                                                                                                   |  |   |   |
| 1                         | Brainstorming activity |                                                                                                   |  |   |   |
|                           | 1a                     | Students are asked to mention cooking utensils and ingredients in the kitchen.                    |  | ✓ |   |
|                           | 1b                     | Students are introduced to several cooking utensils and cooking verbs                             |  | ✓ |   |
| 2                         | Reading                |                                                                                                   |  |   |   |
|                           | 2a                     | Students are asked to read the Traditional Fried Rice recipe prepared by Galang's mom for Galang. |  | ✓ | ✓ |

|                           |                |                                                                                                 |  |   |   |
|---------------------------|----------------|-------------------------------------------------------------------------------------------------|--|---|---|
|                           | 2b             | Students order the cooking steps based on the text.                                             |  | ✓ | ✓ |
| 3                         | Language Focus |                                                                                                 |  |   |   |
|                           | 3a             | Students are given several positive and negative imperative sentences.                          |  | ✓ |   |
|                           | 3b             | Students answer several questions based on the situation using imperative sentences.            |  | ✓ |   |
| 4                         | Writing        |                                                                                                 |  |   |   |
|                           | 4a             | Students are asked to write the cooking steps for Banana fritters in the correct order.         |  | ✓ | ✓ |
|                           | 4b             | Students make a sweet potato recipe by themselves based on the ingredients and tools given.     |  |   | ✓ |
|                           | 4c             | Students are assigned to determine the procedure text using vegetables as the main ingredients. |  |   | ✓ |
| <b>Chapter 3 (Unit 1)</b> |                |                                                                                                 |  |   |   |
| 1                         | Brainstorming  |                                                                                                 |  |   |   |
|                           | 1a             | Students are provided a picture of Galang's house.                                              |  | ✓ | ✓ |

|                           |               |                                                                                                                                                                         |  |   |   |
|---------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
|                           | 1b            | Students are assigned to circle the room that exists in their house.                                                                                                    |  | ✓ | ✓ |
| 2                         | Listening     |                                                                                                                                                                         |  |   |   |
|                           | 2a            | Students listen to the audio of Galang welcoming Andre and Monita to his house.                                                                                         |  | ✓ |   |
|                           | 2b            | Students are asked to fill in the blank based on the picture. The pictures depict several aspects of Galang's house, including the garden, garage, terrace, and stairs. |  |   | ✓ |
|                           | 2c            | Students listen to Galang's explanation of his house to Monita and Andre.                                                                                               |  | ✓ | ✓ |
| 3                         | Speaking      |                                                                                                                                                                         |  |   |   |
|                           | 3a            | Students are assigned to tell about their favourite room.                                                                                                               |  |   | ✓ |
| <b>Chapter 3 (Unit 2)</b> |               |                                                                                                                                                                         |  |   |   |
| 1                         | Brainstorming |                                                                                                                                                                         |  |   |   |
|                           | 1a            | Students are asked to think about the condition of the room provided.                                                                                                   |  |   | ✓ |
|                           | 1b            | Students are introduced to several cleaning activities at home                                                                                                          |  | ✓ | ✓ |
| 2                         | Reading       |                                                                                                                                                                         |  |   |   |

|                           |               |                                                                                                       |  |   |   |
|---------------------------|---------------|-------------------------------------------------------------------------------------------------------|--|---|---|
|                           | 2a            | Students are assigned to determine the responsibility of the household chores in Rahmansyah's family. |  | ✓ | ✓ |
|                           | 2b            | Students read the cleaning-up story of Rahmansyah's family.                                           |  | ✓ | ✓ |
|                           | 2c            | Students are asked to put a check mark in the table of Rahmansyah's family cleaning up.               |  | ✓ | ✓ |
| 3                         | Reading       |                                                                                                       |  |   |   |
|                           | 3a            | Students read a story about Making Sticker Signs.                                                     |  | ✓ | ✓ |
|                           | 3b            | Students read about the shoe culture in Asian and the US.                                             |  | ✓ | ✓ |
|                           | 3c            | Students are shown pictures of sticker signs made by Sinta, Galang, and Ara.                          |  | ✓ | ✓ |
|                           | 3d            | Students are assigned to complete the opposite table.                                                 |  | ✓ |   |
| <b>Chapter 3 (Unit 3)</b> |               |                                                                                                       |  |   |   |
| 1                         | Brainstorming |                                                                                                       |  |   |   |
|                           | 1a            | Students answer several questions related to organic and non-organic rubbish.                         |  |   | ✓ |
| 2                         | Reading       |                                                                                                       |  |   |   |

|                           |         |                                                                                                           |  |  |   |
|---------------------------|---------|-----------------------------------------------------------------------------------------------------------|--|--|---|
|                           | 2a      | Students read Tips to Separate Rubbish.                                                                   |  |  | ✓ |
|                           | 2b      | Students are assigned to categorise the rubbish in the picture.                                           |  |  | ✓ |
|                           | 2c      | Students are asked to match the instructions to the pictures.                                             |  |  | ✓ |
|                           | 2d      | Students are asked to write an imperative sentence based on the situation (a picture of a messy canteen). |  |  | ✓ |
| 3                         | Writing |                                                                                                           |  |  |   |
|                           | 3a      | Students are shown the process of recycling tissue paper.                                                 |  |  | ✓ |
|                           | 3b      | Students are assigned to list the equipment to recycle tissue paper.                                      |  |  | ✓ |
|                           | 3e      | Students are asked to write a procedure text on making a pencil case using a plastic bottle.              |  |  | ✓ |
| 4                         | Reading |                                                                                                           |  |  |   |
|                           | 4a      | Students are given tips on how to separate recycling items.                                               |  |  | ✓ |
|                           | 4b      | Students are asked to complete the infographic for separating recycling items.                            |  |  | ✓ |
| <b>Chapter 4 (Unit 1)</b> |         |                                                                                                           |  |  |   |

|   |                |                                                                                                                               |  |   |  |
|---|----------------|-------------------------------------------------------------------------------------------------------------------------------|--|---|--|
| 1 | Brainstorming  |                                                                                                                               |  |   |  |
|   | 1a             | Students are asked about the class schedule.                                                                                  |  | ✓ |  |
|   | 1b             | Students draw lines on the categories of days, time, and school subjects.                                                     |  | ✓ |  |
| 2 | Listening      |                                                                                                                               |  |   |  |
|   | 2a             | Students listen to the audio regarding school subjects and match them with the pictures.                                      |  | ✓ |  |
|   | 2b             | Students listen to the audio of students' conversation about school subjects and days.                                        |  | ✓ |  |
|   | 2c             | Students listen to a conversation between Galang and Sinta about borrowing a dictionary.                                      |  | ✓ |  |
|   | 2d             | Students listen to the audio of six students' conversations about school subjects and time. Two students are wearing a hijab. |  | ✓ |  |
|   | 2e             | Students listen to Monita's class schedule.                                                                                   |  | ✓ |  |
| 3 | Language Focus |                                                                                                                               |  |   |  |
|   | 3a             | Students are asked to describe the schedule given to their classmates.                                                        |  | ✓ |  |

