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ENGLISH FOR NUSANTARA

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2022

SMP/MTs KELAS VIII

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Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII

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Kata Pengantar

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Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan dengan mengembangkan buku siswa dan buku panduan guru sebagai buku teks utama. Buku ini dapat menjadi salah satu referensi atau inspirasi sumber belajar yang dapat dimodifikasi, dijadikan contoh, atau rujukan dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik.

Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran, serta Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan dan perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2022
Kepala Pusat,

Supriyatno
NIP 196804051988121001

Prakata

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi telah merilis Kurikulum Merdeka sebagai kurikulum baru bagi para pelajar di Indonesia. Kurikulum Merdeka didesain sebagai kerangka kurikulum yang fleksibel untuk memberi ruang bagi setiap individu dalam mengembangkan potensinya masing-masing. Kurikulum ini berfokus pada materi esensial dan pengembangan kompetensi serta karakter pelajar yang sesuai dengan Profil Pelajar Pancasila. Proyek penguatan Profil Pelajar Pancasila pada Kurikulum Merdeka dilaksanakan dengan tujuan melatih pelajar mengeksplorasi isu nyata di lingkungan sekitar dan berkolaborasi dalam mencari solusi dari isu yang dihadapi. Isu yang disorot mengacu pada empat dari 17 isu *Sustainable Development Goals (SDGs)*, yaitu: (1) ruang lingkup kesadaran lingkungan *(environmental awareness)*; (2) ruang lingkup keamanan digital *(digital safety);* (3) ruang lingkup nutrisi dan kebugaran *(nutrition and wellness)* dan; (4) ruang lingkup literasi finansial.

Beririsan dengan sorotan terhadap proyek penguatan Profil Pelajar Pancasila, pembelajaran Bahasa Inggris umum di jenjang Sekolah Menengah memberikan kesempatan bagi pelajar untuk mengeksplorasi pengalaman mereka yang berkaitan dengan diri sendiri, kebudayaan melalui makanan, lingkungan rumah, dan sekolah. Berfokus pada penggunaan Bahasa Inggris melalui enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terpadu, dalam berbagai jenis teks. Capaian yang ditetapkan mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, suatu penentuan berbagai tingkat kecakapan bahasa yang disusun oleh Dewan Eropa. Fase D merupakan salah satu tahapan yang membantu pelajar untuk dapat mencapai CEFR Bahasa Inggris level B1. *English level* B1 adalah tingkat ketiga Bahasa Inggris, yakni tingkat *Pre Intermediate dalam Common European Framework of Reference (CEFR).*

Buku Panduan Guru ini bertujuan untuk memberikan panduan umum dan khusus bagi guru mengenai cara penggunaan buku ini agar pembelajaran bisa berjalan dengan maksimal di kelas. Kehadiran Buku Panduan Guru ini diharapkan dapat mewujudkan pengimplementasian Kurikulum Merdeka sehingga guru dapat terbantu dalam menyajikan setiap materi sesuai dengan Capaian Pembelajaran yang diinginkan oleh Kurikulum.

Terima kasih kepada seluruh pihak yang telah membantu dalam penyusunan buku ini. Semoga buku ini memperkaya literatur pembelajaran Bahasa Inggris untuk pelajar menengah pertama di Indonesia dan memberi kontribusi pada peningkatan kualitas pembelajaran Bahasa Inggris di Indonesia.

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“Education is not the learning of facts, but the training of the mind to think.”

Albert Einstein

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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Panduan Umum

A. Pendahuluan

Buku Panduan Guru ini disusun untuk digunakan sebagai pendamping pengajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D) bagi guru. Penyusunan buku panduan ini sesuai dengan prinsip-prinsip yang dikembangkan dalam Kurikulum Merdeka. Buku panduan ini terdiri atas panduan umum, panduan khusus, tujuan pembelajaran, karakteristik mata pelajaran Bahasa Inggris, dan capaian pembelajaran mata pelajaran Bahasa Inggris.

Panduan umum berisi cakupan keterampilan berbahasa yang perlu dikuasai peserta didik maupun garis besar kegiatan pembelajaran yang perlu ditentukan oleh guru agar peserta didik ikut andil dalam kegiatan di kelas. Tujuan pembelajaran yang tersaji pada setiap bab mencakup Capaian Pembelajaran yang diharapkan dikuasai oleh peserta didik setelah menyelesaikan semua bab dan langkah-langkah yang perlu dilaksanakan oleh guru.

B. Latar Belakang

Kurikulum Merdeka memiliki beberapa karakteristik yang terdiri atas: (1) pembelajaran berbasis proyek untuk pengembangan *soft skills* dan karakter sesuai Profil Pelajar Pancasila (PPP); (2) pembelajaran yang menitikberatkan pada materi esensial yang dapat membuat pembelajaran lebih mendalam bagi kompetensi dasar seperti literasi

dan numerasi; dan (3) pembelajaran yang fleksibel untuk melakukan pembelajaran berdiferensiasi sesuai kemampuan peserta didik dan disesuaikan dengan konteks dan muatan lokal.

Bahasa Inggris untuk SMP Kelas VIII merupakan mata pelajaran Bahasa Inggris pada Fase D. Program pengajaran Bahasa Inggris Fase D diimplementasikan untuk memfasilitasi peserta didik di Kelas VIII yang merupakan pembelajar Bahasa Inggris pemula. Bahasa Inggris untuk SMP Kelas VIII memberikan ruang bagi peserta didik untuk mengeksplorasi isu penting yang terjadi di sekitar mereka dan solusi ataupun tindakan serta sikap yang dapat diambil dalam menghadapinya. Isu-isu yang diambil mengacu pada empat dari 17 isu yang tercantum dalam *Sustainable Development Goals* (*SDGs*), yaitu: (1) ruang lingkup kesadaran lingkungan (*environmental awareness*); (2) ruang lingkup keamanan digital (*digital safety*); (3) ruang lingkup nutrisi dan kebugaran (*nutrition and wellness*) dan; (4) ruang lingkup literasi finansial.

Selain itu, penguatan Profil Pelajar Pancasila pada pengajaran Bahasa Inggris berfokus pada penguatan karakter peserta didik seperti beriman dan berakhlak mulia, mandiri, bernalar, kreatif, gotong royong, dan berkebhinekaan global baik secara langsung maupun tidak langsung dalam berinteraksi dengan lingkungan sosial dan alam melalui pembelajaran yang bersifat kontekstual. Dalam kaitannya dengan tujuan pembentukan Profil Pelajar Pancasila, pengajaran Bahasa

Inggris untuk SMP Kelas VIII (Fase D) diharapkan dapat merealisasikan peserta didik yang merdeka, yakni menjadi pengguna Bahasa Inggris yang mandiri dan percaya diri melalui berbagai aktivitas pembelajaran dengan berbagai jenis teks.

Pengajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D) ini menciptakan kesempatan kepada peserta didik untuk mengembangkan kemampuan menggunakan Bahasa Inggris melalui enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terpadu, dalam berbagai jenis teks. Capaian Pembelajaran minimal keenam keterampilan Bahasa Inggris ini mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* dan berkontribusi pada pencarapaian profisiensi Bahasa Inggris setara level B1. *English level* B1 adalah tingkat ketiga Bahasa Inggris, yakni tingkat *Pre Intermediate* dalam *Common European Framework of Reference* (CEFR).

Pendekatan yang digunakan dalam pembelajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D) adalah pendekatan berbasis teks (*genre-based approach*), yakni pembelajaran yang berbasis genre atau jenis teks, dalam berbagai moda, baik lisan, tulis, visual, audio, maupun multimodal. Buku Kelas VIII berfokus pada teks *recount*, naratif, deskriptif dan prosedur. Dua jenis teks yang terakhir disebutkan sudah dipelajari di Kelas VII. Kedua teks ini dihadirkan kembali di Kelas VIII sebagai penguatan melalui eksplorasi topik yang berbeda.

Teks naratif merupakan teks utama yang diperkenalkan di Kelas VIII. Teks ini memiliki kompleksitas yang cukup tinggi karena di dalamnya mengandung teks-teks yang bertujuan untuk mendeskripsikan dan juga menceritakan kejadian di masa lalu. Oleh karena itu, jenis teks recount juga diperkenalkan di buku ini agar dapat mempersiapkan peserta didik untuk mengakses teks naratif. Selain jenis-jenis teks yang sudah disebutkan, *English for Nusantara* mendukung pengembangan keterampilan berbahasa pada fase ini dengan mengintegrasikan penggunaan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan atau perasaan dalam dialog-dialog yang menunjang topik utama dalam setiap babnya. Buku Kelas VIII menampilkan teks-teks ini untuk memberikan pajanan yang lebih luas untuk mempersiapkan peserta didik Kelas VIII dalam menguasai kemampuan berbahasa Inggris yang sesuai dengan Capaian Pembelajaran pada Fase D.

Dalam pengajaran bahasa menggunakan pendekatan berbasis teks, ada empat tahap yang perlu ditempuh: tahap pertama *building knowledge of field (BKOF)*; guru dan peserta didik mengembangkan konteks budaya, berbagi pengalaman, membahas kosakata, pola-pola kalimat, dan sebagainya. Dalam buku ini, kegiatan BKOF ada tersebar di setiap unit disajikan secara bertahap dari penguasaan bahasa lisan di Unit 1 yang mempersiapkan peserta didik pada bahasa tulis di Unit 2 dengan fokus membaca. Kosa kata kunci yang disajikan di dua unit ini dapat membantu peserta didik untuk melakukan kegiatan menulis di

Unit 3. Pada tahap kedua, *modelling of text (MOT)*; guru memperlihatkan teks model (lisan atau tulis) dari jenis teks yang sedang dipelajari. Kegiatan MOT juga tersebar di setiap unit. Untuk bahasa lisan di Unit 1, model dialog disajikan bersamaan dengan teks audio agar peserta didik dapat mengikutinya dan mengadaptasinya untuk kemudian digunakan dalam kegiatan berkelompok atau individu secara mandiri. Tahap ketiga, *joint construction of text (JOT);* peserta didik mencoba menyusun teks secara berkelompok dengan panduan dan bantuan guru. Tahap keempat, *independent construction of text (ICOT)*; peserta didik diberi ruang untuk menyusun teks lisan dan tulisan secara mandiri dengan bimbingan guru yang minimal, hanya jika diperlukan.

C. Profil Pelajar Pancasila

Kegiatan belajar dan materi yang disajikan dalam buku Bahasa Inggris ini memuat enam elemen yang diusung dalam Profil Pelajar Pancasila. Yaitu, (1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri. Keenam elemen ini terintegrasi pada kegiatan yang ada dalam buku. Misalnya, buku ini memuat karakter yang selalu muncul di setiap bab sebagai ciri khas tersendiri. Karakter-karakter tersebut digunakan untuk memberikan konteks pembelajaran yang merepresentasikan kebhinekaan nusantara, karena karakter yang disajikan mewakili berbagai macam etnik yang

ada di Indonesia. Selain itu, hal ini ditujukan untuk memperlihatkan kerukunan hidup bersama seperti yang diamanatkan pada Profil Pelajar Pancasila. Untuk menunjukan kebhinekaan global, peserta didik juga dipajan dengan *Fun facts* yang menunjukkan informasi yang ada baik di sekelilingnya maupun yang ada di dunia. Selain dilatih untuk mandiri, peserta didik juga dilatih untuk dapat bekerja sama dengan temannya melalui berbagai kegiatan yang menghendaki penyelesaian pekerjaan secara kolaboratif. Ini menunjukkan bahwa peserta didik perlu memiliki keterampilan berkolaborasi untuk mencapai tujuan pembelajaran.

D. Karakteristik Mata Pelajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D)

Jenis teks yang diajarkan dalam Bahasa Inggris umum, khususnya untuk Fase D, semakin beragam, misalnya narasi, deskripsi, prosedur, dan teks khusus (pesan singkat, iklan), dan teks asli. Beragam teks ini disajikan bukan hanya dalam bentuk teks tulis saja, tetapi juga teks lisan (monolog atau dialog), teks visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual dan audio), baik otentik maupun teks yang dibuat untuk tujuan pengajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kertas maupun layar. Hal ini diupayakan untuk memfasilitasi peserta didik agar terampil menggunakan teknologi (literasi teknologi) sehingga meningkatkan kemampuan mereka dalam

menavigasi informasi digital. Untuk Kelas VIII yang termasuk ke dalam Fase D, khususnya pada buku ini, teks yang dipelajari akan berfokus pada teks recount, naratif, deskriptif, dan prosedur.

Guru dapat menentukan jenis teks yang akan diajarkan yang disesuaikan dengan kondisi di kelas. Pembelajaran berbasis teks dapat dimulai dengan jenis teks yang telah dikenali oleh peserta didik agar lebih mudah memahami isi teksnya dan mempermudah peserta didik dalam memproduksi teks jenis tersebut dalam bentuk lisan dan tulis. Selanjutnya, guru dapat mulai memperkenalkan jenis teks lain dan membantu peserta didik mengembangkan pemahaman terhadap jenis teks baru sehingga peserta didik mampu menghasilkan karya dalam jenis teks tersebut baik lisan dan tulis. Pemilihan jenis teks dapat berdasarkan pada konteks sekolah maupun konteks di rumah yang dialami peserta didik untuk memberi ruang bagi mereka merealisasikan teks tersebut dalam kehidupan nyata.

Pelajar menjadi fokus dalam proses belajar atau *learner-centred* (Tyler, 1949, 1990). Proses belajar harus difokuskan pada upaya mengubah perilaku peserta didik (yang asalnya dari tidak mampu menjadi mampu), dalam menggunakan Bahasa Inggris pada enam keterampilan berbahasa dalam berbagai jenis teks, khususnya pada modul untuk SMP Kelas VIII ini yaitu teks recount, naratif, deskriptif, dan prosedur.

Pembelajaran Bahasa Inggris umum dititikberatkan pada kemampuan berbahasa peserta didik sesuai dengan tahapan perkembangan kemampuan berbahasa. Pembelajaran Bahasa Inggris umum mencakup elemen keterampilan reseptif (menyimak, membaca, dan memirsa), serta keterampilan produktif (berbicara, menulis, dan mempresentasikan).

Pada pembelajaran Bahasa Inggris umum di Fase D, khususnya Kelas VIII, tingkat Sekolah Menengah Pertama, pembelajaran berfokus pada penguatan berbahasa Inggris lisan dan penguatan kemampuan bahasa tulis yang dikemas melalui penggunaan sumber makna multimodalitas.

Tabel 1 Elemen dan Deskripsi Pembelajaran Bahasa Inggris

Elemen	Deskripsi
Menyimak	Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup berbagai kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Membaca	Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
Memirsa	Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.
Berbicara	Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.
Mempresentasikan	Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui berbagai media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

Pada pembelajaran Bahasa Inggris umum di Fase D, khususnya Kelas VIII di tingkat Sekolah Menengah Pertama, pembelajaran berfokus pada penguatan berbahasa Inggris lisan dan penguatan kemampuan bahasa tulis.

E. Capaian Pembelajaran Mata Pelajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D)

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual Bahasa Inggris.

Pada buku Kelas VIII ini, teks yang menjadi fokus adalah teks deskriptif dan prosedur. Meskipun dalam capaian pembelajaran teks rekon tidak disebutkan secara eksplisit, teks ini disajikan dalam buku Kelas VIII. Penguasaan teks rekon dapat membantu peserta didik untuk memahami dan mengekspresikan makna dalam konteks pembelajaran teks naratif. Selain fokus pada jenis teks utama, buku Kelas VIII memfasilitasi peserta didik untuk menggunakan Bahasa Inggris dalam berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga

diharapkan mampu untuk lebih memahami teks tulisan dan memiliki keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

Tabel 2 Elemen dan Capaian Pembelajaran Fase D

Elemen Menyimak – Berbicara
Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. *By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.*

Elemen Membaca – Memirsa
Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. *By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.*
Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and details, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

F. Tujuan Mata Pelajaran Bahasa Inggris untuk SMP Kelas VIII (Fase D)

Mata pelajaran Bahasa Inggris untuk SMP Kelas VIII bertujuan untuk memastikan peserta didik dapat melakukan hal sebagai berikut.

1. Mengembangkan kompetensi komunikatif dalam Bahasa Inggris melalui berbagai teks multimodal (lisan, tulisan, visual, audiovisual) dengan kompetensi Bahasa Inggris setara level B1 CEFR. Level B1 CEFR mencerminkan spesifikasi yang dapat dilihat dari kemampuan peserta didik untuk:
    a. berinteraksi dalam berbagai konteks dengan artikulasi jelas;
    b. mengemukakan pokok pikiran utama yang ingin disampaikan secara menyeluruh; dan
    c. mempertahankan komunikasi walaupun terkadang masih terdapat jeda.

Semua karakteristik kemampuan Bahasa Inggris level B1 di atas sesuai dengan tujuan dari teks deskriptif, prosedur, rekon, dan naratif.

2. Mengembangkan kompetensi interkultural untuk memahami dan menghargai perspektif, praktik, dan produk budaya Indonesia dan budaya asing.
3. Mengembangkan kepercayaan diri untuk berekspresi sebagai individu yang mandiri dan bertanggung jawab.
4. Mengembangkan keterampilan bernalar kritis dan kreatif.
5. Memiliki keterampilan abad 21, termasuk berpikir kritis, kreatif, berkomunikasi lisan dan tulis, dan mampu bekerja sama, serta literasi digital.
6. Menjadi warga masyarakat global yang tetap memegang teguh nilai-nilai Pancasila sebagai falsafah hidup bangsa dengan mengedepankan karakteristik Profil Pelajar Pancasila, seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.

G. Penjelasan Buku Siswa

Chapter 0

Bab ini menampilkan materi yang meliputi: alphabets, numbers, days of the week, months of the year, family members, time, Questions, school subjects, colours, dan simple instructions.

Say What You Know

Say What You Know adalah pembuka setiap unit.

Pada bagian ini kalian diharapkan mengungkapkan pengalaman dan pikiran berdasarkan pengalaman sendiri yang sesuai dengan topik yang akan dipelajari.

Kosa kata kunci akan membantu kalian dalam melakukan kegiatan Say What You Know.

Kalian boleh menggunakan Bahasa Inggris, Bahasa Indonesia, atau bahasa daerah.

Listening

Listening menampilkan berbagai macam teks lisan baik dalam bentuk monolog maupun dialog.

Teks-teks ini dapat kalian pelajari sebagai contoh-contoh penggunaan bahasa Inggris yang berterima.

Kalian juga diharapkan menguasai pemahaman terhadap teks-teks lisan yang ditampilkan.

Speaking

Speaking menampilkan berbagai teks model listening, language focus, dan kosa kata kunci.

Kalian akan difasilitasi untuk mengekspresikan keterampilan berbicara secara monolog maupun dialog bersama seorang teman atau teman-teman di dalam kelas

Reading

Reading menampilkan berbagai teks tulis.

Dengan bantuan kosa kata kunci, kalian akan dibantu untuk mendapatkan pemahaman terhadap teks-teks yang ditampilkan.

Kalian akan dilatih mengidentiikasi berbagai cara memahami teks melalui pertanyaan yang literal, inferential, dan interpretive.

Viewing

Viewing menampilkan fenomena-fenomena dalam dalam bentuk gambar, diagram, tabel, infografis, dan lain-lain.

Kalian akan mendapat latihan pemahaman pembentukan makna yang mengkombinasikan bahasa verbal dan visual.

Writing

Writing menampilkan teks-teks tulis yang dijadikan model untuk menulis.

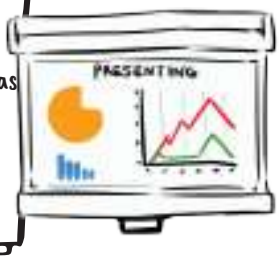
Melalui teks model yang ditampilkan, kalian dapat mengamati cara menyusun teks dalam berbagai genre (jenis teks).

Setelah mengamati teks model, kalian akan dipandu untuk menulis sebuah jenis teks dengan menunjukkan struktur teks dan unsur kebahasan.

Presenting

Presenting membantu kalian dalam memaparkan gagasan dalam Bahasa Inggris.

Kalian akan dibantu dengan berbagai media visual, digital, dan audio-visual.



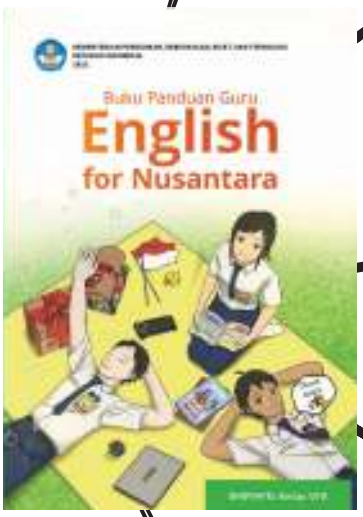
Your Turn

Your Turn merupakan bagian yang ditujukan untuk kalian mengekspresikan keterampilan berbahasa Inggris.

Ini dijadikan penilaian bagi guru sebagai bukti hasil belajar kalian.

Meet Your Characters!

H. Mind Mapping



Chapter 1
Celebrating Independence Day

- Unit 1. The Champion of Panjat Pinang
- Unit 2. Going to a Parade
- Unit 3. Independence Day at SMP Merdeka

Chapter 2
Kindness Begins with Me

- Unit 1. Kindness towards Differences
- Unit 2. Kindness and Happiness
- Unit 3. Kindness and Friendship

Chapter 3
Love Our World

- Unit 1. Look Around You
- Unit 2. This is the Way
- Unit 3. Act Now

Chapter 4
No Littering

- Unit 1. Did It Rain Last Night?
- Unit 2. What Happened to the Sea Animals?
- Unit 3. You Can Help

Chapter 5
Embrace Yourself

- Unit 1. Be Yourself
- Unit 2. I Know You Can Do It
- Unit 3. Practice Makes Perfect

I. Scope and Sequence

Chapter 1 Celebrating Independence Day		
Unit 1 **The Champion of Panjat Pinang**	**Unit 2** **Going to a Parade**	**Unit 3** **Congratulations! You Won the Game**
Function: Talk about personal experiences in the past. Language features: Past tense, regular and irregular past verbs. Listening and Viewing: Listen to conversations of experiences of Independence Day celebration. Speaking: Ask and give information about experiences of independence day celebration.	Function: Identify specific information about personal experiences. Language features: Past tense, the use of time connectives. Listening and Viewing: Listen to conversations of experiences of independence day celebration. Reading: Read recount texts for specific information.	Function: Sequence main events of personal experiences. Write a congratulation card for one's achievement. Language features: Formal and informal expressions to congratulate others. Reading: Read a dialogue and a congratulations card. Writing: Write a congratulations card.

