



Let me Know!

BAHASA INGGRIS PAKET C
SETARA SMA/MA
KELAS XI

MODUL TEMA 9



Kementerian Pendidikan dan Kebudayaan
Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat
Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan
Tahun 2018

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Tahun 2018

Bahasa Inggris Paket C Setara SMA/MA Kelas XI
Modul Tema 10 : Let me know

- **Penulis:** Prayitno, S.Pd.
- **Diterbitkan oleh:** Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-
Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan
Kebudayaan, 2018

vi+ 34 hlm + ilustrasi + foto; 21 x 28,5 cm

Preface

Pendidikan kesetaraan sebagai pendidikan alternatif memberikan layanan kepada masyarakat yang karena kondisi geografis, sosial budaya, ekonomi dan psikologis tidak berkesempatan mengikuti pendidikan dasar dan menengah di jalur pendidikan formal. Kurikulum pendidikan kesetaraan dikembangkan mengacu pada kurikulum 2013 pendidikan dasar dan menengah hasil revisi berdasarkan peraturan Mendikbud No.24 tahun 2016. Proses adaptasi kurikulum 2013 ke dalam kurikulum pendidikan kesetaraan adalah melalui proses kontekstualisasi dan fungsionalisasi dari masing-masing kompetensi dasar, sehingga peserta didik memahami makna dari setiap kompetensi yang dipelajari.

Pembelajaran pendidikan kesetaraan menggunakan prinsip flexible learning sesuai dengan karakteristik peserta didik kesetaraan. Penerapan prinsip pembelajaran tersebut menggunakan sistem pembelajaran modular dimana peserta didik memiliki kebebasan dalam penyelesaian tiap modul yang di sajikan. Konsekuensi dari sistem tersebut adalah perlunya disusun modul pembelajaran pendidikan kesetaraan yang memungkinkan peserta didik untuk belajar dan melakukan evaluasi ketuntasan secara mandiri.

Tahun 2017 Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat mengembangkan modul pembelajaran pendidikan kesetaraan dengan melibatkan pusat kurikulum dan perbukuan kemdikbud, para akademisi, pamong belajar, guru dan tutor pendidikan kesetaraan. Modul pendidikan kesetaraan disediakan mulai paket A tingkat kompetensi 2 (kelas 4 Paket A). Sedangkan untuk peserta didik Paket A usia sekolah, modul tingkat kompetensi 1 (Paket A setara SD kelas 1-3) menggunakan buku pelajaran Sekolah Dasar kelas 1-3, karena mereka masih memerlukan banyak bimbingan guru/tutor dan belum bisa belajar secara mandiri.

Kami mengucapkan terimakasih atas partisipasi dari Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru, tutor pendidikan kesetaraan dan semua pihak yang telah berpartisipasi dalam penyusunan modul ini.

Jakarta, Desember 2018
Direktur Jenderal

Harris Iskandar

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

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Student Guides and Passing Grade

1. Read the preface to know what the modul about.
2. Read the goals after studying modul.
3. Study the modul start from the first chapter.
4. Do all exercises and assignments as instructed.
5. In vocabulary section, open Links: <https://dictionary.cambridge.org/dictionary/english/step> to listen to spoken words. Then pronounce them as you heard. To practice it, use the vocabulary to make your
6. To practice listening, open Link : <https://www.bing.com/videos/search?q=you+tube+soil+erosion&view=detail&mid=E14E85C118758EB707C1E14E85C118758EB707C1&FORM=VIRE>
7. To develop your structure read the recommended reference.
8. To pass the modul, students have to get a least 70 of their evaluation scores.



Goals

1. Students will be able to explain objectively the cause and effect of soil erosion.
2. Students will be able to understand the usage of transition and preposition to show cause and effect.
3. Students will be able to write adverbial clause of cause and effect by using different kind of subordinate conjunction.
4. Students will be able to apply the moral message they found in a song and a folk story.
5. Students will be able to use the vocabulary they found in a song and a passage.
6. Students will be able to pronounce some words correctly.



Preface

It is expected that the modul can be used as a prime learning resources for the students of Equality Education to Senior High School, besides using a prime text book witch is usually used in formal education. As the title written in this book “MY WORLD”, the modul containing reading material consisting of explanation text.

The modul consists of two unit. Unit one entitled “Natural Disaster” covering material about vocabulary, language structure, available on the passage and explanation text. Unit two entitled “What a wonderful world” covering material about vocabulary, language structure, available on the song. Each Unit is completed with exercises which students must accomplish all. The answer key, the scoring guide, the assessment rubric and summary are available in the last chapter of the modul. The evaluation here is intended to measure students success.

UNIT 1

ANIMAL LIFE

Millions species live on the earth. Others are living in the sea and some others are on land. In this unit, we will discuss the lives of rattlesnake and dolphin. These kinds of animal have unique and interesting characteristics to study.

Reading 1

The Rattlesnake



<https://dehayf5mhw1h7.cloudfront.net/wp-content/uploads/sites/114/2017/05/18082508/rattlesnake-shutterstock.jpg>

The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for humanity. Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature has perhaps been somewhat exaggerated in myth and folklore.

The rattlesnake is not inherently aggressive and generally strides only when it has been put on the defensive. In its defensive posture the rattlesnake raises the front part of its body off the

ground and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.



https://images-na.ssl-images-amazon.com/images/I/817EVUicMFL_SL1500_.jpg

There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet and also varying in toxicity of venom. In the United States there are only a few deaths annually from rattlesnakes, with a mortality rate of less than 2 percent of those attacked.

Vocabulary

Now say these words and pay attention to the word stress!

Open Links: <https://dictionary.cambridge.org/dictionary/english> to listen to spoken words. Then pronounce them as you hear!

