

## APPENDICES

### Appendix 1

Table of the Suggested ELT Coursebook Evaluation Checklist

<b>ELT Coursebook Evaluation Checklist</b>			Yes	No
<b>Subjects &amp; Contents</b>	Does the content serve as a window into learning about the target language culture (American, British etc.)? (23)			
	Are the subject and content of the coursebook interesting? (2)			
	Is the content of the coursebook challenging enough to foster new learnings? (5)			
	Are the subject and content of the coursebook motivating? (2)			
	Is the thematic content understandable for students? (3)			
	Is there sufficient variety in the subject and content of the coursebook? (2)			
	Is the thematic content culturally appropriate? (3)			
	Are the topics and texts free from any kind of discrimination(gender, race etc.)? (5)			
	Is there a relationship between the content of the coursebook and real-life situations(society)?(6)			
	Do the topics and texts in the coursebook include elements from both local and target culture? (5)			
<b>Sub-skills &amp; Skills</b>	Reading	Are there adequate and appropriate exercises and tasks for improving reading comprehension? (6)		
		Is there is a wide range of different reading texts with different subject content? (7)		
		Are the reading selections authentic pieces of language? (1)		
	Listening	Does the coursebook have appropriate listening tasks with well-defined goals? (8)		
		Is the listening material well recorded, as authentic as possible?(9)		
		Is the listening material accompanied by background information, questions and activities which help comprehension? (9)		

Speaking	Does the coursebook include speech situations relevant to students' background? (10)		
	Are the activities developed to initiate meaningful communication? (8)		
	Does the coursebook include adequate individual and group speaking activities? (5)		
Writing	Are models provided for different genres? (11)		
	Do the tasks have achievable goals and take into consideration learner capabilities? (8)		
	Is practice provided in controlled and guided composition in the early stages? (10)		
Vocabulary	Does the vocabulary load(i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level? (12)		
	Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book? (11)		
	Do the vocabulary exercises promote internalization of previously and newly introduced items? (13)		
	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1)		
	Is the new vocabulary integrated in varying contexts and situations? (14)		
Grammar	Are the grammar points presented with brief and easy examples and explanations? (15)		
	Is the primary function of new structures for interaction and communication? (14)		
	Do the structures gradually increase in complexity to suit the growing reading ability of students? (12)		
	Are the new structures presented systematically and in a meaningful context? (16)		
	Are the grammar points recycled in the following units? (4)		

	Pronunciation	Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds? (17)		
		Are the pronunciation points repeated and reinforced in subsequent lessons? (13)		
	Does the coursebook cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.? (4, 2)			
<b>Layout &amp; Physical Make-up</b>	Is the printing quality high? (11)			
	Does the coursebook look interesting and fun? (18)			
	Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit? (22)			
	Does the coursebook reflect learners' preferences in terms of layout, design, and organization? (19)			
	Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text? (14)			
	Are the illustrations informative and functional? (13)			
	Do the size and weight of the coursebook seem convenient for students to handle? (14)			
<b>Practical Considerations</b>	Is the coursebook up-to-date(e.g. published within the past 10 years)? (20)			
	Is the coursebook easily accessible? (2)			
	Is the coursebook affordable? (21)			
	Does the coursebook have supplementary materials(tapes, visuals etc.)? (5)			
	Does the coursebook have supporting online materials/tests and e-format? (5)			
	Does the book address different learning styles and strategies? (4)			
	Do the activities and exercises introduce the main principles of CLT? (22)			
	Does the coursebook include self-assessment parts? (5)			
	Can the activities be exploited fully and embrace various methodologies in ELT? (11)			
	Is / are the type/s of syllabus design used in the book appropriate for learners? (4)			
	Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school? (5)			
	Does the coursebook fit curriculum/goals? (3)			

	Are the objectives specified explicitly in the coursebook? (22)		
	Is the coursebook designed by taking into account the learners' socially and historically English-free status? (5)		
	<b>EXTRA COMMENTS/CRITISM ON THE BOOK:</b>		

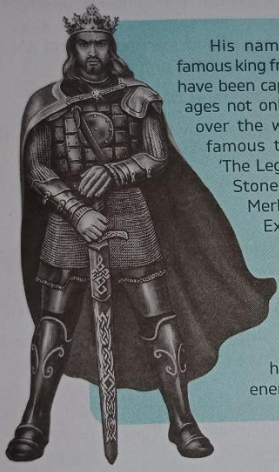
\*According to Ersoz (n.d.), if the number of YES answers is more than 80%, the book is perfect for your situation. If between 60-80%, it can be used in your situation but needs adaptation. If below 60%, the book is not suitable for your situation.

## Appendix 2

### The Contents in the English Textbook Pathway to English for Tenth Grade Published by Erlangga

#### 1. Target Language Culture Unit 1

2. Compare the following extracts by answering the questions.



Target Language Culture

target culture

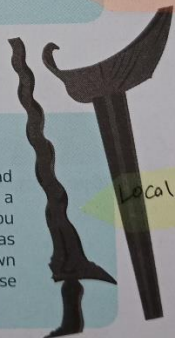
Culturally

Local Culture

His name was King Arthur, a famous king from Britain whose stories have been capturing imaginations for ages not only in Britain but also all over the world. One of the most famous tales of King Arthur is 'The Legend of the Sword in the Stone'. One day, a magician, Merlin placed a sword called Excalibur in a stone and said that whoever was able to pull it was the rightful king of England. Arthur proved that he was the strongest man who could pull it out and he didn't have to spend any energy to do it.

**The Legend of The Keris of Mpu Gandring**

The Keris of Mpu Gandring is a famous legend from Java Island, Indonesia. The tale is about a famous cursed *keris* made by Mpu Gandring. Mpu Gandring who allegedly lived in the 11<sup>th</sup> century was a well-known *keris* maker. He was killed by his own creation and before he passed away, he cast a curse on the *keris*.



#### 2. Target Language Culture Unit 2

8. Practice the following dialogue with your friend and answer the questions.

Devaryo : I read an article in a magazine in the library yesterday. According to some experts fossil fuels will be running out in the next 30 years.

Gilang : Yeah, it will happen someday.

Devaryo : Sooner or later we will need alternative sources of energy.

Gilang : Right.

Devaryo : Gilang, have you ever heard that Hydrogen is one of the safe alternative sources?

Gilang : No, I haven't. How come? Tell me about it.

Devaryo : Hydrogen belongs to one of the flammable chemistry elements.

Gilang : I see.

Devaryo : If this alternative source of energy is combined with air, it will result in better combustion.

Gilang : Uhm-hm.

Devaryo : It is also able to increase the performance of the engine.

Gilang : Great idea! But I guess it won't happen in this decade.

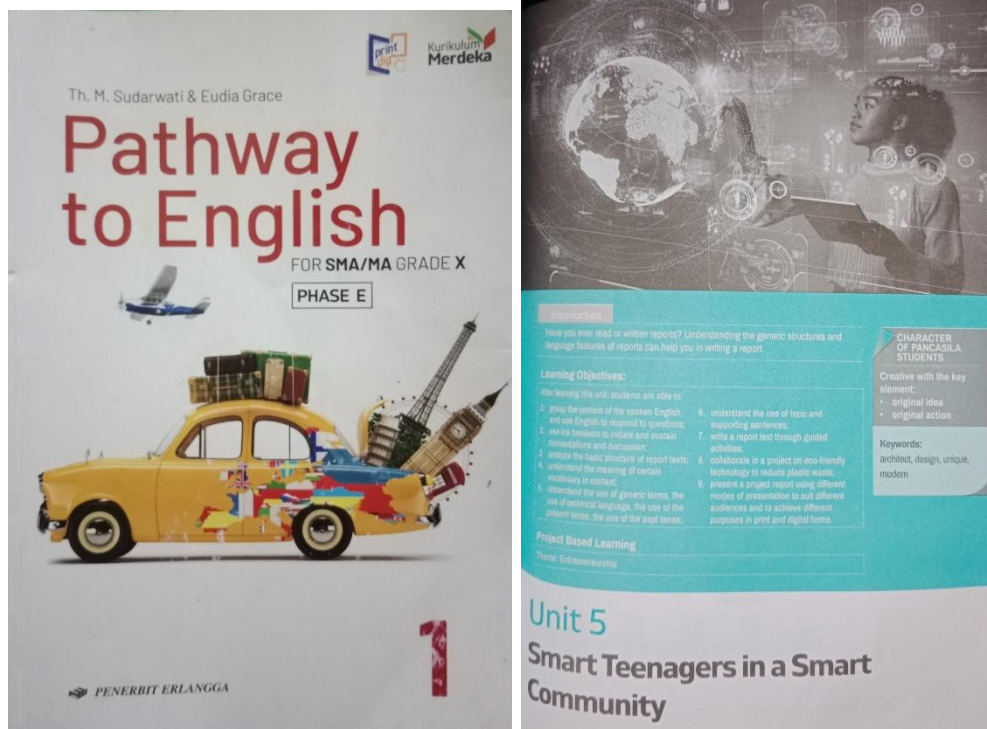
Devaryo : Well, time will tell.


### 3. Target Language Culture Unit 3

Miles : It's a bright Sunday, **isn't it?**  
 Lana : Yes, it's a lovely day. Let's go to the beach, **shall we?**  
 Miles : Yes, let's do that. Bring me my cap, **will you?**  
 Lana : Here it is. We could ride a motorcycle, but let's walk. We need the exercise, **don't we?**  
 Miles : Sure, we do. Wait a moment. I'll get my sunglasses.  
 Lana : You didn't forget your towel, **did you?**  
 Miles : Sorry, I didn't have it with me. Anyway, let's go.

- 1) What is the dialogue about?
- 2) "It's a bright Sunday, isn't it?"  
What is the function of the words "isn't it"?
- 3) What do you call a question of such kind?

### 4. Interesting Subject and Content of Textbook Picture in the First Part of Every Unit





**Introduction**

Language is an important part of human life. It enables people to communicate. With languages, people can understand each other.

**CHARACTER OF PANGASILA STUDENTS**

Mutual assistance with the key elements:

- collaboration
- social coordination
- sharing, awareness

**Keywords:**  
fantasy, surprise, imaginary

**Learning Objectives:**

After learning this unit, students are able to:

1. grasp the context of the spoken English and responding to questions;
2. initiate and sustain conversations or discussions;
3. express surprise and show interest;
4. read fantasy stories and analyze their structure;
5. read a short story to understand meaning of vocabulary in context;
6. read a short story to understand common and proper nouns;
7. read a short story to understand the use of adjectives of color, size, shape, and quality;
8. write a fantasy story through guided activities.

**Project Based Learning**

Theme: Local Value

**Unit 1**  
**Language, Lens of Understanding**

### 5. Interesting Subject and Content of Textbook Unit 1

Text 1

SUNDAY #12345678

**HOT NEWS**

PAGE 4









**Spider-Man beats Superman in record \$3.6m comic sale**

A copy of Peter Parker's debut in *Amazing Fantasy #15* has swooped over the *Man of Steel* to fetch the highest price ever paid for a single comic.