Chapter 2 Kindness Begins with Me		
Unit 1 **Kindness Towards Differences**	**Unit 2** **Kindness and Happiness**	**Unit 3** **Kindness and Friendship**
Function: Connect and sequence events in an imaginative story. Language features: Past tense (positive sentences). Listening and viewing: Listen to dialogues about a story. Listen to a story of The Ugly Duckling. Speaking: Retell a story of The Ugly Duckling.	Function: Interpret characters' action, feelings, and behavior in an imaginative story. Language features: Vocabularies of feelings The yellow ducklings were not happy to see the Ugly Duckling. Quotation marks ("___") "Can I please stay here?" asked the Ugly Duckling politely. Reading and viewing: Read dialogues about a story for specific information. Read the last part of The Ugly Duckling for specific information.	Function: Retell and rewrite an imaginative story. Language features: Past tense Adjectives related to characters' traits and behavior. Reading: Read a story entitled Elephant and Friends for specific information. Writing: Write a similar story with the story of Elephant and friends.

Chapter 3 **Love Our World**		
Unit 1 **Look Around You**	**Unit 2** **This is the Way**	**Unit 3** **Act Now**
Function: Ask and give opinion about familiar topics around the school. Language features: Expressions used in a presentation. Listening: Listen to dialogues about actions in saving the environment. Listen to a monologue about washing hands. Speaking: Presenting a procedure of saving water.	Function: Categorize based on the given situation. Language features: Ways to make appropriate comments. Listening: Listen to a dialogue about saving the earth. Reading and Viewing: Read posts and comments.	Function: Write instructions in posters. Language features: Colors and illustrations to make posters. Viewing: Read posters about how to donate books and how to wash hands. Writing and Representing: Create a poster about ways to save the earth.

Chapter 4 No Littering		
Unit 1 **Did It Rain Last Night?**	**Unit 2** **What Happened to the Sea Animals?**	**Unit 3** **You can Help**
Function: Talk about past incidents or events. Language features: Past tense (interrogative questions) Did you swim in the river? Listening: Listen to conversations of recounting past events/incidents. Speaking: Recount a friend's past incident.	Function: Make questions for a short interview about past incidents or events. Language features: Past tense (Wh-Questions) What did the plastic trash do to the sea animals? Reading and viewing: 1. Read a conversation for specific information. 2. Read the story of the scientists rescuing the sea turtle for specific information. 3. Read a story about anti littering campaigns in Australia for specific information.	Function: 1. Identify the main idea and detailed information on a series of past incidents or events. 2. Write a series of past events. Language features: Connector 'when'. A team of scientists from Texas University helped an injured sea turtle1 when they sailed in the ocean near Costa Rica2. Reading: Read a story of two teenagers who fought to clean up Bali from plastic trash for specific information. Writing: Recount the Bye Bye Plastic Bags movement.

Chapter 5 **Embrace Yourself**		
Unit 1 **Be Yourself**	**Unit 2** **I Know You Can Do It**	**Unit 3** **Practice Makes Perfect**
Function: Ask for and give opinions. Language features: Expressions to express opinion (e.g., I think that ….) Listening and viewing: Listen to conversations about beauty advertisement and a podcast about make up. Listen to a story about make up. Speaking: Retell conversations about beauty advertisement.	Function: Identify sequences of main events in a story. Language features: Adverb of manners (e.g., Clumsy and Hesitantly). Listening: Listen to a conversation about playing football. Reading: Read a story about Mirza for specific information. Read a story about cheating for a specific information.	Function: Write the main events of a story. Reading: Read the story entitled Getting into the Band for a specific information. Writing: Write a similar story with the story entitled Getting into the Band.

J. Strategi Umum Pembelajaran

Bagian Panduan Khusus dalam Buku Panduan Guru ini bertujuan untuk membantu guru dalam melaksanakan kegiatan pembelajaran di kelas. Bagian ini menggambarkan secara singkat tentang cara menyajikan setiap bab yang ada pada peserta didik. Guru disarankan untuk menciptakan gagasan-gagasan kreatif dalam pelaksanaan pembelajaran dan menyesuaikan konteks pengajaran masing-masing. Penggunaan metode dan pendekatan lain sangat dimungkinkan untuk diimplementasikan sesuai dengan kondisi yang berlaku.

Setiap bab dalam Panduan Khusus ini menyajikan kalimat-kalimat instruksi dalam Bahasa Inggris yang dapat digunakan oleh guru sebagai contoh bahasa pengantar dalam proses pembelajaran di kelas. Kalimat-kalimat ini dapat digunakan sebagai *Classroom Language* atau Bahasa Guru, untuk memfasilitasi guru yang belum terbiasa menggunakan Bahasa Inggris dalam berinteraksi di kelas. Merujuk pada penggunaan kalimat-kalimat instruksi dalam Bahasa Inggris yang disajikan, guru berarti telah menggunakan Bahasa Inggris sebagai bahasa pengantar dalam melaksanakan proses pembelajaran di kelas. Dengan demikian, Guru dapat membangun lingkungan berbahasa Inggris yang aktif dan dinamis dengan menggunakan masukan bahasa yang sangat berharga bagi peserta didik.

Sebelum memulai dan setelah proses pembelajaran, peserta didik diajak untuk berdoa sesuai dengan keyakinan masing-masing guna

menyadarkan mereka akan eksistensi dirinya sebagai makhluk yang ber-Tuhan. Hal ini diharapkan dapat mengembangkan kompetensi spiritual peserta didik. Meskipun kegiatan berdoa ini tidak disajikan eksplisit dalam Buku Siswa, guru diharapkan memandu seluruh peserta didik untuk melakukan kegiatan tersebut.

Kegiatan pembelajaran dirancang pada setiap bab, dan setiap bab terdiri dari tiga unit berbeda yang menyediakan kegiatan *scaffolding* (Bruner, 1978). Kegiatan ini mendukung peserta didik dalam mempelajari pengetahuan baru sehingga mereka dapat menggunakannya secara mandiri di masa yang akan datang.

Setiap materi pada masing-masing bab disajikan secara bertahap dan dirancang dengan menghadirkan pengulangan materi dengan kegiatan bervariasi. Hal ini ditujukan agar peserta didik mendapatkan *message abundancy* (Gibbons, 2009), yaitu menyajikan materi kunci pembelajaran bahasa dengan berbagai macam kegiatan belajar. Dengan demikian, peserta didik yang belajar Bahasa Inggris sebagai bahasa asing dapat memiliki kesempatan yang banyak untuk mengembangkan kompetensi yang diamanatkan oleh kurikulum. Dalam menyediakan message abundancy, buku ini merancang berbagai kegiatan untuk menyajikan materi tertentu secara berulang dalam porsi kecil yang dapat digunakan sebagai pijakan untuk kegiatan selanjutnya dengan mempertimbangkan kemampuan dan karakteristik peserta didik Indonesia yang beragam.

Dalam konteks buku ini, materi dirancang untuk dapat mengakomodasi peserta didik yang belum mendapatkan Bahasa Inggris di sekolah dasar dan berasal dari daerah yang kesulitan menemukan sumber belajar. Dengan demikian, tidak menutup kemungkinan kegiatan-kegiatan yang disajikan dalam buku ini ada yang dianggap mudah dan sudah dikuasai oleh peserta didik di suatu daerah, dan karenanya mereka bisa mengerjakan bagian tersebut dalam tempo singkat dan melanjutkan ke tahapan berikutnya. Namun, ada pula kemungkinan satu kegiatan dapat dilakukan dengan waktu yang lebih lama sehingga seluruh peserta didik mampu melakukan kegiatan tersebut.

Isi dan pengalaman belajar dalam Buku Siswa dibagi dalam enam bab yang berbeda, yaitu Chapter 0, Chapter 1, Chapter 2, Chapter 3, Chapter 4, dan Chapter 5. Masing-masing bab memiliki tiga unit di dalamnya. Kelima keterampilan berbahasa diintegrasikan pada seluruh unit, akan tetapi terdapat penekanan di tiap unit-nya untuk salah satu keterampilan. Pada Unit 1, keterampilan berbahasa difokuskan pada kemampuan bahasa lisan (*listening dan speaking*), untuk Unit 2 difokuskan pada kemampuan membaca (*reading*), sedangkan pada Unit 3 difokuskan pada kemampuan menulis (*writing*). Pemetaan keterampilan berbahasa yang diawali dengan bahasa lisan bergerak ke tulisan melalui membaca dan menulis berdasarkan apa yang disarankan Linse (2005) untuk pengembangan literasi Bahasa Inggris bagi penutur asing pemula usia muda.

Hear a word before you can say it
Say a word before you can read it
Read a word before you can write it (Linse, 2005)

Meskipun ada penekanan pada empat keterampilan berbahasa, penyajian materi di setiap unit diintegrasikan dengan keterampilan viewing dan representing melalui kegiatan-kegiatan yang berbasis multimodal. Kegiatan-kegiatan tersebut diharapkan dapat mendukung perkembangan literasi multimodal peserta didik pada saat proses pembelajaran. Peserta didik perlu dipandu untuk mengkonstruksi dan memahami makna tidak hanya melalui teks verbal (teks lisan dan tulis dengan kata-kata) tetapi juga non-verbal seperti gambar, gesture, dan intonasi.

Kegiatan tersebut disajikan secara bertahap dan dalam porsi kecil yang disebut *Section*. Beberapa kegiatan Section merupakan langkah alternatif di mana peserta didik yang dirasa telah mampu melakukan Section tertentu dapat melewati bagian tersebut dan melanjutkan ke Section berikutnya. Kegiatan-kegiatan porsi kecil ini ditujukan khususnya bagi peserta didik yang belum pernah belajar menggunakan Bahasa Inggris sebelumnya untuk membantu peserta didik dalam memahami materi yang disajikan pada setiap unit. Selain itu, kegiatan yang dibagi ke dalam *Section* yang berbeda-beda berperan sebagai penopang dari satu kegiatan ke kegiatan lainnya.

Setiap unit selalu diawali dengan *Section: Say What You Know*. Section ini bertujuan untuk memberikan ruang bagi peserta didik untuk

mengeksplorasi apa yang diketahui oleh mereka, atau biasa disebut dengan initial understanding, sebelum mulai mempelajari hal baru. Bagian ini berfungsi untuk mengaitkan pengalaman dan pengetahuan peserta didik terkait topik yang akan dipelajari. Peserta didik dapat menggunakan Bahasa Indonesia ketika melakukan kegiatan ini. Dengan bantuan guru, kosakata Bahasa Inggris yang belum diketahui oleh peserta didik dapat diberikan pada saat itu. Untuk membantu guru melaksanakan kegiatan awal dengan lebih efektif, rubrik diagnostic assessment disediakan dalam Buku Guru sebagai contoh atau alternatif yang dapat disesuaikan dengan kondisi sekolah dan peserta didik masing-masing.

Selain kegiatan pembelajaran, *Section* juga memuat kegiatan untuk asesmen di setiap unitnya. Apabila ditujukan untuk asesmen, maka *Section* tersebut diberi instruksi *Your Turn*. Artinya, kegiatan tersebut dilakukan sebagai asesmen. Rubrik penilaian kegiatan tersebut disajikan dalam Buku Guru. Tentu saja, asesmen yang disajikan pada buku ini merupakan kegiatan alternatif. Guru dapat melakukan kegiatan asesmen lainnya apabila diperlukan.

Selain itu, buku ini menyediakan *formative assessment* yang diberikan setelah penyelesaian materi Chapters 1-2 dan setelah Chapters 3-5. Pelaksanaan *formative assessment* setelah tiga atau dua bab ini bukan indikasi ketercapaian materi untuk satu semester. Merujuk pada Kurikulum Merdeka, hal yang menjadi sorotan bukanlah ketercapaian

seluruh materi, tetapi ketercapaian pembentukan kompetensi peserta didik. Dengan demikian satu bab dapat diselesaikan dalam beberapa pertemuan yang disesuaikan dengan kondisi masing-masing di setiap sekolah.

Buku Siswa juga memiliki bagian yang disebut *Fun Facts*. Bagian ini memberikan informasi tambahan dan membuka wawasan peserta didik yang terkait dengan konteks global. Setiap bab diakhiri dengan *Reflection* untuk peserta didik yang menggambarkan kemampuan mereka dalam memahami bab tersebut. Apabila hasil refleksi menunjukkan bahwa peserta didik perlu mempelajari lagi bagian tertentu dalam bab tersebut, guru dapat menawarkan bantuan di luar jam pelajaran.

Elemen lainnya yang diintegrasikan dalam buku Bahasa Inggris ini adalah penyediaan kegiatan yang mendorong kemunculan kreativitas dan bernalar kritis. Melalui pemajanan teks visual, teks audio, dan teks tulis, peserta didik diberi stimulasi untuk menunjukkan kemampuan dalam berkreasi, misalnya dalam mempresentasikan hasil pekerjaan. Peserta didik diberi stimulasi pada apa yang dapat dilakukan, dan mereka mengembang kreativitasnya dari stimulasi tersebut. Kegiatan-kegiatan yang disajikan melalui berbagai macam teks yang dipajankan (visual, audio, dan teks tulis) diupayakan untuk membuat peserta didik menunjukan nalar kritisnya, diantaranya dengan mengamati dan menjawab pertanyaan yang tidak hanya menghendaki pertanyaan lateral tetapi juga pertanyaan inferensial dan reflektif.

1. Remedial

Apabila ada peserta didik yang belum mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengulang latihan atau kegiatan di bagian yang masih belum dikuasiasi dengan baik. Oleh karena itu, kegiatan remedial dapat disesuaikan dengan kebutuhan dan kondisi peserta didik di masing-masing sekolah.

2. Interaksi Guru dengan Orangtua/Wali

Buku English for Nusantara bertujuan untuk memberikan bantuan pada peserta didik untuk mengembangkan kompetensi Bahasa Inggris. Yakni, kemampuan untuk menggunakan Bahasa Inggris untuk berkomunikasi dan berkolaborasi dengan lingkungan sekitar dan dunia luar.

Kegiatan dalam buku English for Nusantara dirancang untuk dilakukan secara bertahap. Peran guru di awal setiap kegiatan sangat tinggi untuk membimbing peserta didik, lalu secara bertahap bantuan dari guru dapat dikurangi. Guru dan orang tua dapat memantau perkembangan peserta didik, terutama pada saat peserta didik menunjukan kinerjanya di bagian *Your Turn* dan *Enrichment*.

Orang tua dapat secara aktif mengapresiasi produk dan kinerja yang sudah dihasilkan oleh peserta didik pada saat dan setelah menyelesaikan satu unit pembelajaran. Kolaborasi dan interaksi antara guru, orang tua, dan peserta didik serta lingkungan sekitar diharapkan dapat membangun rasa percaya diri dan motivasi

peserta didik untuk belajar dan membangun kompetensinya lebih baik lagi.

3. Pembelajaran untuk Peserta Didik Berkebutuhan Khusus

Mengenai pembelajaran bagi peserta didik yang berkebutuhan khusus, guru disarankan untuk berkolaborasi dengan guru BK ataupun Guru Pendamping Khusus (GPK) yang ada di sekolah untuk melaksanakan kegiatan yang disesuaikan dengan kondisi peserta didik tersebut.

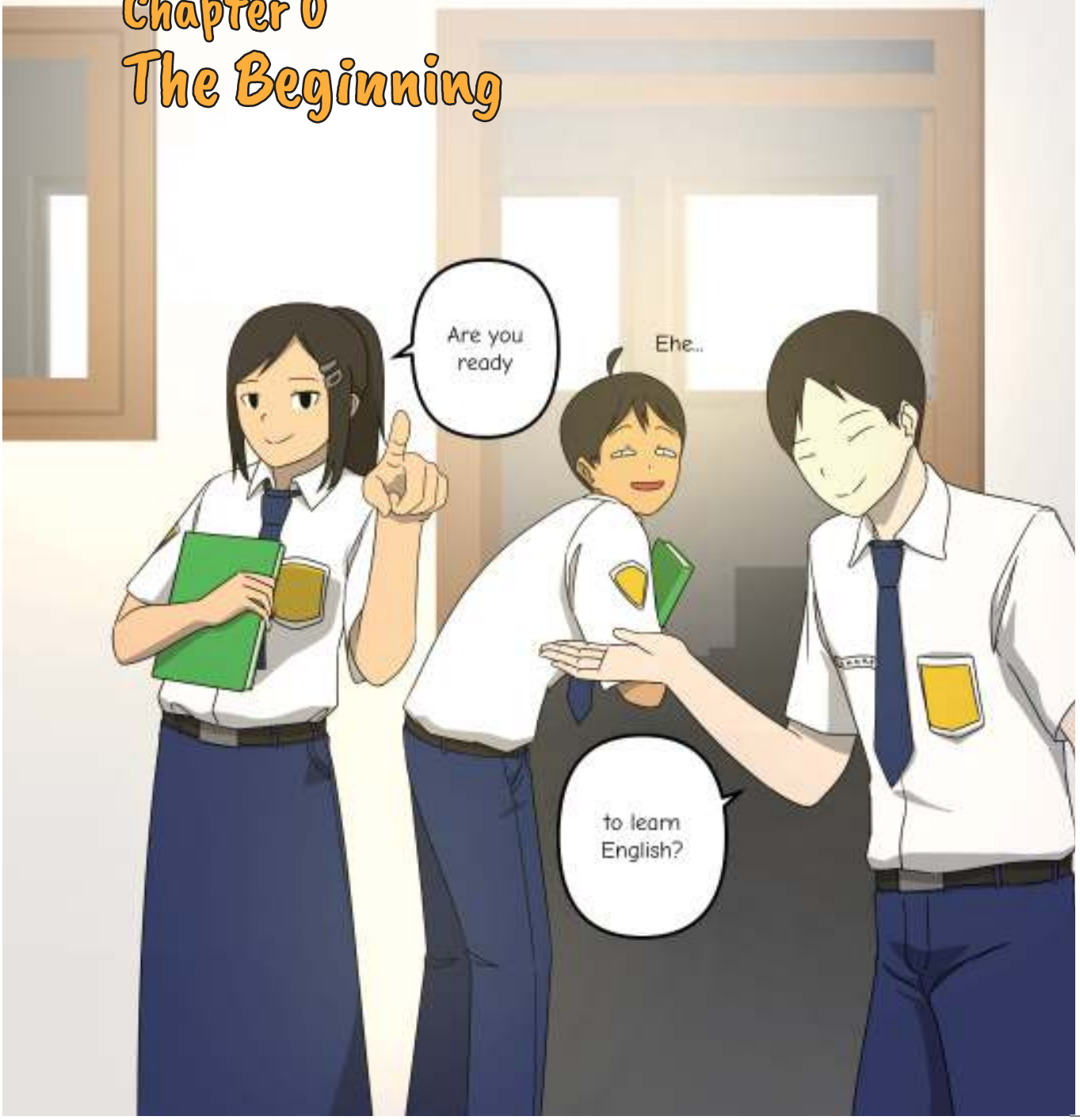
4. Alokasi Waktu

Pembagian alokasi waktu pembelajaran Bahasa Inggris didasarkan pada asumsi berikut:

a. Waktu yang diakumulasikan selama satu tahun untuk jam pelajaran Bahasa Inggris adalah 108 jam pelajaran (JP).
b. Jam pelajaran Bahasa Inggris per minggu adalah 3x40 menit JP/minggu.
c. Dalam buku ini terdapat 5 bab. Dengan demikian, secara umum, satu bab dapat diselesaikan dalam 7 pertemuan atau setara 21 JP (disesuaikan dengan kondisi di kelas).

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
Buku Panduan Guru English for Nusantara
untuk SMP/MTs Kelas VIII
Penulis: Ika Lestari Damayanti, dkk.
ISBN: 978-602-427-920-2 (jil.2)

Panduan Khusus
Chapter 0
The Beginning



Bab ini dirancang untuk menunjang proses belajar peserta didik. Materi yang disajikan dalam bab ini meliputi: *classroom language*, *complimentary*, *expressions of certainty and uncertainty*, *expressions of likes and dislikes*, *intonation*, *grammar sentence structure*, *irregular verbs*, *transition signals*, *antonyms*, dan *adjectives to describe personality traits*. Penyajian materi disertai dengan pranala sumber belajar bagi peserta didik yang memiliki akses Internet. Bila tidak, contoh pelafalan dapat ditanyakan pada guru Bahasa Inggris di sekolah.