WORDS	HOW TO PRONOUNCE	MEANINGS
fierce (adj)	/fɪərs/	ganas
Hatred (n)	/ˈhæt.rɪd/	kebencian
Reputation (n)	/ˌrep.jəˈteɪ.ʃən/	reputasi
venomous (adj)	/ˈven.ə.məs/	beracun
exaggerated (adj)	/ˌæɡ.əˈreɪ.tɪd/	dibesar besarkan
inherently (adv)	/ɪnˈher.ənt.li/	pada dasarnya
strides (v)	/straɪd/	berjalan cepat dengan langkah panjang
fangs (n)	/fæŋd/	taring
venom (n)	/ˈvenəm/	Bisa / racun dari binatang

Exercise 1

- According to the passage, which of the following is true about rattlesnakes?
 - They are always ready to attack.
 - They are always dangerous and deadly
 - Their fierce nature has been underplayed in myth and folklore.
 - Their poison can kill people.
- The word “posture” in line 5 is closest in meaning to which of the following?
 - Mood
 - Fight
 - Position
 - Strike
- When a rattlesnake is ready to defend itself, it
 - Lies in a S-shape on the ground.
 - Lunges with the back part of its body
 - is partially of the ground
 - assumes it is prepared by thrusting its fangs into the ground
- The word “mortality” in line 10 is closest in meaning to
 - percentage
 - illness
 - death
 - survival
- It can be inferred from the passage that
 - all rattlesnake bite are fatal
 - all rattlesnake bites are not equally harmful
 - the few deaths from rattlesnake bites are from six-foot snakes.
 - death from rattlesnake bites have been steadily increasing.

Reading 2

Dolphins



https://3.bp.blogspot.com/-m5EKCvpDoMM/W5yO_b3vO4/AAAAAAAAAis/jIKxVF_S_3YE8uvW59kJn3i_4Exwk2p7w-CK4BGAYYCw/s1600/lumba%2Blumba.jpg

Dolphins are highly social animals, often living in pods of up to a dozen individuals, in spite of the fact that pod sizes and structures vary greatly between species and locations. Membership in pods is not rigid; interchange is common. Dolphins can, however, establish strong social bonds; they will stay with injured or ill individuals, even helping them to breathe by bringing them to the surface if needed. This altruism does not appear to be limited to their own species. The dolphin has been seen protecting swimmers from sharks by swimming circles around the swimmers or charging the sharks to make them go away.

Dolphins communicate using a variety of clicks, whistle-like sounds and other vocalizations. Dolphins also use nonverbal communication by means of touch and posturing. . A discovery in Australia found Indo-Pacific bottlenose dolphins teaching their young to use tools. They cover their snouts with sponges to protect them while foraging. Using sponges as mouth protection is a learned behavior. .

Dolphins engage in acts of aggression towards each other. Male dolphins engage in acts of aggression apparently for the same reasons as humans, disputes between companions and competition for females.

Exercise 2

- According to the passage, which of the following is true about dolphins?
 - Dolphins are frequently regarded as one of Earth's most dangerous animals
 - They are frequently regarded as the Earth's most famous animals
 - Dolphins are frequently regarded as one of Earth's most harmful animals
 - Dolphins can, however, establish strong social bonds
- The word "pod" in line 1 paragraph 1 is closest in meaning to which of the following?
 - land
 - a group
 - water
 - sea
- It can be inferred from the passage that
 - Dolphins are individual animals
 - Dolphins are cruel animals
 - Dolphins don't live in a group
 - Dolphins are highly social animals
- How do dolphins communicate?
 - They communicate using their body language
 - They communicate using their fast movement.
 - They communicate using a variety of clicks, whistle-like sounds.
 - They communicate by singing.
- Which of the following is true about dolphins?
 - Dolphin engage in lovely way toward each other.
 - Dolphins engage in acts of aggression towards each other.
 - Male bottlenose dolphins have been known to engage peaceful way.
 - Dolphins are living in pods of up to ten individuals.

WORDS	HOW TO PRONOUNCE	MEANINGS
pod (n)	/p o d/	kolompok mamalia laut seperti lumba lumba
rigid (adj)	/ r i g i d /	Tetap, tidak bisa berpindah atau berubah
altruism (n)	/ æ l . t r u . z ə m /	kehendak baik untuk membantu / menolong

posturing (n)	/ ɒ p a : s.t/ə.ɪŋ/	sikap untuk menarik perhatian
bond (n)	/b ɒ nd/	Perasaan yang membuat dua individu merasa terikat
snouts (n)	/sna ɒ t	hidung yang panjang pada beberapa hewan
sponges (n)	/sp ɒ nd ɒ /:	spon
to forage (v)	/ ɒ f ɒ r ɒ d ɒ /	berpetualang untuk mencari makan
engage(v)	/ ɒ n ɒ ɒ e ɒ d/:	terlibat
aggression (n)	/ə ɒ ɒ re ɒ ən	Sikap kekerasan atau kemarahan
disputes (n)	/ ɒ d ɒ spju ɒ t	Permusuhan khususnya yang berlangsung lama

Exercise 3

Write down the meaning of words below.

1. Pod
2. Rigid
3. Posturing
4. Snouts
5. Disputes

The answers as below.

1. pod	a. tetap, tidak bisa berpindah atau berubah
2. rigid	b. sikap untuk menarik perhatian
3. posturing	c. hidung yang panjang pada beberapa hewan
4. snouts	d. permusuhan khususnya yang berlangsung lama
5. disputes	e. kelompok mamalia laut seperti lumba lumba

Structure Focus 1

Passive Voice

Active: People **has exaggerated** rattlesnake nature in myth and folklore.

S V O

Passive: Rattlesnake nature **has been exaggerated** by people in myth and folklore.

S V

Active: Humans **regard** dolphin as one of earth most intelligent animals.

S V O

Passive: Dolphins **are regarded** by humans as one of Earth's most intelligent animals

S V

Active: Mother **transfers** this knowledge to daughters.