Tan

## 6. Interesting Subject and Content of Textbook Unit 4

**Text 2:**

DOS	DON'TS
 Hold the mask by the ear loops with both hands.	 Touch the front of the mask with your hand when wearing.
 Throw the mask in the trash bin once you're done using it.	 Wear the face mask under the chin.
 Always wear masks whenever you are in crowded public spaces. They help protect us from the spread of COVID-19.	 Wear the face mask under your nose.
 Remove the mask only when you are eating. Put it on the table or keep it in your bag or pocket.	 Exchange your mask with your friend's.





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## 7. Interesting Subject and Content of Textbook Unit 6

**After You Watch**

**26. After you watch the video, answer the following questions.**

- 1) What is the most surprising fact found in the speech? Why do you think so?
- 2) Did you learn anything from the speech? What was it? Explain your answers!
- 3) Choose an emoji describing your feeling after watching the video!









## 8. Part reading and answering question

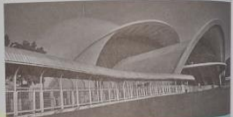
**LEAD-IN**  
Read the following texts and answer the questions.

**Text 1**



Jørn Utzon was a Danish architect. He lived from 1918 to 2008. He was known for designing the Sydney Opera House in Australia. His design of the Opera House was the winner of a building design competition in 1955. Located on Bennelong Point, Sydney, the Opera House has expressionist style architecture. Built from 1959 to 1973. As a multi-venue performing arts centre, the Opera House has become the city landmark. The building has a unique shape. It looks like white sail-shaped shells on a roof structure. It consists of two main halls, one by the water on the harbor as if it is perched on a large podium.

**Text 2**



Dpl. Ing. Eddy W. Utzvo, IAI, Ir. Jimmy Setiawan, IAI, Franky Du Wile, IAI, Ir. Djaparhar, IAI and Ir. Inah-Safira, IAI are 5 architects who designed the IMAX theater at Taman Mini Indonesia Indah (TMI) in Jakarta. The building was officially opened on 20 April 1994. The building design adapted from the form of a sail-shaped shell. The shell taken from the Indonesian folklore of 'Sejangkung' which is built for recreation as well as education.

**LET'S BEGIN**

**PRE-LISTENING**  
1. Look at the following table. Discuss with your friends and the teacher to answer the questions.

**Table of The Tallest Buildings in Asia**

No.	Name	City	Year of completion	Height	Floor	Material	Numbers of visitors in millions
1.	Burj Khalifa	Dubai	2010	828 m	163	steel/concrete	12.238
2.	Shanghai Tower	Shanghai	2015	632 m	128	composite	7.34
3.	Makkah Royal Clock Tower	Mecca	2012	601 m	120	steel/concrete	15.758
4.	Lotte World Tower	Seoul	2017	555.7 m	123	composite	6.80
5.	Taipei 101	Taipei	2004	508 m	101	composite	6.67

1) Read the sentence and decide whether these statements are True or False.  
a. Burj Khalifa is the tallest building among the five. (True - False)  
b. Makkah Royal Clock Tower was built earlier than Lotte World Tower (True - False)


**Handwritten notes:**  
- "cultural release" (next to Text 1)  
- "cultural" (next to Text 2)  
- "local culture" (next to Text 2)  
- "cultural - culture" (next to the table)

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## 9. Part listening through recording in QR code

**WHILST-LISTENING**

6. Listen to the speaker telling about the 1918 Spanish Flu. Then, based on the story, rearrange the jumbled sentences chronologically.



1.	It is believed the soldiers of World War I were the disease carriers.
2.	Immediately, the influenza outbreaks began in Spain.
3.	Nearly 50 million people died during the pandemic.
4.	In the same year, the pandemic ended, but ever since then the virus mutated into a more severe influenza virus.
5.	The Spanish flu caused a global pandemic in 1918.
6.	When the war finished in 1919, the soldiers returned home with the flu virus inside their bodies.

## 10. Part vocabulary builder

16. These words are used during the pandemic situation. Match the definitions with the words.

Herd immunity	Physical distancing	Isolation
Epidemic	Pandemic	State of Emergency
Ventilator	Incubation	Vaccine
	Antibody	

- A situation in which a government has the rights to carry out policies that some activities are not permitted, to protect the safety of its citizens.  
(\_\_\_\_\_)
- A device that helps the breathing process when patients can't breathe well on their own because of the Carbon dioxide in the blood which can lead to organ damage.  
(\_\_\_\_\_)
- The act of physical space between people to keep them from spreading illness, at least 2 meters from other people to reduce the risk of catching the virus.  
(\_\_\_\_\_)
- The worldwide outbreak of a new disease such as a new influenza virus.  
(\_\_\_\_\_)
- When more cases of a health condition occur than expected in a certain area or region, but it does not spread to further areas.  
(\_\_\_\_\_)
- A condition where a person is instructed to stay at home or in the hospital, depending on how sick the person is with the purpose of keeping sick people from infecting other people.  
(\_\_\_\_\_)
- A form of protection from an infectious disease that may occur when the population becomes immune, either because they've been recovered from illness or because they've been vaccinated.  
(\_\_\_\_\_)

## 11. Part speaking skill through text and practice

Speaking 1  
Use various expressions instead of repeating the same responses

5. In pairs, practice the dialogues with your friend and answer the questions.

**Dialogue 1:**  
Anna : Who's your geography teacher, Bob?  
Ben : I can't remember his name, but he's got straight thin hair.  
Anna : Ah! Does he wear thick glasses?  
Ben : **You bet**.  
Anna : That's probably Mr. William Kent.  
Ben : **That's right**. Do you know him, Anna?  
Anna : Of course, not, Ben. But I know his name from his name tag when I passed him.

1) What are the meanings of bold phrases in the dialogue?

**Dialogue 2:**  
George : Do you live with your parents, Shania?  
Shania : Well, I'm staying in the dormitory at the moment. I'm looking for an apartment somewhere here. Do you know any good places?  
George : **Sure**. A friend of mine has a spare room and she's looking for a roommate. Would you like to see it?  
Shania : **That would be great! That's very kind of you**.  
George : Would you like her contact number?  
Shania : **Absolutely**. Can I buy you a cup of coffee?  
George : **Maybe another time**.


1) What are the meanings of bold phrases in the dialogue?

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## 12. Part writing through text structure and grammar review

**25. Complete the text with the passive forms. Mind the tenses.**

The Great Mosque of Djenné **1** \_\_\_\_\_ (locate) in Mali, Africa. The mosque **2** \_\_\_\_\_ (make) of earth bricks. The bricks **3** \_\_\_\_\_ (dry) in the sun and the mortar **4** \_\_\_\_\_ (make) of sand. A plaster **5** \_\_\_\_\_ (apply) to make smooth the surface of the mosque. It **6** \_\_\_\_\_ (believe) that the mosque has existed on the site since the 1200s. The recent structure **7** \_\_\_\_\_ (rebuild) in 1907. There has been a debate over whether the structure **8** \_\_\_\_\_ (influence) by French architecture. Together with the old town of Djenné, the mosque **9** \_\_\_\_\_ (record) in the UNESCO World Heritage in 1988. Once a year, the people of Djenné have a festival of replastering the mosque's exterior. Any necessary repairs **10** \_\_\_\_\_ (complete) to make the mosque looks so magnificent.



**26. Plan and write your own descriptive text using passive sentences in the past, in the present and in the future.**

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## 13. Part pronunciation practice with friends and teacher

**9. Practice the monologue in Task 8 by following these instructions.**

- Use your handphone to record your activity.
- Check your pronunciation using an English pronunciation application.
- Re-record your activity.
- Send the best recording to your teacher.

 **Remember**

## 14. Part viewing and doing task through video

**While You Watch**

22. Scan the QR code and watch the video. Then state whether the statements are True or False.

No.	Statements	T	F
1.	There are foods or dietary supplements that can prevent or cure COVID-19 infection. So healthy food is important for healing people who are infected by COVID-19.		
2.	When the corona virus pandemic spread rapidly around the world, it created fear and worry in the world population, so that it triggered stress that caused a decrease in the body's immunity.		
3.	Unpleasant news related to the corona virus makes us afraid, anxious and panicked and it ultimately causes a side effect, sleep deprivation in the night.		
4.	To prevent the transmission of COVID-19, the government recommends that we should stay at home, and the same thing is also recommended when exercising.		
5.	Some people refuse to wear face masks because face masks were only needed for frontline medical workers and those at high risk of infection.		
6.	We have to as often as possible wash our hands, Corona virus can be transmitted through droplets or splashes of saliva which come out of the patient's mouth when he sneezes or coughs.		
7.	One of the most recommended dietary supplements during a pandemic is vitamin C. By taking vitamins alone, we can increase our immune system.		

**After You Watch**

23. In the video, you heard the phrase "Me Time". According to a dictionary, Me Time is time spent relaxing on one's own as opposed to working or doing things for others, seen as an opportunity to reduce stress or restore energy. With a friend, make a list of activities that inspire "Me Time" activities. Two have been done for you as examples.

- Go wander around a book store 11)
- 12)
- 13)

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## 15. Part critical thinking, Part summary and reflection

**Summary**

A **question tag** is a short question that is added at the end of a statement. It functions as asking for information or asking for approval. Question tags are often used in the daily conversation of a native speaker.

Here are the examples of question tags:

- Mr. Hendrickson is a doctor, isn't he? (asking for approval)
- Everybody looks happy in this picture, don't they? (asking for approval)
- You bought a new car, didn't you? (asking for approval)
- That's Tony Elmerick. You don't remember him, do you? (asking approval)
- Let's watch a movie tonight, shall we?
- Don't make me disappointed, will you? (asking approval)

A **historical recount text** retells factual events in the past that has historical values. A historical recount text consists of orientation (introducing a topic that will be discussed) and sequence of events (the chronology of the events) and the re-orientation (a personal remark at the end of the events).

In a recount text, you often find temporal conjunctions such as **While**, **While**, **Before**, and **After**. They are used to connect an action or an event to a point in time.

Examples:

- **While** treating the wounded soldiers, he found that dangerous bacteria that entered the soldiers' wounds had caused infections.
- **When** the guests walk into the room, the guests will smell something special.
- **Before** doing something, let's think this matter carefully.
- **After** we had prepared the meals for the family, we ate together.

Sometimes you may want to tell a story. To help your listener follow your story easily, you need to arrange the information in the past time together. One way to link the ideas together is to sequence them. Here are the words or phrases to mark your stories.

To begin your story

- First of all,
- To start off with,

To continue your story

- Then,
- After that,

To add suspense to your story

- Suddenly,
- Unexpectedly,

To state events occurring at the same time

- While
- During
- To mark the end of your story
- Finally
- In the end,

**LET'S REFLECT**

In this unit, you have learnt about recount texts, especially historical recount texts. You have also learnt about the structures and the language features of recount texts and how to analyze a recount text. To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.

**Recount Texts**

Historical Recount Texts

- Social Functions: \_\_\_\_\_
- Generic Structures: \_\_\_\_\_
- Language Features:
  - Temporal conjunctions: \_\_\_\_\_
  - Example: \_\_\_\_\_

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Unit 3 When a Disease was Declared as a Pandemic 79

## 16. Understandable Thematic Content

**Things to Remember**

Sometimes you may want to tell a story. To help your listener follow your story easily and fluently, you need to arrange the information in the past time together. One way to link the ideas together is to sequence them. Here are the words or phrases to mark your stories.