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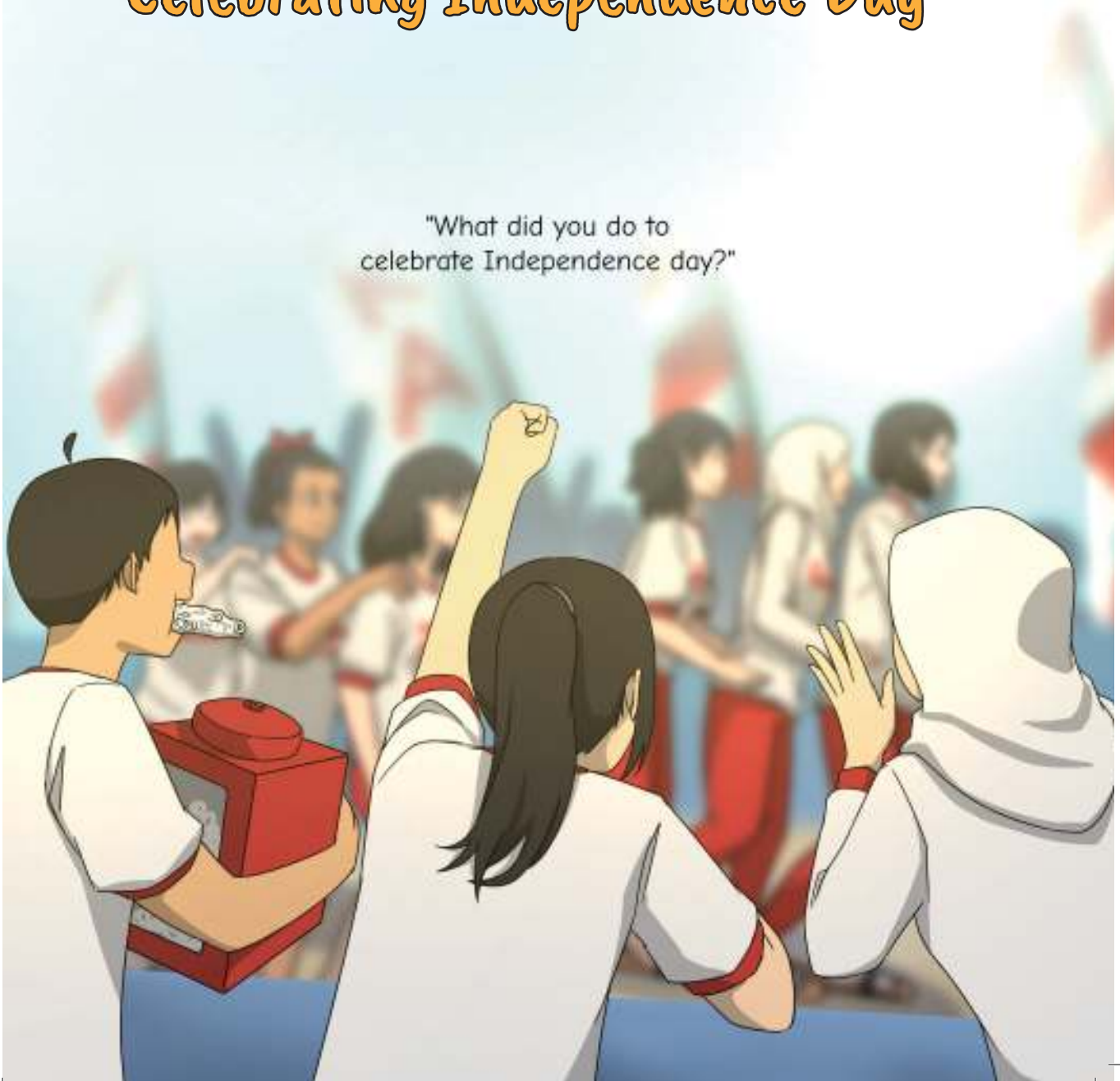
Panduan Khusus
Chapter 1
Celebrating Independence Day



Chapter 1
Celebrating Independence Day

Unit 1. The Champion of Panjat Pinang

Unit 2. Going to a Parade

Unit 3. Independence Day at SMP Merdeka

Learning objectives

Upon completion of Chapter 1, the students should be able to:

1. talk about personal experiences in the past;
2. identify specific information about personal experiences; and
3. write the main events of personal experiences.

Pendahuluan

Instruksi untuk guru

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 1.

Bahasa guru

"Good morning, everyone."

*"My name is **[Teacher's full name]**. You can call me **[Teacher's name]**."*

*"I'm from **[Teacher's origin]**."*

"I'm your English teacher. You will learn English with me for this academic year."

"In this chapter, we will learn about some personal experiences about participating in the Independence Day celebration."

"We will learn some specific information and identify the sequence of the main events."

"We will also learn to write a card to express personal feelings to congratulate others."

Unit 1. The Champion of Panjat Pinang

Section 1 – Say What You Know

Instruksi pada Buku Siswa

1. Can you name the game?
2. When does the game usually happen?
3. What do you think about that game?
4. Have you ever participated in that game?

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Picture 1.1.

   Bahasa guru

   "Let's have a look at Picture 1.1."

2. Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.

   Bahasa guru

   "What is the name of the game?"

   "When do the games happen?"

3. Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan. Guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

Bahasa guru

"Have you ever played the games in the pictures?"

Jika jawaban peserta didik pernah mengikuti perlombaan tersebut, maka guru dapat mengelaborasi lebih lanjut pengalaman tersebut.

Bahasa guru

"Could you tell us about it/your experience participate in the game?"

Namun, jika mereka belum pernah melakukannya, maka guru dapat menanyakan perihal pendapat mereka.

Bahasa guru

"What do you think about that game?"

"Did you find it is fun/interesting?"

4. Dalam kegiatan ini, peserta didik dapat menjawab dengan bahasa Inggris atau bahasa Indonesia. Kemudian, guru dapat memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik menggunakan Bahasa Inggris secara bertahap.

   Bahasa guru

   "You can use Indonesian if you have difficulties in using English."

Diagnostic Assessment Rubric

Date: _____ **Class:** _____ **Chapter/Unit:** _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
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34.				
35.				

Comment:

Section 2 – Listening

Instruksi pada Buku Siswa

a. Match the games and the pictures. Number one has been done for you.

Instruksi untuk guru

1. Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang biasa dilombakan pada perayaan Hari Kemerdekaan Republik Indonesia worksheet pada Worksheet 1.1.

   Bahasa guru

   "Let's have a look at the following pictures."

   "What pictures are they?"

2. Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut.

   Bahasa guru

   "There are many games held in celebrating Independence day."

   "The followings are the common games that are held in that day."

   "Can you give the name to the games below?"

   "Please, give the name to every game on Worksheet 1.1."

3. Guru mengajak peserta didik untuk membandingkan jawaban mereka dengan teman sekelasnya.

Jawaban Worksheet 1.1

Instruksi pada Buku Siswa

b. Listen to Audio 1.1. Galang and his father are talking about the independence day celebration. See the **Word Box**.

Word Box

celebrate (base form)/celebrated (past form): merayakan
hold (base form)/held (past form): mengadakan
win (base form)/won (past form): memenangkan/menjuarai
amazing: luar biasa
congratulation: (ucapan) selamat
during: selama (sesuatu sedang berlangsung)

Instruksi untuk guru

Guru memperdengarkan Audio 1.1 tentang percakapan Galang dengan ayahnya. Bila tidak tersedia alat pemutar audio, guru dapat membacakan transkripnya untuk peserta didik.

Bahasa guru

"Listen to the audio. In the audio you will hear Galang and his father talking about his father's experiences joining Independence day celebration."

"Please listen carefully, I will read the dialogue for you (twice)."

Audio 1.1 Script

Galang	: Assalamu'alaikum.
Pak Rahmansyah	: Wa'alaikum salam. How was your school, son?
Galang	: It was good, Dad. Today, our school celebrated Independence Day and we had some games like marble and spoon race, sack race, and tug of war.
Pak Rahmansyah	: That sounds fun!
Galang	: Yes, absolutely. I won the marble and spoon race.
Pak Rahmansyah	: Nice. Congratulations!
Galang	: Thank you, Dad. By the way, what game did you join when celebrating independence day?
Pak Rahmansyah	: Panjat Pinang. My team got many prizes from climbing the Pinang tree!
Galang	: Wow! Amazing.

Instruksi untuk guru

Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

"Now, listen again carefully and read the text."

Instruksi pada Buku Siswa

c. Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue. One has been done for you.

Instruksi untuk guru

1. Guru mengajak peserta didik untuk mendengarkan dan menyimak kembali Audio 1.1.

   Bahasa guru

   "Let's listen again to the dialog. You will hear some information about the games played in Independence day. Then, try to complete Worksheet 1.2."

2. Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat ditanyakan kepada peserta didik adalah:

   a. Siapa yang berbicara pada dialog tersebut?

      Bahasa guru

      "Who are the speakers in the dialog?"

   b. Lomba apa yang Galang juarai?

      Bahasa guru

      "What game did Galang win?"

   c. Lomba apa saja yang pernah diikuti oleh ayah Galang?

      Bahasa guru

"What games did Galang's father ever join?"

"What game did Galang's father join at that time?"

d. Lomba apa yang dijuarai oleh ayah Galang?

Bahasa guru

"What game did he (Galang's father) win at that time?"

3. Guru menampilkan Worksheet 1.2 dan meminta peserta didik untuk mengerjakannya.

Bahasa guru

"Circle the events mentioned in the dialogue between Pak Rahmansyah and Galang."

Jawaban Worksheet 1.2

1. Tandem race
2. Panjat pinang
3. Sack race
4. Tug of war
5. Carnaval
6. The national flag hoisting ceremony

Section 3 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 1.2. Galang's father is talking about his past experience participating in Panjat Pinang. See the **Word Box**.

Word Box

grab (base form)/grabbed (past form): meraih, mengambil
committee: panitia
grease: minyak gemuk, oli
groceries: bahan makanan
ladder: tangga
teamwork: kerja sama tim
slippery: licin

Instruksi untuk guru

Guru memperdengarkan Audio 1.2 tentang pengalaman ayah Galang mengikuti lomba panjat pinang. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Bahasa guru

"Listen to the Audio 1.2. In the audio you will hear Galang and his father talking about his father's experiences participating in Panjat pinang in the Independence Day celebration."

Audio 1.2 Script

Galang : Dad, please tell me more about the Panjat Pinang.

Pak Rahmansyah : At that time, the committee put a lot of prizes like sarong, groceries, radio, TV, and even a bike on the top of the tree.

Galang : Wow! It's really hard to climb the tree, isn't it?

Pak Rahmansyah : Yes, it is. The tree was full of grease.

Galang : Did you get to the top of the tree?

Pak Rahmansyah : At first, I didn't. Many climbers also failed to climb up because the tree was slippery. That was the funniest part, though.

Galang : Did you give up?

Pak Rahmansyah : No, we never gave up.

Galang : So, what did you do then?

Pak Rahmansyah : First, we made a human ladder and wiped off the grease bit by bit.

Galang : Then, what?

Pak Rahmansyah : One of us finally got to the top and threw the prizes to the ground.

Instruksi pada Buku Siswa

b. Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5. Number one has been done for you.

c. Based on Audio 1.2, give a check (√) for the correct statements below.

Instruksi untuk guru

1. Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak strategi ayah Galang ketika berhasil memenangkan lomba panjat pinang.

Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

Bahasa guru

"Now, listen again the audio 1.2. You may read the dialog (comic) to check the words you hear. Please, pay attention to the strategy used by Galang's father."

"To check your understanding, please work on Worksheets 1.3 and Worksheets 1.4."

2. Guru menampilkan Worksheet 1.3 dan Worksheet 1.4. Kemudian, guru meminta peserta didik untuk mengerjakan kedua worksheet tersebut.

3. Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan guru menyampaikan hasilnya secara bergantian. Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya.

Jawaban Worksheet 1.3

1. made a human ladder.
2. wiped off the grease.
3. climbed to the top.
4. grabbed the prizes.
5. threw the prizes to the ground.

Jawaban Worksheet 1.4

1. Pak Rahmansyah did not participate in Panjat Pinang.
2. A TV was one of the prizes on the Pinang tree. (√)
3. Pak Rahmansyah never fell down during Panjat Pinang game.
4. Pak Rahmansyah's team made a strategy to win the Panjat Pinang game. (√)
5. Pak Rahmansyah's team used a human ladder to support the climber. (√)

Instruksi untuk guru

Guru dapat menjelaskan permainan panjat pinang di hari perayaan kemerdekaan Indonesia dalam Bahasa Indonesia. Guru juga dapat menyampaikan nilai-nilai yang terkandung dalam permainan ini. Salah satunya adalah gotong royong dan kerja sama tim.

Did You Know?

Every August 17th, the Indonesian people celebrate their Independence Day. The people usually hold many games. One of the iconic games is Panjat Pinang. The game is to climb a pinang tree and grabbed the prizes hung on top of the tree. The tree was smeared with grease to make it difficult for the climbers to get the prizes. The prizes are on top of the tree. The game requires not only skills and determination but also good teamwork.

Source:
https://www.indonesia.travel/in

Section 4 – Language Focus

Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.

To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following examples:

- celebrate + *d* → **celebrated**
- participate + *d* → **participated**
- try + [change the '*y*' to '*i*'] + ed → **tried**

We call these **regular** verbs.

Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:

- win → **won**
- make → **made**
- hold → **held**

Have a look at the following examples taken from the previous dialogues.

Table 1.1 Past tense verbs

Regular verbs	Irregular verbs
I ***participated*** in a tandem race, tug of war, Panjat Pinang, and sack race.	Today, our school ***held*** many games and competitions to celebrate Independence Day.
I ***jumped*** up onto my friends' shoulders.	I ***won*** the marble and spoon race competition today.

Instruksi pada Buku Siswa

Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.

Instruksi untuk guru

1. Guru mengajak peserta didik untuk melihat kembali teks dialog pada Section 2 dan Section 3.

   Bahasa guru

   "Now, let's have a look once again at sections 2 and 3."

2. Guru meminta peserta didik untuk mengidentifikasi dan mengklasifikasikan kata kerja pada dialog tersebut. Pada bagian ini, guru dapat meminta peserta didik untuk bekerja dalam kelompok yang terdiri atas 4 orang atau disesuaikan dengan konteks kelas.

   Bahasa guru

   "Let's find the verbs."

   "Let's group the verbs into irregular and regular."

   "Write your result in the table."

3. Sebagai kegiatan lanjutan, guru dapat meminta peserta didik/kelompok mempresentasikan hasil temuannya. Kemudian, guru dapat memimpin diskusi kelas dan selanjutnya dapat mengukur tingkat ketercapaian pemahaman peserta didik.

Contoh Jawaban Worksheet 1.5

Regular	Irregular
participated	was
jumped	held
grabbed	won
...	...

Section 5 – Fun Time: Bingo

Instruksi pada Buku Siswa

Preparation:

Make a group of four.

Each group prepares a blank paper.

Each group draws a grid with nine boxes on the paper.

Step to play the game:

1. Create a list of regular and irregular verbs on the board.
    a. Each member of the group mentions a past form verb (regular or irregular).
    b. One student from each group writes the words on the board.

2. Complete the box with the verbs.
    a. Every group chooses nine words from the board.
    b. Every group writes the nine words in the grid.
3. Say BINGO.
    a. Every group takes turns to say a verb to the class.
    b. Each group should check if they have the verb or not.
    c. If the verb is on the box, cross the verb.
    d. When the crosses make a line (vertical, horizontal, or diagonal), say BINGO!

Instruksi untuk guru

1. Guru meminta peserta didik membuat kelompok yang terdiri atas 4 orang. Kemudian meminta masing-masing kelompok menyediakan 1 lembar kertas kemudian membuat 9 kotak pada selembar kertas yang sudah mereka siapkan.

2. Guru meminta masing-masing anggota kelompok untuk menyiapkan 1 kata kerja dalam bentuk lampau baik regular atau irregular. Kemudian, perwakilan kelompok diminta menuliskan kata kerja tersebut ke papan tulis.

3. Guru meminta masing-masing kelompok mengambil 9 kata kerja secara acak dan menuliskannya pada kotak yang sudah mereka buat sebelumnya.

4. Guru meminta masing-masing perwakilan kelompok secara

bergiliran menyebutkan 1 kata kerja di papan tulis dengan suara lantang.

5. Guru meminta kepada kelompok yang lain untuk menyimak kata kerja yang dibacakan dan memberikan tanda silang pada kata kerja yang mereka tuliskan di kertas jika kata tersebut disebutkan oleh kelompok yang lain.

6. Guru meminta kelompok yang lebih dulu mendapatkan hasil kata yang disilang membentuk garis lurus (horisontal, vertikal, diagonal) menyebutkan kata "BINGO". Kelompok yang lebih dulu berhasil dinobatkan sebagai juara.

7. Jika memungkinkan, guru dapat mengadopsi permainan ini dan menyajikannya dalam format digital dan interaktif.

Section 6 – Speaking

Instruksi pada Buku Siswa

a. We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca dan mempelajari ungkapan-ungkapan yang digunakan dalam menanyakan pengalaman seseorang.

2. Pada bagian ini, guru dapat mencontohkan terlebih dahulu cara mengucapkan ungkapan tersebut, kemudian peserta didik melatihnya dengan membaca nyaring.

3. Sebagai kegiatan lanjutan, guru juga dapat meminta peserta didiknya untuk berlatih secara berpasangan.

   Bahasa guru

   "Practice with your friend using the expressions in comic strip 1.3."

Instruksi pada Buku Siswa

b. Work in pairs. Practice asking the questions and respond based on your own experiences.

Instruksi untuk guru

1. Guru meminta peserta didik untuk berlatih saling bertanya jawab menggunakan pola kalimat/pertanyaan pada Comic Strip 1.3.

2. Guru meminta peserta didik untuk menjawab pertanyaan yang diberikan berdasarkan pengalaman pribadi yang dialami.

   Bahasa guru

   "Practice with your desk mate by using the expressions in comic strip 1.3 and respond the questions based on your own experiences.

Section 7 – Your Turn: Speaking

Instruksi pada Buku Siswa

Preparation

Clue cards:

Game: Sack Race Result: Win Strategy: Combined jump and fast walking	Game : Kerupuk Race Result : Win Strategy : Took a big bite
Game : Tug of War Result : Win Strategy: Pulled the rope as hard as possible	Game : Tandem Race Result : Win Strategy: Synchronized the walk

Steps

1. Make a group of four. Each group will have one deck of clue cards.
2. In each group, shuffle the clue cards and each member shall take one card.
3. Look at the card and make a question based on the clue on the card.
    - Take turns and ask questions based on the expressions in Section 6.
    - Write your friends' answers on Worksheet 1.6.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat kelompok yang terdiri atas 4 orang. Kepada masing-masing kelompok diberikan 4 buah kartu berisi petunjuk yang akan digunakan peserta didik untuk menjawab pertanyaan dari penanya.

2. Guru meminta masing-masing anggota kelompok mengambil satu kartu dan meminta peserta didik untuk saling bertanya menggunakan ungkapan yang ada di Section 6 dan menjawab pertanyaan tersebut berdasarkan petunjuk dari kartu yang mereka miliki.

3. Guru meminta peserta didik untuk menuliskan hasil jawaban dari temannya pada Worksheet 1.6.

Contoh Jawaban Worksheet 1.6

Questions	Name: Rima	Name: Anto
What do you remember about the Independence day celebration?	I remember there were many traditional games.	The national flag is every where.
What game did you join during the Independence Day celebration last year?	I remember there were many traditional games.	The national flag is every where.
Did you win the game?	Unfortunately, I came second	Yes, I won the game.
What did you do to win the game?	I chew as fast as I can.	I run instead of jumped.

Marking Rubric for Speaking

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5–Excellent	4–Good	3–Fair	2–Poor	1–Bad
Grammar	Shows an excellent degree of control of simple grammatical forms.	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows poor control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
Vocabulary	Uses a wide range of well-chosen vocabulary.	Uses a good range of relatively well-chosen vocabulary.	Uses an adequate range of vocabulary.	Uses basic vocabulary with some words clearly lacking.	Uses vocabulary that doesn't match the task.
Pronunciation	Pronunciationis excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1					
2.					
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Comment:

_____

_____

_____

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_____

Adapted from: https://www.dcs.k12.oh.us/cms

Section 8 – Enrichment

Instruksi pada Buku Siswa

Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.

2. Guru meminta peserta didik untuk melakukan wawancara kepada dua orang peserta didik dari kelas lain.

3. Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

Unit 2. Going to a Parade

Section 1 – Say What You Know

Instruksi pada Buku Siswa

Look at the following pictures.

Picture 1.2. Independence Day's events

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Picture 1.2.

   Bahasa guru

   "Let's have a look at the Picture 1.2."

2. Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan Picture 1.2 tersebut.

   Bahasa guru

   "Which events have you participated in?"

   "What do you remember about those events?"

3. Kemudian, guru dapat mengajak peserta didik untuk mengingat pengalaman mereka.

   Bahasa guru

   "What events did you remember most on Independence day? Why?"

Instruksi pada Buku Siswa

1. Which events have you participated in?
2. Tell your friends about your participation in the events.

Section 2 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day. See the **Word Box**.

be choked (base form)/was/were choked (past form): tersedak
march (base form)/marched (past form): berbaris
costume: kostum
awesome: luar biasa
shy: malu
neighborhood: lingkungan sekitar

Audio 1.3 Script

That day after the independence day celebration.

Pipit : Hi, everyone, how was the game?

Galang, Andre, and Monita: It was awesome!

Pipit : I agree! It was the best Independence Day celebration ever in our school.

Monita : It was! There were many fun games like the Kerupuk race, tug of war, and marble and spoon race.

Andre : We had some winners from our class. Galang came first for the marble and spoon race.

Galang : Yes. It was a tight game between me and Monita.

Monita : Yeah, I came second. But, I beat Galang in the Krupuk race *[Laughing]*.

Pipit : Hahaha ... That was fun. I remember you almost choked.

Monita : Hahaha ... That's true.

Andre : By the way, did you join a parade in your neighborhood?

Pipit : No. I like watching the parade.

Andre : Me, too.

Monita : But, I love parades! I like wearing costumes.

Galang : I love parades, too. It's fun.

Monita : Well, Pipit and Andre, you should join us in our school parade next week.

Instruksi untuk guru

1. Guru memperdengarkan Audio 1.3 yang berisikan percakapan antara Galang dan teman-temannya tentang kegiatan perayaan Hari Kemerdakaan di sekolah mereka. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

   Bahasa guru

   "Listen to the Audio 1.3. In the audio you will hear Galang and his friends talking about the independence day celebration at school."

2. Dalam percakapan ini ditemukan ungkapan ‘came first’ dan ‘came second’. Guru dapat menjelaskan bahwa ungkapan tersebut bermakna sama dengan juara pertama (*came first*) dan juara kedua (*came second*). Ungkapan tersebut biasa ditujukan untuk menerangkan urutan siapa yang lebih cepat dalam suatu perlombaan.

Instruksi pada Buku Siswa

b. Listen again to Audio 1.3 and read the sentences below. Circle (T) if they are true or (F) if they are false based on the dialogue. Number one has been done for you.

Instruksi untuk guru

1. Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks dan meminta peserta didik untuk menyimak perlombaan apa saja yang diikuti oleh Galang dan teman-teman. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.

   Bahasa guru

   “Now, listen again and read the text.”

   “Pay attention to the games or events Galang and his friends take part in.”

2. Guru menyajikan Worksheet 1.7. Guru meminta peserta didik untuk membaca dengan teliti setiap pernyataan.

3. Dalam kegiatan ini, guru dapat menyesuaikan dengan keadaan kelas. Jika tidak memungkinkan untuk kegiatan individu, maka guru dapat meminta peserta didik untuk bekerja secara berpasangan dengan teman sebangku.

Jawaban Worksheet 1.7

1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. False

Section 3 – Reading

Instruksi pada Buku Siswa

a. The following are pictures of the parade to celebrate Independence Day. Match the pictures with the name of the parade. See the **Word Box**.

Word Box

attractive: menarik
chance: peluang
hometown: kampung halaman
local: daerah setempat

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati gambar beberapa pawai pada Worksheet 1.8. Kemudian, peserta didik diminta untuk memasangkan gambar dengan kata/frase yang tepat.

2. Pada bagian ini, guru dapat mengelaborasi lebih pengetahuan dan keterampilan recounting mereka melalui pertanyaan-pertanyaan yang behubungan dengan topik bahasam.

   Bahasa guru

   "How about in your hometown or school?"

   "Did your school or your home town hold a parade?