S V O

Passive: This knowledge **is transferred** by mothers to daughters.

S V

Active: Humans **know** male bottlenose dolphins to engage in infanticide by humans.

S V O

Passive: Male bottlenose dolphins **have been known** to engage in infanticide by humans.

S V

Forming The Passive



“The bank found suspicious activity on my credit card. It was being used responsibly to buy necessary things.”

https://www.google.co.id/search?q=caricature+helping+activity&tbm=isch&source=iu&ictx=1&fir=7iuRLZ5Mo5ND-2M%253A%252CtNs5AxNzsvktUM%252C_&usq=__U543XuihcIR4ZbOqelpKRW4CymM%3D&sa=X&ved=0ahUKEw-iEo4ej-5XbAhUHr48KHfdeAcQQ9QEINDAB#imgrc=nFJijxdA6xALM:

Active: (a) <u>Edi</u> helped the old man S V O Passive: (b) The old man was helped by Edi S O	Form of the passive: be + past participle. in the passive, the object of an active verb becomes the subject of the passive verb: "the old man" in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning. (di dalam kalimat pasif, obyek pada kalimat aktif menjadi subyek pada kalimat pasif)																														
ACTIVE: (c) An accident happened . PASSIVE: (d) (none)	Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as happen, sleep, come, and seem (intransitive verbs) in the passive. Hanya kata kerja transitif (kata kerja yang diikuti obyek) yang dipakai pada kalimat pasif).																														
<table border="0"> <tr> <td></td> <td>ACTIVE</td> <td>PASSIVE</td> </tr> <tr> <td>simple present</td> <td>Shinta helps Budi.</td> <td>Budi is helped by Shinta.</td> </tr> <tr> <td>present continuous</td> <td>Shinta is helping Budi.</td> <td>Budi is being helped by Shinta.</td> </tr> <tr> <td>present perfect</td> <td>Shinta has helped Budi.</td> <td>Budi has been helped by Shinta.</td> </tr> <tr> <td>simple past</td> <td>Shinta helped Budi.</td> <td>Budi was helped by Shinta.</td> </tr> <tr> <td>past progressive</td> <td>Shinta was helping Budi.</td> <td>Budi was being helped by Shinta.</td> </tr> <tr> <td>past perfect</td> <td>Shinta had helped Budi.</td> <td>Budi had been helped by Shinta.</td> </tr> <tr> <td>simple future</td> <td>Shinta will help Budi.</td> <td>Budi will be helped by Shinta.</td> </tr> <tr> <td>be going to</td> <td>Shinta is going to help Budi.</td> <td>Budi is going to be helped by Shinta.</td> </tr> <tr> <td>future perfect</td> <td>Shinta will have helped Budi.</td> <td>Budi will have been helped by Shinta.</td> </tr> </table>		ACTIVE	PASSIVE	simple present	Shinta helps Budi.	Budi is helped by Shinta.	present continuous	Shinta is helping Budi.	Budi is being helped by Shinta.	present perfect	Shinta has helped Budi.	Budi has been helped by Shinta.	simple past	Shinta helped Budi.	Budi was helped by Shinta.	past progressive	Shinta was helping Budi.	Budi was being helped by Shinta.	past perfect	Shinta had helped Budi.	Budi had been helped by Shinta.	simple future	Shinta will help Budi.	Budi will be helped by Shinta.	be going to	Shinta is going to help Budi.	Budi is going to be helped by Shinta.	future perfect	Shinta will have helped Budi.	Budi will have been helped by Shinta.	
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Exercise 4

Change the active sentences to the passive form by supplying the correct form of be.

- | | |
|--|---|
| 1. Yanto opens the door. | The door is opened by Yanto. |
| 2. Yanto is opening the door. | The door opened by Yanto. |
| 3. Yanto has opened the door. | The door opened by Yanto. |
| 4. Yanto opened the door. | The door opened by Yanto. |
| 5. Yanto was opening the door. | The door opened by Yanto. |
| 6. Yanto had opened the door. | The door opened by Yanto. |
| 7. Yanto will open the door. | The door opened by Yanto. |
| 8. Yanto is going to open the door. | The door opened by Yanto. |
| 9. Yanto will have open the door. | The door opened by Yanto |
| 10. He helps me to finish the homework. | Iby to finish the homework. |
| 11. She callad me last night. | I by.....last night. |
| 12. They have moved this table to the corner. | This tableby..... in to the corner. |
| 13. We clean the room every Mondy. The roomby every Sunday. | |

Change the sentence as example given bellow!

It is you new dictionary. → This new dictionary is yours.

- | | |
|--|-------|
| 14. That is my car. → | |
| 15. This mobile phone belongs to him. → | |
| 16. These are our rooms. → | |
| 17. Those are their works. → | |
| 18. Does the new building on the corner of the block belong to you?
→ | |
| 19. The old car turns out to be her car. → | |
| 20. Don't tuch! It is my lunch. → | |

Personal pronouns: subjects, objects and possessives			
Singular	Subject	Object	Possessive
First person	I	me	my, mine
Second person	you	you	your, yours
Third person	he, she, it (one)	him, her, it (one)	his, her, hers, its (one's)
Plural	Subject	Object	Possessive
First person	we	us	our, ours
Second person	you	you	your, yours
Third person	they	them	their, theirs*

Definite article

the (sebelum kata benda tunggal atau jamak)

Indefinite article

a (sebelum kata benda tunggal yang dimulai dengan suara konsonan/ huruf mati)

an (sebelum kata benda yang dimulai dengan suara vocal / huruf hidup)