|                           |               |                                                                                                                                                  |  |   |  |
|---------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|
|                           | 3b            | Students are informed of the language diversity in Indonesia.                                                                                    |  | ✓ |  |
| 4                         | Speaking      |                                                                                                                                                  |  |   |  |
|                           | 4a            | Students are assigned to make dialogue based on the schedule provided.                                                                           |  | ✓ |  |
| <b>Chapter 4 (Unit 2)</b> |               |                                                                                                                                                  |  |   |  |
| 1                         | Brainstorming |                                                                                                                                                  |  |   |  |
|                           | 1a            | Students discuss online classes and learning rules.                                                                                              |  | ✓ |  |
| 2                         | Reading       |                                                                                                                                                  |  |   |  |
|                           | 2a            | Students are explained several classroom rules, including raising their hands, paying attention, taking turns, turning on the camera, and so on. |  | ✓ |  |
|                           | 2b            | Students read a story about Ibu Ayu's online class.                                                                                              |  | ✓ |  |
|                           | 2c            | Ibu Ayu explains the online class rules to the students.                                                                                         |  | ✓ |  |
|                           | 2d            | The book provides a link to learn more about Netiquette. It explains what to do and what not to do in online interaction.                        |  | ✓ |  |
|                           | 2e            | Students read an online chat between Monita and                                                                                                  |  | ✓ |  |

|                           |                        |                                                                                          |  |   |  |
|---------------------------|------------------------|------------------------------------------------------------------------------------------|--|---|--|
|                           |                        | Pipit about tips for staying focused during online class.                                |  |   |  |
|                           | 2f                     | Students read the infographic of Galang and Andre about their learning tips.             |  | ✓ |  |
| <b>Chapter 4 (Unit 3)</b> |                        |                                                                                          |  |   |  |
| 1                         | Brainstorming activity |                                                                                          |  |   |  |
|                           | 1a                     | Students are asked to rate their learning habits by coloring the star.                   |  | ✓ |  |
| 2                         | Reading                |                                                                                          |  |   |  |
|                           | 2a                     | Students are assigned to determine relevant activities based on the picture.             |  | ✓ |  |
|                           | 2b                     | Students are assigned to read and complete the blank space in the “My Study Habit” text. |  | ✓ |  |
|                           | 2c                     | Students read a text about Andre.                                                        |  | ✓ |  |
| 3                         | Writing                |                                                                                          |  |   |  |
|                           | 3a                     | Students are assigned to write their study habits.                                       |  | ✓ |  |
|                           | 3b                     | Students interview their friends about study habits and guidance checklists.             |  | ✓ |  |
|                           | 3c                     | Students write a paragraph describing a friend’s study habits.                           |  | ✓ |  |

| Chapter 5 (Unit 1) |                        |                                                                                                                                                      |   |   |   |
|--------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1                  | Brainstorming Activity |                                                                                                                                                      |   |   |   |
|                    | 1a                     | Students mention their school facilities by ticking the list.                                                                                        |   | ✓ |   |
| 2                  | Listening              |                                                                                                                                                      |   |   |   |
|                    | 2a                     | Students listen to the audio of the students having a conversation in the canteen. Galang introduces Pipit to Monita because Pipit is a new student. | ✓ | ✓ |   |
|                    | 2b                     | Galang and Pipit introduce several rooms and facilities in the school.                                                                               |   | ✓ |   |
|                    | 2c                     | Monita explains the direction to the teacher's room to Pipit.                                                                                        |   | ✓ |   |
| 3                  | Language Focus         |                                                                                                                                                      |   |   |   |
|                    | 3a                     | Students are introduced to the preposition of place.                                                                                                 |   | ✓ |   |
|                    | 3b                     | Students are provided with language expressions for asking and giving directions.                                                                    |   | ✓ |   |
| 4                  | Speaking               |                                                                                                                                                      |   |   |   |
|                    | 4a                     | Information about Stone House, the oldest school in the world.                                                                                       |   |   | ✓ |

|                           |                        |                                                                                                              |   |   |   |
|---------------------------|------------------------|--------------------------------------------------------------------------------------------------------------|---|---|---|
|                           | 4b                     | Students are assigned to ask and give directions regarding several rooms in the school. The map is provided. | ✓ | ✓ |   |
|                           | 4c                     | Students are asked to draw their school map and tell about their favourite place.                            |   | ✓ | ✓ |
| <b>Chapter 5 (Unit 2)</b> |                        |                                                                                                              |   |   |   |
| 1                         | Brainstorming activity |                                                                                                              |   |   |   |
|                           | 1a                     | Students are asked to analyse the picture of extracurricular activities.                                     |   | ✓ |   |
| 2                         | Speaking               |                                                                                                              |   |   |   |
|                           | 2a                     | Students are asked to label the pictures of extracurricular activities.                                      |   | ✓ |   |
|                           | 2b                     | Students match the verbs that represent the extracurricular activities.                                      |   | ✓ |   |
|                           | 2c                     | Students are provided with an example of dialogue about extracurricular activities.                          |   | ✓ |   |
|                           | 2d                     | Students practice a dialogue with a classmate.                                                               |   | ✓ |   |
| 3                         | Listening              |                                                                                                              |   |   |   |
|                           | 3a                     | Students listen to the audio of Monita and Pipit talking about the extracurricular schedule.                 | ✓ | ✓ |   |

|                           |                |                                                                                                                     |  |   |  |
|---------------------------|----------------|---------------------------------------------------------------------------------------------------------------------|--|---|--|
|                           | 3b             | Students complete the column based on the audio.                                                                    |  | ✓ |  |
| 4                         | Reading        |                                                                                                                     |  |   |  |
|                           | 4a             | Students read a text “SMP Merdeka Basketball Club”.                                                                 |  | ✓ |  |
|                           | 4b             | Students read a text “Pipit Likes Pencak Silat”.                                                                    |  | ✓ |  |
| 5                         | Fun Time       |                                                                                                                     |  |   |  |
|                           | 5a             | Students play the Pictionary game in a group. The game is related to the extracurricular.                           |  | ✓ |  |
| <b>Chapter 5 (Unit 3)</b> |                |                                                                                                                     |  |   |  |
| 1                         | Brainstorming  |                                                                                                                     |  |   |  |
|                           | 1a             | Students analyse the pictures of school activities by answering some questions.                                     |  | ✓ |  |
| 2                         | Reading        |                                                                                                                     |  |   |  |
|                           | 2a             | Students read a text, “School Festival at SMP Merdeka”                                                              |  | ✓ |  |
|                           | 2b             | Students are prepared with a school map highlighting the location of art exhibitions, sports, and art competitions. |  | ✓ |  |
| 3                         | Language Focus |                                                                                                                     |  |   |  |

|   |            |                                                                                                                      |  |   |   |
|---|------------|----------------------------------------------------------------------------------------------------------------------|--|---|---|
|   | 3a         | Students are taught how to express the features of the rooms in the school.                                          |  | ✓ |   |
|   | 3b         | Students are asked to write sentences based on the picture using words like garden, small, flowers, read, and so on. |  | ✓ |   |
|   | 3c         | Students read a text, "My Classroom"                                                                                 |  |   | ✓ |
| 4 | Writing    |                                                                                                                      |  |   |   |
|   | 4a         | Students complete a chart based on the picture.                                                                      |  |   | ✓ |
|   | 4b         | Students are assigned to write about one school room, discussing its name, size, objects, and activities.            |  |   | ✓ |
| 5 | Fun Time   |                                                                                                                      |  |   |   |
|   | 5a         | Students play chain sentence groups.                                                                                 |  | ✓ |   |
| 6 | Enrichment |                                                                                                                      |  |   |   |
|   | 6a         | Students are assigned to make a poster for a school event in pairs.                                                  |  | ✓ |   |