   "What parade did you ever watch?"

   "What parade did you ever join?

Jawaban Worksheet 1.8

1. Decorated bicycles parade.
2. Indonesian heroes' costumes parade.
3. Traditional music instruments parade.

Instruksi pada Buku Siswa

b. Read Andre's story about his experiences in watching a parade.

A Parade in My Hometown

When I was a child, I always waited for independence Day. My father used to ask me to watch a parade together. We saw it from our front yard. I remember how attractive the parade was.

In the parade, in the first row, I saw the people dressed up uniquely. Some people wore Indonesian heroes' costumes. Some others dressed like local ghosts. They were scary but they were funny, too.

Next, I remembered that a lot of people marched in the second line. They waved mini Indonesian flags. They walked around the village while singing the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like angklung, suling, and rebana. At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively.

I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca teks tentang cerita masa kecil Andre ketika dia menonton pawai.

2. Guru membantu peserta didik untuk lebih memahami isi teks terutama tentang kata-kata yang masih asing bagi peserta didik dengan memberikan kesempatan untuk berdiskusi.

   Bahasa guru

   "Let's read Andre's experience in watching a parade."

   "Does anyone know the meaning of 'attractive?"

Instruksi pada Buku Siswa

c. Work in pairs. Write people's activities in the parade based on Andre's story. You may add the bubble.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 1.9 secara berpasangan.

2. Pada Worksheet 1.9 ini, peserta didik diminta untuk mengidentifikasi minimal 4 kegiatan yang peserta pawai lakukan pada acara tersebut. Kemudian, menuliskan hasil identifikasinya dalam bentuk *mindmap* seperti ditampilkan di Buku Siswa. Jika dibutuhkan, peserta didik dapat menambahkan *bubble* sendiri.

   Bahasa guru

   "Please open Worksheet 1.9."

   "In pairs, you have to identify at least 4 activities done by people in the parade based on Andre's story."

Contoh Jawaban Worksheet 1.9

1. People dressed up uniquely.
2. Singing the 'Hari Merdeka' song.
3. Playing traditional instruments.
4. decorate bicycles.

Instruksi pada Buku Siswa

d. Based on the text from the previous page, answer the following questions.

Instruksi untuk guru

Guru meminta peserta didik untuk mengerjakan Worksheet 1.10.

Kegiatan ini ditujukan untuk memberikan peserta didik pemahaman yang lebih mendalam terhadap isi bacaan.

Jawaban Worksheet 1.10

1. Because he loved to see a parade.
2. A mini Indonesian flag.
3. The people dressed uniquely.
4. angklung, suling, and rebana.
5. He was too shy to join the parade.

Section 4 – Viewing

Instruksi pada Buku Siswa

a. Read the text below.

SMP Merdeka's School Parade

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade pass their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prize announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the events.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca teks tentang pawai yang diselenggarakan oleh SMP Merdeka.

Instruksi pada Buku Siswa

b. The following are the photos of SMP Merdeka's School Parade. Match the picture with a suitable paragraph.

Instruksi untuk guru

1. Pada Worksheet 1.11, guru mengajak peserta didik untuk mengamati dan mengidentifikasi gambar rangkaian kegiatan pawai SMP Merdeka.

2. Guru meminta peserta didik untuk menjodohkan gambar dengan paragraf yang sesuai pada teks di bagian a.

Jawaban Worksheet 1.11

Picture 1: Paragraph 2

Picture 2: Paragraph 1

Picture 3: Paragraph 4

Picture 4: Paragraph 3

Instruksi pada Buku Siswa

c. Identify what happened in each picture. Use questions in the box to help you. Number one has been done for you.
   - Who was in the picture?
   - What did they do?
   - Where were they?
   - What objects were there?

Instruksi untuk guru

1. Peserta didik diminta untuk menuliskan sebanyak mungkin kosakata yang mereka ketahui terkait gambar pada Worksheet 1.12. Untuk membantu identifikasi, peserta didik dapat menggunakan bantuan pertanyaan yang disediakan.

2. Pada kegiatan di Worksheet 1.12 ini, guru dapat membuat kegiatan ini menjadi kegiatan individu, berpasangan atau berkelompok disesuaikan dengan tingkat kemampuan peserta didik. Diharapkan agar semua peserta didik mendapat kesempatan untuk berkontribusi.

Jawaban Worksheet 1.12

1. Participants: SMP Merdeka's students, villagers

   Actions: marched

Place: village

Objects: posters

2. Participants: Galang, Andre, Monita, and Pipit

   Actions: lined up, marched, dressed up in costumes

   Place: school

   Objects: posters

3. Participants: SMP Merdeka's students, Galang, headmaster

   Actions: smile, laugh

   Place: school

   Objects: doorprizes, stage

4. Participants: teachers, SMP Merdeka's students

   Actions: drink, selfie

   Place: rest post

   Objects: drinks, coupon

Instruksi pada Buku Siswa

d. Read the sentences below. Circle (T) if they are true or (F) if they are false based on the text.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Part d.

Jawaban Worksheet 1.13

1. True
2. False
3. True

4. True

5. False

Did You Know?

Each region in Indonesia celebrates Independence day with various unique events. One of the unique traditions is the Jampana parade in Bandung. Dozens of people march and bring numerous palanquins full of food from their natural harvest. At the end of the parade, the crowd will battle for food and feast together.

Source:
https://www.indonesia.travel/id

Section 5 – Language Focus

Instruksi pada Buku Siswa

When we are telling a story about our past experiences or past events, we often use some words, such as *first, next, after school, finally*.

They are called **time connectives**. They are used to connect one past event to another. These time connectives can help the readers or listeners understand a set of related events in a story. They tell when a story starts, when some new events happen, and when the story ends.

Table 1.2 contains some other useful time connectives.

Beginning	Middle	Ending
• In the beginning • First/Firstly • First of all	• Then • After that • Later • Next • Second/Secondly • Third/Thirdly • After • Before • Furthermore • Not so long after	• Finally • At last • At the end • By the end • In the end • Afterward • Lastly

Now, find the time connectives in the text about SMP Merdeka's School Parade (Section 4). Highlight the connectives.

Instruksi untuk guru

Setelah menyelesaikan pembahasan bagian *language focus* ini, guru meminta peserta didik untuk berlatih mengidentifikasi *time connectors* pada tekt di Section 4 dengan cara memberikan *highlight* atau garis bawah pada kata yang dianggap *time connectors*.

Section 6 – Fun Time: Picture the Past

Preparation

- Make a group of four
- Prepare a piece of paper in each group
- Draw four boxes.

Steps

1. Each group member takes turns to draw a picture of their past action in the boxes.

2. Pass the paper to another group.
3. Have the group write a sentence under each picture to make a sequence of experiences.
4. Return the paper to the group.
5. Show the pictures and read the sentences to the class.

Instruksi untuk guru

1. Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang. Setiap anggota kelompok diminta untuk menyiapkan 1 lembar kertas, kemudian mereka diminta untuk membuat sebuah gambar yang menunjukkan suatu kegiatan yang mereka lakukan di masa lalu. Kemudian menyerahkan gambarnya kepada teman kelompok di sampingnya.

2. Guru meminta masing-masing anggota kelompok yang menerima gambar dari teman sebelahnya untuk menuliskan 1 kalimat lampau yang menjelaskan aktifitas dari gambar tersebut. Setelah selesai mereka kembali menggeser kertas bergambar tersebut kepada teman yang lain dan mereka melakukan hal yang sama.

3. Ketika semua anggota kelompok sudah menuliskan kalimat mereka pada masing-masing kertas, guru meminta peserta didik untuk membandingkan gambar dengan tulisan yang dibuat oleh temannya tersebut dan berdiskusi kalimat mana yang sesuai.

Section 7 – Your Turn: Reading

Instruksi pada Buku Siswa

a. Read Monita's Blog below and answer the questions.

A School Parade

Hi, readers.

How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.

In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won it. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

Instruksi untuk guru

1. *Section Your Turn* ini adalah bagian dari asesmen.

2. Guru meminta peserta didik untuk membaca *blog* Monita yang menceritakan pengalamannya mengikuti pawai yang diadakan oleh sekolah.

Bahasa guru

"Let's read Monita's story about her experiences in joining a parade."

3. Guru meminta peserta didik untuk mengidentifikasi time connectors pada teks tersebut dan memberikan highlight pada kata yang dimaksud.

   Bahasa guru

   "Identify and highlight the time connectors in the text."

Instruksi pada Buku Siswa

b. Answer the following questions based on the text.

Instruksi untuk guru

Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks.

Bahasa guru

"Please answer the following questions based on the text."

Jawaban Worksheet 1.14

1. She joined a school parade.
2. Prepared her costume.
3. Because of the rain
4. A student from another class
5. Because she wore a Cut Nyak Dien costume.
6. In the beginning, After I dressed up, and Finally.
7. [Accept any reasonable and acceptable anwer]

Instruksi pada Buku Siswa

c. Complete the table by finding the time connectives in the text. After finding it, write the sentence that follows it. Number 1 has been done for you.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengidentifikasi *time connectors.*

2. Guru meminta peserta didik menuliskan hasil temuan mereka dengan mengklasifikasikannya dan melengkapinya sesuai yang diminta pada Worksheet 1.15

   Bahasa guru

   "Let's have read the text once again and identify the time connectors."

   "Complete Worksheet 1.15 below."

Jawaban Worksheet 1.15

Parts	Time Connectives	Sentence in the Paragraph
Beginning	In the beginning	In the beginning, we prepared our costumes.
Middle	After I dressed up	After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song.
Ending	Finally	Finally, after the rain stopped, we gathered back at the schoolyard.

Section 8 – Enrichment

Instruksi pada Buku Siswa

Find a video of a unique parade celebrating another country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story. You may post it on your social media.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.

2. Guru meminta peserta didik untuk mencari hal unik pada perayaan kemerdekaan dan merekamnya. Peserta didik diminta untuk menceritakannya dengan menggunakan *time connectors* yang sesuai dan memasang cerita tersebut di laman sosial media mereka.

Unit 3. Independence Day at SMP Merdeka

Section 1 – Say What You Know

Instruksi pada Buku Siswa

Let's talk about these picture.

Picture 1.4 Independence Day Celebration

Answer the following questions based on the picture above.

1. Have you ever participated in/watched the events in the picture?
2. Do you have any memorable moments/events in the Independence Day celebration?
3. Could you share the story of your memorable moment/event in the Independence Day celebration?

Instruksi untuk guru

1. Guru mengajak peserta didik untuk mengamati Picture 1.4.

2. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait Picture 1.4 dan mendiskusikan hasilnya.

   Bahasa guru

   "Let's take a look at Picture 1.4."

   "Let's discuss the picture."

"What can you say about the picture?"

"Do you have any memorable moments/events in the Independence Day celebration?"

"Could you share the story of your memorable moment/event in the Independence Day celebration?"

3. Dalam kegiatan ini, peserta didik boleh menjawab dengan bahasa Inggris atau bahasa Indonesia.

   Bahasa guru

   "You can use Indonesian if you have difficulties in using English."

Section 2 – Reading

Instruksi pada Buku Siswa

a. Read Monita's story about the independence day celebration in SMP Merdeka.

feel (base form)/felt (past form): terjatuh
lead (base form)/led (past form): memimpin, posisi terdepan
beat (base form)/beat (past form): mengalahkan
delighted: senang sekali, puas
tight: ketat
steady: tidak goyah, stabil
hilarious: sangat lucu/lucu sekali

The Independence Day celebration in SMP Merdeka

Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.

In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites.

It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

Instruksi untuk guru

1. Guru meminta peserta didik membaca teks cerita Monita tentang perayaan hari kemerdekaan di sekolahnya.

   Bahasa guru

   "Students, please read Monitas story about the independence day celebration in SMP Merdeka."

2. Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih lanjut.

Bahasa guru

"How do you find the story?"

"Do you understand it?"

"Is there any question?"

"Which part that is still difficult for you?"

Instruksi pada Buku Siswa

b. Choose the best answer for the following questions based on the text. Number one has been done for you.

Instruksi untuk guru

Setelah membaca teks, guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait teks yang dibaca.

Bahasa guru

"After reading the text, please answer the questions related to the text."

Jawaban Worksheet 1.16

1. b. Independence Day celebration in Monita's school.
2. a. The whole students
3. c. 5
4. c. Galang
5. b. Monita
6. b. She felt delighted.

Section 3 – Language Focus

Instruksi pada Buku Siswa

As we have already learned, a recount text tells about a series of past events. The structure of the recount text is available in Table 1.3.

Table 1.3 Structure of the recount text

Structure	Description
Orientation	Sets a context for understanding the events and provides background information about who, where, when, etc.
Record of events	Tells the events recounted in chronological order.
Comment	Evaluates the importance of the event.

Based on the explanation above, we can find out the structure of the text in Unit 2 Section 4 as an example.

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.	Orientation
In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.	Record of events (1)
Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.	Record of events (2)

After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.	Record of events (3)
Everyone felt happy with the events.	Comment

a. Study the example below. Now, look at the text in Section 2. Can you fill in the table with the structure of the recount text?

The following is the text taken from Unit 2 Section 4. Pay attention to the structure of the text below.

Structure and Description	Text in Unit 2 Section 4
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.
Record of events Events recounted in chronological order	Event 1 In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.
	Event 2 Not so long after, the parade reached the rest post. It was the place for participants to draw a door prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

	Event 3 After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.
Comment Evaluates the significance of the event.	Everyone felt happy with the events.

Now, your turn to practice.

Instruksi untuk guru

Guru menjelaskan tentang struktur *recount text* berdasarkan tabel 1.3.

Bahasa guru

"Let's learn about recount text. Let's see table 1.3."

Instruksi pada Buku Siswa

b. Now, look at the text in Section 2. Can you fill in the table with the structure of the recount text?

Instruksi untuk guru

1. Setelah memandu peserta didik dalam mempelajari struktur, guru meminta peserta didik untuk melihat kembali teks pada Section 2.

   Bahasa guru

   "Let's have a look once again to the text in section 2."

   "Based on the recount text structure we've learned previously, fill in the table with the text in section 2."

   "As we can see, Monita's story has a structure. The goal of this activity

is to help you understand the structure of the text."

2. Pada bagian ini, guru dapat membantu mengingatkan struktur teks kepada peserta didik.

   Bahasa guru

   "Don't forget the structure of the text."

Jawaban Worksheet 1.17

Structure and Description	Text in Unit 3 Section 2
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.
Record of events Events recounted in chronological order	Event 1 In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.
	Event 2 The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

	Event 3 The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites.
Comment Evaluates the significance of the event.	It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

Section 4 – Writing

Instruksi pada Buku Siswa

We need to follow the text structure to write a good text. The following worksheets are made based on the structure of the recount text. They can guide you in learning how to write a good recount.

a. Study the following picture and answer the questions to help you to write the orientation of the text.

Picture 1.5. Sack Race

1. Who were the sack race participants?
2. Where did the sack race take place?
3. When did the sack race take place?

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati Picture 1.5 pada Section 4.

2. Guru dapat membantu peserta didik memahami gambar-gambar tersebut dengan membuka kegiatan tanya jawab untuk mengelaborasi pemahaman mereka.

3. Peserta didik diminta untuk menjawab pertanyaan yang tersedia sebagai sarana untuk mengelaborasi ide *orientation* dan mengembangkan ide melalui beberapa pertanyaan pemandu.

   Bahasa guru

   "Who was involved in the sack race?"

   "Where and when did it take place?"

Jawaban Worksheet 1.18

1. Monita, Pipit, Sinta, Ibu Posma, dan Ibu Ida Ayu.
2. Galang's village.
3. On August 17th/the Independence Day celebration.

Instruksi pada Buku Siswa

b. Write a suitable orientation based on your answer in Part a.

Instruksi untuk guru

1. Peserta didik diminta untuk menuliskan 2 atau 3 kalimat berdasarkan jawaban mereka pada bagian a.
2. Guru dapat sambil membantu memeriksa tulisan peserta didik.
3. Guru meminta peserta didik untuk mengembangkan dan menuliskan bagian *orientation*.

Jawaban Worksheet 1.19

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

c. Rearrange the pictures of a sack race by giving numbers 1 to 5.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati 5 buah gambar yang diberikan.

2. Guru dapat membantu peserta didik memahami gambar-gambar tersebut dengan membuka kegiatan tanya jawab untuk mengelaborasi pemahaman mereka.

   Bahasa guru

   "Let's take a look to the following pictures."

   "What do you see in the pictures?"

   "Let's rearrange the pictures into correct order"

Jawaban Worksheet 1.20

1. Get ready
2. Put on
3. Jump
4. Cheer
5. Reach

Instruksi pada Buku Siswa

d. Write the sentences based on the correct sequence of a sack race. Number one has been done for you.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuka Worksheet 1.21 dan mengerjakannya.

2. Guru meminta peserta didik untuk menuliskan kalimat yang sesuai dengan bantuan gambar yang sudah disusun sebelumnya pada Worksheet 1.21.

   Bahasa guru

   "After arranging the pictures, now it's time for you to write the sentences related to each picture."

Jawaban Worksheet 1.21

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Did You Know?

One of the histories of the red and white color of the Indonesian flag is associated with Majapahit's flag. It has the same colorway that is red and white stripes. The red color represents courage and the white color is for honesty. Nowadays, those meaningful colors are used as attributes or symbols in various organizations in Indonesia and even as Indonesian football national team costumes.

Source:
https://www.britannica.com/topic/flag-of-Indonesia

Section 5 – Your Turn: Writing

Instruksi pada Buku Siswa

a. Planning and Brainstorming

Think about the Independence Day celebration in your school/town. What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?

Instruksi untuk guru

Guru meminta peserta didik untuk merencanakan konsep tulisan mereka dengan mengisi peta pikiran (mindmap) yang disediakan.

Bahasa guru

'We celebrate Independence day every year. I believe you have joined or seen the Independence Day celebration in your school/town. Can you share your experience? What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?'

Instruksi pada Buku Siswa

b. Outlining and Drafting

Make an outline of your story using the following structure.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengembangkan ide tulisan mereka sesuai dengan peta pikiran di Part a.

   Bahasa guru

   "Let's start develop the story. Think about the Indonesian's independence test. To help you, please refer and write your answer on Worksheet 1.23."

2. Peserta didik diberikan keleluasaan kreatifitas dalam mendesain tampilan dan isi dari teks tersebut.

Instruksi pada Buku Siswa

c. Writing and Editing

Write your recount based on the outline you have made previously.

Instruksi untuk guru

Guru meminta peserta didik untuk menuangkan hasil pengembangan ide tulisan mereka di Worksheet 1.23 ke dalam bentuk tulisan utuh di Worksheet 1.24.

Jawaban Worksheet 1.22/1.23/1.24

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Marking Rubric for Writing

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

4	Student text meets the criterion as described in the rubric, at the highest level.
3	Student text shows strong evidence of a criterion as described in the rubric, but not at the top standard.
2	Student text shows evidence of a criterion as described in the rubric, but it is weak
1	Student text shows little or no evidence of a criterion as described in the rubric.

Student's name: _____ **Class:** _____

Generic structure: Recount					
1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
2.	The middle part contains records of events chronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the significance of the event	1	2	3	4
Content					
4.	The text uses vocabularies relevant to the idea of the text.	1	2	3	4
Communication					
5.	The text uses past tense and time connectives (connectors).	1	2	3	4

Written features					
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4
$Total\ Score = \frac{Sum\ of\ score}{32}$					

Notes:

Section 6 – Fun Time

Instruksi pada Buku Siswa

Let's have fun. Here are the rules of the game.

- Work in a group of four.
- Each member prepares 10 names of famous tourist sites around Indonesia. Start with the nearest ones in your area.
- Do the 'Guessing Game' in the group by asking '10 Yes or No Questions'. The examples are 'Is it in Bandung?', 'Is it the name of a mountain?', or 'Can we swim there?'.
- One person holds his chosen famous tourist site.
- The other three-person ask questions and guess. The winner is the one who can guess correctly and fast.
- When one question has been guessed then there is a change of role. A new person asks the question.

Instruksi untuk guru

1. Pada kegiatan ini, peserta didik diminta untuk membentuk kelompok yang terdiri atas 4 orang.

2. Setiap anggota kelompok diminta untuk menyiapkan 10 nama tempat wisata di Indonesia yang mereka ketahui, dimulai dengan tempat wisata yang terdekat dengan lokasi tempat tinggal mereka.

3. Masing-masing anggota kelompok mencoba menebak tempat wisata yang dimaksud dengan menyampaikan beberapa pertanyaan 'Yes /

No Questions'.

Bahasa guru

"Is it in Bandung?"

"Is it the name of the mountain?"

"Can we swim there?"

4. Setiap anggota kelompok memegang 1 tempat wisata favoritnya, sedangkan 3 anggota yang lain berusaha menebaknya.

5. Anggota kelompok yang berhasil menebak paling cepat menjadi pemenangnya.

6. Anggota yang berhasil menebak berganti peran menjadi yang ditanya.

   Bahasa guru

   "Let's have fun. Study the rules first. Then let's play once you understand."

Section 7 – Enrichment: Creating a Comic

Instruksi pada Buku Siswa

Work in a group of four. Create a comic telling about the independence day events at your school. You can create digital comics. You can create your comic using ONE of the two options:

1. You can draw manually. Then, you can color them using colored pencils or markers.

2. You can draw your comic using a digital application.

Share your comic with the class.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi seperti telepon pintar bila memungkinkan.

2. Guru meminta peserta didik untuk mencari situasi nyata di lingkungan sekolah tentang perayaan Hari Kemerdekaan.

3. Dari situasi nyata tersebut, peserta didik diminta untuk membuat komik baik dalam bentuk digital maupun manual sesuai dengan kemampuan dan ketersediaan alat yang dimiliki peserta didik. Peserta didik dapat memanfaatkan aplikasi apa saja untuk membuat komik tersebut.

   Bahasa guru

   'You have learned about how to write a recount text. Now, it is the time for us to write your ideas in the form of digital comics."

Reflection

Instruksi pada Buku Siswa

Think about your learning, then fill out the following sheet.

Instruksi untuk guru

1. Guru meminta peserta didik melakukan refleksi atas pembelajaran yang telah dilakukan.

   Bahasa guru

   "To reflect on the learning, please work on the learning reflection sheet."