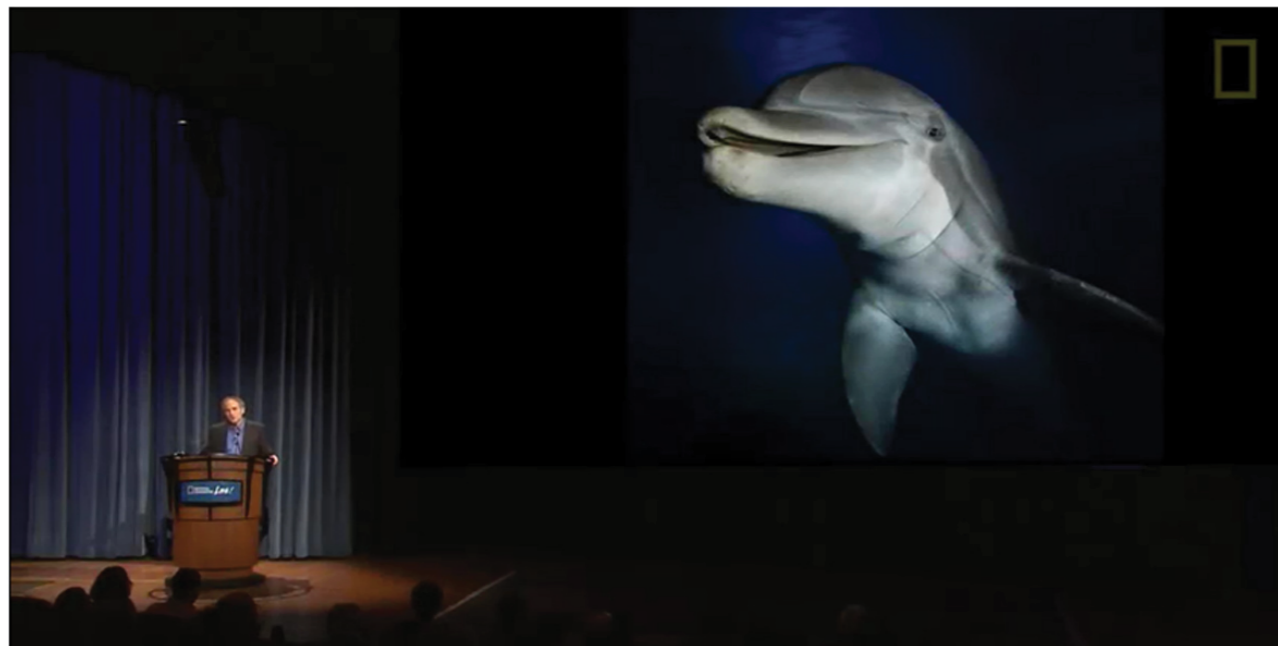
Count nouns – terkait dengan benda yang bisa dihitung baik tunggal maupun jamak.

Non-count nouns – terkait dengan benda yang tidak bisa dihitung dan selalu tunggal.

	COUNT NOUNS	NON-COUNT NOUNS
Rule 1 identitas khusus tidak diketahui	a, an	(no article)
Rule 2 identitas khusus diketahui	the	the
Rule 3 semua benda atau benda secara umum	(no article)	(no article)

Listening

Open link to the website address below to practice your listening comprehension.



Open link <https://www.youtube.com/watch?v=XZ4hZx6K85Y> to do listening activity.



Rattlesnake sound

Open link https://www.youtube.com/watch?v=Lfkb2i_TvJQ to do listening activity!

Speaking

Using your own word, retell anything that you know about hippopotamu's life.



Open link: <https://www.youtube.com/watch?v=0iYx5q5CudI>

Writing

Using your own words, write paragraphs explaining about ant's life.



Open link: <https://www.youtube.com/watch?v=8CKeXZQdKKU>

Assignment 1

Objectives :

- Students are able to understand the meaning the reading passage.
- Students are able to identify the passive sentence found in the passage.
- Students are able to write passive sentences.

Media : book

Steps :

- Read the passage below.
- Identify the passive sentences from the reading passage.
- Using your own word, write five sentences in passive voice.
- Vocabulary : Using the vocabulary given above, write your own sentence!

About the Hippopotamus

Hippopotamuses love water, which is why they are named by Greeks as the “river horse.” Hippos spend up to 16 hours a day submerged in rivers and lakes to keep their massive bodies cool under the hot African sun. Hippos are graceful in water, good swimmers, and can hold their breath underwater for up to five minutes. However, they are often large enough to simply walk or stand on the lake floor, or lie in the shallows. Their eyes and nostrils are located high on their heads, which allows them to see and breathe while mostly submerged.

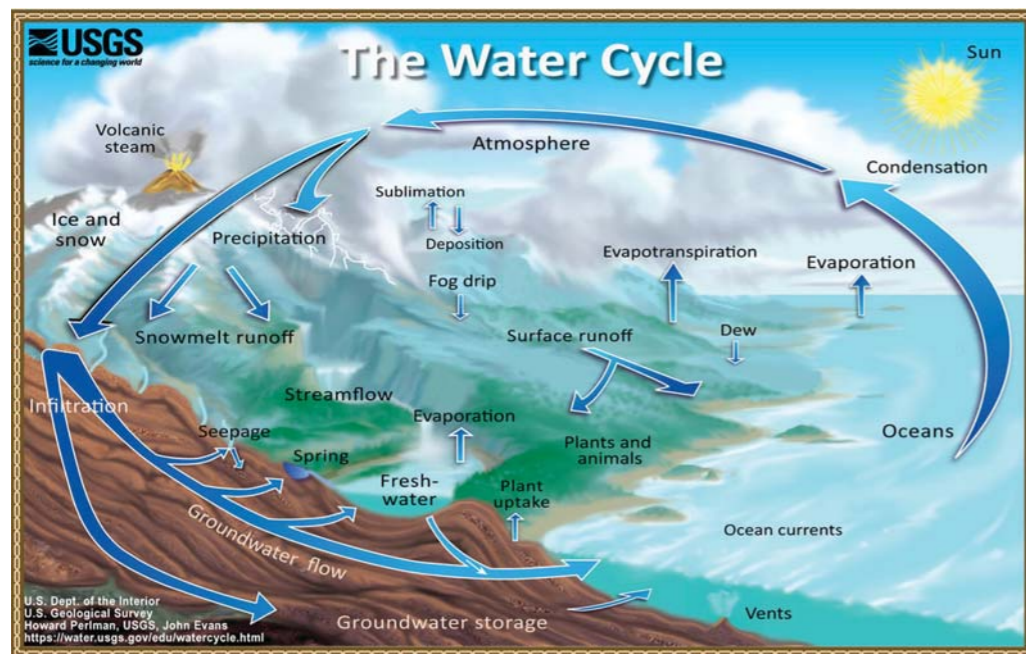
Hippos also bask on the shoreline and secrete an oily red substance, which gave rise to the myth that they sweat blood. The liquid is actually a skin moisturizer and sunblock that may also provide protection against germs.