To begin your story	<ul style="list-style-type: none"> <li>• First of all,</li> <li>• To start off with,</li> <li>• Initially,</li> <li>• To begin with,</li> </ul>
To continue your story	<ul style="list-style-type: none"> <li>• Then,</li> <li>• After that,</li> <li>• Next,</li> <li>• As soon as / When + full clause,</li> <li>• ...but then</li> <li>• Immediately,</li> </ul>
To add suspense to your story	<ul style="list-style-type: none"> <li>• Suddenly,</li> <li>• Unexpectedly,</li> <li>• Unfortunately,</li> <li>• Surprisingly,</li> </ul>
To state events occurring at the same time	<ul style="list-style-type: none"> <li>• While</li> <li>• During</li> <li>• At the same time</li> <li>• Meanwhile</li> </ul>
To mark the end of your story	<ul style="list-style-type: none"> <li>• Finally,</li> <li>• In the end,</li> <li>• Eventually,</li> </ul>

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**Things to Remember**

**Analytical exposition**

- Analytical exposition is an argument or persuasion text.
- The text usually begins with a statement of the writer's point of view or the writer's thesis.
- A good analytical exposition makes the thesis very clear, right from the beginning.
- The point of view is restated in the conclusion of the text.
- Analytical exposition texts usually consist of the following three parts

Thesis	This part tells about the writer's point of view.
Series of arguments	This part aims to convince the audience.
Conclusion/Reiteration	It restates the writer's point of view.

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**Things to Remember**

**Language Features in Narratives**

- A common noun is a word that names a general person, animal, place or thing, such as books, boys, girls, rooms, computers, months, foxes, lakes, oceans.
- A proper noun is the name of a particular person, place or thing. The noun can be recognized easily due to the capital letter used in the beginning of the name. The noun can be a single word or may consists of more than one word. Example: Sangkuriang, Cinderella, Harry Potter, America, New York, Indonesia.
- Adjectives that tell us about the colour, size and shape of people and things are usually used to describe characters or places in narratives.
- The qualities of people, things and feelings can be revealed by using adjectives such as inspiring, famous, and private.

## 17. The Variety Subject and Content of Textbook Unit 1

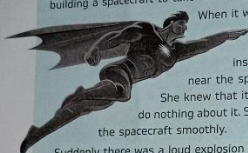
2. Compare the following extracts by answering the questions.



His name was King Arthur, a famous king from Britain whose stories have been capturing imaginations for ages not only in Britain but also all over the world. One of the most famous tales of King Arthur is 'The Legend of the Sword in the Stone'. One day, a magician, Merlin placed a sword called Excalibur in a stone and said that whoever was able to pull it was the rightful King of England. Arthur proved that he was the strongest man who could pull it out and he didn't have to spend any energy to do it.

## Text 2

Once Superman or Kal-El and his parents, Jor-El and Lara lived on an alien planet called Krypton. Being aware of Krypton's impending destruction, Jor-El started building a spacecraft to take Kal-El from Krypton to the Earth.



When it was time to launch the spacecraft, Krypton was very dark so Jor-El was as blind as a bat. Soon Jor-El placed young Kal-El inside the craft. Lara could feel the tension near the spacecraft in the last moments in Krypton. She knew that it was the end of the planet, and she could do nothing about it. She watched her husband, Jor-El, launching the spacecraft smoothly.

Suddenly there was a loud explosion that made Jor-El and Lara stop breathing instantly. Luckily, the spacecraft could escape from Krypton. The strong explosion changed the planet into planetary debris and transformed a radioactive substance that was lethal to super-powered by Earth's yellow sun Kryptonian.

Jonathan and Martha Kent, Americans, were driving their car not far from their house when they saw a spacecraft land in the rural area. Then they speeded to the spot and found a young boy inside the spacecraft. They adopted Kal-El and named him Clark Kent.

After living together, Clark's adoptive parents noticed that Clark had grown up with superhuman powers. His adoptive parents taught Clark to use the powers for helping others, especially the poor and weak people. They also advised him to keep the secret of his superhuman power to protect his family and friends. Clark agreed to do it because he didn't want to endanger his family and friends. To use his powers to help humanity, Clark disguised himself by creating the alter ego of Superman. In order to get a new appearance, Clark added several elements to each identity to keep them distinct enough to prevent people from matching them. When Clark was Superman, he would appear in the red and blue costume with the letter 'S' emblem and a cape. The real Clark always wore glasses, styled his hair differently, changed his body language, significantly altered his voice, and wore looser clothing and suits that hid his physique.

When he was old enough, Clark Kent left his town for a bigger city to begin his career as a reporter at the Daily Planet. In Metropolis he met his friends and co-workers, Lois Lane, Jimmy Olsen, and an editor, Perry White. Clark's mission as Superman was written as headline stories by his friend, Lois. Lois didn't know the subject written was not far from her. Clark smiled from ear to ear knowing that his identity remained a secret.

Adapted from Superman by Jerry Siegel

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Pathway to English for SMA/MA Grade X

## 12. Work in groups to read and compare the following texts.



## Text 1

Once there was an invisible being who lived in a village on the shore of Lake Ontario, America. He lived in a big wigwam with his sister. There were many beautiful wigwams there. One of them was his wigwam which stood out from all the others as it had beautiful pictures painted on the sides. No one living in the village saw or spoke to The Invisible Man. All the women wanted to be his wife. They left no stone unturned but still, they could not marry him.

One day some women came to the invisible's wigwam and met his sister. They asked how they could marry The Invisible Man.

'If you want to marry my brother, you should be able to see him'

'What? Do you mean that I have a chance to see him? Tell me what I should do?' asked one of the women.

In the same village lived an ugly girl named The Rough-Face Girl. She lived with her poor father and two sisters. Her mean sisters were the apple of her father's eye. They always made her tend to the fire. She was eventually covered in scars from sparks in the fire. This is where she got the name, Rough-Face Girl.

One day, her sisters said to her father, 'Father, we need the most beautiful clothes so we can marry The Invisible Man.' Her father stared at them and whispered, 'Beautiful clothes? They are expensive. I can't afford them.' Her sisters got angry and forced her father to buy the most beautiful clothes for them.

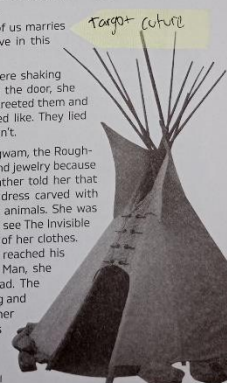
They said, 'Look on the bright side, Father. If one of us marries The Invisible Man, we'll roll in money. We won't live in this poor house anymore.'

The Invisible's sister was still cooking while they were shaking the bell in front of her wigwam. When she opened the door, she saw two beautiful women in beautiful clothes. She greeted them and asked directly if they knew what her brother looked like. They lied and said yes, but she soon found out that they didn't.

Soon after her sisters left for The Invisible Man's wigwam, the Rough-Face Girl went to her father asking for fine clothes and jewelry because she wanted to marry The Invisible Man, too. Her father told her that he had nothing beautiful left. Then she wore her dress carved with pictures of the sun, moon, stars, plants, trees, and animals. She was off to meet The Invisible Man. As she was walking to see The Invisible Man, people laughed and made fun of her because of her clothes.

But she continued walking through the village and reached his wigwam. When she met the sister of The Invisible Man, she was able to answer all questions that the sister had. The Invisible Man and his sister gave her beautiful clothing and told her to bathe in the water. The water cleansed her of her scars and made her beautiful again. She was as pretty as a picture. Finally the two were married and lived happily ever after.

Adapted from Rafe Martin's Rough face girl

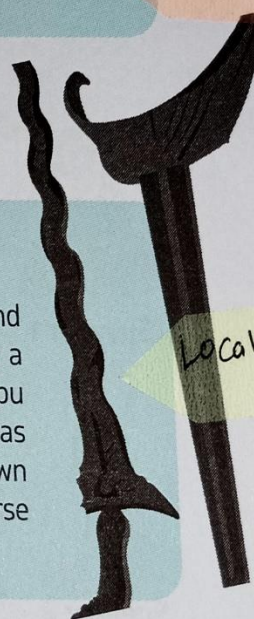


Unit 1 Language, Lens of Understanding

11

## The Legend of The Keris of Mpu Gandring

The Keris of Mpu Gandring is a famous legend from Java Island, Indonesia. The tale is about a famous cursed *keris* made by Mpu Gandring. Mpu Gandring who allegedly lived in the 11<sup>th</sup> century was a well-known *keris* maker. He was killed by his own creation and before he passed away, he cast a curse on the *keris*.




## 18. The Variety Subject and Content of Textbook Unit 4

**Using time order markers in telling instruction**

**8. Practice the dialogue with your friend and answer the questions.**

Raka : What's in that bottle?  
 Laura : It's a hand sanitizer. It's generally used to kill viruses and bacteria on the hands.  
 Raka : How do we use it?  
 Laura : First, pump a drop of hand sanitizer liquid on your palm hand. Then, rub the liquid together on both hands for 20 seconds.  
 Raka : I see. What's next?  
 Laura : Following that, wait until the hand surface is completely dry.

*The Variety Procedure*



**Unit 4 Good Habits during Pandemics** 87

## 19. The Variety Subject and Content of Textbook Unit 5

**8. Read the following monologue and dialogue then answer the questions.**

**Monologue**

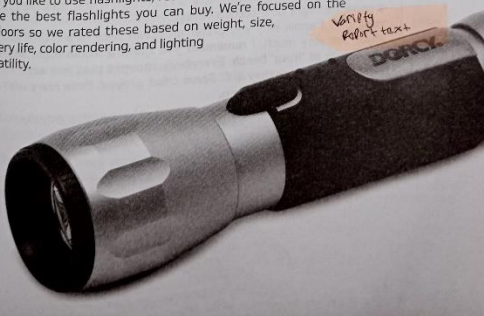
*Well, since it was invented in 1902 by Conrad Hubert, flashlights have been commonly used for supplementing dark-adapted vision, or helping us find our way when walking in the dark. So do you know the parts of a flashlight? Let me tell you! Look at my flashlight! It has a light bulb mounted in a reflector with a transparent cover to protect the light source and reflector, a battery, and a switch. You can see they are supported and protected by a plastic case. Where is the battery? It is in the central part of a torch. Okay, let me open the cover. You can see that the bottom of the bulb is located on the positive terminal of the battery. The zinc case of the battery forms the negative terminal. A brass strip connects the negative terminal of the battery to the switch. Another brass strip runs from the switch to the metal case of the bulb.*

So flashlights can be your choice if you want a powerful, versatile lighting solution. For one, they point wherever you want. Also, flashlights tend to have more powerful, longer-lasting batteries and incredible power for modest-size devices because of fewer weight constraints.

I use a flashlight a lot outdoors. You can say I'm a flashlight buff. I usually grab a small flashlight from my truck center console and, if I need two hands for a project, clasp it in my teeth. I just love having the ability to point it wherever I want without having to crane my neck in a specific direction.