| No                 | Eighth Grade Textbook Content |                                                                                                             | Tri Hita Karana Values |          |           |
|--------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------|----------|-----------|
| Chapter 1 (Unit 1) |                               |                                                                                                             | Parahyangan            | Pawongan | Palemahan |
| 1                  | Brainstorming activity        |                                                                                                             |                        |          |           |
|                    | 1a.                           | Students are provided a picture of one game to celebrate Independence Day                                   |                        | ✓        |           |
|                    | 1b.                           | Students answer several questions related to the picture.                                                   |                        | ✓        |           |
| 2                  | Listening activities          |                                                                                                             |                        |          |           |
|                    | 2a.                           | Students are asked to match the word and picture by listening to the audio.                                 |                        | ✓        |           |
|                    | 2b.                           | The textbook presents a word box that consists of translations of several words regarding Independence Day. |                        | ✓        |           |
|                    | 2c.                           | Students listen to the audio of Galang and his father talking about Independence Day.                       |                        | ✓        |           |
|                    | 2d.                           | Students listen and circle the words related to the Independence Day celebration.                           |                        | ✓        |           |
|                    | 2e.                           | Galang and his father discuss their last experience joining the Panjat Pinang game.                         |                        | ✓        |           |

|   |                |                                                                                                                            |  |   |  |
|---|----------------|----------------------------------------------------------------------------------------------------------------------------|--|---|--|
|   | 2f.            | Students recognize and arrange the strategy for winning the Panjat Pinang by placing numbers 1 to 5 in the boxes.          |  | ✓ |  |
|   | 2g.            | Students listen to the other audio and give a checklist of the correct statements.                                         |  | ✓ |  |
| 3 | Language Focus |                                                                                                                            |  |   |  |
|   | 3a             | The book explained regular and irregular verbs. The example focuses on the verbs used in the Independence Day celebration. |  | ✓ |  |
| 4 | Fun Time       |                                                                                                                            |  |   |  |
|   | 4a             | Students are assigned to make a group and play a Bingo Game.                                                               |  | ✓ |  |
| 5 | Speaking       |                                                                                                                            |  |   |  |
|   | 5a             | Students are given an example of a conversation, asking and telling past experiences through a comic strip.                |  | ✓ |  |
|   | 5b             | Students practice in pairs, ask and respond experience.                                                                    |  | ✓ |  |
|   | 5c             | Students are assigned to interview students from other classes about their                                                 |  | ✓ |  |

|                           |                        |                                                                                                                                                                               |  |   |  |
|---------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|
|                           |                        | participation in the Independence Day celebration.                                                                                                                            |  |   |  |
| <b>Chapter 1 (Unit 2)</b> |                        |                                                                                                                                                                               |  |   |  |
| 1                         | Brainstorming Activity |                                                                                                                                                                               |  |   |  |
|                           | 1a                     | The textbook presents several games and activities on Independence Day.                                                                                                       |  | ✓ |  |
|                           | 1b                     | Students are assigned to tell about the event they participated in.                                                                                                           |  | ✓ |  |
| 2                         | Listening              |                                                                                                                                                                               |  |   |  |
|                           | 2a                     | Students listen to a dialogue between Galang and his friends about their activities on Independence Day.                                                                      |  | ✓ |  |
| 3                         | Reading                |                                                                                                                                                                               |  |   |  |
|                           | 3a                     | Students are assigned to read and understand several activities on Independence Day, including a parade in Indonesian heroes' costumes, decorated bicycle parades, and so on. |  | ✓ |  |
|                           | 3b                     | Students read Andre's story about his experience watching a parade.                                                                                                           |  | ✓ |  |

|                           |               |                                                                                                                     |  |   |  |
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|                           | 3c            | Students are asked to work in pairs to write about people's activities based on the story.                          |  | ✓ |  |
|                           | 3d            | Students are assigned to read a text entitled SMP Merdeka's School Parade.                                          |  | ✓ |  |
|                           | 3e            | Students match the pictures and the paragraph in the text.                                                          |  | ✓ |  |
|                           | 3f            | The textbook provides information regarding the uniqueness of the Independence Day celebration in Bandung.          |  | ✓ |  |
|                           | 3g            | Students read Monita's blog, which tells about her school parade.                                                   |  | ✓ |  |
| 4                         | Enrichment    |                                                                                                                     |  |   |  |
|                           | 4a            | Students are assigned to find a unique video about the Independence Day parade. Then, they retell the story.        |  | ✓ |  |
| <b>Chapter 1 (Unit 3)</b> |               |                                                                                                                     |  |   |  |
| 1                         | Brainstorming |                                                                                                                     |  |   |  |
|                           | 1a            | Students are given several pictures of the Independence Day celebration. Then, they answer the following questions. |  | ✓ |  |

|   |                |                                                                                                                                                                    |   |  |
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| 2 | Reading        |                                                                                                                                                                    |   |  |
|   | 2a             | Students read Monita's story of the Independence Day celebration in SMP Merdeka.                                                                                   | ✓ |  |
| 3 | Language Focus |                                                                                                                                                                    |   |  |
|   | 3a             | Students learn about the structure of a recount text.                                                                                                              | ✓ |  |
|   | 3b             | The textbook provides an example of a recounted text about the SMP Merdeka Independence Day celebration.                                                           | ✓ |  |
| 4 | Writing        |                                                                                                                                                                    |   |  |
|   | 4a             | The students are assigned to write a text about the Sack race competition. The textbook also provides a picture to guide the students in creating the orientation. | ✓ |  |
|   | 4b             | Students arrange the sack race steps by giving numbers 1 to 5. Then, they have to make the sentences based on the correct order.                                   | ✓ |  |
|   | 4c             | Students are given brief information about the history of the red and                                                                                              | ✓ |  |

|                           |               |                                                                                                                     |  |   |   |
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|                           |               | white colours of the Indonesian flag.                                                                               |  |   |   |
|                           | 4d            | Students are asked to write about their previous experience celebrating Independence Day.                           |  | ✓ |   |
| 5                         | Enrichment    |                                                                                                                     |  |   |   |
|                           | 5a            | Students work in groups to create a comic telling about Independence Day.                                           |  | ✓ |   |
| <b>Chapter 2 (Unit 1)</b> |               |                                                                                                                     |  |   |   |
| 1                         | Brainstorming |                                                                                                                     |  |   |   |
|                           | 1a            | Students are assigned to see the storybook pictures and what they know from the story.                              |  | ✓ |   |
| 2                         | Listening     |                                                                                                                     |  |   |   |
|                           | 2a            | Students listen to Monita and Galang's conversation about a story. Then, they have to predict the story's sequence. |  | ✓ | ✓ |
|                           | 2b            | Students listen to the audio and number the sequence of the story.                                                  |  | ✓ | ✓ |
|                           | 2c            | Students are assigned to circle the two pictures based on the audio.                                                |  | ✓ | ✓ |
|                           | 2d            | Students are assigned to determine the correct                                                                      |  | ✓ | ✓ |

|                           |            |                                                                                                                                               |  |   |  |
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|                           |            | verbs toward the duck story based on the audio.                                                                                               |  |   |  |
| 3                         | Retelling  |                                                                                                                                               |  |   |  |
|                           | 3a         | Students work in groups and listen to an audio about The Ugly Duckling. Then, they have to script and decide which part to play in the story. |  | ✓ |  |
|                           | 3b         | Students perform the script in the class.                                                                                                     |  | ✓ |  |
| <b>Chapter 2 (Unit 2)</b> |            |                                                                                                                                               |  |   |  |
| 1                         | Brainstorm |                                                                                                                                               |  |   |  |
|                           | 1a         | Students are asked to write about their feelings, such as happiness, sadness, worry, and fear.                                                |  | ✓ |  |
| 2                         | Viewing    |                                                                                                                                               |  |   |  |
|                           | 2a         | Students are assigned to read the conversation between Ibu Ida and the students. They talk about their feeling toward the ugly duckling.      |  | ✓ |  |
| 3                         | Reading    |                                                                                                                                               |  |   |  |
|                           | 3a         | Students are asked to read the final part of The Ugly Duckling.                                                                               |  | ✓ |  |
|                           | 3b         | Students are assigned to reread the story and do the instructions. It relates                                                                 |  | ✓ |  |