2. Guru membahas hasil refleksi peserta didik terutama terkait dengan pembahasan yang memerlukan perhatian.

Remedial

1. Guru melakukan analisa dari hasil pembahasan refleksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! **2 – I did OK!** **3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	**Rating**	**Notes**
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	**Rating**	**Notes**
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1340466cm

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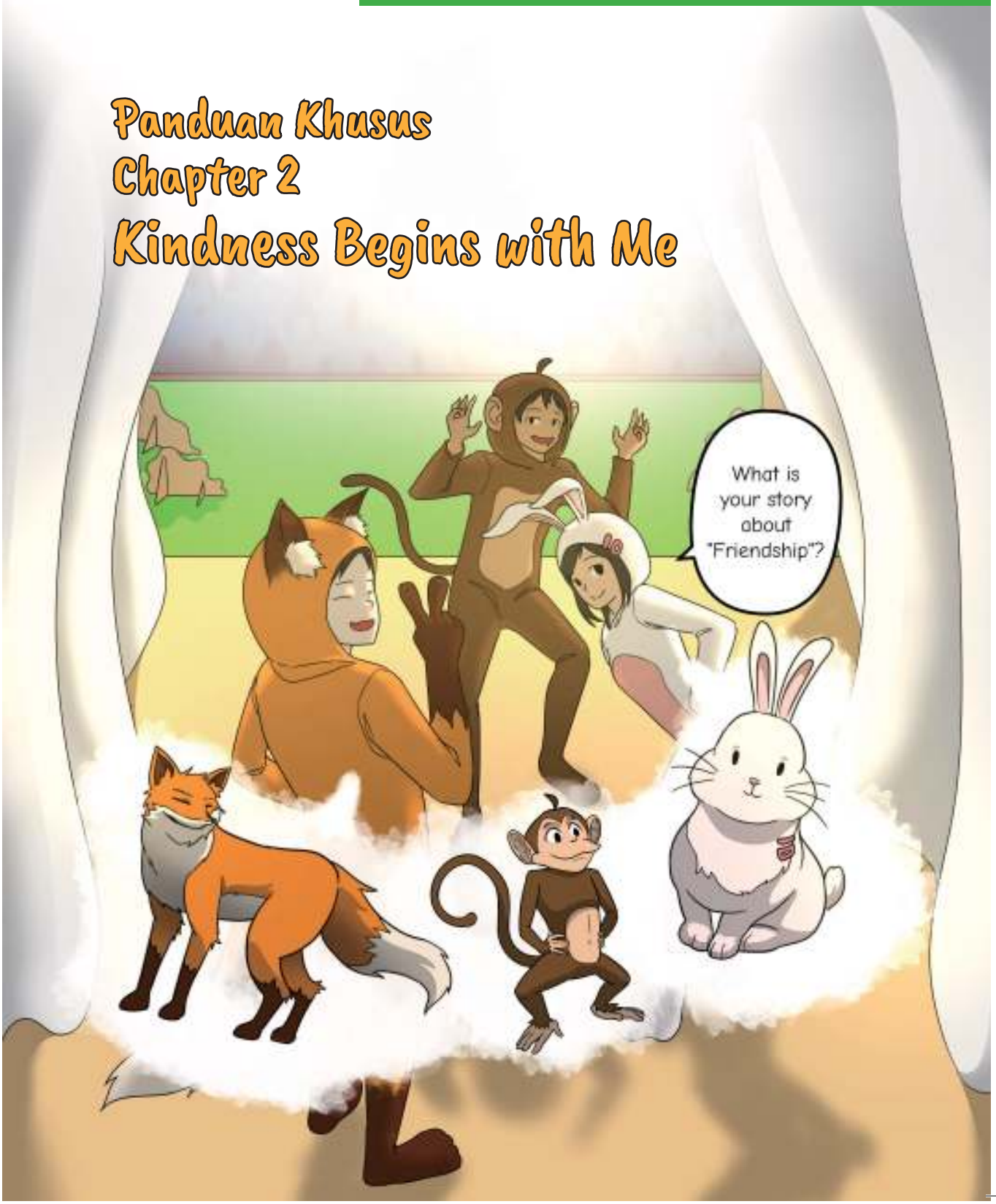
Panduan Khusus
Chapter 2
Kindness Begins with Me



Chapter 2
Kindness Begins with Me

Unit 1. Kindness Towards Differences

Unit 2. Kindness and Happiness

Unit 3. Kindness and Friendship

Learning objectives

Upon completion of Chapter 2, the students should be able to:

1. connect and sequence events in an imaginative story;
2. explain characters' actions, feelings, and behavior in an imaginative story; and
3. retell and rewrite an imaginative story.

Pendahuluan

1. Guru mengulas kembali materi pada Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan bahasa Indonesia pada bagian-bagian penting dalam Chapter 1.

   Bahasa guru

   "Good morning, everyone. Welcome back to our English lesson. In Chapter 1 we learned a lot about how to talk about past activities, how to sequence the activities and how to add details to the main activities."

2. Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam chapter ini. Nama-nama karakter pada cerita yang ada tidak perlu diterjemahkan ke dalam Bahasa Inggris.

   Bahasa guru

   "Today we come to a new chapter, Chapter 2, with a new topic. The topic is 'Kindness Begins with Me'."

   "In this chapter, we will talk about characters' feelings, traits and behavior in stories. The characters in the stories are many different

animals, so the stories are not real or imaginative."

"We can also call these stories 'cerita rakyat'. In English we say 'folk stories'. Folk stories are traditional stories. They are told again and again from our great grandparents to our grandparents and to our parents and finally to us. They are usually about good and bad characters. Most of the time we can learn something from reading a folk story. What we learn is the moral value of the story."

Unit 1. Kindness Towards Differences

Section 1 – Say What You Know

Instruksi pada Buku Siswa

1. Look at the pictures in Picture 2.1. What do you know about these stories?
2. What other stories do you know?
3. What is your favorite story?

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati Gambar 2.1

   Bahasa guru

   "Let's have a look at Picture 2.1 about stories from around the world."

2. Guru bertanya kepada peserta didik apakah mengenal karakter-karakter yang ada pada Gambar 2.1.

   Bahasa guru

   "Do you know these characters in this picture?"

   "Can you tell me their names?"

3. Guru kemudian menanyakan ke peserta didik apakah mereka mengetahui judul dan isi dari beberapa contoh cerita rakyat yang ada di Gambar 2.1.

Bahasa guru

"Do you know these stories in this picture?"

"Which one is your favorite story?"

4. Guru meminta peserta didik untuk menjawab beberapa pertanyaan sederhana terkait dengan karakter dan cerita rakyat yang ada dalam Gambar Cover Bab dan Gambar 2.1.

   Bahasa guru

   "Are the characters in the first picture in Picture 2.1 in these stories? Which ones?"

   "Are these stories real? Why/Why not?"

5. Guru menjelaskan dengan singkat jenis teks cerita pada Gambar 2.1 beserta tujuannya.

   Bahasa guru

   "Picture 2.1 shows you several examples of 'cerita rakyat'. As I said before, 'cerita rakyat' can also be called 'folk stories' in English. Most of the time, they are not real with imaginative characters, such as animals who can speak. These stories are told to us from the time of our great great grandparents."

6. Tujuan dari diskusi ini adalah agar peserta didik dapat memahami makna pengisahan suatu cerita khayalan, dongeng atau cerita rakyat beserta nilai moralnya.

Diagnostic Assessment Rubric

Date: _____ Class: _____ Chapter/Unit: _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
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30.				
31.				
32.				
33.				
34.				
35.				

Comment:

_____

_____

_____

_____

_____

Section 2 – Viewing

Instruksi pada Buku Siswa

a. Listen to Audio 2.1. Monita and Galang are talking about a story. Listen and identify the title of the story.

Audio 2.1 Script

Galang : Hi, Monita. What are you doing?

Monita : Oh hi, Galang. I'm listening to a story. The title is **'The Ugly Duckling'**. It's an assignment from Ibu Ida. Remember?

Galang : My goodness! I almost forgot about it. Can we listen to it together?

Monita : Sure thing. I'll use the loudspeaker then.

Instruksi untuk guru

1. Guru memperdengarkan Audio 2.1 mengenai Monita dan Galang yang sedang berbincang-bincang tentang sebuah cerita.

   Bahasa guru

   "Do you remember these two students? Yes, they are Monita and Galang. They are classmates. Look at what Monita is holding in her hands and what she is having in her ears."

   "She is holding her cellphone with a headset in her ears. It seems that she is listening to something interesting. We will now try to find out what she is listening to."

2. Guru memperdengarkan Audio 2.1. Guru meminta peserta didik membaca dan menyimak percakapan pada audio tersebut, serta melengkapi judul cerita yang didengar oleh Galang dan Monita.

   Bahasa guru

   "Listen to the conversation between Galang and Monita."

   "They are talking about an assignment from their teacher, Ibu Ida, to listen to a story."

   "While listening to the audio, you can read the conversation. You can see that there is a gap in the conversation. Try to complete the gap with the title of the story."

   "I will play the audio several times."

   (two times or more if the students need it)."

3. Guru membahas isi percakapan bersama peserta didik dengan menekankan pada kata-kata kunci.

   Bahasa guru

   "Where are Galang and Monita?"

   "What is Monita listening to?"

   "Why is she listening to it?"

   "Did Galang remember about it at first?"

   "What are they going to do next?"

4. Setelah peserta didik memahami isi percakapan di Audio 2.1, guru dapat membahas jawaban bersama peserta didik.

Instruksi pada Buku Siswa

b. Work with a classmate and predict the sequence of the story. Give a number on each picture based on your prediction about the story. Number one has been done for you.

Instruksi untuk guru

1. Guru memperlihatkan kelima gambar pada latihan b Section 2. Guru membahas setiap gambar bersama peserta didik dengan menekankan pada kata-kata kunci action verbs di setiap gambar.

   Bahasa guru

   "Look at the pictures in exercise b. Each picture shows you the story characters' activities or actions."

   "Which words show you the activities? In Picture 1, for example, the word is sat. Can you mime this activity? (Teacher can ask a student to do the action of 'sat')."

   "What about in the other pictures?"

2. Guru menjelaskan kepada peserta didik bahwa beberapa dari gambar tersebut akan muncul di cerita 'The Ugly Duckling'. Guru meminta peserta didik untuk memilih gambar yang mungkin muncul dalam cerita tersebut.

   Bahasa guru

   "Some of these pictures will appear in the story entitled The Ugly Duckling. Now, please choose the picture that you think might appear in the story The Ugly Duckling."

Instruksi pada Buku Siswa

c. Listen to Audio 2.2 on the story Part 1. Check your prediction.

Audio 2.2 Script

The Ugly Duckling (Part 1)

Once upon a time on a big farm, a Mother Duck sat on her nest. She had to keep her six eggs warm until they hatched.

At last, the eggs began to crack. One by one, five yellow ducklings came out of the eggs. They shook their wings and said, "Quack, quack." Then, they walked gracefully.

"Look at all of you!" said Mother Duck with joy. "You are all so cute!"

She counted one, two, three, four, five. "Oh, dear! I should have six ducklings!" Mother Duck was worried.

But one large egg was still in the nest. It was a little stubborn. So, Mother Duck sat on her nest again and waited some more.

The next day, the big egg cracked open. A shy duckling came out. He was not yellow! He was gray and bigger than others. But he was weak

and it walked with a funny wobble.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Instruksi untuk guru

1. Guru memperdengarkan Audio 2.2. Guru meminta peserta didik menyimak 'The Ugly Duckling' story serta memeriksa kembali gambar yang telah mereka pilih sebelumnya.

   Bahasa guru

   "Now, listen to audio 2.2 and check whether your prediction is right or not."

2. Guru serta peserta didik memeriksa prediksi cerita.

   Bahasa guru

   "Alright, Which picture appeared after picture number 1 according to the sequence of the story?"

Jawaban Worksheet 2.1

1. A Mother Duck sat on her nest.
2. Five duck eggs cracked and hatched.
3. A Mother Duck counted her ducklings one, two, three, four, five.
4. Mother Duck waited for the last egg to hatch.
5. A gray duckling walked with a funny wobble.

Instruksi pada Buku Siswa

d. Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1. See the **Word Box**.

Instruksi untuk guru

1. Guru dapat mengulas kembali secara singkat mengenai *Past Simple Tense* dan penggunaannya dalam menggambarkan kegiatan lampau *(past activities)*.

   Bahasa guru

begin (base form)/began (past form): mulai
hatch (base form)/hatched (past form): menetas
shake (base form)/shook (past form): menggoyangkan
wait (base form)/waited (past form): menunggu
wobble (base form)/wobbled (past form): berjalan gemetar dan tidak stabil

wings: sayap	gracefully: dengan anggunnya
shy: malu-malu	once upon a time: pada suatu hari
warm: hangat	at last: akhirnya

"Do you still remember about sharing past activities in Unit 1?"

"Which verb form do we have to use when talking about past activities?"

"We use past tense forms."

"We use 'went' not 'go'."

"We use 'stayed' not 'stay'."

"We use 'visited' not 'visit'."

2. Guru memperdengarkan kembali Audio 2.2. Guru meminta peserta didik menyimak kembali dan membaca cerita 'The Ugly Duckling', dan menulikan kata kerja yang benar dalam bentuk *past tense* di buku catatan.

   Bahasa guru

   "In stories, we also use the same past tense forms. Now, listen again and read the Ugly Duckling story."

   "Write down the past tense verbs to complete the story."

3. Guru dapat membahas jawaban bersama peserta didik. Kosakata bantuan dapat dilihat di Word Box.

Jawaban Worksheet 2.2

1. Once upon a time on a big farm, a Mother Duck sit/**sat** on her nest. She had to keep her six eggs warm until they **hatched**/hatch.

2. At last, the eggs begin/**began** to crack. One by one, five yellow ducklings **came**/come out of the eggs. They shake/**shook** their wings and said, "Quack, quack." Then, they **walked**/walk **gracefully**.

3. "Look at all of you!" say/**said** Mother Duck with **joy**. "You are all so cute!"

4. She count/**counted** one, two, three, four, five. "Oh, dear! I should have six ducklings!" Mother Duck is/**was worried**.

5. But one large egg was still in the nest. It **was**/is **a little stubborn**. So, Mother Duck **sat**/sit on her nest again and wait/**waited** some more.

6. The next day, the big egg crack/**cracked** open. A **shy** duckling come/**came** out. He was not yellow! He was gray and bigger than others. But he was weak and it walk/**walked** with a **funny** wobble.

Instruksi pada Buku Siswa

e. Work with a classmate. Talk about Mother Duck's feelings based on the story Part 1.

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk mendiskusikan berbagai perasaan yang dialami oleh *Mother Duck* kemudian menuliskannya di buku catatan masing-masing. Hal ini berfungsi sebagai pengantar topik bahasan pada unit selanjutnya.

   Bahasa guru

"Besides the activities the characters did, a story also shares their feelings."

"Work with a classmate and try to underline the word(s) that tell you Mother Duck's feelings."

2. Guru membahas bersama peserta didik berbagai perasaan yang dialami oleh Mother Duck.

   Bahasa guru

   "Alright, how was Mother Duck?"

   "Mother Duck was happy to see his eggs hatched. But she was worried when she saw one egg did not hatch at the same time as the other eggs."

Section 3 – Listening

Instruksi pada Buku Siswa

a. Work with a classmate. Circle three pictures that will happen in Part 2.

Instruksi untuk guru

1. Guru memperlihatkan kelima gambar pada latihan a Section 3. Guru membahas setiap gambar bersama peserta didik dan kembali menekankan pembahasan pada kata-kata kunci *action verbs* dalam bentuk *past tense*.

   Bahasa guru

"Look at the pictures in exercise b. Each picture shows you the characters' activities or actions in the story part 2."

"Can you tell the class again which words show you the activities?"

"In Picture 1, for example, the word is walked. Can you mime this activity? (Teacher can ask a student to do the action of 'walk')."

"What about in the other pictures?"

2. Guru menjelaskan kepada peserta didik bahwa beberapa dari gambar tersebut akan muncul di cerita 'The Ugly Duckling' Part 2. Guru meminta peserta didik untuk memilih gambar yang mungkin muncul dalam cerita.

   Bahasa guru

   "Some of these pictures will appear in the story entitled 'The Ugly Duckling'."

   "Now, please choose the picture that you think might appear in the story 'The Ugly Duckling' Part 2."

3. Guru dapat menanyakan alasan atas pilihan gambar peserta didik.

   Bahasa guru

   "Why did you choose those picture(s)?"

Instruksi pada Buku Siswa

b. Listen to Audio 2.3 on the story Part 2. Check your prediction.

Audio 2.3 Script

The Ugly Duckling (Part 2)

Each yellow duckling jumped into the river and swam behind Mother Duck. The Ugly Duckling jumped in and started to paddle, too. "I can swim, Mother!" said the Ugly Duckling. He was proud.

After swimming, the yellow ducklings started to play. They jumped and splashed in muddy puddles. They shook their muddy wings and they laughed and laughed. The Ugly Duckling tried to play with his brothers and sisters, too. "I can jump and shake my wings!" exclaimed the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"

The Ugly Duckling walked with his head down. He was sad.

The Ugly Duckling went to his mum and said, "Mom, they don't want to play with me. Am I too ugly?"

"You're different. You are not yellow but gray and brave." Mother Duck tried to calm him down. But, he was not very pleased to hear it.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Instruksi untuk guru

1. Guru memperdengarkan Audio 2.3. Guru meminta peserta didik menyimak bagian kedua dari The Ugly Duckling story serta memeriksa kembali gambar yang telah mereka pilih sebelumnya.

   Bahasa guru

   "We have listened to Part 1 of the story in Audio 2.1, right? And you have predicted what is going to happen in Part 2 with your friend. Now, let's listen to Part 2 of the story in Audio 2.3 and check whether your prediction is right or not."

2. Guru serta peserta didik memeriksa prediksi cerita.

   Bahasa guru

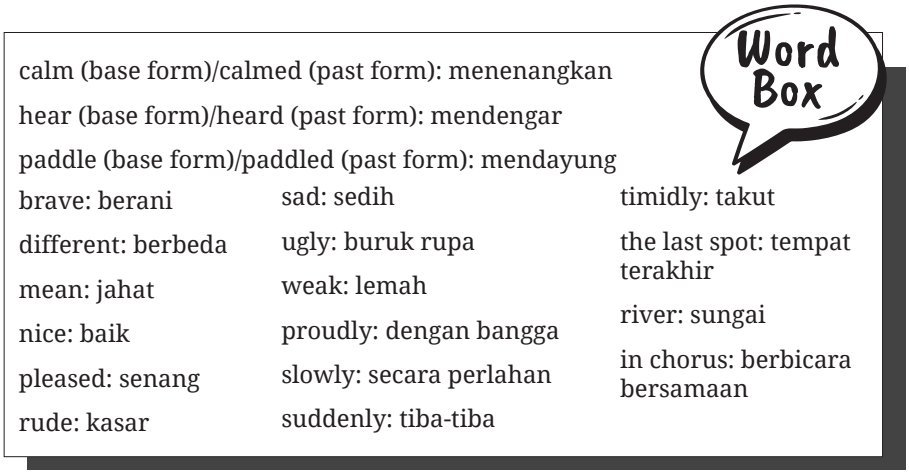
   "How is your prediction? Did you get it right? What are the pictures that appear in the second part of the story?"

Jawaban Worksheet 2.3

1. The Mother Duck and the yellow duckling walked to the river without the gray duckling.
2. The Mother Duck was angry with the yellow ducklings.
4. The yellow ducks and the gray duck swam in the river.

Instruksi pada Buku Siswa

c. Listen again to Audio 2.3 on the story Part 2. Circle the correct underlined verbs in Worksheet 2.4. See the **Word Box**.



Instruksi untuk guru

1. Guru dapat mengulas kembali secara singkat mengenai *Past Simple Tense* dan penggunaannya dalam menggambarkan kegiatan lampau (*past activities*).

2. Guru memperdengarkan kembali Audio 2.3. Guru meminta peserta didik menyimak dan membaca cerita 'The Ugly Duckling Part 2', dan melingkari kata kerja yang benar dalam bentuk *past tense*.

   Bahasa guru

   "Let's listen again to Audio 2.3. Please listen and read the story of 'The Ugly Duckling Part 2'."

   "If you are done, please circle the Past SImple Tense verbs that appear on the audio."

3. Guru dapat membahas jawaban bersama peserta didik. Kosa kata bantuan dapat dilihat di **Word Box**.

   Bahasa guru

   "Have you done it? Let's discuss the answer. To know the meaning of the words, you can look at the Word box. Who wants to go first?"

   "Do you still remember about sharing past activities in Unit 1?"

   "Which verb form do we have to use when talking about past activities? We use past tense forms. We use 'went' not 'go'. We use 'stayed' not 'stay'. We use 'visited' not 'visit'."

   "In stories, we also use the same past tense forms."

   "Now, listen again and read the Ugly Duckling story."

   "Underline or circle the past tense verbs to complete the story."

Jawaban Worksheet 2.4

1. Each yellow duckling **jumped**/jump into the river and swam behind Mother Duck. The Ugly Duckling jumped in and start/**started** to

paddle, too. “I can swim, Mother!” said the Ugly Duckling. He was **proud**.

2. After swimming, the yellow ducklings started to play. They jumped and splash/**splashed** in muddy puddles. They shook their muddy wings and they laughed and laughed. The Ugly Duckling **tried**/try to play with his brothers and sisters, too. “I can jump and shake my wings!” **exclaimed**/exclaim the Ugly Duckling. He was so **happy**. But, the yellow ducklings yelled, “Go away!”
3. The Ugly Duckling walk/**walked** with his head down. He was **sad**.
4. The Ugly Duckling **went**/go to his mum and said, “Mom, they don’t want to play with me. Am I too ugly?”
5. “You’re different. You are not yellow but gray and brave.” Mother Duck tried to calm him down. But, he **was**/is not very **pleased** to hear it.

Instruksi pada Buku Siswa

d. Work with a classmate. Talk about the Ugly Duckling’s feelings based on the story Part 2.

Instruksi untuk guru

Pada cerita bagian kedua ini, guru meminta peserta didik untuk menuliskan kata-kata yang menggambarkan perasaan ‘The Ugly Duckling’ pada buku catatan peserta didik. Kata-kata ini akan digunakan oleh peserta didik dan temannya untuk menceritakan kembali apa yang terjadi pada ‘Ugly Duckling’. Penggunaan Bahasa Indonesia

diperbolehkan.

Bahasa guru

"Do you remember the words that tell Mother Duck's feelings in the Ugly Duckling story part 1? They are 'with joy' and 'worried'."

"Now can you find and note the words that tell feelings too, but this time they tell the Ugly Duckling's feelings. After you find these words, use them to tell again what happened to the Ugly Duckling in this part of the story."