UNIT 2 WATER CYCLE

Reading

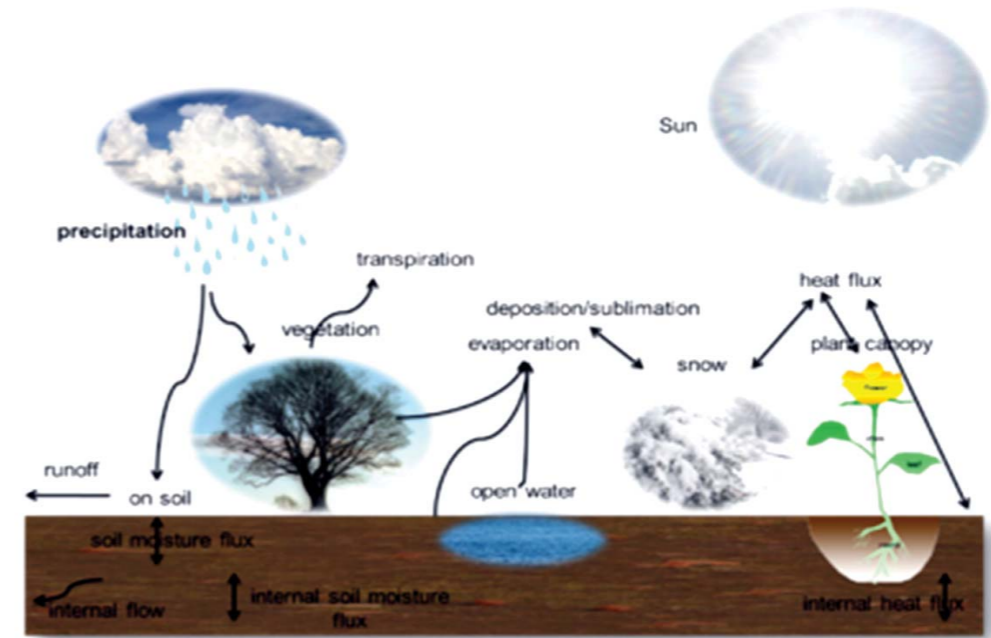
The water cycle, also known as the hydrological cycle or the hydrologic cycle, describes the continuous movement of water on, above and below the surface of the Earth. The sun, which drives the water cycle, heats water in oceans and seas. Consequently, water evaporates as water vapor into the air. Some ice and snow sublimates directly into water vapor.

Due to the significant difference in density, buoyancy drives humid air higher. As altitude increases, air pressure decreases and the temperature drops (see Gas laws). The lower temperature causes water vapor to condense into tiny liquid water droplets which are heavier than the air, and fall. A huge concentration of these droplets over a large space up in the atmosphere become visible as cloud.



https://prd-wret.s3-us-west-2.amazonaws.com/assets/palladium/production/s3fs-public/styles/full_width/public/thumbnails/image/water-cycle-english.jpg

Atmospheric circulation moves water vapor around the globe, cloud particles collide, grow, and fall out of the upper atmospheric layers as rain or snow. Most water falls back into the oceans or onto land as rain, where the water flows over the ground as surface runoff which enters rivers in valleys in the landscape, with stream flow moving water towards the oceans to continue the water cycle.



https://prd-wret.s3-us-west-2.amazonaws.com/assets/palladium/production/s3fs-public/styles/full_width/public/thumb

Exercise 1

- According to the passage, which of the following is true about water cycle?
 - The water cycle is also known as the rain cycle
 - The water cycle is also known as the recycle
 - The water cycle is also known as the hydro carbon
 - The water cycle is also known as the hydrologic cycle
- The word "evaporates" in line 4 paragraph 1 is closest in meaning to which of the following?
 - The process of changing from a liquid to a gas
 - A huge concentration of the droplets
 - The process of changing from a gas to liquid
 - an area of low, flat land near a river that often floods when the level of the river rises and flows over its sides
- It can be inferred from the passage that...
 - Atmospheric circulation moves water vapor around the sea
 - The water cycle describes the continuous movement of water on, above and below the surface of the Earth.
 - The sun, which drives the water cycle, heats water in the Misisipi river.

- d. Water evaporates as water vapor into the air as a result of condensation.
4. The following statement is true based on the passage except:
- Evapotranspiration is water transpired from plants and evaporated from the soil
 - The sun, which drives the water cycle, heats water in oceans and seas.
 - As altitude increases, air pressure decreases and the temperature drops.
 - As altitude increases, air pressure increase and the temperature drops.
5. Some water infiltrates deep into the ground and replenishes aquifers, which can store freshwater for
- for a short periods of time
 - for months
 - for a long periods of time
 - for weeks

Vocabulary

Now say these words and pay attention to the word stress.

Open Links: <https://dictionary.cambridge.org/dictionary/english> to listen to spoken words. Then pronounce them as you hear.