|                           |                        |                                                                                                                                                                                                                        |  |   |   |
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|                           |                        | to the particular line about the ugly duckling feeling.                                                                                                                                                                |  |   |   |
| 4                         | Language Focus         |                                                                                                                                                                                                                        |  |   |   |
|                           | 4a                     | The textbook explains the feeling presented in The Ugly Duckling by referring to the use of an adjective to express feelings.                                                                                          |  | ✓ |   |
| 5                         | Fun Time               |                                                                                                                                                                                                                        |  |   |   |
|                           | 5a                     | Galang and friends discuss creating a new ending for The Ugly Duckling story.                                                                                                                                          |  | ✓ |   |
| <b>Chapter 2 (Unit 3)</b> |                        |                                                                                                                                                                                                                        |  |   |   |
| 1                         | Brainstorming activity |                                                                                                                                                                                                                        |  |   |   |
|                           | 1a                     | The textbook provides several pictures of animals. The students are asked to identify them based on their size, ability, and habitat.                                                                                  |  |   | ✓ |
| 2                         | Reading                |                                                                                                                                                                                                                        |  |   |   |
|                           | 2a                     | Students read a brief story about an elephant and his friends. The textbook raises the problem that the animals do not want to be friends with the elephant. But in the end, all animals thank the elephant because he |  | ✓ | ✓ |

|                           |                        |                                                                                                         |  |   |   |
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|                           |                        | has saved their lives from tigers.                                                                      |  |   |   |
|                           | 2b                     | The textbook provides several lists on how to make a good friend.                                       |  | ✓ | ✓ |
| 3                         | Writing                |                                                                                                         |  |   |   |
|                           | 3a                     | Students work with classmates to complete the table of the elements of the Ugly Duckling story.         |  | ✓ |   |
|                           | 3b                     | Students work individually to determine the elements presented in the story Elephants and Friends.      |  | ✓ |   |
|                           | 3c                     | Students make a story of Elephant and Friends in a group with different orientations and complications. |  | ✓ |   |
|                           | 3d                     | Students are asked to share their story on social media and allow the other students to comment.        |  | ✓ |   |
| <b>Chapter 3 (Unit 1)</b> |                        |                                                                                                         |  |   |   |
| 1                         | Brainstorming activity |                                                                                                         |  |   |   |
|                           | 1a                     | Students are given several situations regarding dirty environment and asked what they would do.         |  |   | ✓ |

|   |           |                                                                                                                                                                                                         |   |  |   |
|---|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|---|
| 2 | Listening |                                                                                                                                                                                                         |   |  |   |
|   | 2a        | Students listen to the audio of Andre and Monita having small talk in the school canteen. They talk about the condition of the rubbish bins, which are dominated by plastic waste.                      |   |  | ✓ |
|   | 2b        | Students listened to another audio of Galang, Andre, and Monita in the canteen while having lunch. Galang shares essential information with Andre and Monita regarding how to wash hands appropriately. | ✓ |  |   |
|   | 2c        | Students listen to the audio of Pipit and Galang washing their hands. When rubbing her hands to save water, Galang reminds Pipit to turn off the faucet.                                                | ✓ |  |   |
| 3 | Fun Time  |                                                                                                                                                                                                         |   |  |   |
|   | 3a        | Students play in a group, determining good and bad behaviour for the environment.                                                                                                                       |   |  | ✓ |
|   | 3b        | Students choose one situation from the                                                                                                                                                                  |   |  | ✓ |

|                           |                        |                                                                                                                                                                           |  |  |   |
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|                           |                        | flashcards and decide the action to save water.                                                                                                                           |  |  |   |
| 4                         | Enrichment             |                                                                                                                                                                           |  |  |   |
|                           | 4a                     | Students are assigned to look at and analyse their neighbourhood's habits toward water.                                                                                   |  |  |   |
| <b>Chapter 3 (Unit 2)</b> |                        |                                                                                                                                                                           |  |  |   |
| 1                         | Brainstorming Activity |                                                                                                                                                                           |  |  |   |
|                           | 1a                     | Students are asked about their activities on social media, such as whether they post problems there. What are the other responses?                                        |  |  | ✓ |
| 2                         | Listening              |                                                                                                                                                                           |  |  |   |
|                           | 2a                     | Students listen to the audio of Monita sharing information about saving the Earth from one of her social media accounts.                                                  |  |  | ✓ |
| 3                         | Reading                |                                                                                                                                                                           |  |  |   |
|                           | 3a                     | Pre-reading activity: Students are assigned to complete the chart by asking questions such as "What do you know about throwing trash?" and so on before reading the text. |  |  | ✓ |
|                           | 3b                     | Students read a text on social media about how to save our planet. The                                                                                                    |  |  | ✓ |

|                           |                        |                                                                                                                                                                                                    |  |   |   |
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|                           |                        | other accounts responded positively.                                                                                                                                                               |  |   |   |
| 4                         | Language Focus         |                                                                                                                                                                                                    |  |   |   |
|                           | 4a                     | The textbook provides tips on consideration when giving positive comments on social media.                                                                                                         |  | ✓ |   |
|                           | 4b                     | Students are asked to drop a comment regarding tips on saving the Earth.                                                                                                                           |  |   | ✓ |
|                           | 4c                     | The textbook provides information about the dangers of social media and tips on staying safe on online platforms.                                                                                  |  | ✓ |   |
| 5                         | Reading                |                                                                                                                                                                                                    |  |   |   |
|                           | 5a                     | Students read a post about the problem of having too many old books. The user is confused about what to do. Several comments suggest giving to the orphanage, creating a library, or making money. |  | ✓ |   |
|                           | 5b                     | Students are assigned to write a comment on the previous problem.                                                                                                                                  |  | ✓ |   |
| <b>Chapter 3 (Unit 3)</b> |                        |                                                                                                                                                                                                    |  |   |   |
| 1                         | Brainstorming activity |                                                                                                                                                                                                    |  |   |   |

|                           |                        |                                                                                                                                |  |   |   |
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|                           | 1a                     | The textbook presents posters about saving water and old book donations. Students are assigned to react to those posters.      |  | ✓ | ✓ |
| 2                         | Reading                |                                                                                                                                |  |   |   |
|                           | 2a                     | Students read a poster on how to wash their hands properly.                                                                    |  | ✓ | ✓ |
|                           | 2b                     | Students read the other poster about saving water and donating old books. Then, they determine the goal and the steps to take. |  | ✓ | ✓ |
| 3                         | Enrichment             |                                                                                                                                |  |   |   |
|                           | 3a                     | Students are asked to design a poster about saving the Earth.                                                                  |  |   | ✓ |
|                           | 3b                     | Students post their posters on social media and the school information board.                                                  |  | ✓ | ✓ |
| <b>Chapter 4 (Unit 1)</b> |                        |                                                                                                                                |  |   |   |
| 1                         | Brainstorming activity |                                                                                                                                |  |   |   |
|                           | 1a                     | Students examine and analyse the situations in the pictures, which are about floods, littering, and trash.                     |  |   | ✓ |
| 2                         | Listening              |                                                                                                                                |  |   |   |