Contoh Jawaban

The Ugly Duck felt excited to see his brothers and sisters. He then became sad when the yellow ducks treated him differently.

Section 4 – Language Focus

Instruksi pada Buku Siswa

We use past tense verbs to talk about past events in a story. We use these verbs to:

- create actions (shake - **shook**): The yellow ducklings ***shook*** their wings.
- show thinking (think - **thought**): A Mother Duck ***thought*** about her eggs.
- identify something with our senses (see - **saw**): The Mother Duck ***saw*** five yellow ducklings.
- express something (say - **said**): "You are all so cute!", ***said*** the Mother Duck.

- connect information (is/am/are - **was/were**): The Ugly Duckling ***was*** gray and shy.

(Source: Derewianka and Jones, 2016)

Now try to do the following activities about past events in 'The Ugly Duckling story' (Parts 1 and 2).

Instruksi untuk guru

1. Guru menjelaskan *Language Focus* pada Unit 1. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep.

Instruksi pada Buku Siswa

a. Complete the sentences with verbs in past tense forms based on the pictures.

Instruksi untuk guru

Guru meminta peserta didik melengkapi jawaban latihan a tentang penggunaan *Past Simple Tense Verbs* dalam cerita *The Ugly Duckling* berdasarkan gambar yang disediakan.

Bahasa guru

"Can you now please complete the sentences in exercise b with the correct Past Simple tense verbs based on the picture given?"

Jawaban Worksheet 2.5

1. Sat
2. Hatched
3. Shook

4. Cracked
5. Walked
6. Counted

Instruksi pada Buku Siswa

b. Look at the Ugly Duckling story Part 2 again. Circle or highlight all verbs in past tense forms in the story. Use a green pen.

Instruksi untuk guru

Guru meminta peserta didik mencatat seluruh kata kerja dalam bentuk *Past Simple Tense* pada cerita The Ugly Duckling Part 2 dengan menggunakan tinta warna hijau (kalau ada).

Bahasa guru

"Can you find and highlight (or just circle) all the verbs in Past Simple Tense verbs in the Ugly Duckling story Part 2?"

Section 5 – Fun Time: Mime It!

Instruksi pada Buku Siswa

a. What Did the Ducks Do? Mime the actions in the following cards.
b. Follow the instructions.
    1. Ask three of your classmates to play this game.
    2. Copy the cards and shuffle the cards.
    3. Put the cards in a pile up side down.
    4. Pick a card.
    5. Mime the action on the card.

6. Your partners have to ask questions using the past tense forms to the student miming the action.

   Example:

   Did you walk to the pond?

   Did you shake your wings?

7. An extra point is given if they can guess the character who did the action in the story.
8. The student miming the action can also answer the questions.

   Example:

   Yes, I did. I walked to the pond/ No, I didn't. I swam in the pond.

   Yes, I did. I shook my wings/ No, I didn't. I didn't shake my wings.

Instruksi untuk guru

1. Guru menjelaskan instruksi permainan 'Mime It' seperti yang tertera pada Buku Siswa.

2. Guru meminta peserta didik berkelompok yang terdiri dari 3 orang. Setiap peserta d dalam kelompok bergiliran memperagakan action verbs yang tertera pada kartu yang mereka pilih. Peserta didik yang lain diminta untuk menebak kegiatan yang dilakukan oleh kata kerja tersebut dalam bentuk *Past Simple Tense*.

   Bahasa guru

   "Now, we are going to play a game. The name is Mime It! In this game you have to mime or act out the action verb on the card you choose."

   "All of your classmates will try to guess what the action verb is by

asking questions. The action verbs must be in Simple Past tense forms."

Instruksi pada Buku Siswa

c. Here are the cards.

Instruksi untuk guru

Guru memperlihatkan kartu yang akan dipakai.

Bahasa guru

"These are the cards that you have to mime."

Section 6 – Retelling

Instruksi pada Buku Siswa

a. Work in a group of five. Listen to Audio 2.3. Read the script as you listen. Decide which part you want to take in the story.

Table 2.1 The script of The Ugly Duckling

Narrator 1 (Student 1):	The Ugly Duckling followed his brothers and sisters slowly. But, they only stared at him.
Narrator 2 (Student 2):	Suddenly, one of them yelled.
Duckling 1 (Student 3):	You are not like us. You are very ugly and weak!
Ducklings(All Students):	Go away!
Mother Duck (Student 4):	How can you say such a thing? Be nice!
Narrator 1 (Student 1):	Mother Duck was angry.
Mother Duck (Student 4):	Now line up. We will go to the river and swim.
Ducklings (All students):	Quack! Quack! We are swimming in the river.

Narrator 2 (Student 2):	Each yellow duckling jumped in the river and swam behind Mother Duck
The Ugly Duckling (Student 5):	Quack! Quack! I can swim, too, Mother!
Narrator 1 (Student 1):	After swimming, the yellow ducklings started to play. The Ugly Duckling tried to play with his brothers and sisters, too
The Ugly Duckling (Student 5):	Quack! Quack! I can jump and shake my wings!
Narrator 2 (Student 2):	But, the yellow ducklings yelled
Ducklings (All students)	Go away!
Narrator 1 (Student 1):	The Ugly Duckling walked his head down. He was sad.
Narrator 2 (Student 2):	The Ugly Duckling went to his mum and said,
The Ugly Duckling (Student 3):	"Mom, they don't want to play with me. Am I too ugly?"
Mother Duck (Student 4):	"You're different. You are not yellow but gray and brave."

Instruksi untuk guru

1. Guru menjelaskan kepada peserta didik bahwa mereka akan menceritakan kembali 'The Ugly Duckling Part 1'. Guru meminta 5 orang peserta didik untuk membentuk kelompok *readers' theatre*.

   Bahasa guru

   "Today we are going to practice retelling 'The Ugly Duckling Part 2'."

2. Guru menjelaskan bahwa setiap peserta didik dalam satu kelompok akan berbagi peran sebagai Narator 1 dan 2, *Mother Duck*, *The Ugly Duckling,* dan *yellow duckling*.

Bahasa guru

"Before you do it, I need you to make groups of five. Each one of you will play one character from the story. You can be the narrators, Mother Duck, the Ugly Duckling or the yellow ducklings."

3. Guru mengulas kembali secara singkat cerita 'The Ugly Duckling' Part 1 dan 2 dengan menanyakan kepada peserta didik di Part berapakah kedua percakapan pada latihan a terjadi.

   Bahasa guru

   "Have a look at these two conversations at exercise a."

   "Do you remember them? Where are they from? The Ugly Duckling Part 1 or Part 2?"

   "The first conversation is from Part 2 and the second conversation is from Part 1."

4. Guru memperdengarkan Audio 2.3. Peserta didik menyimak kembali 'The Ugly Duckling Part 2' dan memutuskan karakter mana yang akan mereka pilih pada saat menceritakan kembali. Audio 2.3 dapat diperdengarkan beberapa kali untuk memberikan kesempatan kepada peserta didik berlatih pengucapan kata.

   Bahasa guru

   "Now you listen to 'The Ugly Duckling story' part 2 again."

   "You can read the script in exercise while listening. Decide which character you want to do and practice with your group after that. If you want to listen to the story again, I will play it again."

Instruksi pada Buku Siswa

b. Practice to retell the story with your group.

Instruksi untuk guru

Guru meminta peserta didik untuk berlatih dengan grup masing-masing sebelum melakukan latihan pada section berikutnya.

Bahasa guru

"Have you decided which parts that each of you wants to take?"

"Now, practice retelling the story with your group, based on the part you chose before performing it later."

Section 7 – Your Turn: Perform Your Storytelling

Instruksi pada Buku Siswa

a. Use the script from Section 6.

Instruksi untuk guru

Guru meminta peserta didik untuk menggunakan script dari Section 6.

Bahasa guru

"Ok, are you ready to retell the story? Use the script from Section 6."

Instruksi pada Buku Siswa

b. Check the preparation. Put a checklist for each box.

Instruksi untuk guru

Guru meminta peserta didik untuk melakukan persiapan melakukan *storytelling* dengan menggunakan cek list yang disediakan.

Bahasa guru

"Did you already decide which character you want to play? Who are you going to play X? What about you Y? Do you all feel comfortable? Are you confident enough? Let's do it!"

Instruksi pada Buku Siswa

c. Perform your story to the class.

Instruksi untuk guru

Guru meminta peserta didik untuk menampilkan cerita di depan kelas.

Bahasa guru

"It's time for you to perform yourstory to the class. Which group wants to go first?"

Assessment Rubric

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5–Excellent	4–Good	3–Fair	2–Poor	1–Bad
Grammar	Shows an excellent degree of control of simple grammatical forms.	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows poor control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
Vocabulary	Uses a wide range of well-chosen vocabulary.	Uses a good range of relatively well-chosen vocabulary.	Uses an adequate range of vocabulary.	Uses basic vocabulary with some words clearly lacking.	Uses vocabulary that doesn't match the task.
Pronunciation	Pronunciationis excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					

Comment:

_____

_____

_____

_____

_____

Adapted from: https://www.dcs.k12.oh.us/cms

Section 8 – Enrichment

Instruksi pada Buku Siswa

Tell the story to your friends from other classes or schools, or to your family. What's their feeling watching your performance?

Instruksi untuk guru

Guru meminta peserta didik untuk mencoba menceritakan 'The Ugly Duckling' part 2 kepada teman kelasnya yang lain atau kepada anggota keluarga. Peserta didik diharapkan untuk menjelaskan bagaimana reaksi yang mereka dapatkan setelah bercerita.

Bahasa guru

"That was a very good storytelling performance you did. What about retelling the same story to other friends from other classes or schools? Or maybe you want to act it out in front of your brothers, sisters and parents? That should be interesting. You can also tell the class later on how their reactions will be."

Unit 2. Kindness and Happiness

Section 1 – Say What You Know

Instruksi pada Buku Siswa

a. What kind of situation makes you have these feelings?

Instruksi untuk guru

1. Guru menunjukkan Worksheet 2.6 dan bertanya perasaan-perasaan yang ada di dalam lembar kerja. Bila peserta didik belum bisa menggunakan bahasa Inggris untuk menjawab, mereka bisa menggunakan bahasa Indonesia.

   Bahasa guru

   "You are familiar with these feelings, aren't you? Can you tell what situations make you feel happy? You can refer to your experiences."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Let's discuss the answer. Who wants to go first?"

Contoh Jawaban Worksheet 2.6

Feelings	Situations
happy	when I get good news
sad	when I get bad news
worried	when I walk outside at night
scared	when I am staying at home alone
surprised	when I get a present
angry	when somebody lies to me
heartbroken	when my mother does not give me what I want

Instruksi pada Buku Siswa

b. What are your feelings on the Ugly Duckling story?

Instruksi untuk guru

Guru mengulas cerita 'The Ugly Duckling' dan menanyakan perasaan peserta didik terhadap cerita tersebut. Guru dapat menspesifikasikan situasi pada Part 1 dan Part 2.

Bahasa guru

"In the story of 'The Ugly Duckling', the Ugly Duckling did not look like the other ducklings. He looked big and gray, while the other ducklings were small and yellow. That made the other duckling not want to play with the Ugly Duckling."

"What do you feel about the story? What do you feel about the Ugly Duckling?"

Section 2 – Viewing

Instruksi pada Buku Siswa

a. Read the following conversation between Bu Ida and her students.

Instruksi untuk guru

Guru meminta peserta didik membaca percakapan Ibu Ida dengan peserta didiknya di dalam kelasnya.

Bahasa guru

"Read the conversation between Ibu Ida and her students in the classroom."

Instruksi pada Buku Siswa

b. Circle other four animals that you will find in the story.

Instruksi untuk guru

1. Guru melakukan tanya jawab terkait dengan isi percakapan.

   Bahasa guru

   "What did Pipit feel after reading the story in Parts 1 and 2?

   "Did Andre feel the same?"

   "What made Monta angry?"

   "Is the story in Parts 1 and 2 finished yet?"

   "Are the students interested in the ending of the story?"

   "Are you interested to know the ending of the story?"

2. Guru mengajak peserta didik menebak empat binatang yang akan ditemui pada bagian akhir cerita.

   Bahasa guru

   "Can you guess what three animals that you will find in the story are? Circle the three animals on Worksheet 2.7."

Jawaban Worksheet 2.7

1. cow
2. dog
3. chickens
4. swans

Did You Know ?

5 Facts about Ducks

- All ducks have highly waterproof feathers. They can swim all day but stay dry.
- Ducklings always swim and walk as a group and always stay close to their mother to avoid predators' attack.
- Ducks are birds, but they are normally found in places where there is water like ponds, streams, and rivers.
- Ducks will lay more eggs with more daylight.
- Duck eggs normally will hatch within 28 days.

Adapted from:FOUR PAWS International (https://www.four-paws.org/campaigns-topics/topics/farm-animals/10-facts-about-ducks)

Instruksi untuk guru

Guru dapat menjelaskan bagian ini dengan Bahasa Indonesia mengenai beberapa fakta menarik tentang 'ducks'.

Section 3 – Reading

Instruksi pada Buku Siswa

a. Read the final part of 'The Ugly Duckling' story. See the **Word Box**.

Word Box

care (base form)/cared (past form): peduli
exclaim (base form)/exclaimed (past form): berseru
greet (base form)/greeted (past form): menyapa
land (base form)/landed (past form): mendarat
sniff (base form)/sniffed (past form): mengendus

grown-up: dewasa	tired: lelah
honest: jujur	politely: dengan sopan
hungry: lapar	pond: kolam
nervous: gelisah	reflection: bayangan
shame: malu	

The Ugly Duckling (Part 3)

That night, the Ugly Duckling flew away. He landed on the other side of the river.

There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other. (Line 5)

The Ugly Duckling walked with his head down in shame. He was sad.

The next morning, the Ugly Duckling flew away. He landed on a farm.

Suddenly, a big hungry dog came. The dog chased the Ugly Duckling. "Woof! Woof!" The Ugly Duckling was scared.

The dog sniffed and sniffed at him, then turned away.

"I am too ugly even for the big hungry dog to want," said the Ugly Duckling. He felt heartbroken. (Line 10)

The Ugly Duckling was very tired.

But, he flew and flew till he found another farm. There he met a cow.

"Can I please stay here?" asked the Ugly Duckling nicely.

"Why do I care?" replied the rude cow. She then yelled, "Moo! Go away!"

Once again, the Ugly Duckling walked away with his head down. He felt heartbroken. (Line 15)

As time passed, the Ugly Duckling grew up.

He flew and flew till finally he found a clear pond. He saw some big white birds swimming in the pond.

"Wow, they are very beautiful!" he thought, "but I'm too ugly to be their friend."

"Hi," greeted the Ugly Duckling. The beautiful white birds looked at him. It made the Ugly Duckling feel nervous.

Suddenly, the biggest white bird exclaimed, "Hey, look, we have another swan here!" (Line 20)

"No ... No ... I'm not. I'm an ugly duckling," said the Ugly Duckling. He shook his head.

The beautiful white swans smiled and said, "Look at yourself in the water and tell us."

The Ugly Duckling saw a reflection in the water.

He was surprised.

"I am a swan just like you all!" (Line 25)

"See, we are being honest with you," said the other swans. They then became friends and lived happily together.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Instruksi untuk guru

1. Guru meminta peserta didik membaca teks 'The Ugly Duckling' Part 3 dalam hati. Kosakata bantuan dapat dilihat di Word Box.

   Bahasa guru

   "Read the ending of the story The Ugly Duckling. You can see the Word Box if you find difficult words."

2. Guru meminta peserta didik untuk membaca dengan keras. Guru dapat memberikan contoh terlebih dahulu.

   Bahasa guru

   "Students, you have read by heart. Now, let's read it aloud. Who would like to try? Listen and repeat after me."

3. Guru melakukan tanya jawab terkait dengan isi teks.

   Bahasa guru

   "When did the Ugly Duckling go from the farm?"

   "What animals did he meet?"

   "Were they nice to the Ugly Duckling? Why?"

   "What did the Ugly Duckling feel when seeing big white birds?"

   "What surprised the Ugly Duckling?"

Instruksi pada Buku Siswa

b. Which statements are true based on the story? Number one has been done for you.

Instruksi untuk guru

1. Guru meminta peserta didik memilih pernyataan yang benar berdasarkan teks.

   Bahasa guru

   "Read the sentences on Worksheet 2.8. Find out which sentences are true based on the text."

2. Guru dan peserta didik membahas jawaban. Guru memastikan peserta didik tidak hanya mengisi dengan benar tetapi memahami isi cerita dengan tanya jawab.

   Bahasa guru

   "Let's discuss your answers."

Jawaban Worksheet 2.8

1. True
2. False
3. False
4. False
5. False
6. True
7. False
8. True

Instruksi pada Buku Siswa

c. Your Turn: Read the story again. Do the instructions.

Instruksi untuk guru

1. Guru meminta peserta didik melakukan sesuai perintah dalam latihan c.

   Bahasa guru

2. Guru dan peserta didik membahas jawaban. Guru memastikan peserta didik tidak hanya mengisi dengan benar tetapi memahami isi cerita dengan tanya jawab.

   Bahasa guru

   "Let's discuss your answers."

Jawaban Worksheet 2.9

1. "Can I please stay here?" asked the Ugly Duckling politely.

2. The dog chased the Ugly Duckling. “Woof! Woof!” The dog sniffed and sniffed at him, then turned away.
3. Two farms
4. A cow
5. “Look at yourself in the water and tell us”.

Penilaian: 10 poin untuk setiap jawaban benar.

Section 4 – Language Focus: Describing Feelings

Instruksi dalam Buku Siswa:

Showing Feelings in a Story

A story contains relationships between characters. One way to show the relationships is by using such expressions as ‘pleased’, ‘angry’, ‘worried’, and ‘sorry’. These expressions are called **adjectives**. They **share the characters’ feelings** in story worlds.

Using adjectives can help your reader know more about the characters’ feelings in the story. For example, they showed that the Mother Duck felt worried or the Ugly Duckling was sad.

Adjectives can come after ‘to be’. The Adjectives come after the past tense forms of ‘to be’, ‘was’ and ‘were’ because we mainly use past tense in narrating a story. Look at the following examples:

- The Ugly Duckling *was* **sad**. Nobody wanted to be his friend (sharing the Ugly Duckling’s feeling sad).

- The yellow ducklings *were* not **happy** to see the Ugly Duckling (sharing the yellow ducklings' feeling unhappy).

The Adjectives can also come after some other 'verbs'. The most common verbs are 'feel' and 'become'. These verbs should also be in their past tense forms: 'felt' (past tense of 'feel'), and 'became' (past tense of 'become').

- The Ugly Duckling *felt* **heartbroken** (sharing the Ugly Duckling's feeling heartbroken).
- Mother Duck *became* **worried** about the Ugly Duckling (sharing Mother Duck's feeling worried).
- The Ugly Duckling *became* **happy** to live with the white swans (sharing the Ugly Duckling's feeling happy).

Now try to do the following activities about sharing feelings with Adjectives in the Ugly Duckling story (Parts 1 - 3).

Instruksi untuk guru

Guru menjelaskan *Language Focus* pada Unit 2. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Instruksi pada Buku Siswa

a. What did the characters in the story feel? Work with a classmate and use an Adjective to complete the characters' feelings. Number one has been done for you.

Instruksi untuk guru

Guru meminta peserta didik melengkapi jawaban tentang perasaan

yang dialami berbagai karakter dalam cerita The Ugly Duckling.

Bahasa guru

"Find out the characters' feelings in each part of the story."

Jawaban Worksheet 2.10

Part 1

1. She felt happy.
2. They were proud/boastful.
3. She became worried.
4. He was happy.

Part 2

1. They were annoyed.
2. She became angry.
3. He felt sad/heartbroken.
4. He did not feel happy/pleased.

Part 3

1. They felt annoyed.
2. He was scared.
3. He felt nervous.

Instruksi pada Buku Siswa

b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all Adjectives that show or share feelings of the characters in the story. Use a red pen.

Instruksi untuk guru

Guru meminta peserta didik membaca kembali cerita The Ugly Duckling dari Parts 1-3. Guru meminta peserta didik melingkari atau menggarisbawahi semua kata sifat dalam cerita tersebut dengan pena warna merah bila memungkinkan. Bila tidak memungkinkan bisa menggunakan warna lain.

Bahasa guru

"Go to the story of The Ugly Duckling on Parts 1-3. Circle all adjectives in the story."

Section 5 – Language Focus

Instruksi pada Buku Siswa

In a story, you often find that some sentences are written between quotations ("___"). These quotations show that the characters in the story are speaking or direct speech.

The sentences between the quotations tell you that in this part of the story the Ugly Duckling was speaking to the chickens, and the chickens were responding to the ugly Duckling's question.

Instruksi untuk guru

Guru memberi penjelasan tentang quotation marks atau tanda petik. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep tanda petik dalam kalimat langsung.

Bahasa guru

"A story often contains some sentences that are written between quotations ("___")."

"These quotations show that the characters in the story are speaking."

"For example, the sentences between the quotations tell you that the Ugly Duckling was speaking to the chickens, and the chickens were responding to the ugly Duckling's question."

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other.

Instruksi pada Buku Siswa

a. Read the following excerpt from The Ugly Duckling story Part 3.

Instruksi untuk guru

Guru meminta peserta didik membaca potongan cerita 'The Ugly Duckling Part 3'.

Bahasa guru

"I will read the sentences between the quotation marks. Repeat after me."

"Now, with your friends take turns to read the sentences. You can use your gestures and facial expressions when saying the sentences."

Instruksi pada Buku Siswa

b. Read again the Ugly Duckling story Part 3. Underline all sentences between quotation marks. Try to act on those sentences with your classmates.

Instruksi untuk guru

Guru meminta peserta didik membaca kembali 'The Ugly Duckling Part 3' dan menggaris bawahi kalimat-kalimat yang memuat tanda petik.

Bahasa guru

"Go to the story of The Ugly Duckling Part 3. Underline all sentences between quotation marks."

Instruksi pada Buku Siswa

c. Practice saying the quotations with your classmates.

Instruksi untuk guru

Guru meminta peserta didik memperagakan kalimat-kalimat dalam tanda petik.

Bahasa guru

"Make a group of five. Each member plays one character. Read the sentences that the characters say in the story Part 3."

Section 6 – Fun Time

Instruksi pada Buku Siswa

What is the ending of the story?

a. In a group of four, choose one of the endings that suits the story. Circle number 1, 2, 3, or 4.

Instruksi untuk guru

1. Guru meminta peserta didik membaca percakapan Pipit, Galang,

dan Monita. Guru bertanya jawab tentang isi percakapan.