VOCABULARY	PRONOUNCIATIONS	MEANINGS
evaporate (v)	/ ɒ væp.ər.eɪ t/	<i>menguap</i>
vapor (n)	/ ɒ veɪ.pər/	<i>uap</i>
sublimates (v)	/ ɒ sɒb.lɪ.meɪ t/	berubah dari padat ke gas
dense (adj)	/dens/	<i>padat</i>
buoyancy (n)	/ ɒ buɪ.ən.si/	daya apung
humid (adj)	/ ɒ hjuː.mɪd/	<i>lembab</i>
altitude (n)	/ ɒ æl.tɪ.tuːd/	<i>ketinggian</i>
pressure (n)	/ ɒ preʃ.ər/	<i>tekanan</i>
drops (v)	/drɒp/	<i>turun / jatuh</i>
condense (v)	/kən.dens/	mencair

droplets (n)	/ ɒ drɒp.lət/	tetes
collide (v)	/kə.laɪd/	benturan
layers (n)	/ ɒ leɪ.ər/	lapisan
runoff (n)	/ ɒ rʌn.ɒf/	air yang mengalir
valleys (n)	/ ɒ væl.i/	lembah
landscape (n)	/ ɒ lænd.skeɪp/	panorama

Exercise 2

Match words in the table below.

1. evaporated 1. condense 1. humid 1. droplets 1. sublimates (v)	a. mencair b. menguap c. tetesan d. berubah dari padat menjadi gas e. lembab
--	--

Structure Focus 2

Using Preposition To Show Cause and Effect: because of and due to.

(a) Because the weather was cold, we stayed home.	Because merupakan adverb clause; diikuti dengan subject and verb. Because of dan due to adalah prepositions; mereka diikuti oleh noun object.
(b) Because of the cold weather, we stayed home. (c) Due to the cold weather, we stayed home.	
(d) Due to the fact that the weather was cold, we stayed home.	Kadang kala, biasanya pada penulisan yang lebih formal, due to diikuti oleh noun clause dikenalkan oleh the fact that.
(e) We stayed home because of the cold weather. We stayed home due to the cold weather. We stayed home due to the fact that the weather was cold.	seperti adverb clause, frase ini bisa juga mengikuti main clause. Seperti di (e).



"Your pilot is still de-icing."

https://lowres.cartooncollections.com/airport-airline-airplane-aeroplane-plane-travel-tourism-CC134386_low.jpg

Using transitions to show cause and effect: therefore and consequently

<p>(a) Ali failed the exam because he didn't study. (b) Ali didn't study. Therefore, he failed the exam. (c) Ali didn't study. Consequently, he failed the exam.</p>	<p>(a), (b), (c) memiliki arti yang sama. Therefore and consequently bermakna "as a result" di tata bahasa Inggris, mereka disebut transitions (atau conjunctive adverbs). Transitions mengubungkan ide ide diantara dua kalimat.</p>
<p>(d) Ali didn't study. Therefore, he failed the exam. (e) Ali didn't study. He, therefore, failed the exam. (f) Ali didn't study. He failed the exam, therefore. POSITION OF A TRANSITION: Transition + S + V (+ rest of sentence) S + transition + V (+ rest of sentence) S + V (+ rest of sentence) + transition</p>	<p>Transition terletak pada kalimat kedua dari kalimat yang terkait. Perhatikan pola dan tanda baca pada contoh. Titik (bukan koma) yang digunakan di akhir kalimat yang pertama. Transition memiliki beberapa posisi letak yang memungkinkan di kalimat yang ke dua. Transition dipisahkan dari kalimat berikutnya dengan koma.</p>

(g) Ali didn't study, so he failed the exam.

BANDINGKAN: Transition (misal; therefore) memiliki posisi/letak berbeda yang memungkinkan dalam pasanagan kalimat yang kedua. conjunctions (misal:., so) hanya memiliki satu posisi yang memungkinkan diantara dua kalimat. So tidak bisa berpindah di beberapa posisi pada kalimat yang ke dua sebagaimana therefore bisa.

Exercise 3

Restate the sentence using the given conjunctions. Number one has been done for you.

- The weather was bad so we postponed our trip. (due to)
Due to the bad weather, postponed our trip
- Because Budi is generous, every one received meal for lunch from him. (**because of**)

- We were late to the meeting yesterday because the traffic was heavy. (**due to**)

- The children stay home because it was raining hard. (**therefore**)

- I couldn't get sleep last night because it was noisy in my next hotel room. (**consequently**)

- The weather was cold so she wore a coat. (**because of**)



https://s3.amazonaws.com/lowres.cartoonstock.com/weather-spring-spring_time-spring_time-wintertime-weather_forecast-dcm1289_low.jpg

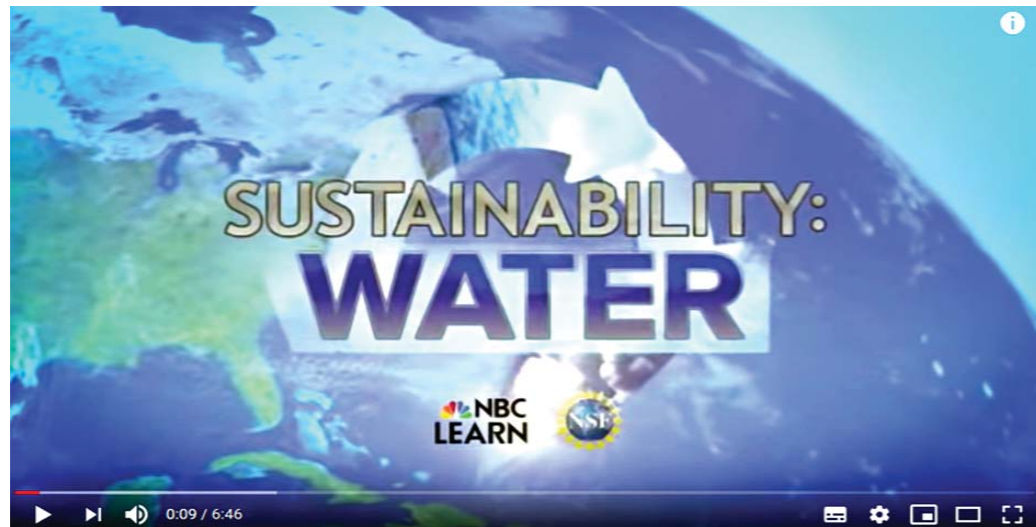
Listening



Open link: <https://www.youtube.com/watch?v=al-do-HGulk> to do listening activity.