|   |          |                                                                                                                                                                                                                                  |  |   |   |
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|   | 2a       | Six activities are presented, including having tea or coffee, walking, swimming, cleaning, and so on. Students are asked to rank the activities they might do on Sunday Afternoon.                                               |  | ✓ | ✓ |
|   | 2b       | Students listen to the audio of Galang's family strolling around the bridge while enjoying Sungai Lestari. They say that the river is filthy. Plastic bags and human behaviour are the main problems with the river's dirtiness. |  |   | ✓ |
|   | 2c       | Students guess what happened during the flood. Five pictures are provided, each denoting several actions during the flood.                                                                                                       |  |   | ✓ |
|   | 2d       | Students continue to listen to the audio of Galang's family during the flood. They talk about how soldiers and firefighters work together to save people.                                                                        |  | ✓ | ✓ |
| 3 | Speaking |                                                                                                                                                                                                                                  |  |   |   |

|                           |                        |                                                                                                                                                         |  |   |   |
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|                           | 3a                     | Students interview their friends about incidents in the rainy season by generating 10 yes/no questions.                                                 |  |   | ✓ |
|                           | 3b                     | Students retell the interview results and details of the incidents.                                                                                     |  | ✓ | ✓ |
| <b>Chapter 3 (Unit 2)</b> |                        |                                                                                                                                                         |  |   |   |
| 1                         | Brainstorming Activity |                                                                                                                                                         |  |   |   |
|                           | 1a                     | Students are asked to think about the problem presented in the pictures. Three pictures show the worst conditions of the sea, which impact sea animals. |  |   | ✓ |
| 2                         | Reading                |                                                                                                                                                         |  |   |   |
|                           | 2a                     | Students read a comic strip in which three students talk about the condition of the ocean due to plastic waste.                                         |  |   | ✓ |
|                           | 2b                     | Students are assigned to identify plastic items that have a harmful impact on sea turtles.                                                              |  |   | ✓ |
|                           | 2c                     | Students read a story about a scientist from Texas University who helped an injured turtle.                                                             |  |   | ✓ |
|                           | 2d                     | The textbook provides information that by 2025,                                                                                                         |  |   | ✓ |

|                           |                        |                                                                                                                                           |  |   |   |
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|                           |                        | plastics will be more prevalent than fish.                                                                                                |  |   |   |
|                           | 2e                     | Students are provided two pictures of an angry swimmer and a head-injured man. They are asked to discuss those two issues.                |  |   | ✓ |
|                           | 2f                     | Students read further text regarding the two pictures.                                                                                    |  |   | ✓ |
| <b>Chapter 3 (Unit 3)</b> |                        |                                                                                                                                           |  |   |   |
| 1                         | Brainstorming Activity |                                                                                                                                           |  |   |   |
|                           | 1a                     | Students are asked to discuss the meaning of a poem with a classmate. The poem tightly indicates environmental conditions.                |  |   | ✓ |
| 2                         | Reading                |                                                                                                                                           |  |   |   |
|                           | 2a                     | The textbook presents two pictures that show the action of collecting trash. The students were assigned to discuss trash and its dangers. |  |   | ✓ |
|                           | 2b                     | Students read a story about two girls cleaning up Bali from plastic waste.                                                                |  | ✓ | ✓ |
|                           | 2c                     | Students are informed about the movement to                                                                                               |  |   | ✓ |

|                           |                        |                                                                                                                                                           |  |   |   |
|---------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
|                           |                        | save the Earth from plastic bags.                                                                                                                         |  |   |   |
|                           | 2d                     | Students are given cards belonging to the Bye-Bye Plastic Bags campaign. They have to determine the movement based on the element in the factual recount. |  |   | ✓ |
| <b>Chapter 5 (Unit 1)</b> |                        |                                                                                                                                                           |  |   |   |
| 1                         | Brainstorming Activity |                                                                                                                                                           |  |   |   |
|                           | 1a                     | Students are asked to see four body and face product and tell the usage of the product.                                                                   |  | ✓ |   |
| 2                         | Listening              |                                                                                                                                                           |  |   |   |
|                           | 2a                     | Students listen to an audio of two girls who adore the beauty of the other girls.                                                                         |  | ✓ |   |
|                           | 2b                     | Students listen to an audio talk about a beautiful girl with makeup, but she has a bad attitude toward others.                                            |  | ✓ |   |
| 3                         | Speaking               |                                                                                                                                                           |  |   |   |
|                           | 3a                     | Students are assigned to work in group to retell the audio 5.2.                                                                                           |  | ✓ |   |
|                           | 3b                     | Students are asked to tell a story to friends or family. Then they have                                                                                   |  | ✓ |   |

|                           |                        |                                                                                                                       |  |   |  |
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|                           |                        | to ask their feeling about their performance.                                                                         |  |   |  |
| <b>Chapter 5 (Unit 2)</b> |                        |                                                                                                                       |  |   |  |
| 1                         | Brainstorming Activity |                                                                                                                       |  |   |  |
|                           | 1a                     | Students are asked about their favorite activity, how well they are doing it, and what activity they want to improve. |  | ✓ |  |
| 2                         | Listening              |                                                                                                                       |  |   |  |
|                           | 2a                     | Students listen to the audio of Galang, Monita, and Made discussing a story about playing football.                   |  | ✓ |  |
| 3                         | Reading                |                                                                                                                       |  |   |  |
|                           | 3a                     | Students read a story about playing football part 1.                                                                  |  | ✓ |  |
|                           | 3b                     | Students read a story about playing football, part 2, and answer the questions.                                       |  | ✓ |  |
|                           | 3c                     | Students read a story about playing football, part 3.                                                                 |  | ✓ |  |
|                           | 3d                     | Students are asked to circle Mirza's feelings during the game.                                                        |  | ✓ |  |
| 4                         | Language Focus         |                                                                                                                       |  |   |  |
|                           | 4a                     | Students are explained about the adverb of manner.                                                                    |  | ✓ |  |

|                           |               |                                                                                                                                                                      |  |   |  |
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|                           | 4b            | Students read a story and find the adverb of manner.                                                                                                                 |  | ✓ |  |
| <b>Chapter 5 (Unit 3)</b> |               |                                                                                                                                                                      |  |   |  |
| 1                         | Brainstorming |                                                                                                                                                                      |  |   |  |
|                           | 1a            | Students are asked to give their opinion about Peter's desire to join a famous drum band.                                                                            |  | ✓ |  |
| 2                         | Reading       |                                                                                                                                                                      |  |   |  |
|                           | 2a            | Students work in groups to categorize the phrase. It is about Getting into the Band.                                                                                 |  | ✓ |  |
|                           | 2b            | Students read a text entitled Getting into the Band.                                                                                                                 |  | ✓ |  |
| 3                         | Writing       |                                                                                                                                                                      |  |   |  |
|                           | 3a            | Students are assigned to collaborate in pairs to write the events and emotions related to the students with the stories of Makeup, Mirza, and Getting into the Band. |  | ✓ |  |
|                           | 3b            | Students are assigned to identify the elements of Getting into the Band story.                                                                                       |  | ✓ |  |
|                           | 3c            | Students post a story on social media and allow their friends to comment.                                                                                            |  | ✓ |  |