Bahasa guru

"Read the conversation. What does Pipit feel about the story? Who feels the same with Pipit? Why does Monita feel different from the others?"

"What are Pipit. Monita, and Galang are going to do after listening to the story?"

2. Guru menjelaskan kepada peserta didik untuk membuat versi akhir cerita 'The Ugly Duckling' sendiri. peserta didik memilih salah satu akhir cerita.

   Bahasa guru

   "You have read the ending of 'The Ugly Duckling'. Now, let's have fun. What is your version of the ending of the story? Choose one of the options."

Instruksi pada Buku Siswa

b. Your group can create your own ending. Draw a picture for the ending of the story.

Instruksi untuk guru

Guru meminta peserta didik membuat ending ceritanya sendiri.

Bahasa guru

"You can also make your own ending. Make a group of three. In your group write the ending of the story in the box."

"After that, draw the ending of the story in your version."

Instruksi pada Buku Siswa

c. Compare the ending of the story in your group with those in the other groups.

Instruksi untuk guru

Guru meminta peserta didik saling memperlihatkan hasil karya kelompoknya dalam menulis akhir cerita dengan versi mereka sendiri.

Bahasa guru

"Share your ending of the story to the class."

Section 7 – Enrichment: Act it Out!

Instruksi pada Buku Siswa

a. Follow the instructions.

1. Ask three of your friends to play this game.
2. Copy the cards and shuffle the cards.
3. Put the cards in an up-side down pile.
4. Write the players' names on the wheel chart.
5. Prepare a pencil.
6. Spin the pencil at the center of the wheel chart.
7. When the pencil stops spinning, see what name the pencil points to.
8. The person with that name should take one card and read the card. That person should do what the card says.
9. Spin the pencil again.

Instruksi untuk guru

Guru meminta peserta didik bermain 'Act it Out!' Peserta didik diminta untuk membuat kelompok yang berisikan tiga orang. Guru menjelaskan cara bermain gamenya.

Bahasa guru

"Let's have fun with Act it Out! Make a group of three. Write each name of the group's members on the wheel. Shuffle the cards. Spin a pencil and see what name the pencil points to. The person with the name takes one card and reads the card. Do what the card tells you."

Instruksi pada Buku Siswa

b. Copy and cut these cards.

Instruksi untuk guru

Guru meminta peserta didik untuk menyalin kartu pada Buku Siswa ke dalam secarik kertas. Kemudian, guru meminta peserta didik untuk menggunting salinan kartu tersebut.

Bahasa guru

"Before playing, take a look at the cards in your book. Now, copy the cards to a piece of paper and cut it."

Instruksi pada Buku Siswa

c. Use this wheel chart.

Instruksi untuk guru

Guru meminta peserta didik untuk menggunakan *wheel chart*.

Unit 3. Kindness and Friendship

Section 1 – Say What You Know

Instruksi pada Buku Siswa

a. Look at these animals. Talk about each animal. Use the clues below.
   1. What is their size? Are they big or small?
   2. What kind of activity can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?
   3. Where do they live? In the forest? In the sea? In a pond?

Instruksi untuk guru

1. Guru menunjukkan beberapa gambar binatang seperti seekor katak, seekor gajah, seekor monyet, seekor beruang, seekor rubah, seekor harimau, dan seekor kelinci.

   Bahasa guru

   "Look at these animals. It's an elephant. It's a fox. It's a tiger. It's a monkey. It's a bear. It's a rabbit. It's a frog. Now repeat after me."

2. Guru membicarakan binatang-binatang tersebut terkait dengan ukurannya (besar atau kecil), kebiasaan dan tempat tinggalnya. Guru memberi penjelasan pada kata "can". Bahasa Indonesia bisa digunakan agar peserta didik dapat memahami konsepnya dengan jelas.

Bahasa guru

"How is the animals' size? Is it big? Is it small?"

"What can the animals do? Can' means ability."

"Can a monkey climb a tree? Can an elephant run fast?"

"Can a frog swim? Can a bear jump?"

"Do they live in the forest?"

"Which animal lives in the sea?"

Instruksi pada Buku Siswa

b. Look at the animals again. Can the animals do these things? Why?

Instruksi untuk guru

Guru meminta peserta didik melihat berbagai gambar binatang dalam berbagai situasi.

Bahasa guru

"Can a rabbit move an elephant?"

"Can a fox win a race with an elephant?"

"Can the fox find the bear?"

"Can a rabbit eat the leaves in tall trees?"

Section 2 - Reading

Instruksi pada Buku Siswa

a. You will read a story about an elephant and his friends. Read the outline of the story and predict the elephant's feeling.

Instruksi untuk guru

Guru memberi tahu jika peserta didik akan membaca sebuah cerita berjudul *An Elephant and His Friends*. Guru juga meminta peserta didik untuk memprediksi dan mendiskusikan akhir cerita dari cerita tersebut.

Bahasa guru

"Now, we are going to read a story with the title 'The Elephant and Friends'. This story is about an elephant that wanted to make friends with other animals. He met some animals, but no one wanted to be his friends."

"Can you guess the ending of the story? Who wants to predict first?"

Instruksi pada Buku Siswa

b. Read a story of an elephant and his friends. See the **Word Box.**

announce (base form)/announced (past form): mengumumkan
gobble (base form)/gobbled (past form): melahap
growl (base form)/growled (past form): menggeram
hide (base form)/hid (past form): bersembunyi
kick (base form)/kicked (past form): tendangan
leap (base form)/leapt (past form): melompat
reply (base form)/replied (past form): menjawab/ jawab
see (base form)/saw (past form): melihat
wander (base form)/wandered (past form): berjalan-jalan
wonder (base form)/wondered (past form): heran/ bertanya-tanya

burrow: liang/ sarang
forest: hutan
matter: masala
news: berita/ kabar
arrogant: sombong
disgruntled: bersungut-sungut
ferocious: ganas
great: besar/ hebat
hefty: kuat
shy: pemalu
sly: licik
upset: jengkel
mind your own business: jangan ikut campur

Elephant and Friends

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

“Will you be my friend?” asked the elephant.

“You are too big. You cannot swing from trees like me,” replied the arrogant monkey.

Next, the elephant met a rabbit.

He asked him to be his friend.

But the shy rabbit said, “You are too big to play in my burrow!”

Then the elephant met a frog.

“Will you be my friend? He asked.

“How can I?” asked the disgruntled frog. “You are too big to leap about like me.”

He met a fox next.

“Will you be my friend?” he asked the fox.

The sly fox said, “Sorry, sir, you are too big. You can’t run as fast as I can.”

The elephant was upset and felt heartbroken.

The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was.

The great bear replied, “There is a tiger in the forest. He’s trying to gobble us all up!”

The animals all ran away to hide.

The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, “Please, Mr. Tiger, do not eat up these poor animals.”

“Mind your own business!” growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick.

The frightened tiger ran for his life.

The elephant went back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, “You are very brave and just the right size to be our friend.”

Source:
Elephant and Friends: Animals Stories: Short Stories (english-for-students.com)

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris. Bahasa guru

  “Okay, let’s read the story together. I will read each sentence first, then

please follow me afterwards."

"Now, what is the story about?"

"What happened in the story?"

- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

  Bahasa guru

  "Okay, let's read the story together. I will read each sentence first, then please follow me afterwards."

  "Let's find the keyword from the sentence we just read. Please underline the word that you think is the keyword in this sentence."

Instruksi pada Buku Siswa

c. Answer the following questions.

Instruksi untuk guru

1. Guru meminta peserta didik menjawab pertanyaan-pertanyaan yang ada pada worksheet 2.12.

   Bahasa guru

   "Now, answer the questions."

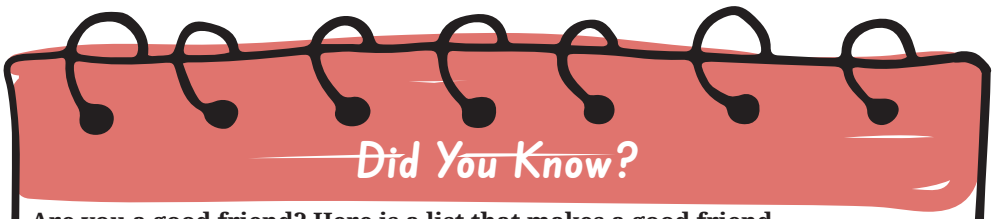
2. Guru serta peserta didik membahas jawaban pada worksheet 2.12.

   Bahasa guru

   "Let's discuss the answers. Who wants to answer the first number?"

Jawaban Worksheet 2.12

1. He wandered to search for friends
2. Five animals
3. They were rude to him.
4. He was sad.
5. They were afraid of the tiger who ate the animals he found.
6. No, he didn't.
7. No, he was not.
8. He gave the tiger a hefty kick.
9. The animals thanked the elephant and became his friends.
10. He felt happy.



Did You Know?

Are you a good friend? Here is a list that makes a good friend.

- A good friend is there for you no matter what, and will always have your back when things get difficult.
- A good friend will comfort you when you are upset or crying.
- A good friend will laugh with you and make you smile.
- A good friend is kind, respectful and listens to you.
- A good friend is trustworthy and willing to tell you the truth, even when it's hard for you to hear.
- A good friend will encourage you to be a better person and inspire you to achieve more in life.
- Most importantly, a good friend is someone that you enjoy talking to and spending time with.
- While most friendships are positive, sometimes we have people who we think are friends, but can make life a little difficult.

Source:

https://www.healthforteens.co.uk/relationships/friendships

Instruksi untuk guru

Guru dapat menjelaskan mengenai beberapa fakta menarik tentang persahabatan dengan Bahasa Indonesia.

Section 3 – Language Focus

Instruksi dalam Buku Siswa:

Describing Characters' Traits and Behavior in a Story

In addition to sharing characters' feelings, Adjectives like 'shy', 'mean', 'honest', 'friendly' or 'rude' can describe the characters' traits and behavior. These Adjectives help your reader understand more about their:

- braveness ('brave', 'shy', 'ferocious')
- capacity ('clever', 'foolish')
- morality ('honest', 'kind', 'friendly', 'mean', 'cruel', 'rude', 'sly', 'arrogant').

The adjectives also come after the past tense forms of 'to be' (was, were) and the past tense forms of some verbs like become (became). See the following examples:

- The Ugly Duckling *was* **shy**.
- The two grown up chickens *were* also **mean** to the Ugly Duckling.
- All the animals in the forest *became* **rude** to the elephant.
- The white swans *were* **friendly** and **honest** with the Ugly Duckling.

Now try to do the following activities about describing the characters'

trait and behavior as well as feelings with Adjectives from the Ugly Duckling story (Parts 1 - 3) and the Elephant and Friends story.

Instruksi untuk guru

1. Guru menjelaskan bahwa pada unit sebelumnya telah dibahas bagaimana *adjectives* atau kata sifat digunakan dalam mengekspresikan perasaan. Pada bagian ini *adjectives* atau kata sifat digunakan untuk menunjukkan karakteristik dan perilaku. Misalnya:

   braveness, bisa menggunakan kata sifat 'brave', 'shy', 'ferocious'.

   capacity, bisa menggunakan kata sifat 'clever', 'foolish'.

   morality, bisa menggunakan kata sifat 'honest', 'kind', 'friendly', 'mean', 'cruel', 'rude', 'sly', 'arrogant'.

2. Guru menjelaskan cara *adjectives* dipakai dalam kalimat.

   Bahasa guru

   "The Adjectives also come after the past tense forms of 'to be' (was, were) and the past tense forms of some verbs like become (became)."

3. Guru menunjukkan contoh.

   Bahasa guru

   "See the following examples:

   - *The Ugly Duckling was shy.*
   - *The two grown up chickens were also mean to the Ugly Duckling.*
   - *All the animals in the forest became rude to the elephant.*
   - *The white swans were friendly and honest with the Ugly Duckling."*

Instruksi dalam Buku Siswa:

a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures? Use past tense forms of 'to be' or 'feel'/'become' with an Adjective.

Instruksi untuk guru

Guru meminta peserta didik untuk melengkapi kalimat berdasarkan gambar yang ditampilkan bersama seorang rekan.

Bahasa guru

"Now, by working in pairs, please, write the characters' traits or behaviors in the following pictures. Use past tense forms of 'to be' or 'feel'/ 'become' with an adjective."

Jawaban Worksheet 2.13

1. The two grown-up chickens were mean.
   The Ugly Duckling felt sad.
2. The cow was rude.
   The Ugly Duckling felt heartbroken.
3. The Ugly Duckling.
   The dog was fierce.
4. The ugly duckling was surprised.
5. The white swans were honest.
   The Ugly Duckling was shy.
6. The white swans and the ugly Duckling were happy.
7. The monkey was arrogant.

The Elephant became sad.

8. The tiger was ferocious.

   The elephant became brave.

Instruksi pada Buku Siswa

b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or share the characters' trait or behavior in the story. Use a blue pen.

Instruksi untuk guru

Guru meminta peserta didik membaca kembali 'The Ugly Duckling' Parts 1 sampai 3. Guru meminta peserta didik melingkari atau menggarisbawahi semua kata sifat yang menunjukkan karakteristik atau perilaku dari setiap karakter dengan menggunakan pena berwarna biru. Bila tidak memiliki warna biru dapat menggunakan warna lain.

Bahasa guru

"Now, let's read the story from part 1 to 3 again. After reading the story, let's circle and underline the traits or behaviors of the characters. Use a blue pen to do it. If you don't have a blue pen, you can use other colors."

Section 4 – Reading

Instruksi pada Buku Siswa

The stories of The Ugly Ducklings and The Elephant and Friends are imaginative stories. These stories are written in a genre of narrative. A narrative is used to entertain readers.

Instruksi untuk guru

1. Guru menjelaskan bahwa cerita yang telah disimak dan dibaca dalam Chapter 2 yang berjudul The Ugly Ducklings dan The Elephant and Friends adalah cerita imajinasi. Cerita imajinasi termasuk ke dalam genre naratif. Cerita naratif bertujuan untuk memberi hiburan kepada pendengar atau pembaca. Terkadang, cerita naratif juga memuat pesan moral.

   Bahasa guru

   "Now you have read and listened to the stories entitled 'The Ugly Duckling' and 'The Elephant and Friends'. Both of the stories are imaginative and we often call it narrative text."

   "The aim of narrative text is to entertain the audience, the listener, or the readers. Also, it sometimes carries a moral value that we can apply to our life."

2. Guru meminta peserta didik memikirkan pesan moral dari cerita The Ugly Duckling dan The Elephant and Friends.

   Bahasa guru

   "Can you think about the moral value of The Ugly Duckling and The Elephant and Friends stories?"

   "What can we infer from the text?"

Instruksi pada Buku Siswa

a. Look at the elements of a story in the following table. They are taken from the Ugly Duckling story Part 1.

Instruksi untuk guru

1. Guru meminta peserta didik mengamati elemen cerita. Contoh yang ditampilkan diambil dari The Ugly Duckling story Part 1.

   Bahasa guru

   "Let's see Table 2.3. This table is talking about the elements of narrative text. As you can see here, there are three elements named orientation, complication, and resolution."

   "In the orientation, it talks about the time, location, and characters in the story."

   "Then, in the compilation, it talks about the problems that happen in the story."

   "Last, the resolution talks about the solution of the problems."

   "You can see the example on this table that talks about the elements of The Ugly Duckling text."

2. Guru dan peserta didik membahas elemen dalam sebuah cerita.

   Bahasa guru

   "Let's see the first elements here."

   "In The Ugly Duckling story, the characters, time, and place were mentioned in the orientation part."

   "The first problem started to happen which was the egg hard to hatch in the compilation part."

   "Then, as the resolution, the mother Duck sat on the egg again and waited."

Table 2.2 The Detail Elements of the Ugly Duckling Story Part 1

Elements	Function	Example	Detail
Orientation	Introducing the **time, location** and **characters** in the story	**Once upon a time on a big farm**, a **Mother Duck** sat on her nest. One by one, **five yellow ducklings** came out of the eggs. The next day, the big egg cracked open. **A shy duckling** came out. He was not yellow! He was **gray** and bigger than others.	Time: **Once upon a time** Location: **on a big farm** **Characters:** A Mother Duck. Five yellow ducklings. A shy gray duckling.
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	But **one large egg** was **still in the nest**. It was a little **stubborn**.	**Problem:** One egg did not hatch. The egg was stubborn.
Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	So, Mother Duck **sat on** her nest again and **waited** some more.	**Solution:** Mother duck sat on the egg again. She waited.

(adapted from Buss & Karnowski, 2000; Derewianka & Jones, 2016)

Instruksi pada Buku Siswa

b. With a classmate, complete the following table with the elements of the Ugly Duckling story Parts 2 and 3.

Instruksi untuk guru

1. Guru meminta peserta didik mengidentifikasi elemen pada cerita The Ugly Duckling story Part 2 dan 3.

Bahasa guru

"Alright, let's identify the elements of the story in the second and the third parts."

2. Guru dan peserta didik membahas hasil identifikasi peserta didik.

   Bahasa guru

   "Let's discuss the answers."

   "Who wants to answer the orientation part?"

   "Well done, you are right. The answer is …."

   "How about the complication part?"

   "Who wants to tell the answer?"

3. Guru meminta peserta didik mengidentifikasi elemen cerita The Elephant and Friends.

   Bahasa guru

   "Alright, you have learned how to identify the elements of a story."

   "Now, let's identify the elements of the story The Elephant and Friends."

4. Guru dan peserta didik membahas hasil identifikasi peserta didik.

   Bahasa guru

   "Let's discuss the answers. Who wants to answer the orientation part?"

   "Well done, you are right. The answer is …."

   "How about the complication part?"

   'Who wants to tell the answer?"

Jawaban Worksheet 2.14

Elements	Function	Example	Detail
Orientation	Introducing the **time, location** and **characters** in the story.	**The Ugly Duckling** followed **the five yellow ducklings** slowly **on the hot sunny day**. "How can you say such a thing?" said **Mother Duck**.	**Time:** on a hot sunny day **Place:** at the farm **Characters:** **the Ugly duckling, five yellow ducklings, Mother Duck**
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	But, they only stared at him. Suddenly, one of them yelled, "You are not like us. You are very ugly and weak!" The others said in chorus, "Go away!" They were rude and mean. The Ugly Duckling tried to play with his brothers and sisters, too. "I can jump and shake my wings!" exclaimed the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"	**Problem:** the yellow ducklings did not want to play with the Ugly Duckling and asked him to go away.
Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	"You're different. You are not yellow but gray and brave." Mother Duck tried to calm him down.	**Resolution:** Mother Duck calmed him down.

Jawaban Worksheet 2.15

Elements	Function	Example	Detail
Orientation	Introducing the **time, location** and **characters** in the story.	That night, the Ugly Duckling flew away. He landed on the other side of the river. There he met two grown-up chickens. The next morning, the Ugly Duckling flew away. He landed on a farm. Suddenly, a big hungry dog came. The Ugly Duckling was very tired. But, he flew and flew till he found another farm. There he met a cow.	**Time:** at night, the next morning, next days **Place:** on the other side of the river, on a farm, a clear pond **Characters**: the Ugly Duckling, two grown-up chickens, a big dog, a cow
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	"Can I please stay here?" asked the Ugly Duckling politely. "Why do we care?" said one of the chickens. "Go away," exclaimed the other. The Ugly Duckling walked with his head down in shame. He was sad. The dog chased the Ugly Duckling. "Woof! Woof!" The Ugly Duckling was scared. The dog sniffed and sniffed at him, then turned away. "I am too ugly even for the big hungry dog to want," said the Ugly Duckling. He felt heartbroken. "Can I please stay here?" asked the Ugly Duckling nicely. "Why do I care?" replied the rude cow. She then yelled, "Moo! Go away!" Once again, the Ugly Duckling walked away with his head down. He felt heartbroken.	**Problem**: **The chickens sent him away** the dog turned away from him the cow sent him away

Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	As time passed, the Ugly Duckling grew up. He flew and flew till finally he found a clear pond. He saw some big white birds swimming in the pond. “Wow, they are very beautiful!” he thought, “but I’m too ugly to be their friend. “Hi,” greeted the Ugly Duckling. The beautiful white birds looked at him. It made the Ugly Duckling feel nervous. Suddenly, the biggest white bird exclaimed, “Hey, look, we have another swan here!” “No. No, I’m not. I’m an ugly duckling”, said the Ugly Duckling. He shook his head. The beautiful white swans smiled and said, “Look at yourself in the water and tell us.” The Ugly Duckling saw a reflection in the water. He was surprised.	**Resolution:** The Ugly Duckling met big white birds who told him a beautiful swan

Section 5 – Your Turn: Writing

Instruksi pada Buku Siswa

a. Read the story of Elephant and Friends again. Identify the elements of the story. Underline or highlight the story's Orientation, Complication, and Resolution.

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk kembali membaca the story of Elephant and Friends.

   Bahasa guru

   "Read the story of Elephant and Friends again."

2. Guru menginstruksikan peserta didik untuk mengidentifikasi *the Orientation, Complication, and Resolution of the story of Elephant and Friends.*

   Bahasa guru

   "Identify the Orientation, Complication, and Resolution of the story of Elephant and Friends by filling in the Worksheet 2.16."

3. Guru serta peserta didik membahas hasil identifikasi *the Orientation, Complication and Resolution of the story of Elephant and Friends.*

   Bahasa guru

   "Let's discuss the elements of the story."

   "Please mention the examples of the orientation part."

Jawaban Worksheet 2.16

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story.	One day an elephant wandered into a forest in search of friends.	Time: One day Place: in a forest Characters: elephant.
Complication	Showing the conflict(s) or problem(s) in the story.	He saw a monkey on a tree. “Will you be my friend?" asked the elephant. “You are too big. You cannot swing from trees like me," replied the arrogant monkey, Next, the elephant met a rabbit. He asked him to be his friend. But the shy rabbit said, “You are too big to play in my burrow!" Then the elephant met a frog. “Will you be my friend? He asked. “How can I?" asked the disgruntled frog. “You are too big to leap about like me." He met a fox next. “Will you be my friend?" he asked the fox. The sly fox said, “Sorry, sir, you are too big. You can’t run as fast as I can." The elephant was upset and felt heartbroken. Meanwhile, the tiger kept eating up whoever he could find.	the monkey, rabbit, frog, and fox did not want to be his friend a tiger ate animals in the forest

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	The elephant walked up to the tiger and said, “Please, Mr. Tiger, do not eat up these poor animals." “Mind your own business!" growled the ferocious tiger. The elephant had no choice but to give the tiger a hefty kick. The frightened tiger ran for his life. The elephant went back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, “You are very brave and just the right size to be our friend."	Resolution: The elephant fought the tiger and the animals in the forest became his friends.