So if you like to use flashlights, read more on our products. We've determined to be the best flashlights you can buy. We're focused on the outdoors so we rated these based on weight, size, battery life, color rendering, and lighting versatility.

*Verify Report text*



**Dialogue**

Harry : Well, you know me like the back of your hand. What am I thinking right now?  
 Hana : An ocean liner? Am I right?  
 Harry : Correct. You know I always dream of being a passenger in an ocean liner.  
 Hana : What is an ocean liner?  
 Harry : It is a passenger ship that is used as a form of transportation across seas or oceans. It is designed, engineered, and built specifically for the purpose of crossing the ocean on a set schedule, as would a train, or a bus. It might boast similar amenities as cruise ships, but the build is quite different.  
 Hana : I see. Tell me!  
 Harry : The ship provides its passengers with all the comforts of a fine hotel equipped with swimming pools, deck, games, excellent restaurants, medical facilities, internet access in the cabin, and air conditioners.  
 Hana : Wow, that's amazing. How about the passengers? I mean how many passengers can be carried?  
 Harry : 4,000 passengers on each trip and they are separated into two or three classes of accommodation: first class, second class or cabin class, and tourist class.  
 Hana : Are they?  
 Harry : Yes. Furthermore, an ocean liner is designed to take guests from point A to point B. A voyage on an ocean liner may start in Southampton in the UK, and end in New York City. So to return home, passengers need a separate flight or a second voyage.  
 Hana : Well, now I know why you prefer an ocean liner to a cruise ship. You enjoy sea very much. **I remember you spent a whole night staring at the waves of 'Kuta' beach. Everybody thought that you were missing. What do you think they did? Some cried, prayed. Even Mary who didn't like you started calling you.**  
 Harry : I can't believe you still remember it. That's an unforgettable moment. Okay, let's finish the project before lunch time.  
 Hana : Okay.

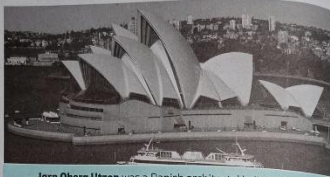


116 Pathway to English for SMA/MA Grade X

## 20. The Relationship between The Theme and Culture


**LEAD-IN**  
Read the following texts and answer the questions.

**Text 1**



**Jørn Utzon** was a Danish architect. He lived from 1918 to 2008. He was known for designing the Sydney Opera House in Australia. His design of the Opera House was the winner of a building design competition in 1955. Located on Bennelong Point, Sydney, the Opera House has expressionist style and was built from 1959 to 1973. As a multi-venue performing art center, the Opera House has become the city landmark. The building has a unique shape. It looks like white sail-shaped shells as its roof structure. It consists of two main halls side by side looking at the harbor as if it is perched on a large podium.

**Text 2**



Dpl. Ing. Eddy W. Utoyo, IAI, Ir. Timmy Setiawan, IAI, Ir. Franky Du Ville, IAI, Ir. Djoëachir, IAI and Ir. Iman Sudibyo, IAI are 5 architects who designed the IMAX theater Keong Mas in Taman Mini Indonesia Indah (TMII) in Jakarta. The iconic building was officially opened on 20 April 1984. The building style was adapted from the form of a snail-shaped shell. The idea was taken from the Indonesian folktale of "Keong Mas". The building is built for recreation as well as education.

30 Pathway to English for SMA/MA Grade X

**Text 1**

SUNDAY #12345678

# HOT NEWS

PAGE 4

## Spider-Man beats Superman in record \$3.6m comic sale



A copy of Peter Parker's debut in *Amazing Fantasy* #15 has swooped over the *Man of Steel* to fetch the highest price ever paid for a single comic.

**Dialogue 1**

Jane : Lucy, do you know a character who gained spider-abilities?

Lucy : Spider-Man? Everybody knows. Even a child knows this character very well.

Jane : But do you know that a copy of the 1962 comic *Amazing Fantasy* #15, in which Peter Parker and

Unit 1 Language, Lens of Understanding

19. Read these two texts carefully.

**Text 1**

### The History of Black Death

The Black Death was a deadly and devastating pandemic of bubonic plague that happened in Europe in 1347 and wiped out almost 50 million people in Europe.

Most scientists believe that the Black Death was caused by the *Yersinia pestis* bacterium and spread by fleas. These fleas inhabited the rodents' bodies as their hosts. When the hosts died, the fleas bit humans and then humans transmitted the disease to others.

The plague was spread by traders via The Silk Road route. The plague came from Asia to Europe through Mediterranean countries by seamen and finally it was identified in Crimea for the first time in 1347.

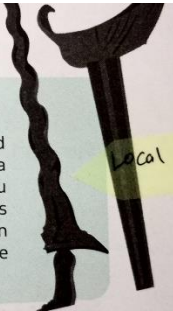
Why did people call it The Bubonic Plague? The disease caused the sufferers to have swollen buboes (in the armpits, on the neck or in the groins). The swellings may appear like the size of an egg which contains puss.

People who died from this disease usually had black tissue in their bodies. Therefore, the disease was also called the Black Death plague.

64 Pathway to English for SMA/MA Grade X


### The Legend of The Keris of Mpu Gandring

The Keris of Mpu Gandring is a famous legend from Java Island, Indonesia. The tale is about a famous cursed *keris* made by Mpu Gandring. Mpu Gandring who allegedly lived in the 11<sup>th</sup> century was a well-known *keris* maker. He was killed by his own creation and before he passed away, he cast a curse on the *keris*.





## 21. The Relationship between The Content and Real-life Situation



Anabel: Well, actually I have watched the film about it. It was an animated film and King Arthur was described as a humble little boy who could pull the sword out of the stone easily.

Akbar: A little boy? Was he? I thought King Arthur was such a big man.

Anabel: No. In the film I saw he looked weak. But in the end, Arthur proved that he was the strongest man and the rightful king of England.

Akbar: I see. Actually there are many versions about King Arthur. Now that the world is connected with the Internet, we can enjoy those various versions of him easily.

Anabel: Oh, what is that?

Akbar: Sorry. It's time for lunch. My stomach is crying.

Anabel: Let's have lunch together.

### Speaking

#### 7. Read and practice the dialogue with a partner.

Anabel: King Arthur was such a powerful man, wasn't he? What do you think?

Akbar: Right. He was so strong that he was able to pull a sword out of a stone easily. He beat all hollow.

Anabel: What else could Arthur do? How did he win the competition?

Akbar: Well, he could do what others couldn't. That's why he was the winner. You must read the myth. It's one of the most famous tales of King Arthur.

Anabel: Is it 'The Legend of the Sword in the Stone'?

Akbar: Exactly. How could you ask me when you have read the myth?

Unit 1 Language, Lens of Understanding

**Text 2**

**COVID-19 Pandemic from Wuhan to All Over the World**

Novel Corona virus is a family of MERS and SARS viruses. When it infects humans, it usually causes respiratory infections, ranging from the common cold to serious illnesses, even to death. Since it was discovered at the end of the year 2019, it is called COVID-19. Becoming the hottest topic since the last two weeks of January 2020, suddenly this virus appeared to be a terror for the world community, especially after it claimed the lives of many people in just two weeks, in Wuhan, China. The virus was first detected in the animal and seafood market in Wuhan city. It was later reported that many patients who suffered from COVID-19 were found to be related to the animal and seafood market. The first people who fell ill from COVID-19 were also known to be traders in the market.

When a person is infected by the COVID-19, his body temperature can rise drastically more than 38 degree Celsius. Then, the patient experiences severe headaches, dry coughs, fatigue, and sometimes shortness of breath. For the most severe infections, patients can experience respiratory failure which leads to death.

The transmission of the virus occurs from person to person through droplets when an infected person talks, coughs, or sneezes. The transmission can also take place through the air we breathe, especially when we are in a crowd of people. People have to wear masks wherever they are. Another transmission is direct contact with other human's skin. That's why people have to practice physical distancing.

On January 30, 2020 the COVID-19 had spread to 18 countries, rendering WHO to declare it as a global emergency situation. Until now, the COVID-19 has spread in more than 155 countries and has been declared a global pandemic.

Several efforts to prevent the virus spreading have been conducted in many countries. One way is lockdown, an emergency situation in which people are not allowed to freely enter, leave, or move around in a building or area because of the COVID-19 danger.


*Tag: culture*

**Remember**

A historical recount text retells factual events in the past that has historical values. A historical recount text consists of orientation (introducing a topic that will be discussed), sequence of events (the chronology of the events), and the re-orientation (a personal remark at the end of the events).

Unit 3 When a Disease was Declared as a Pandemic 65

**2. Compare the following infographics by answering the questions.**




Segment	Percentage
Employed	49%
Students	68%
In-between job	69%
Housewife	70%
Entrepreneurial	64%

110 Pathway to English for SMA/MA Grade X

**Text 1**

**Stop! Plastic Pollution**



Do you want to know how to create more space in your home? Stop using plastic bags! Use reusable shopping bags! Rather than collecting an abundance of single-use plastic bags that are not only inconvenient but harmful to the environment and costly, try using a reusable shopping bag. Why do we need to use reusable shopping bags? Lets find out.

Plastic bags are one of the top ten-common objects. There are an estimated 500 billion to 1 trillion plastic

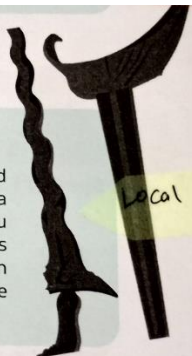
146 Pathway to English for SMA/MA Grade X

## 22. Local Culture

**The Legend of The Keris of Mpu Gandring**

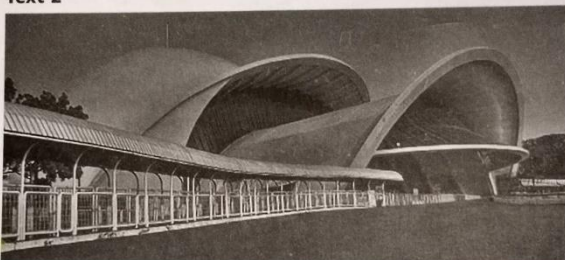
The Keris of Mpu Gandring is a famous legend from Java Island, Indonesia. The tale is about a famous cursed *keris* made by Mpu Gandring. Mpu Gandring who allegedly lived in the 11<sup>th</sup> century was a well-known *keris* maker. He was killed by his own creation and before he passed away, he cast a curse on the *keris*.

Local culture



**Text 2**

Local culture



Dpl. Ing. Eddy W. Utoyo, IAI, Ir. Timmy Setiawan, IAI, Ir. Franky Du Ville, IAI, Ir. Djoeachir, IAI and Ir. Iman Sudibyo, IAI are 5 architects who designed the IMAX theater Keong Mas in Taman Mini Indonesia Indah (TMII) in Jakarta. The iconic building was officially opened on 20 April 1984. The building style was adapted from the form of a snail-shaped shell. The idea was taken from the Indonesian folktale of "Keong Mas". The building is built for recreation as well as education.