| No        | Ninth Grade Textbook Content |                                                                                                                   | Tri Hita Karana Values |          |           |
|-----------|------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------|----------|-----------|
| Chapter 1 |                              |                                                                                                                   | Parahyangan            | Pawongan | Palemahan |
| 1         | Brainstorming activity       |                                                                                                                   |                        |          |           |
|           | 1a.                          | Students are given one of the animals from Indonesia.                                                             |                        |          | ✓         |
|           | 1b.                          | Students answer the questions based on the picture using their prior knowledge.                                   |                        |          | ✓         |
| 2         | Listening                    |                                                                                                                   |                        |          |           |
|           | 2a.                          | Students listen to the audio about two students discussing Bekantan's physical features. Then they fill the gaps. |                        |          | ✓         |
|           | 2b.                          | Students are given a word box about translation on several words.                                                 |                        |          | ✓         |
|           | 2c.                          | Students listen to the audio about Bekantan's habitat. Then, they give marks T and F based on the statements.     |                        |          | ✓         |
|           | 2d.                          | Students fill in the ideas of Bekantan behavior and diet based on the audio.                                      |                        |          | ✓         |
|           | 2e.                          | Students arrange the Bekantan predator and threat based on the audio.                                             |                        |          | ✓         |

|                           |                        |                                                                                                                     |  |  |   |
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| 3                         | Language focus         |                                                                                                                     |  |  |   |
|                           | 3a.                    | The textbook provides information about noun groups, especially about how to describe the animals' characteristics. |  |  | ✓ |
| 4                         | Listening              |                                                                                                                     |  |  |   |
|                           | 4a                     | Students listen to audio that contains information about two animals. Then, they complete the questions provided.   |  |  | ✓ |
| 5                         | Fun Time               |                                                                                                                     |  |  |   |
|                           | 5a                     | Students play a guessing game about animals. The other students give the clue and the entire guess.                 |  |  | ✓ |
| <b>Chapter 1 (Unit 2)</b> |                        |                                                                                                                     |  |  |   |
| 1                         | Brainstorming activity |                                                                                                                     |  |  |   |
|                           | 1a                     | Students are given two pictures and asked to analyse the gorilla's and the orangutan's appearance.                  |  |  | ✓ |
| 2                         | Reading                |                                                                                                                     |  |  |   |
|                           | 2a                     | Students read the description of the Orangutan, including origin, size, physical traits, behaviours, and threats.   |  |  | ✓ |
|                           | 2b                     | Students read a text about the Orangutan.                                                                           |  |  | ✓ |

|                           |               |                                                                                                                                                        |  |   |   |
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|                           | 2c            | Students match the pictures and descriptions.                                                                                                          |  |   | ✓ |
|                           | 2d            | Students read the difference between monkeys and apes.                                                                                                 |  |   | ✓ |
|                           | 2e            | Students read information about the Orangutan in Indonesia.                                                                                            |  |   | ✓ |
|                           | 2f            | Students fill in the blanks in the text about Gorillas.                                                                                                |  |   | ✓ |
| <b>Chapter 1 (Unit 3)</b> |               |                                                                                                                                                        |  |   |   |
| 1                         | Brainstorming |                                                                                                                                                        |  |   |   |
|                           | 1a            | Students are provided with a picture of Galang wearing something. The students view and analyse the things Galang wears. Galang can see a flying bird. |  |   | ✓ |
| 2                         | Listening     |                                                                                                                                                        |  |   |   |
|                           | 2a            | Students listen to Galang, Monita, and Pipit learn and observe the birds.                                                                              |  | ✓ | ✓ |
|                           | 2b            | Students match the pictures and description in the audio.                                                                                              |  | ✓ | ✓ |
| 3                         | Reading       |                                                                                                                                                        |  |   |   |
|                           | 3a            | Students read the mind map of Cendrawasih.                                                                                                             |  |   | ✓ |

|                           |                        |                                                                                                                                                                        |  |  |   |
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|                           | 3b                     | Students read a text about Cendrawasih and answer the questions.                                                                                                       |  |  | ✓ |
| 4                         | Language Focus         |                                                                                                                                                                        |  |  |   |
|                           | 4a                     | Students are taught how to express action in a sentence. The examples provided the animals and environmental conditions in Indonesia.                                  |  |  | ✓ |
|                           | 4b                     | Students are introduced to how to write a report properly, including gathering information, organizing, writing the draft, revising, editing, and publishing the work. |  |  | ✓ |
| 5                         | Writing                |                                                                                                                                                                        |  |  |   |
|                           | 5a                     | Students write the sentence about Bali starlings from the facts provided                                                                                               |  |  | ✓ |
|                           | 5b                     | Students report the text about the Bali starling.                                                                                                                      |  |  | ✓ |
| <b>Chapter 2 (Unit 1)</b> |                        |                                                                                                                                                                        |  |  |   |
| 1                         | Brainstorming Activity |                                                                                                                                                                        |  |  |   |
|                           | 1a                     | Students are asked to look at the picture of Lestari National Park. They are asked about their presence to visit the national park, like what they can see there.      |  |  | ✓ |

|   |           |                                                                                                                                                                                                |  |   |   |
|---|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
| 2 | Listening |                                                                                                                                                                                                |  |   |   |
|   | 2a        | Students listen to Galang and Monita talk about their trip to Lestari National Park. They express their feelings about visiting the park, which is very fun. They see beautiful flowers there. |  |   | ✓ |
| 3 | Speaking  |                                                                                                                                                                                                |  |   |   |
|   | 3a        | Students are provided with several pictures of a trip to the park. They must describe the situation from the pictures.                                                                         |  |   | ✓ |
| 4 | Listening |                                                                                                                                                                                                |  |   |   |
|   | 4a        | Students listen to the audio in which Monita tells Andre what they have done in the national park. Monita excitedly describes the park to Andre.                                               |  | ✓ | ✓ |
| 5 | Reading   |                                                                                                                                                                                                |  |   |   |
|   | 5a        | The textbook informs about Bogor Botanical Garden as the first botanical garden in Indonesia.                                                                                                  |  |   | ✓ |
|   | 5b        | Students are asked to read the excursion report                                                                                                                                                |  |   | ✓ |

|                           |                        |                                                                                                                                                                                                           |  |   |   |
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|                           |                        | from those who visited a national park and raise questions.                                                                                                                                               |  |   |   |
| 6                         | Speaking               |                                                                                                                                                                                                           |  |   |   |
|                           | 6a                     | Students are assigned to present a photo of a school activity or excursion and allow their friends to ask questions.                                                                                      |  | ✓ | ✓ |
| <b>Chapter 2 (Unit 2)</b> |                        |                                                                                                                                                                                                           |  |   |   |
| 1                         | Brainstorming Activity |                                                                                                                                                                                                           |  |   |   |
|                           | 1a                     | Students are asked to observe the pictures (poster competition and beach) and answer the questions provided.                                                                                              |  | ✓ |   |
| 2                         | Reading                |                                                                                                                                                                                                           |  |   |   |
|                           | 2a                     | Students read a conversation between Monita and Galang about Galang's experience in Karimunjawa and won the poster competition.                                                                           |  | ✓ | ✓ |
|                           | 2b                     | Students look at Galang's post and read the caption. The pictures depict the beauty of nature in Karimunjawa. The first picture highlights the sunset, the second shows Galang snorkelling, and the third |  |   | ✓ |

|                           |                        |                                                                                                                                                                 |  |  |   |
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|                           |                        | depicts an iconic beach in Karimunjawa.                                                                                                                         |  |  |   |
|                           | 2c                     | Students read Galang's story about his trip to Karimunjawa. He described his activities there, which mostly involved spending time at the beach and in the sea. |  |  | ✓ |
|                           | 2d                     | Students are informed about Karimunjawa as the priority place for the conservation of marine biodiversity.                                                      |  |  | ✓ |
|                           | 2e                     | Students are asked to read the itinerary and complete the text trip to Labuan Bajo.                                                                             |  |  | ✓ |
|                           | 2f                     | Students are asked to identify the main idea from the story of the holiday to Sumbawa.                                                                          |  |  | ✓ |
| <b>Chapter 2 (Unit 3)</b> |                        |                                                                                                                                                                 |  |  |   |
| 1                         | Brainstorming Activity |                                                                                                                                                                 |  |  |   |
|                           | 1a                     | Students are asked to see two pictures and answer the questions. The pictures depict sky and sea.                                                               |  |  | ✓ |
| 2                         | Reading                |                                                                                                                                                                 |  |  |   |
|                           | 2a                     | Students are asked to match the pictures and                                                                                                                    |  |  | ✓ |