Speaking

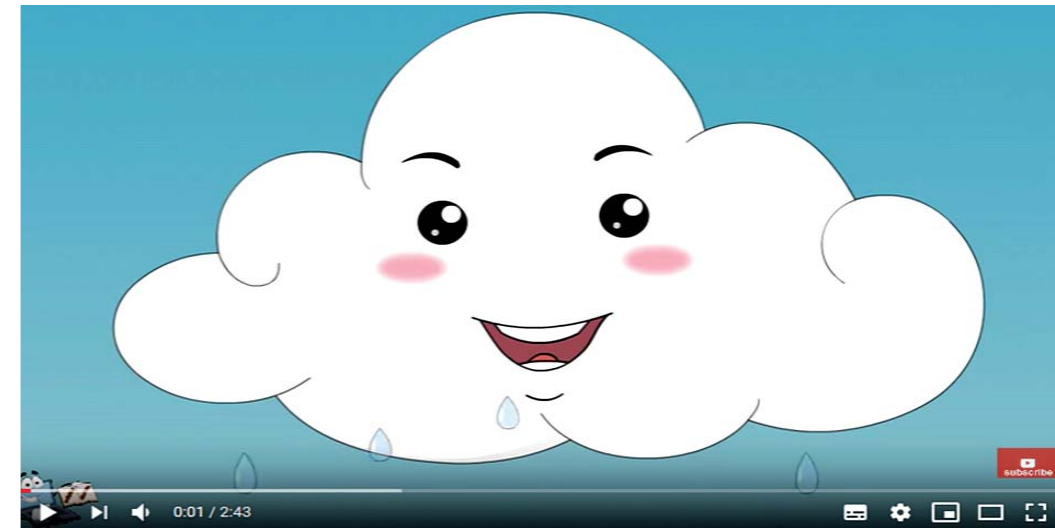
Using your own words, explain the process



Open link: <https://www.youtube.com/watch?v=al-do-HGulk>

Writing

Open link below.



Open link: <https://www.youtube.com/watch?v=s0bS-SBAgJI>

Write a paragraph explaining the process of water cycle based on the link above by using your own sentences.

A large rectangular area with a light purple background, containing ten horizontal dotted lines for writing.

SUMMARY

Passive Voice

Active: (a) Yanto kicked the ball s v o	Form of the passive: be + past participle. in the passive, the object of an active verb becomes the subject of the passive verb: "the old man" in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.
Passive: (b) The ball was kicked by Yanto s o	

Patterns and Punctuations

ADVERB CALUSE	a. Because it was hot, we went swimming. We went swimming because it was hot.
PREPOSITION	b. Because of the hot weather, we went swimming. We went swimming because of the hot weather.
TRANSITION	c. It was hot. Therefore, we went swimming. d. It was hot. Consequently, we went swimming. e. It was hot. We, therefore, went swimming. It was hot. We went swimming, therefore.
CONJUNCTION	It was hot, so we went swimming.

a. Because the weather was nice, we went to the beach. b. It was such nice weather that we went to the beach. c. The weather was so nice that we went to the beach.	Examples (j), (k), and (l) have the same meaning.
d. It was such good noodle that I had another bowl. e. It was such a bad disaster that every house buried into the land.	Such ...that encloses a modified noun: Such + adjective + noun
l. The milk is so hot that I can't drink it. m. She is so beautiful that everyone is attracted to her.	So...that encloses an adjective or adverb:
f. She speaks English so well that I want to study with her. g. He walked so quickly that I couldn't keep up with him.	So + { adjective or adverb } + that
h. He made so many mistakes that she failed the exam. i. She has so few friends that she is always lonely. j. He has so much money that he can bay whatever he wants. k. She had so little trouble with the test that he left thirty minutes earlier.	Sothat is used with many, few, much, and little.

Example:

Choose the correct answer a, b, c, or d.!

- a long, sharp tooth.
a. Horn b. fang c. tail d. fin
- a poisonous liquid that some snakes, insects, etc. produce and can put into another animal's body by biting or stinging
a. fang b. sting c. venom d. stink
- physically violent and frightening.
a. Good looking b. harmful c. dangerous d. fierce
- To move forward suddenly and with force, especially in order to attack someone
a. lung b. inject c. stink d. stride
- a group of sea mammals such as whales or dolphins
a. folk b. group c. pod d. bond
- willingness to do things that bring advantages to others, even if it results in disadvantage for yourself.
a. altruism b. snout c. stranded d. strides
- to move about searching for things you need, especially food
a. to dart away b. to forage c. to stab d. to grab
- the long nose of some animals
a. snout b. stranded c. altruism d. shallow
- fixed not able to be moved or changed
a. shallow b. disputes c. infanticide d. rigid
- unable to leave a place
a. stranded b. rigid c. porpoises d. infanticide
- the process of changing from a liquid to a gas, or a change from a liquid to a gas
a. condensation b. precipitation c. evaporation d. infiltration
- the act or process of changing from a gas to a liquid or solid state.
a. evaporation b. condensation c. infiltration d. sedimentation
- it loses water through its surface or skin.
a. Density b. sedimentation c. transpired d. humid