30 Pathway to English for SMA/MA Grade X

**LEAD-IN**

1. Read the following information in the poster then discuss the questions with your friends and teacher.

Local culture

**IID** INDONESIA INVENTORS DAY

**26 - 29 NOVEMBER**  
Dharma Negara Alaya, Denpasar, Bali

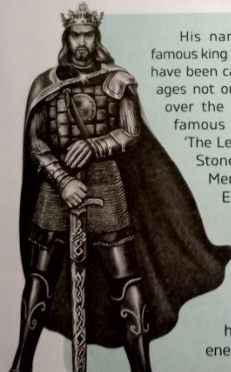
Organized by:  
**INNOPA**  
Indonesian Invention and Innovation Promotion Association

"Rise Innovation, Safe Generation"

Register Now!

lid-innopa.com

### 23. Target Culture




His name was King Arthur, a famous king from Britain whose stories have been capturing imaginations for ages not only in Britain but also all over the world. One of the most famous tales of King Arthur is 'The Legend of the Sword in the Stone'. One day, a magician, Merlin placed a sword called Excalibur in a stone and said that whoever was able to pull it was the rightful king of England. Arthur proved that he was the strongest man who could pull it out and he didn't have to spend any energy to do it.

*target culture*

*culturally*

**Text 1**



**Jørn Oberg Utzon** was a Danish architect. He lived from 1918 to 2008. He was known for designing the Sydney Opera House in Australia. His design of the Opera House was the winner of a building design competition in 1955. Located on Bennelong Point, Sydney, the Opera House has expressionist style and was built from 1959 to 1973. As a multi-venue performing art center, the Opera House has become the city landmark. The building has a unique shape. It looks like white sail-shaped shells as its roof structure. It consists of two main halls side by side looking at the harbor as if it is perched on a large podium.

**Table of The Tallest Buildings in Asia**

No.	Name	City	Year of completion	Height	Floor	Material	Numbers of visitors in millions
1.	Burj Khalifa	Dubai	2010	828 m	163	steel/concrete	12,238
2.	Shanghai Tower	Shanghai	2015	632 m	128	composite	7,34
3.	Makkah Royal Clock Tower	Mecca	2012	601 m	120	steel/concrete	15,758
4.	Lotte World Tower	Seoul	2017	555,7 m	123	composite	6,80
5.	Taipei 101	Taipei	2004	508 m	101	composite	6,67

**Text 1**

SUNDAY #12345678

# HOT NEWS

PAGE 4

## Spider-Man beats Superman in record \$3.6m comic sale

*A copy of Peter Parker's debut in Amazing Fantasy #15 has swooped over the Man of Steel to fetch the highest price ever paid for a single comic.*

**Dialogue 1**

Jane : Lucy, do you know a character who gained spider-abilities?

Lucy : Spider-Man? Everybody knows. Even a child knows this character very well.

Jane : But do you know that a copy of the 1962 comic Amazing Fantasy #15, in which Peter Parker and

**Unit 1 Language, Lens of Underst**

Vera : Do you know the scientist who invented smallpox vaccine?

Daniel : Certainly, I do. He was Dr. Edward Jenner, a British doctor who lived in Britain from 1749 to 1823.

Vera : Can you tell me how he invented the smallpox vaccine, Daniel?

Daniel : To start off with, Dr. Jenner noticed that milkmaids who had gotten cowpox were protected from smallpox.

Vera : So, he guessed that exposure to cowpox could be used to protect against smallpox, didn't he?

Daniel : Yes, he did.

Vera : Then, what did he do?

Daniel : Immediately, to prove his hypothesis, Dr. Jenner took materials from a cowpox sore on milkmaid Sarah Nelmes' hand and inoculated it into the arm of James Phipps, the 9-year-old son of Jenner's gardener.


Vera : Only once?

Daniel : No, Dr. Jenner did it repeatedly.

Vera : Unexpectedly, Phipps never developed smallpox, did he?

Daniel : No, he didn't. In the end, Dr. Jenner published his work and he practiced vaccinations to end the smallpox pandemic.

Vera : What a great work. Thanks to Dr. Jenner, we are free from smallpox.



**Unit 3 When a Disease was Declared as a Pandemic**

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12. Work in groups to read and compare the following texts.

Text 1

Once there was an invisible being who lived in a village on the shore of Lake Ontario, America. He lived in a big wigwam with his sister. There were many beautiful wigwams there. One of them was his wigwam which stood out from all the others as it had beautiful pictures painted on the sides. No one living in the village saw or spoke to The Invisible Man. All the women wanted to be his wife. They left no stone unturned but still, they could not marry him.

One day some women came to the invisible's wigwam and met his sister. They asked how they could marry The Invisible Man.

'If you want to marry my brother, you should be able to see him'

'What? Do you mean that I have a chance to see him? Tell me what I should do?' asked one of the women.

In the same village lived an ugly girl named The Rough-Face Girl. She lived with her poor father and two sisters. Her mean sisters were the apple of her father's eye. They always made her tend to the fire. She was eventually covered in scars from sparks in the fire. This is where she got the name, Rough-Face Girl.

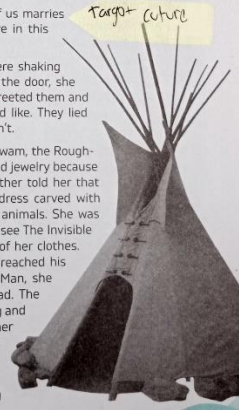
One day, her sisters said to her father, "Father, we need the most beautiful clothes so we can marry The Invisible Man." Her father stared at them and whispered, "Beautiful clothes? They are expensive. I can't afford them." Her sisters got angry and forced her father to buy the most beautiful clothes for them.

They said, "Look on the bright side, Father. If one of us marries The Invisible Man, we'll roll in money. We won't live in this poor house anymore."

The Invisible's sister was still cooking while they were shaking the bell in front of her wigwam. When she opened the door, she saw two beautiful women in beautiful clothes. She greeted them and asked directly if they knew what her brother looked like. They lied and said yes, but she soon found out that they didn't.

Soon after her sisters left for The Invisible Man's wigwam, the Rough-Face Girl went to her father asking for fine clothes and jewelry because she wanted to marry The Invisible Man, too. Her father told her that he had nothing beautiful left. Then she wore her dress carved with pictures of the sun, moon, stars, plants, trees, and animals. She was off to meet The Invisible Man. As she was walking to see The Invisible Man, people laughed and made fun of her because of her clothes. But she continued walking through the village and reached his wigwam. When she met the sister of The Invisible Man, she was able to answer all questions that the sister had. The Invisible Man and his sister gave her beautiful clothing and told her to bathe in the water. The water cleansed her of her scars and made her beautiful again. She was as pretty as a picture. Finally the two were married and lived happily ever after.

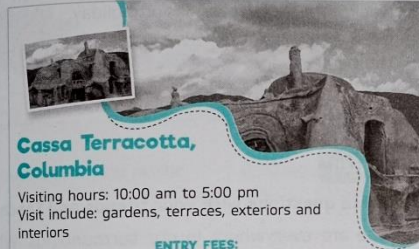
Adapted from Rafe Martin's Rough face girl



Unit 1 Language, Lens of Understanding

11

20. Observe this brochure carefully and answer the ques



Cassa Terracotta, Columbia

Visiting hours: 10:00 am to 5:00 pm  
Visit include: gardens, terraces, exteriors and interiors

ENTRY FEES:

Visitors	Weekdays	Weekends
Adults over 18 years old.	\$ 3.50	\$ 5.00
Young people 8 to 17 years old.	\$ 2.50	\$ 3.50
Adults over 60.	\$ 2.20	\$ 3.20

Children under 7 years are FREE

For group reservation or more information about booking, please drop us an email at: reservation@cassaterracotta.com

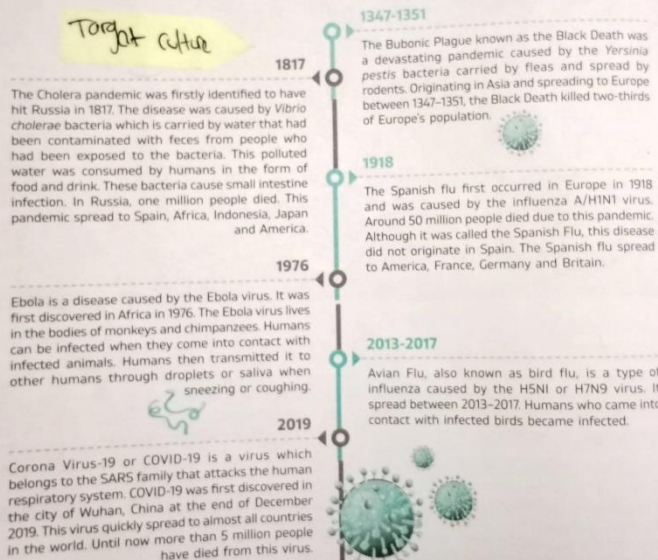
Duration visit during pandemic: 1 hour 15 minutes.  
Stick to COVID-19 health protocols.  
Food and drink are not in service at this moment.

LEAD-IN



1. In pairs, observe the timeline below about pandemics that have hit the world in the past until this present time.

Target culture



## 24. Reading Section

13. Read these two texts carefully.

### The Giant Glass Slipper Building of Taiwan

The Giant Glass Slipper building is a unique building built on the coastal area in Chiayi, Taiwan with a height of 16 meters (55 feet) and a width of about 10 meters (36 feet). This shiny blue building was made of 320 tinted glass panels and costed around US\$686,000. It was completed on 10 January 2016 and was officially opened on 23 July 2016.

There was no special architect for the building. This was purely the creation of the local government officials. This building is used as a wedding venue. The Slipper building qualified for the Guinness World Records certificate as the largest high heel shoe-shaped structure.

Inspired by the fairy tale "Cinderella and her glass slippers", the purpose of building The Giant Glass Slipper is to develop tourism in Taiwan. This building only serves couples who are getting married. They want to make the building a blissful romantic venue. This unique building is expected to attract many tourists not only domestic but also from all over the world so that it will increase the country's income.

**Remember**  
A descriptive text describes the characteristics of a place or a thing. A descriptive text consists of identification (introducing an object that will be described) and description (the characteristics of an object being described).

### Casa Terracotta

In 2012, architect Octavio Mendoza created a building he calls Casa Terracotta, in the town of Villa de Leyva, Columbia. Locals call it Casa de Flinstone because it resembles the Flinstone family's stone house in the movie.

The house stands on an area of 5,400 m<sup>2</sup> and the entire building is made of baked local clay so that it is something worthy of Ripley's Believe It or Not. By using only natural resources for the project, Mendoza wanted to create a natural, harmonious, and environmentally friendly building. Tourists are welcome to visit the spectacular Casa Terracotta for only \$3.50.

Casa Terracotta is a blend of art and architecture. This house consists of a 2-storey building. The shape of this house reflects a natural approach to architecture. The walls slope and the roofs curve like the surrounding hills. The inside is airy with colorful mosaic tiles. Downstairs, there are several rooms, a kitchen, a dining room, and a bathroom. Upstairs, there is a main bedroom where you can relax and enjoy the view. All the furniture is also made of clay.

14. Find the differences of the two buildings you have read. Write the differences in the following table.

The Slipper Building	Aspects	Cassa Terracotta
	Inspiration	
	Function	
	Architect	
	Certificate of Appreciation	
	Year of building	
	Main materials	

15. Answer these questions based on the texts in Task 13.

- Which of the two buildings is older?
- What are the two reasons why The Giant Glass Slipper building was built?