|                           |                        |                                                                                                                                                                      |   |   |   |
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|                           |                        | words by drawing a line.<br>The images are about snorkelling items.                                                                                                  |   |   |   |
|                           | 2b                     | Students are assigned to predict the pictures provided. The pictures relate to water activities.                                                                     |   |   | ✓ |
|                           | 2c                     | Students read a story about story “my first snorkelling experience.”                                                                                                 |   |   | ✓ |
|                           | 2d                     | Students shared a story behind snorkelling.                                                                                                                          |   |   | ✓ |
| 3                         | Writing                |                                                                                                                                                                      |   |   |   |
|                           | 3a                     | Based on the words provided, students are asked to complete the description of Andre's trip to Putri Island at Thousand Islands.                                     |   |   | ✓ |
|                           | 3b                     | Based on the previous pictures, students are assigned to complete the events of Andre's trip. The activities are conducted with friends at the beach and in the sea. |   |   | ✓ |
|                           | 3c                     | Students are asked to choose a memorable trip and write the story.                                                                                                   |   | ✓ | ✓ |
| <b>Chapter 3 (Unit 1)</b> |                        |                                                                                                                                                                      |   |   |   |
| 1                         | Brainstorming Activity |                                                                                                                                                                      |   |   |   |
|                           | 1a                     | Students are asked to look at and analyse a                                                                                                                          | ✓ |   |   |

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|   |           | picture of the royal family and the dragon.                                                                                                                                                                   |   |  |  |
| 2 | Listening |                                                                                                                                                                                                               |   |  |  |
|   | 2a        | Students listen to a story about Andre and Princess Suripit. They are asked to order the correct numbers in the comic pictures offered.                                                                       | ✓ |  |  |
|   | 2b        | Students are asked to listen to Andre and Princess Suripit's Part 2 story and complete it by using the correct words.                                                                                         | ✓ |  |  |
|   | 2c        | Students are assigned to fill in the speech of Andre and Princess Suripit's story from the audio Part 3.                                                                                                      | ✓ |  |  |
|   | 2d        | Students continue to listen to audio Part 4 while reading aloud and circle the correct words in brackets. The story highlights the journey of acquiring a black orchid to bring Andre back to the real world. | ✓ |  |  |
| 3 | Speaking  |                                                                                                                                                                                                               |   |  |  |
|   | 3a        | Students are asked to identify the action Andre took after getting back                                                                                                                                       | ✓ |  |  |

|                           |                        |                                                                                                                        |   |  |  |
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|                           |                        | home. Then, they have to present the story in class.                                                                   |   |  |  |
| 4                         | Fun Time               |                                                                                                                        |   |  |  |
|                           | 4a                     | Students are assigned to create a dialogue between Andre and Dragon. The situation is the Dragon tries to chase Andre. | ✓ |  |  |
| <b>Chapter 3 (Unit 2)</b> |                        |                                                                                                                        |   |  |  |
| 1                         | Brainstorming Activity |                                                                                                                        |   |  |  |
|                           | 1a                     | Students are presented with several pictures of a car in 1990. They observe and answer the questions provided.         | ✓ |  |  |
| 2                         | Reading                |                                                                                                                        |   |  |  |
|                           | 2a                     | Students are assigned to predict the sequence of events in the pictures, which depict a unique car from 1990.          | ✓ |  |  |
|                           | 2b                     | Students read a story about a time-travel car.                                                                         | ✓ |  |  |
|                           | 2c                     | Students read Time Travel Car Story Part 2 and answer the true and false statements.                                   | ✓ |  |  |
|                           | 2d                     | Students read the information about time travel proposed by Albert Einstein.                                           | ✓ |  |  |

|                           |               |                                                                                                                                                                    |   |   |  |
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|                           | 2e            | Students continue to read Time Travel Car Story Part 3                                                                                                             | ✓ |   |  |
|                           | 2f            | Students read the ending of the Time Travel Car Story and answer the questions.                                                                                    | ✓ |   |  |
|                           | 2g            | Students predict the last sentence in the story. The sentence is <i>Together, they pressed that button. And zap! The car flew again.</i>                           | ✓ | ✓ |  |
| <b>Chapter 3 (Unit 3)</b> |               |                                                                                                                                                                    |   |   |  |
| 1                         | Brainstorming |                                                                                                                                                                    |   |   |  |
|                           | 1a            | Students are asked to look at the picture of Buto ijo, parents, and baby. They have to analyse the personality of the characters, the events, and the settings.    | ✓ |   |  |
| 2                         | Reading       |                                                                                                                                                                    |   |   |  |
|                           | 2a            | Students read a brief story of Timun Mas. Then, predict the ending.                                                                                                | ✓ |   |  |
|                           | 2b            | Students read Timun Mas Part 1 and complete the summary of the story. The story is about Timun Mas' parents, who promise the Giant that if Timun Mas is seven, she | ✓ |   |  |

|                           |                        |                                                                                                                                                                                 |   |   |   |
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|                           |                        | will be a worker in his factory.                                                                                                                                                |   |   |   |
|                           | 2c                     | Students continue reading Part 2 of Timun Mas and matching the scenes with the paragraph. It ends with the Giant realizing Timun Mas's ability beyond that of a factory worker. | ✓ |   |   |
| 3                         | Writing                |                                                                                                                                                                                 |   |   |   |
|                           | 3a                     | Students are assigned to write action verbs and chronological events from Timun Mas' comic strip.                                                                               | ✓ |   |   |
|                           | 3b                     | The textbook informs about the old oral traditions of telling stories, which are known as folklore.                                                                             |   | ✓ |   |
| <b>Chapter 4 (Unit 1)</b> |                        |                                                                                                                                                                                 |   |   |   |
| 1                         | Brainstorming activity |                                                                                                                                                                                 |   |   |   |
|                           | 1a                     | Students are asked to look at the pictures of preloved creations and discuss the questions given.                                                                               |   |   | ✓ |
| 2                         | Listening              |                                                                                                                                                                                 |   |   |   |
|                           | 2a                     | Students listen to the audio of Galang and friends discussing the                                                                                                               |   | ✓ | ✓ |

|   |                                 |                                                                                                                                          |  |   |   |
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|   |                                 | bazaar while circling the words in the pictures. The words include recycling/recycled, milk bottles/water bottles, and bottle cap/pipes. |  |   |   |
|   | 2b                              | Students listen to audio about Galang and friends discussing projects using plastic bottles and caps.                                    |  | ✓ | ✓ |
|   | 2c                              | The textbook provides information regarding the usage of plastic bottle caps for charity.                                                |  |   | ✓ |
|   | 2d                              | Students listen to Galang describe his robotic arm, which is made from cardboard, straws, elastic, and strings.                          |  | ✓ | ✓ |
|   | 2e                              | Students listen to Made's explanation regarding his creation of a plastic lantern.                                                       |  | ✓ | ✓ |
| 3 | Creating, Writing, and Speaking |                                                                                                                                          |  |   |   |
|   | 3a                              | Students are assigned to create something from the material around the house.                                                            |  |   | ✓ |
|   | 3b                              | Students are asked to write a description of their creation. They must present to the class.                                             |  |   | ✓ |