14. to flow slowly down into the earth from the earth's surface, for example, through cracks in rocks.
a. Infiltrates b. transpired c. soaks d. seep
15. water that falls from the clouds towards the ground, especially as rain or snow
a. precipitation b. aquifers c. sleet d. floodplains
16. an area of low, flat land near a river that often floods when the level of the river rises and flows over its sides.
a. Valleys b. floodplains c. hail d. aquifers
17. Miss Shinta is going to explain the lesson. The lesson.....by Miss Shinta.
a. Was b. has been c. is going to be d. is being
18. The horses were pulling the farmer's wagon. The farmer's wagon..... by the horses
a. were pulled b. was pulled c. are pulled d. had been pulled
19. Mrs. Suwarni has suggested a new idea. A new ideaby Mrs. Suwarni.
a. Was b. had been c. was being d. has been
20. The earth quake destroyed the small fishing village. The small fishing village.....by the earth quake.
a. Were destroyed b. has destroyed
c. had been destroyed d. was destroyed

Number 21 through 25 combine the following two ideas by using the given words.

We postponed our trip. The weather was bad.

21. therefore →

22. Consequently →

23. due to →

The car was expensive. We couldn't afford to buy it.

24. so.....that →

It was an expensive car. We couldn't afford to buy it.

25. Suchthat →

PENILAIAN

Assignment 1

JENIS TUGAS	JAWABAN YANG BENAR	KETERANGAN
Identifying the passive voice sentences	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik
writing five sentences in passive voice	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik
Writing five sentences using new vocabularies given above.	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik

Assignment 2

JENIS TUGAS	JAWABAN YANG BENAR	KETERANGAN
Identifying the cause and effect.	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik
Identifying adverb clause, conjunction and transition	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik
writing five sentences showing cause and effect by using adverb clause, conjunction, and transition!	1 2 3 4 5	Sangat kurang Kurang Cukup Baik Sangat baik

Writing five sentences using new vocabularies given above.	1	Sangat kurang
	2	Kurang
	3	Cukup
	4	Baik
	5	Sangat baik

Answer Keys and Assessment Rubrics

UNIT ONE

Exercise 1

Scoring: Jumlah jawaban yang benar dikalikan 2

1. D. Their poison can kill people.
2. C. Position
3. C. is partialy off the ground.
4. C. death
5. B. all rattlesnake bites are not equally harmful

Exercise 2

Scoring: Jumlah jawaban yang benar dikalikan 2

1. D. Dolphins can, however, establish strong social bonds
2. B. in a group
3. D. Dolphins are highly social animals
4. C. They communicate using a variety of clicks, whistle-like sounds.
5. B. Dolphins engage in acts of aggression towards each other.

Exercise3

Scoring: Jumlah jawaban yang benar dikalikan 2

1. kelompok mamalia laut seperti lumba lumba
2. Tetap, tidak bisa berpindah atau berubah
3. sikap untuk menarik perhatian
4. hidung yang panjang pada beberapa hewan
5. Permusuhan khususnya yang berlangsung lama

Exercise 4

Scoring: Jumlah jawaban yang benar dikalikan

1. (contoh)
2. is being
3. Has been
4. Was
5. Was being
6. Had been
7. Will be opened
8. Is going to be opened
9. Will have been opened
10. I am helped by him
11. I was called by her
12. This table was moved by them
13. The room is cleaned by us
14. That car is mine.
15. This mobile phone is his.
16. These rooms are ours.
17. Those works are theirs.
18. Is the new building on the corner of the block yours?
19. The old car turns out to be hers.
20. Don't tuch! This lunch is mine.

UNIT TWO

Exercise 1

Scoring: Jumlah jawaban yang benar dikalikan 2

1. D. The water cycle is also known as the hydrologic cycle
2. A. The process of changing from a liquid to a gas
3. B. The water cycle describes the continuous movement of water on, above and below the surface of the Earth.
4. D. As altitude increases, air pressure increase and the temperature drops
5. C. for a long periods of time

Exercise 2

Scoring: Jumlah jawaban yang benar dikalikan 2

1. C. to cause a liquid to change to a gas, especially by heating hence
2. B. to fill something again, or return something to its earlier condition
3. A. the act or process of changing from a gas to a liquid or solid state
4. E. a small drop of liquid
5. D. an area of low, flat land near a river that often floods when the level of the river rises and flows over its sides

Exercise 3

Scoring: Jumlah jawaban yang benar dikalikan 2

1. Because of Budi's generosity, every one received meal for lunch from him.
2. We were late to the meeting yesterday due to the heavy traffic.
3. It was raining hard. Therefore, the children stay home.
4. It was noisy in my next hotel room. Therefore, I couldn't get sleep last night.
5. She wore a coat because of the cold weather.

EVALUATION

1. b. fang
2. c. venom
3. d. fierce
4. a. lung
5. d. pod
6. a. altruism
7. b. to forage
8. a. snout
9. d. rigid
10. a. stranded
11. c. evaporation
12. b. condensation
13. c. transpired
14. a. Infiltrates
15. a. precipitation
16. b. floodplains
17. c. is going to be
18. b. was pulled

19. d. has been
20. d. was destroyed
21. The weather was bad. Therefore, we postponed our trip.
22. The weather was bad. Consequently, we postponed our trip
23. Due to the weather was bad, we postponed our trip.
24. The car was so expensive that we couldn't afford to buy it.
25. It was such an expensive car that we couldn't afford to buy it.

Scoring: No 1 – 20 jumlah jawaban yang benar yang benar dikalikan 3

No. 21 – 25 jumlah jawaban yang benar dikalikan 8

hasilnya dijumlahkan = Nilai

THE CRITERION OF PASSING THE MODUL :

To pass the modul a student must at least get **70 (seventy)** in evaluation.

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