**Tough Challenge**

16. Answer these questions based on the texts in Task 13.

- Suppose there was another paragraph for each text, what would it be about? Explain your reason.
- Go around the classroom and show your paragraph and reasons to your friends. Are their paragraphs and reasons the same as yours? If it is different, ask for their reason.
- Suppose your friend had the chance to visit one of the building, what would you like to ask him/her? (ask questions not from the texts).
- Is there any building in your surrounding area or in your country that was built using natural, eco-friendly materials? What are they made of?

## 25. Reading Material from Native

### Critical Thinking Tasks

1. Read the story and answer the questions.

It's almost midday and it was a quiet day. No one came to drink or have a meal. Suddenly a portly man stood in front of the terrace with a bow around his neck and a leather water skin sticking out of his large strong bag. He really did not look like a tourist. He looked uneducated.

While I was busy thinking about his appearance, he sat on one of the chairs. He was sipping water from his water skin and he pretended to look at a glossy cruise brochure. His scarf masked half of his face. It was about 10 minutes and he hadn't turned a page. I thought I was right about him. He couldn't understand the brochure. So I decided to bring him a bowl of clam chowder, he coughed up a "thank you" and looked at me briefly. I tried not to stare at the tiny scar across his left eyebrow.

The man looked familiar, but I couldn't quite place him. Shaking my head, I walked back inside the kitchen with my empty tray. Before the second pace, something hit me. The car accident. The mysterious stranger who helped me out of my smashed car, just before it exploded. I rushed back to his table. He was gone.

I moved his saucer and found his tip, along with a card, 'I am deeply indebted to you. The night of your car accident, I was on my way to rob a jewelry store. Saving your life brought things back in perspective. I now live an honest life, thanks to you. God bless you! Robin Hood.'

I shivered. The night of my car accident, I was heading for damaging my dad's car because he refused to give me more pocket money. Seeing human kindness through his heroic gesture turned my life around and brought faith back into my life.





I unfolded the tip he left. I said a silent prayer for him and got back to work, smiling. Robin Hood, you were real.

Adapted from LetterPile, Annie Mc Mahon

## 26. Listening Section

**WHILST-LISTENING**

2. Listen to the people describing three buildings. Which building is each speaker describing?



Picture 1                      Picture 2                      Picture 3

The Basket Building, USA    The Dancing House, Prague    The Lanyang Museum, Taiwan


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**Tough Challenge**


3. Listen to some people talking about hand washing issues. Which main ideas are they talking about in the mini talks? Match the speaker and the main idea s/he is talking about.


Speaker 1



Speaker 2



Speaker 3



Speaker 4

a. Sometimes people neglect rubbing the whole hand

b. How much soap do we use when washing hands?

c. Don't forget to dry your hands

d. Why hand washing is important and effective?

Pathway to English for SMA/MA Grade X

Figure 27 Listening Section

## 27. Speaking Section

**Speaking 1**

5. In pairs, practice the dialogue with your friend. Then answer the questions.

Passenger 1: They say that the train will arrive late today.  
 Passenger 2: *Uhm-hm*  
 Passenger 1: I hope it will arrive in five minutes.  
 Passenger 2: *Mm-hm*  
 Passenger 1: So that we won't be late to the airport.  
 Passenger 2: *Yeah*, I hope so.

Unit 2 Unlock The Ideas to Arts 33

**Speaking 1**

Use various expressions instead of repeating the same responses

5. In pairs, practice the dialogues with your friend and answer the questions.

**Dialogue 1:**

Anna : Who's your geography teacher, Bob?  
 Ben : I can't remember his name, but he's got straight thin hair.  
 Anna : Ah! Does he wear thick glasses?  
 Ben : **You bet.**  
 Anna : That's probably Mr. William Kent.  
 Ben : **That's right.** Do you know him, Anna?  
 Anna : Of course, not, Ben. But I know his name from his name tag when I passed him.

1) What are the meanings of bold phrases in the dialogue?

**Dialogue 2:**

George : Do you live with your parents, Shania?  
 Shania : Well, I'm staying in the dormitory at the moment. I'm looking for an apartment somewhere here. Do you know any good places?  
 George : **Sure.** A friend of mine has a spare room and she's looking for a roommate. Would you like to see it?  
 Shania : **That would be great! That's very kind of you.**  
 George : Would you like her contact number?  
 Shania : **Absolutely.** Can I buy you a cup of coffee?  
 George : **Maybe another time.**

1) What are the meanings of bold phrases in the dialogue?

Unit 4 Good Habits during Pandemics 85

10. Practice the dialogue between Jane and Lucy in pairs. Use your cell phone to record your conversation. Send the best recording to your teacher.

Unit 1 Language, Lens of Understanding 9

Figure 28 Speaking Section

## 28. Writing Section

**LET'S CREATE**

**33. Now it's your turn to create your imaginary story. Follow the following steps.**

**1) Prewriting:**

- Decide an imaginary place, time, and character you want to describe.
- Decide the main character and supporting characters in your fiction story.
- Who starts the conflict in the story? Who are involved?
- How is the climax? How is the end of the story?
- What does the story teach the readers?
- Decide some surprising events, characters, and setting in the story.

**2) Revise your story by checking the spellings, the transition words, the unity of the paragraphs, and the chronology of the story. You can consult with your teacher or your friends.**

**3) Edit your writing once again by reviewing what you have written. Check again grammar, spelling, punctuation, and capitalization.**

Unit 1 Language, Lens of Understanding 23

**32. Based on the picture in Task 31, write a paragraph about the character. Start your description with the following sentence.**

Many years ago there lived in America one of the strongest monsters on earth- a troll whose name was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 29. Vocabulary Section

**10. From each of the following groups, choose two words or phrases that describe the heading.**

device	mounted	bulk	discharge
<input type="checkbox"/> electronic equipment <input type="checkbox"/> tools to perform a job <input type="checkbox"/> a unit of software <input type="checkbox"/> stationary to study	<input type="checkbox"/> created a bigger size <input type="checkbox"/> increased in number <input type="checkbox"/> become larger in number <input type="checkbox"/> have a bigger mouth	<input type="checkbox"/> mass <input type="checkbox"/> large size <input type="checkbox"/> big quantity <input type="checkbox"/> good quality	<input type="checkbox"/> sent out <input type="checkbox"/> permission to leave <input type="checkbox"/> from 0% to 100% <input type="checkbox"/> remain in the same place
feeder	elevated	durable	espresso
<input type="checkbox"/> a device for giving food to animals <input type="checkbox"/> a container used to prepare food for pets <input type="checkbox"/> a pet's playmate <input type="checkbox"/> owner of a pet feeding	<input type="checkbox"/> raised <input type="checkbox"/> in a higher position <input type="checkbox"/> better place <input type="checkbox"/> healthier desk	<input type="checkbox"/> last a long time <input type="checkbox"/> stay good longer <input type="checkbox"/> elderly <input type="checkbox"/> used many times	<input type="checkbox"/> strong coffee <input type="checkbox"/> coffee without milk <input type="checkbox"/> brown color <input type="checkbox"/> expressive face

**11. Write the nouns of the following verbs or vice-versa.**

No.	Verbs	Nouns	No.	Verbs	Nouns
1.	Perform		6.		Protection
2.	Infect		7.		Screening
3.	Transmit		8.		Treatment
4.	Diagnose		9.		Safety
5.	Isolate		10.		Restriction

**12. Write the adjectives of the following nouns or vice-versa.**

No.	Nouns	Adjectives	No.	Nouns	Adjectives
1.	Symptoms		6.		Traceable
2.	Infection		7.		Restrictive
3.	Protection		8.		Microscopic
4.	Virus		9.		Strategic
5.	Danger		10.		Preventive



## 30. Grammar Section


## 23. Complete the texts using the appropriate present or past tense.

## Text 1

A digital camera or 'digicam' is a camera that is used to capture images or video digitally. It **1** \_\_\_\_\_ (helped/helps) users store them for later reproduction. A digital camera is also attached into many devices, such as cellphones and laptops.

In 1685, Johann Zahn **2** \_\_\_\_\_ (designs/designed) the first camera. But the first camera was clicked by Joseph Nicephore Niepce in 1814. It was thousands of year back that an Iraqi scientist Ibn-al-Haytham **3** \_\_\_\_\_ (makes/made) a mention of this kind of device in his book, Book Of Optics in 1021.

Digital and film cameras **4** \_\_\_\_\_ (share/shared) an optical system. They typically **5** \_\_\_\_\_ (use/used) a lens with a variable diaphragm to focus light onto an image pickup device. The diaphragm and shutter **6** \_\_\_\_\_ (admit/admitted) the correct amount of light to the imager, just as with film, but the image pickup device is electronic rather than chemical. However, unlike film cameras, digital cameras **7** \_\_\_\_\_ (display/displayed) images on a screen immediately after being recorded, and **8** \_\_\_\_\_ (store/stored) or **9** \_\_\_\_\_ (delete/deleted) images from memory. Many digital cameras can also record moving video with sound. Some digital cameras can crop and stich pictures and perform other elementary image editing.

 Things to Remember

In 10 years, what will remain in your hometown? What about the building that has become the landmark of your city? What about the situations of the country, the economy and the culture in the future? Here are the phrases used to express the future.

... will ...  
... be going to ...  
... will be (verb-ing) ...

soon, then, next week/month/year, in 3 days' time, tomorrow, the day after tomorrow, perhaps, maybe, probably, immediately, right away.

- ... in the near future.
- It'll happen someday.
- Sooner or later ...
- It will/won't happen in this decade.
- in the next 20 years
- I can't wait for it to happen.
- I'll do it right away.
- I'll get right on it.
- I'll do it immediately.
- Time will tell.

## 31. Pronunciation Section

## 9. Practice the monologue in Task 8 by following these instructions.

- Use your handphone to record your activity.
- Check your pronunciation using an English pronunciation application.
- Re-record your activity.
- Send the best recording to your teacher.

32. Interesting and fun textbook

31. Look at the picture. Fill in the table with words that describe what the character looks like and what qualities the character has.