| Chapter 4 (Unit 2) |                        |                                                                                                                                                 |  |   |   |
|--------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|
| 1                  | Brainstorming Activity |                                                                                                                                                 |  |   |   |
|                    | 1a                     | Students are asked to look at the advertisement for three pieces of clothing and answer the questions.                                          |  | ✓ |   |
| 2                  | Reading                |                                                                                                                                                 |  |   |   |
|                    | 2a                     | Students read a comic strip about Galang selling his preloved bag online.                                                                       |  | ✓ | ✓ |
|                    | 2b                     | Students read a text about the school bazaar. The bazaar was held to get funds for Bhinneka Orphanage.                                          |  | ✓ | ✓ |
|                    | 2c                     | Students read a story of the origin of the bazaar.                                                                                              |  | ✓ | ✓ |
| 3                  | Fun Time               |                                                                                                                                                 |  |   |   |
|                    | 3a                     | Students play a shopping game. Some students are sellers, and the others are buyers. They get 50,000 rupiahs and need to spend the time wisely. |  | ✓ |   |
| 4                  | Enrichment             |                                                                                                                                                 |  |   |   |
|                    | 4a                     | Students are asked to work in groups to make a poster about recycling items to sell in the bazaar.                                              |  | ✓ |   |
| Chapter 4 (Unit 3) |                        |                                                                                                                                                 |  |   |   |

|   |                        |                                                                                                                                           |  |   |  |
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| 1 | Brainstorming Activity |                                                                                                                                           |  |   |  |
|   | 1a                     | Students are asked to look at a shop picture and think about what they would sell if they had the shop.                                   |  | ✓ |  |
| 2 | Reading                |                                                                                                                                           |  |   |  |
|   | 2a                     | Students match pictures and words provided, namely charity, to donate, a volunteer, and so on.                                            |  | ✓ |  |
|   | 2b                     | Students are asked to read a text about a school charity shop.                                                                            |  | ✓ |  |
|   | 2c                     | Students are asked about the existence of charity shops in the United Kingdom.                                                            |  | ✓ |  |
| 3 | Writing                |                                                                                                                                           |  |   |  |
|   | 3a                     | Students are asked to write one or more words related to the words provided, such as charity shop, preloved, low-priced, and items.       |  | ✓ |  |
|   | 3b                     | Students are assigned to observe the flyer about a charity shop in Garuda village and write a short description based on the information. |  | ✓ |  |

|                           |                        |                                                                                                                                                                                                                                                                        |  |   |  |
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|                           | 3c                     | Students are assigned to write about their dream charity shop.                                                                                                                                                                                                         |  | ✓ |  |
| <b>Chapter 5 (Unit 1)</b> |                        |                                                                                                                                                                                                                                                                        |  |   |  |
| 1                         | Brainstorming activity |                                                                                                                                                                                                                                                                        |  |   |  |
|                           | 1a                     | Students are asked to analyze the picture and answer several questions related to online search engines.                                                                                                                                                               |  | ✓ |  |
| 2                         | Listening              |                                                                                                                                                                                                                                                                        |  |   |  |
|                           | 2a                     | Students are asked to listen to an audio about Galang and his friends talking about a school assignment to write a biography. He is confused about where he can find the information about Ki Hajar Dewantara. Then, Pipit informs him to use an online search engine. |  | ✓ |  |
|                           | 2b                     | Students listen to audio of students finding information in the computer lab using a search engine. Pipit guides her friends on how to find information online.                                                                                                        |  | ✓ |  |
|                           | 2c                     | In audio 5.3, Monita guides Galang to obtain                                                                                                                                                                                                                           |  | ✓ |  |

|   |           |                                                                                                                                                                                                               |   |   |  |
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|   |           | reliable, credible, and trustworthy information by examining the date, content, and source of the information. This approach aims to avoid false information.                                                 |   |   |  |
| 3 | Speaking  |                                                                                                                                                                                                               |   |   |  |
|   | 3a        | Students are assigned to complete the dialogue between Galang and his mother about looking for information online. Then, they practice in class.                                                              | ✓ | ✓ |  |
| 4 | Listening |                                                                                                                                                                                                               |   |   |  |
|   | 4a        | Students are asked to listen to a conversation between Galang and Monita about their confusion about making a pocketbook. Then, they find Ibu Ida's YouTube channel, which explains how to make a pocketbook. |   | ✓ |  |
|   | 4b        | Students listen to Ibu Ida's explanation regarding how to make a pocketbook and fill in the blank words.                                                                                                      |   | ✓ |  |
|   | 4c        | Students listen to an audio explaining how to                                                                                                                                                                 |   | ✓ |  |

|                           |                        |                                                                                                                                 |  |   |  |
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|                           |                        | decorate a pocketbook and are assigned to create a pocketbook through the following steps.                                      |  |   |  |
| <b>Chapter 5 (Unit 2)</b> |                        |                                                                                                                                 |  |   |  |
| 1                         | Brainstorming Activity |                                                                                                                                 |  |   |  |
|                           | 1a                     | Students are given several pictures (fill out a Google form and show their identity card) and asked to share their opinions.    |  | ✓ |  |
| 2                         | Reading                |                                                                                                                                 |  |   |  |
|                           | 2a                     | Students fill in information about their identities on an online platform, whether to keep it private or show it to the public. |  | ✓ |  |
|                           | 2b                     | Students read a text about Internet Safety Rules and What to Do Online.                                                         |  | ✓ |  |
|                           | 2c                     | Students read five ways to protect personal information.                                                                        |  | ✓ |  |
|                           | 2d                     | Students read information regarding 10 ways to protect yourself against cybercrimes.                                            |  | ✓ |  |
|                           | 2e                     | The textbook provides information about online bullying in Indonesia.                                                           |  | ✓ |  |

|                           |                        |                                                                                                     |  |   |  |
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| 3                         | Writing                |                                                                                                     |  |   |  |
|                           | 3a                     | Students are asked to respond to the message that says “I hate you.”                                |  | ✓ |  |
|                           | 3b                     | Students are asked to fill in the blanks regarding the anti-bullying campaign in SMP Merdeka.       |  | ✓ |  |
|                           | 3c                     | Students are assigned to write five things to do to stay safe when using the internet.              |  | ✓ |  |
| <b>Chapter 5 (Unit 3)</b> |                        |                                                                                                     |  |   |  |
| 1                         | Brainstorming Activity |                                                                                                     |  |   |  |
|                           | 1a                     | Students are asked to study the picture and share their opinion regarding the hoax news or message. |  | ✓ |  |
| 2                         | Reading                |                                                                                                     |  |   |  |
|                           | 2a                     | Students are assigned to read steps to spot fake news.                                              |  | ✓ |  |
| 3                         | Writing                |                                                                                                     |  |   |  |
|                           | 3a                     | Students are asked to write the steps to filter news.                                               |  | ✓ |  |
|                           | 3b                     | Students are assigned to analyze the news and write whether it is fake. The news is about some      |  | ✓ |  |

|   |            |                                                                                                                                                                   |  |   |  |
|---|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|
|   |            | elephants who fell asleep near a tea garden.                                                                                                                      |  |   |  |
|   | 3c         | The textbook informs students of the existence of video, images, and information on social media. Therefore, students must be aware of and have digital literacy. |  | ✓ |  |
| 4 | Enrichment |                                                                                                                                                                   |  |   |  |
|   | 4a         | Students are assigned to create a poster to encourage the awareness of checking information.                                                                      |  | ✓ |  |