Character	Personality	Appearance

19. Fill in the blanks with short answers.

**Traveller's rating to The Giant Glass Slipper Building, Chiayi, Taiwan**

E = Excellent  
V = Very good  
A = Average  
P = Poor  
T = Terrible

- From the chart above, Jollen, Vincey, and Olivia belong to the reviewers who gave \_\_\_\_\_ or \_\_\_\_\_ values.
- What is the percentage of people who like the Giant Glass Slipper Building?
- How would you compare the "average" and the "poor" review?
- The purpose of the pie chart above is to \_\_\_\_\_

17. Can you add specific things needed in Text 1? Write your answers. See the examples!

Name the product	MOQ	Prize	How to buy	Review
Type 1, Automatic feeder with 2 bowls	The price should be cheaper if we buy in bulk.	Needed more information about the price if we buy in bulk.	Contact person is needed to ask for more information before purchasing the product.	5 stars for the fast shipping
Automatic feeder				

33. A Detailed Overview of the Functions and Structures in the Textbook

**Unit 3**  
When a Disease was Declared as a Pandemic

**Contents**

- PREFACE: GEMARA PERMUDA SARIAN ..... 1
- INSIDE THE BOOK: GEMARA PERMUDA SARIAN ..... 1
- Unit 1 Language, Lens of Understanding ..... 1
- Unit 2 Unlock The Ideas to Arts ..... 29
- Unit 3 When a Disease was Declared as a Pandemic ..... 53
- Unit 4 Good Habits during Pandemic ..... 81
- Unit 5 Smart Teenagers in a Smart Community ..... 105
- Unit 6 Help The Planet We Call Home ..... 137
- REFERENCES ..... 165
- INDEX: GEMARA PERMUDA SARIAN ..... 168

**INSIDE THE BOOK**

Activity: The role of Pancasila in the development of Indonesia (1945-1999-2019)

Let's Practice: Analyze the picture and write a short paragraph about the role of Pancasila in the development of Indonesia (1945-1999-2019)

Let's Think: Study the role of Pancasila in the development of Indonesia (1945-1999-2019)

Let's Practice: Analyze the picture and write a short paragraph about the role of Pancasila in the development of Indonesia (1945-1999-2019)

Let's Think: Study the role of Pancasila in the development of Indonesia (1945-1999-2019)

**CHARACTER OF PANCasila STUDENT**

Self-reliance with the long challenge

Self-reliance with the long challenge

Self-reliance with the long challenge

### 34. The Textbook Preferences

**Critical Thinking Tasks**

**1. Read the story and answer the questions.**

It's almost midday and it was a quiet day. No one came to drink or have a meal. Suddenly a portly man stood in front of the terrace with a bow around his neck and a leather water skin sticking out of his large strong bag. He really did not look like a tourist. He looked uneducated.

While I was busy thinking about his appearance, he sat on one of the chairs. He was sipping water from his water skin and he pretended to look at a glossy cruise brochure. His scarf masked half of his face. It was about 10 minutes and he hadn't turned a page. I thought I was right about him. He couldn't understand the brochure. So I decided to bring him a bowl of clam chowder, he coughed up a "thank you" and looked at me briefly. I tried not to stare at the tiny scar across his left eyebrow.

The man looked familiar, but I couldn't quite place him. Shaking my head, I walked back inside the kitchen with my empty tray. Before the second pace, something hit me. The car accident. The mysterious stranger who helped me out of my smashed car, just before it exploded. I rushed back to his table. He was gone.

I moved his saucer and found his tip, along with a card, 'I am deeply indebted to you. The night of your car accident, I was on my way to rob a jewelry store. Saving your life brought things back in perspective. I now live an honest life, thanks to you. God bless you! Robin Hood.'

I shivered. The night of my car accident, I was heading for damaging my dad's car because he refused to give me more pocket money. Seeing human kindness through his heroic gesture turned my life around and brought faith back into my life.

I unfolded the tip he left. I said a silent prayer for him and got back to work, smiling. Robin Hood, you were real.

Adapted from LetterPile, Annie Mc Mahon

### 35. Pictures, Diagrams, Tables etc.

**LET'S BEGIN**

**PRE-LISTENING**

4. Look at the graph. Discuss with your friends and the teacher to answer the questions.

**Death Toll of the World Pandemics**

Pandemic	Death Toll
Black Death Plague	200,000,000
Spanish Flu	50,000,000
Smallpox Outbreak	300,000,000
Covid-19	5,500,000

Unit 3 When a Disease was Declared as a Pandemic 55

**POST-LISTENING**

4. When do you need to wash your hands? Write sentences using "before/after, before and after" under each picture. One has been done for you as an example.

Before and after preparing food.

9. In pairs, arrange the following sentences into a dialogue.

Jaka: The COVID-19 pandemic has been going on for 2 years in the world. 1

Euis: Do you think that all the people in the world will be vaccinated every year? 2

Jaka: WHO epidemiologists state that the pandemic won't be over soon because the low global vaccination percentage and the emergence of the new variants. 3

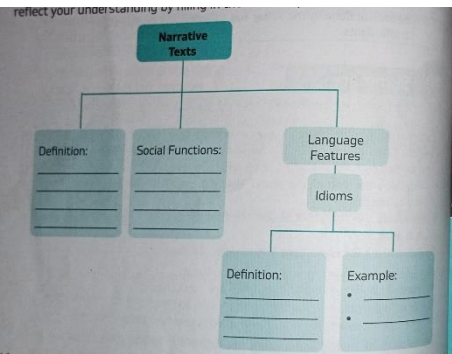
Euis: Oh-uh, and I read in the newspaper this morning that there are new variants. 4

Jaka: Besides, WHO also states that the coronavirus will still be lasting in five years' time. 5

Euis: Right. And there is no sign that the pandemic will be over soon. 6

Jaka: I have no idea. Time will tell. 7

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Can you add specific things needed in Text 1? Write your answers. See the examples!

Name the product	MOQ	Prize	How to buy	Review
Type 1, Automatic feeder with 2 bowls	The price should be cheaper if we buy in bulk.	Needed more information about the price if we buy in bulk.	Contact person is needed to ask for more information before purchasing the product.	5 stars for the fast shipping

13. Read...

**The Giant Glass Slipper Building of Taiwan**

The Giant Glass Slipper building is a building built on the coastal area in Taiwan with a height of 16 meters (52 feet) and a width of about 10 meters (32 feet). The shiny blue building was made of 320 mirror panels and costed around US\$686,000. It completed on 10 January 2016 and was opened on 23 July 2016.

There was no special architect for building. This was purely the creation of the government officials. This building is used as a wedding venue. The Slipper building has been included in the Guinness World Records certificate as the largest high-heeled shoe-shaped structure.

Inspired by the fairy tale "Cinderella and her glass slipper", the purpose of building The Giant Glass Slipper is to boost tourism in Taiwan. This building only serves couples who getting married. They want to make the building a romantic venue. This unique building is expected to attract tourists not only domestic but also from all over the world that it will increase the country's income.

**Remember**

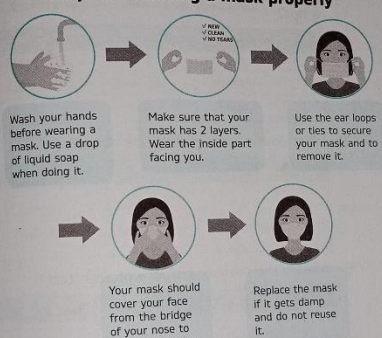
A descriptive text describes the characteristics of a thing or a thing.

## 36. The Illustrations in the Textbook

15. Read these two texts carefully.

**Text 1:**

**Steps for wearing a mask properly**



Wash your hands before wearing a mask. Use a drop of liquid soap when doing it.

Make sure that your mask has 2 layers. Wear the inside part facing you.

Use the ear loops or ties to secure your mask and to remove it.

Your mask should cover your face from the bridge of your nose to under your chin.

Replace the mask if it gets damp and do not reuse it.

**Text 2**

A refrigerator, also called a fridge is one of the most valuable household appliances. It **1** \_\_\_\_\_ (kept/keeps) food and drinks cool, by pushing a liquid refrigerant through a sealed system, which **2** \_\_\_\_\_ (caused/causes) it to vaporize, and draw heat out of the fridge. The vaporized refrigerant then is passed through coils outside the fridge.

It **3** \_\_\_\_\_ (had/has) an electrical thermal component that is able to lower the temperature. The lower temperature **4** \_\_\_\_\_ (reduced/reduces) the reproduction rate of bacteria and prolongs the lifetime of the food.

**Casa Terracotta**

In 2012, architect Octavio Mendoza created a building he calls Casa Terracotta, in the town of Villa de Leyva, Columbia. Locals call it Casa de Flintstone because it resembles the Flintstone family's stone house in the movie.

The house stands on an area of 5,400 m<sup>2</sup> and the entire building is made of baked local clay so that it is something worthy of Ripley's Believe It or Not. By using only natural resources for the project, Mendoza wanted to create a natural, harmonious, and environmentally friendly building. Tourists are welcome to visit the spectacular Casa Terracotta for only \$3.50.

Casa Terracotta is a blend of art and architecture. This house consists of a 2-storey building. The shape of this house reflects a natural approach to architecture. The walls slope and the roofs curve like the surrounding hills. The inside is airy with colorful mosaic tiles. Downstairs, there are several rooms, a kitchen, a dining room, and a bathroom. Upstairs, there is a main bedroom where you can relax and enjoy the view. All the furniture is also made of clay.

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Unit 5 Smart Teenagers in a Smart Community 127

## 37. Textbook update

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**Pathway to English**  
for **SMA/MA**  
**Grade X**

Buku ini diset dan dilayout oleh bagian Produksi  
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Desainer Sampul:  
**M. Nauval**

Percetakan: PT Gelora Aksara Pratama

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## 38. Textbook access



## 39. The affordable of textbook

**PATHWAY TO ENGLISH**

Pengarang: Sudarwati dan Eudia Grace

Kode Buku	Jilid/Kelas	Harga
004-420-016-0	Jld. 1/Kls X	Rp88.000
004-420-017-0	Jld. 2/Kls XI	Rp97.000
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Rp 81.000

### 40. The Supplementary Materials (tapes, visuals, etc.) of Textbook

**Remember**

There are some expressions in drawing a conclusion in analytical expositions

- From the facts above, it is clear that....
- Based on the reasons listed above, it is obvious that....
- From the facts above, we conclude that....
- Based on the reasons listed above, it is concluded that....
- Thus, from the reasons above....

**12. What are the main ideas of each paragraph in both texts? Fill in the table with your answers. One has been done for you!**

Paragraphs	Riding electric bikes	Reusable shopping bags
Paragraph 1	Statements why electric bikes are a good choice	
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		


**POST-LISTENING**

5. Based on your personal experience, what have you done to make your friends understand your ideas?

**Speaking 1**

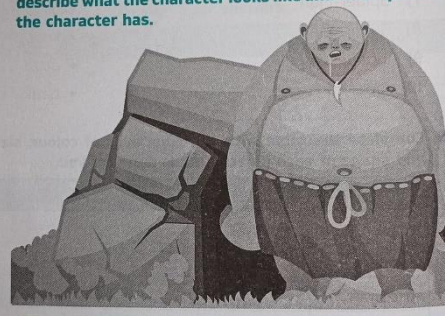
6. Read and practice the dialogue with a partner.

Tuti : What are you thinking about? Is something bothering you?  
 Indra : Well, do you keep a plastic bag full of other plastic bags in your house?  
 Tuti : Of course. We never know when we're going to need a plastic bag. Why?  
 Indra : I have a plastic bag full of plastic bags and they're also filled with plastic bags. My cabinet is so full of them and I'm getting sick of it. Do you have any idea what I should do?  
 Tuti : It's because you don't know how to keep them organized. I found a YouTube video about keeping plastic bags in an organized manner.



Unit 6 Help the Planet We Call Home 141


**31. Look at the picture. Fill in the table with words that describe what the character looks like and what qualities the character has.**



Character	Personality	Appearance

**While You Watch**

22. Scan the QR code and watch the video. Then state whether the statements are True or False.



No.	Statements	T	F
1.	There are foods or dietary supplements that can prevent or cure COVID-19 infection. So healthy food is important for healing people who are infected by COVID-19.		
2.	When the corona virus pandemic spread rapidly around the world, it created fear and worry in the world population, so that it triggered stress that caused a decrease in the body's immunity.		
3.	Unpleasant news related to the corona virus makes us afraid, anxious and panicked and it ultimately causes a side effect, sleep deprivation in the night.		
4.	To prevent the transmission of COVID-19, the government recommends that we should stay at home, and the same thing is also recommended when exercising.		
5.	Some people refuse to wear face masks because face masks were only needed for frontline medical workers and those at high risk of infection.		
6.	We have to as often as possible wash our hands. Corona virus can be transmitted through droplets or splashes of saliva which come out of the patient's mouth when he sneezes or coughs.		
7.	One of the most recommended dietary supplements during a pandemic is vitamin C. By taking vitamins alone, we can increase our immune system.		

**LEAD-IN**

1. Read the following extract and data then discuss the questions with your friends and your teacher.

Have you ever purchased something abroad or joined an international tour? Have you ever faced cultural differences and communication problems that cause misunderstandings? Intercultural communication is a vast topic. You have to familiarize yourself with the legal laws and customs of any country you visit. An awareness of potential problems can help you communicate better and grow your business internationally.

**2020 edition**

**The world's largest ranking of countries and regions by English skills**

Based on the test result of 2.2m adults in 100 countries & regions

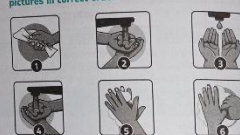
65. Vietnam	95. Rwanda
66. U.A.E.	96. Kyrgyzstan
67. Venezuela	97. Saudi Arabia
68. Sri Lanka	98. Oman
69. Turkey	99. Iraq
70. Kuwait	100. Tajikistan
71. Qatar	
72. Jordan	
73. Nicaragua	
74. Morocco	
74. Indonesia	
74. Bahrain	

- Why do people often face communication problems in their international activities?
- Which one might have more problems in their international activities, Vietnamese or Indonesians? Why?
- As one of the Indonesia's citizens, what would you advise to your friends to improve their English ability?
- Do you think you can learn cultural values by reading English short stories? Why?

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**WHILST-LISTENING**


2. Scan the QR code and listen to the mini talk about the proper hand washing. Based on the mini talk you have heard, arrange the pictures in correct order.



The best arrangement of the pictures is:

**Tough Challenge**

3. Listen to some people talking about hand washing issues. Which main ideas are they talking about in the mini talks? Match the speaker and the main idea s/he is talking about.



- Sometimes people neglect rubbing the whole hand
- How much soap do we use when washing hands?
- Don't forget to dry your hands
- Why hand washing is important and effective?

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### 41. The Online Materials/Tests and E-format

The collage displays three digital educational resources. The first is a 'Summary' page with text and a QR code. The second is a 'COVER' page for 'Aplikasi Computer Based Test' with a list of 'Latihan 1', 'Latihan 2', and 'Latihan 3'. The third is the 'Erl Book Reader' app interface showing a QR code and the text 'Scan Kode QR di Buku Erlanggamu'.

### 42. The Main Principles of CLT in Activities and Exercises

The collage displays four classroom activities and exercises. The first is a 'Tough Challenge' with a table for building information. The second is a 'While You Watch' video task. The third is an 'After You Watch' task with images of items. The fourth is a 'Speaking 1' dialogue practice.

The Lanyang Museum	
Location	
Function	
The building area	square meters
What does it look like?	

The Basket Building	
Location	
Cost	
Officially opened	
What does it look like?	

The Dancing House	
Location	
How long was the house completed?	
Function	
What does it look like?	

**While You Watch**

22. Scan the QR code and watch the video. Then answer the questions.

- 1) What is the topic of the video?
- 2) What does the writer intend to do with the video?
- 3) How does the narrator narrate the video? Put these main ideas in the correct order.
  - \_\_\_ The benefits of eco bricks.
  - \_\_\_ The definition of eco bricks.
  - \_\_\_ One of the ways to recycle plastic garbage.
  - \_\_\_ The use of eco bricks.
- 4) What qualities does the narrator mention about ecobricks?

**After You Watch**

23. What is the name for the following items for eco bricks filling?

- 1)
- 2)
- 3)
- 4)
- 5)

Bubble wrapping plastic    Cardboard fruit punnet    Silvery food packet  
 Medical blisters    Plastic fruit punnet

**Speaking 1**

7. Create a short dialogue with your friend to practice using ice-breakers followed by expressions to encourage the speaker to continue speaking in your conversation.

- ✓ Choose one of the following topics to discuss.
  - gadgets
  - cleaning supplies
  - home appliances
  - tools
  - office supplies
- ✓ Consider any situations of your own.
- ✓ Use some expressions to guess and show your interest in the conversation.

10. Practice the dialogue between Jane and Lucy in pairs. Use your cell phone to record your conversation. Send the best recording to your teacher.

Unit 1 Language, Lens of Understanding 9

### 43. Self-assessment parts

**LET'S REFLECT**

In this unit, you have learnt about report texts. You have also learnt about the structures and the language features of report texts and how to analyze a report text. To make sure that you have understood the lesson, let's reflect your understanding by filling in the mind map.

Language Features

Example:


Example:

Report Texts

Social Functions:

Generic Structures:

After you fill in the mind map, scan the following QR code to access two kinds of exercises; **Remedial** and **Learn More**. If you think it is easy to fill in the mind map, do **Learn More Exercise**. If you faced difficulty in finishing the mind map, do **Remedial Exercise**.



### 44. Various methodologies in ELT

**Think Challenge**

5. Listen to the recording once again. Fill in the table with the information that you have just listened to.

Speaker 1	Speaker 2	Speaker 3
The location where the story happened:	The location where the story happened:	The location where the story happened:
Who are the characters in the story?	Who are the characters in the story?	Who are the characters in the story?
The conflict developed in the story:	The conflict developed in the story:	The conflict developed in the story:

**POST-LISTENING**

6. **Heedon 2 (three) strategies to find out what your friends are thinking.**

**Speaking**

7. Read and practice the dialogue with a partner.

Anabel: King Arthur was such a powerful man, wasn't he? What do you think?  
 Aldar: Right, he was so strong that he was able to pull a sword out of a stone easily. He beat all his foes.  
 Anabel: What else could Arthur do? How did he win the competition?  
 Aldar: Well, he could do what others couldn't. That's why he was the winner. You must read the myth; it's one of the most famous tales of King Arthur.  
 Anabel: Is it 'The Legend of the Sword in the Stone'?  
 Aldar: Exactly. How could you ask me when you have read the myth?


**Remember**

You can use the following expressions to show your interest and sustain your conversation.

- Yes, then?
- And?
- Oh.
- Right.
- Yes?
- Really?
- Did you?
- Aren't you?
- Was it?
- Did he?
- Was he?
- Have you?

Unit 1 Language Lens of Understanding 5

31. Look at the picture. Fill in the table with words that describe what the character looks like and what qualities the character has.



Character	Personality	Appearance

**LET'S COLLABORATE**

**Project**

**Theme**: Local value  
**Title**: Creativity through literacy  
**Objective**: To develop creativity and cooperation skills.  
**Task Description**: Make a mini library for kids in the neighbourhood.

**DID YOU KNOW?**  
 Access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading. We can help them by donating good books to read.

**Steps**

**A. Preparation**

1. Work in groups of twelve.
2. Choose the place you are going to serve.
3. Find out what story books are needed by kids in the chosen area. The books should be based on the ages of kids you serve.

**B. Promotion**

1. Plan who will donate story books for kids.
2. Plan how you will promote your project.
  - 1) Posting flyers.
  - 2) Talking with your neighbors.
  - 3) Holding a social event, a musical event or a book sale of which the cost of admission can be a donated book.

**C. Recruitment**

1. Find some friends that also like reading to help you run the project.
2. Decide how and where you will collect the books.
3. Ask a local business to match your donations.

**D. Receiving the book donation**

When receiving the book donation, tell them the importance of story books for kids in the neighbourhood.

**E. Celebration**

1. Make a presentation, reporting what you have learned and how the project influences kids in the neighbourhood.
2. List all the problems in applying the project and how the group could handle it.

**F. Reflection**

How does the project give positive impacts to your group? Do you agree with the statement that access to story books during out of school time is critical for kids to develop strong literacy skills and a lifelong love of reading?

**G. Follow-up**

Plan a list what you will do or will not do to help kids have more skills in reading.

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## 45. Syllabus design

### CAPAIAN PEMBELAJARAN (FASE E)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca

Elemen Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed and pitch to be understood in some contexts.*

Elemen Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

Elemen Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

## 46. The integrated textbook into technology

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DETAIL PRODUK

## PATHWAY TO ENGLISH 1 for SMA/MA Grade X (K-MERDEKA)

Kode Produk : 0044200450

Penulis : Th. M. Sudarwati & Eudia Grace

Tahun Terbit : 2022

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📄 Sinopsis

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## 47. The objectives explicitly the textbook



**Introduction**

Have you ever read or written reports? Understanding the generic structures and language features of reports can help you in writing a report.

**Learning Objectives:**

After learning this unit, students are able to:

1. grasp the context of the spoken English and use English to respond to questions;
2. use ice breakers to initiate and sustain conversations and discussion;
3. analyze the basic structure of report texts;
4. understand the meaning of certain vocabulary in context;
5. understand the use of generic terms, the use of technical language, the use of the present tense, the use of the past tense;
6. understand the use of topic and supporting sentences;
7. write a report text through guided activities;
8. collaborate in a project on eco-friendly technology to reduce plastic waste;
9. present a project report using different modes of presentation to suit different audiences and to achieve different purposes in print and digital forms.

**CHARACTER OF PANCASILA STUDENTS**

Creative with the key element:

- original idea
- original action

**Keywords:**  
architect, design, unique, modern

**Project Based Learning**

Theme: Entrepreneurship

**Unit 5**  
**Smart Teenagers in a Smart Community**

## VITA



Andy Nugroho Yusuf was born on November 29<sup>th</sup>, 2000 in Magetan. His beloved parents are Yusuf Hari and Watiyem. He lives in Durenan village, Sidorejo district, Magetan. He graduated from elementary school at SDN 1 Durenan in 2013, Junior High School at SMPN 1 Magetan in 2016 and Senior High School at SMAN 3 Magetan in 2019. In 2020, he began to continue his study at the Department of English Education at the Faculty of Teacher Training and Education, Universitas PGRI Madiun. During his studies at Universitas PGRI Madiun, he participated in various activities in campus. These activities include participating in English Education organization, namely EDSA, UKM PSM Sadhuta Madhuswara, Putra Putri UNIPMA, Magang MBKM Mandiri, webinars and training inside and outside the University. In the webinar and training activity, he was not only a member but also a speaker or instructor. In addition, he was a chief in UKM PSM Sadhuta Madhuswara 2023 period, Wakil 1 Putra UNIPMA 2022, and a chief of committee in several event of campus held by students. He participated in some of these activities to make him more confident in his speaking skills and appearances in public.