Instruksi pada Buku Siswa

b. In a group, you are going to write a story similar to The Elephant and Friends. Change the orientation and the complications and write on Worksheet 2.17.

Orientation

- Decide the setting and characters.
- What problems does the character have?

Complication and Resolution

- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
- Plan who is going to speak in direct speech.

Instruksi untuk guru

1. Guru menjelaskan kegiatan yang harus dilakukan oleh peserta didik dalam section ini. Guru meminta peserta didik untuk membuat kelompok.

2. Guru meminta peserta didik untuk membuat cerita sesuai dengan cerita "The Elephant and Friends" tetapi dengan mengganti bagian orientasi dan puncak masalah.

   Bahasa guru

   "Today, you should make a story that is similar to the story entitled 'The Elephant and Friends'. Before you write the story, you should

decide the settings and characters. Then, you should think about the problem that the characters would face as well as the solution of that problem. After that, please think about which characters you would like to directly speak with quotations."

Instruksi pada Buku Siswa

c. Write your group's story.

Instruksi untuk guru

Guru meminta peserta didik untuk menuliskan cerita yang telah dirancang sebelumnya.

Bahasa guru

"Now, you have to write your story based on Worksheet 2.17."

Jawaban Worksheet 2.18

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Rubrics for Assessment

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan siswa di sekolah masing-masing.

4	Student text meets the criterion as described in the rubric, at the highest level.
3	Student text shows strong evidence of a criterion as described in the rubric, but not at the top standard.
2	Student text shows evidence of a criterion as described in the rubric, but it is weak
1	Student text shows little or no evidence of a criterion as described in the rubric.

Student's name: _____ Class: _____

Generic structure: Recount					
1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
2.	The middle part contains records of events chronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the significance of the event	1	2	3	4
Content					
4.	The text uses vocabularies relevant to the idea of the text.	1	2	3	4
Communication					
5.	The text uses past tense and time connectives (connectors).	1	2	3	4

Written features					
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4
$Total\ Score = \frac{Sum\ of\ score}{32}$					

Notes:

_____

_____

_____

_____

_____

Section 6 – Enrichment

Instruksi pada Buku Siswa

a. Share your story on your social media account.

b. Invite your friends to comment on your story.

Instruksi untuk guru

Guru meminta peserta didik memposting cerita mereka ke akun sosial media. Guru juga dapat meminta peserta didik untuk memberikan komentar terhadap cerita teman-teman mereka.

Bahasa guru

"How is the story making? Is it fun? Now, after you finish making the story, let's share it on your social media account. Don't forget to invite your friends to comment on your story."

Assessment Rubrics

Student's name: _____ Class: _____

Focus	Very good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text Structure				
Accuracy				
Vocabulary				
Mechanics				
Total				
Notes: _____ _____ _____ _____ _____				

Reflection

Instruksi pada Buku Siswa

Think about your learning, then fill out the following sheet.

Instruksi untuk guru

1. Guru meminta peserta didik melakukan refleksi atas pembelajaran yang telah dilakukan.

   Bahasa guru

   "To reflect on the learning, please work on the learning reflection sheet."

2. Guru membahas hasil refleksi peserta didik terutama terkait dengan pembahasan yang memerlukan perhatian.

Remedial

1. Guru melakukan analisa dari hasil pembahasan refleksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan independent remedial learning.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! **2 – I did OK!** **3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	**Rating**	**Notes**
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	**Rating**	**Notes**
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1340466cm

KUNCI JAWABAN PROGRESS CHECK 1

Bagian I – Jakarta's Old City Tour

No.	√ / X	Statements
	√	Last holiday, Made and his team had a tour to Jakarta's Old City.
1.	X	Having Jakarta's Old City Tour was Made and his team's main purpose.
2.	√	Made and his team took two types of mass transportation to reach Jakarta's Old City.
3.	X	The Puppetry Museum was the third museum they visited in Jakarta's Old City.
4.	√	Made saw many people riding colorful bikes in Fatahillah Square.
5.	X	Made learned Batavia history in Fatahillah Square.
6.	√	The Batavia cafe was the last Made's team tour destination in Jakarta's Old City.
7.	√	Made was happy with the tour because the facilities support people with disabilities.
8.	X	The visit took place during the COVID-19 Lockdown Time.

Bagian II

1. Possible answers: 'The Greedy Man' because the man is greedy as he knew that the boat started sinking because of the weight of the gold chain but he kept pulling the chain, or 'The Man and the Gold Chain' because the focus on the story is on the man and the gold chain.

2. A fisherman.
3. He got upset and angry as he felt that he had to deal with a problem.
4. A grumpy or crabby or emotional person as he got angry and cursed easily.
5. The weight of the chain was too heavy and was put equally on the boat.
6. Possible answers: 'don't be greedy or 'measure your competence and be grateful for that'.
7. Possible Answers: 'I would not keep pulling as it endangered myself' or 'I would leave the gold chain, marked the areas, and came back later with better equipment to pull the chain'.

Bagian III – Timun Mas: The Golden Cucumber Girl

Paragraph 3

Paragraph 4

Paragraph 1

Paragraph 2

Skoring

Bagian I – Jakarta's Old City Tour

Setiap jawaban benar: Skor 1. Total maksimal skor: 8.

Bagian II

Setiap jawaban benar: Skor 2. Total maksimal skor: 14.

Bagian III – Timun Mas: The Golden Cucumber Girl

Setiap jawaban benar: Skor 2. Total maksimal skor: 8.

Penilaian

Total nilai keseluruhan:

Skor (Bagian I + Bagian II + Bagian III) : 3 = Nilai akhir

Nilai Maksimal: 10

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Panduan Khusus
Chapter 3
Love our World

Chapter 3
Love Our World

Unit 1. Look Around You

Unit 2. This is the Way

Unit 3. Act Now

Learning objectives

Upon completion of Chapter 3, the students should be able to:

1. ask and give opinion about familiar topics around the school;
2. categorise actions based on a given situation; and
3. write instructions on posters.

Pendahuluan

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa Indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 3.

Bahasa guru

*"Good morning, everyone. My name is **[Teacher's full name]**. You can call me **[Teacher's name]**. I'm from **[Teacher's origin]**. I'm your English teacher. You will learn English with me for this academic year."*

"In this chapter, we will learn about asking and giving opinions about our school. We will also learn to figure out information written on posters."

Unit 1. Look Around You

Section 1 – Say What You Know

Instruksi pada Buku Siswa

What do you usually do in these situations?

Instruksi untuk guru

1. Guru memperlihatkan gambar yang tertera pada Worksheet 3.1 di Buku Siswa.

2. Guru meminta peserta didik untuk mengemukakan pendapatnya tentang apa yang mereka lakukan ketika mengalami situasi yang tertera di gambar.

   Bahasa guru

   "Let's take a look at this picture on Worksheet 3.1 What will you do if you are in this situation?"

3. Jika peserta didik terlihat kesulitan, maka Guru dapat menyampaikan bahwa mereka bisa mempergunakan bahasa Indonesia.

   Bahasa guru

   "Try to use English, use dictionaries if it is necessary. At the least, you can use Indonesian."

Diagnostic Assessment Rubric

Date: _____ Class: _____ Chapter/Unit: _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				

18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Comment: _____ _____ _____ _____ _____				

Section 2 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 3.1. Andre and Monita are having lunch together with foods they bought from the canteen.

Word Box

reduce: mengurangi
container: tempat makan
environment: lingkungan
trash: sampah
trash can: tempat sampah
plastic waste: sampah plastik
full: penuh

Audio 3.1 Sript

Andre : Woah ... I'm full.

Monita : Yeah, me too. Let's get back to our class.

Andre : Okay. Oh, wait! Let's put our trash in the trash can first.

Monita : You're right. Here's the trash can!

Andre : It's full already. The trash is all over the place.

Monita : But the one right there is full too.

Andre : Yeah... it's full of plastic waste from snack wrappers and straws.

Monita : That's too bad. We should reduce the use of plastic from now on. It's bad for the environment.

Andre : And it's not good for our health either. How about we bring our own container next time?

Monita : Good idea, Andre! Let's do that.

Instruksi untuk guru

Guru meminta peserta didik untuk mendengarkan Audio 3.1 tentang Andre dan Monita yang sedang makan siang di kantin.

Bahasa guru

"Listen to Audio 3.1. It is a conversation between Andre and Monita. They are having lunch together with the foods bought from the canteen. Pay attention to the information."

Instruksi pada Buku Siswa

b. Choose the correct answer based on the audio.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan pertanyaan pemahaman yang tertera pada Worksheet 3.2.

   Bahasa guru

   "You have listened to Audio 3.1. Now, it's time for you to answer the questions on the Worksheet 3.2."

2. Jika peserta didik masih mengalami kesulitan maka guru dapat memutarkan kembali audionya. Sebagai bantuan, guru dapat memutarkan audio dengan memberikan jeda dalam penyampaian pesan dan memperbolehkan peserta didik untuk membuat catatan.

   Bahasa guru

   "Let's listen again. You can take notes."

3. Guru membahas jawaban dari pertanyaan pemahaman tersebut.

Untuk mendorong keaktifan peserta didik untuk mempergunakan bahasa Inggris, guru dapat meminta peserta didik lain untuk menjawab juga. Jawaban bisa berbeda ataupun sama.

Bahasa guru

"Let's discuss the answer. Who wants to answer the first question?"

"Any different answers?"

"Who has the same answer?"

*"How about you **(student's name)**? What is your answer?"*

Jawaban Worksheet 3.2

1. d. Almost full.
2. c. Plastic waste.
3. a. Reduce the use of plastic.
4. b. plastic is bad for the environment.
5. c. Bring their own container.
6. a. Monita agrees with Andre's idea.

Section 3 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.

Audio 3.2 Sript

During lunch, Galang explains to Monita and Andre the way to wash hands correctly. He now knows that the way people wash their hands is

still wrong. People need to know the correct way to wash hands because of the pandemic. So, after eating his lunch, Galang shows Monita and Andre how to wash their hands correctly.

Galang : First, turn on the faucet and wash our hands with running water.
Next, turn off the faucet.
Apply the hand soap.
After that, rub our hands together, starting from the backs of hands, between the fingers, and under the nails for 20 seconds.
Turn on the faucet and wash our hands with clean water.
Turn off the faucet.
Last, dry our hands with a towel.

Monita : Let me try now.

Andre : Let me try, too.

Source:

https://www.dtmmix.co.uk/blog/types-of-waste/
https://www.cdc.gov/handwashing/when-how-handwashinghtml

Word Box

apply: pakai	turn off: matikan
dry: kering	faucet: keran
rub: gosok	running water: air mengalir
wash: cuci	between: di antara
turn on: nyalakan	under: di bawah

Instruksi untuk guru

Guru meminta peserta didik untuk mendengarkan Audio 3.2 tentang Galang yang memberikan informasi penting saat mereka makan siang di kantin.

Bahasa guru

"Now, Let's listen to Audio 3.2 about Galang who shares an important information to Andre and Monita."

Instruksi pada Buku Siswa

b. Draw a line to match the pictures and the instructions.

Instruksi untuk guru

1. Guru meminta peserta didik untuk memasangkan gambar dengan instruksi yang tepat.

   Bahasa guru

   "Now, let's take a look at this table. Please match the picture on the right side with the correct instruction on the left side."

2. Guru dan peserta didik membahas jawaban dari Worksheet 3.3.

   Bahasa guru

   "Let's discuss the answer. Who wants to answer the first question?"

Jawaban Worksheet 3.3

1. Wash hands with running water.
2. Apply hand soap.
3. Rub hands together.

4. Dry hands with a towel.
5. Turn off the faucet.

Instruksi pada Buku Siswa

c. Cross (X) the instructions that are not right when washing hands.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 3.4.

   Bahasa guru

   "Ok Class, now we will work on Worksheet 3.4. See the pictures and then read the instructions. Decide whether each instruction is true or false."

2. Guru dan peserta didik membahas jawaban dari Worksheet 3.4.

   Bahasa guru

   "Let's discuss the answer. Who wants to answer the first question?"

Jawaban Worksheet 3.4

1. √ Wash hands with running water.
2. X Turn on the faucet when applying the soap.
3. X Rub hands for 10 seconds.
4. √ Wash hands with clean water.
5. √ Dry hands with a towel.

Instruksi pada Buku Siswa

d. Listen again to Audio 3.2. Practice saying the steps.

Instruksi untuk guru

Guru meminta peserta didik untuk mendengarkan kembali Audio 3.2 dan meminta peserta didik untuk berlatih mengucapkan langkah langkah mencuci tangan.

Bahasa guru

"Listen again to Audio 3.2. After that, please practice saying the steps of washing hands based on Audio 3.2."

Did You Know ?

Some people in another part of the world find it hard to drink clean water. Unsafe hygiene water and sanitation can affect people's health. One of the most common diseases because of unhygienic water and sanitation is diarrhea. Diarrhea could attack children and make them unable to go to school. Find out more on the link below.

https://www.unwater.org/water-facts/water-sanitation-and-hygiene/

Section 4 – Language Focus

Instruksi pada Buku Siswa

A presentation contains several stages with particular expressions. The following shows the stages and some expressions you can use.

Table 3.1 Stages of presentation

1. Starting the presentation.
2. Stating the goal of the presentation.
3. Showing the steps.
4. Ending the presentation.

Instruksi untuk guru

Guru menjelaskan bagian struktur dari presentasi.

Bahasa guru

"Have you done any presentation? Do you often do it? Well, presentation is something that we may have to do. To present well, we start with the opening, then we tell the goal. After that, we can show the steps. Then, we end the presentation."

Instruksi pada Buku Siswa

a. These are the expressions to use in a presentation.

Table 3.2 Expressions of presentation

Stages	Expressions
Starting the presentation	Hello, everyone. My name is ... .
	Good morning/afternoon/evening. I'm ... .
Stating the goal of the presentation	I'm going to show you how to ...
	I would like to tell you how to ...
	We are going to ...
Showing the steps	First, ...
	Second, ...
	Next, ...
	After that, ...
	Then, ...
	Finally, ...
	Last, ...

Ending the presentation	Well, that's all you need to do to ... Good luck.
	Thank you for your attention.

Instruksi untuk guru

Guru menjelaskan kalimat yang bisa digunakan dalam membuka presentasi, menyebutkan tujuan dari presentasi, menyampaikan isi presentasi, dan menutup presentasi.

Bahasa guru

"In starting your presentation, you can use one of these expressions. Let's read together"

"In starting the goal of your presentation, you can use one of these expressions. Let's read together"

"In showing the steps of your topic, you can use one of these expressions. Let's read together"

"In ending your presentation, you can use one of these expressions. Let's read together"

Instruksi pada Buku Siswa

b. Practice the example below.

Table 3.3 The example of presentation

Stages	Expressions
Starting the presentation	Good afternoon. My name is Alifandra. I'm from 8A.
Stating the goal of the presentation	I'm going to show you how to wash our hands without wasting water.

Showing the steps	First, turn on the faucet and wash our hands with running water. Next, turn off the faucet. Apply hand soap. After that, rub our hands together starting from the backs of hands, between the fingers, and under the nails for 20 seconds. Turn on the faucet and wash our hands with clean water. Then, turn off the faucet. Last, dry our hands with a towel.
Ending the presentation	Thank you for your attention.

Instruksi untuk guru

Guru mengajak peserta didik untuk berlatih mengucapkan ekspresi dalam contoh presentasi yang tertera pada Table 3.3.

Bahasa guru

"Now, it's time for you to practice giving a presentation. Let's practice it based on Table 3.3."

Section 5 – Your Turn: Listening

Instruksi pada Buku Siswa

a. Listen to Audio 3.3. Galang shows Pipit how to wash hands.

Word Box

leaving: meninggalkan
reminding: mengingatkan
waste: membuang

Audio 3.3 Script

Galang : Hi, Pipit. Why are you washing your hands?

Pipit : Hi, Galang. Because, viruses are everywhere. We need to wash our hands often.

Galang : Well, I know that, but why do you do it like that?

Pipit : Like what? I'm rubbing my hands with soap for 60 seconds.

Galang : Yes, but you're leaving the faucet running. It wastes the water.

Pipit : Oh yes! I forgot about it. From now on, I will turn the faucet off when I rub my hands. Thank you for reminding me, Galang.

Galang : You are very welcome, Pipit.

Instruksi untuk guru

Guru meminta peserta didik untuk mendengarkan Audio 3.3 tentang Galang yang sedang memperlihatkan cara mencuci tangan dengan benar.

Bahasa guru

"Let's listen to Audio 3.3 about Galang who shows his friends how to wash our hands in the right way."

Instruksi pada Buku Siswa

b. Based on the audio, choose whether the following statements are true (T) or false (F).

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengisi tabel pada Worksheet 3.5.

   Bahasa guru

   "Let's take a look at the table on page Worksheet 3.5. In this table, you should decide which statements are true or false based on Audio 3.3 that you have listened before"

2. Guru dan peserta didik membahas jawaban dari Worksheet 3.5.

   Bahasa guru

   "Let's discuss the answer. Who wants to answer the first question?"

Jawaban Worksheet 3.5

No.	Statements	True	False
1.	We need to wash our hands more often during the pandemic.	X	
2.	We rub our hands without soap for 60 seconds.		X
3.	We need to turn off the faucet when rubbing hands with soap.	X	
4.	Leaving the faucet running wastes the water	X	
5.	We need to save water	X	

Section 6 – Fun Time: What Do You Think?

Instruksi pada Buku Siswa

Preparation

Print and cut the flashcards.

Steps

1. Make a group of six.
2. Shuffle the flashcards and put it in the middle of your table.
3. Take turns to pick out the flashcards one by one.
4. Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not?

Instruksi untuk guru

1. Guru meminta peserta didik untuk mencetak dan memotong flashcards yang telah disediakan.

   Bahasa guru

   "Please print and cut the flashcards"

2. Guru meminta peserta didik untuk membuat kelompok yang berisikan enam orang.

   Bahasa guru

   'Work in a group of six."

3. Guru meminta salah satu peserta didik dalam kelompok untuk mengocok kartu dan menyimpan kartunya di tengah-tengah meja.

Bahasa guru

"Please shuffle the cards and put it on the middle of your table"

4. Guru meminta peserta didik untuk mengambil satu kartu secara bergantian.

   Bahasa guru

   "Now, each of you take one of the cards one by one"

5. Guru meminta peserta didik untuk memberikan komentar terhadap kartu yang didapatkan.

   Bahasa guru

   "Let's take a look at your card. What do you think? Is it good or bad for the environment? Why is it good or bad for the environment?"

Section 7 – Your Turn

Instruksi pada Buku Siswa

a. Choose one of the situations below. Think of how you can save water in that situation.
   - washing the dishes
   - brushing teeth

Instruksi untuk guru

Guru meminta peserta didik untuk memilih salah satu situasi untuk menghemat air.

Bahasa guru

"Choose one of the situations. Think of how you can save water in that situation."

Instruksi pada Buku Siswa

b. Plan your procedure.

Instruksi untuk guru

Guru meminta peserta didik untuk merencanakan teks prosedur yang akan mereka buat.

Bahasa guru

"Now, it's time for you to plan your procedure text. Please decide your goal and also its steps"

Jawaban Worksheet 3.6

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

c. Plan your presentation.

Instruksi untuk guru

Guru meminta peserta didik untuk menentukan ekspresi dalam presentasi mereka.

Bahasa guru

"Now, you have to plan your expression that you will use in your presentation. Please write it on Worksheet 3.7."

Jawaban Worksheet 3.7

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

d. Practice your presentation with or without reading the plan.

Instruksi untuk guru

Guru meminta peserta didik untuk berlatih melakukan presentasi.

Bahasa guru

"Now, try to practice your presentation with or without reading your plan"

Instruksi pada Buku Siswa

e. Do the presentation in front of the class.

Instruksi untuk guru

Guru meminta peserta didik untuk melakukan presentasi didepan kelas.

Bahasa guru

"Now, it's time for you to present your presentation in front of the class. Who wants to go first?"

Instruksi pada Buku Siswa

f. Demonstrate the steps.

Instruksi untuk guru

Guru meminta peserta didik untuk melakukan langkah-langkah

penghematan air yang dipilih.

Bahasa guru

“Don’t forget to demonstrate your steps”

Marking Rubric for Speaking

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5–Excellent	4–Good	3–Fair	2–Poor	1–Bad
Grammar	Shows an excellent degree of control of simple grammatical forms.	Shows a good degree of control of simple grammatical forms.	Shows sufficient control of simple grammatical forms.	Shows poor control of simple grammatical forms.	Shows only limited control of a few grammatical forms.
Vocabulary	Uses a wide range of well-chosen vocabulary.	Uses a good range of relatively well-chosen vocabulary.	Uses an adequate range of vocabulary.	Uses basic vocabulary with some words clearly lacking.	Uses vocabulary that doesn't match the task.
Pronunciation	Pronunciationis excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: _____ **Class:** _____ **Chapter/Unit:** _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
_____ _____ _____ _____ _____					

Adapted from: https://www.dcs.k12.oh.us/cms

Section 8 – Enrichment

Instruksi pada Buku Siswa

Look around your house or neighborhood. What activities do people do with water? Do you think they use the water wisely? What can you say to save water?

Instruksi untuk guru

Guru meminta peserta didik untuk mengidentifikasi aktivitas apa yang tetangganya lakukan dengan air dan menilai apakah mereka menggunakannya dengan bijak atau tidak.

Bahasa guru

"Look around your house or neighborhood. What activities do people do with water? Do you think they use the water wisely? What can you say to save water?"

Unit 2. This is the Way

Section 1 – Say What You Know

Instruksi pada Buku Siswa

1. Do you have social media?
2. What do you usually post in your social media?
3. Do you share your problems there?
4. Do you get responses?

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Picture 3.1.

   Bahasa guru

   "Let's have a look at Picture 3.1."

2. Guru bertanya pada peserta didik tentang hal-hal yang berkaitan dengan gambar tersebut.

   Bahasa guru

   "Do you have social media?"

   "What do you usually post in your social media?"

3. Guru juga dapat meminta peserta didik bercerita tentang penggunaan media sosial.

   Bahasa guru

   "Do you share your problems there?"

   "Do you get responses?"

Jawaban Worksheet 3.8

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 2 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 3.4. Monita is reading a post on her social media. The post is about saving the earth. She is sharing it with her friends.

contribute: membantu
sort: memilah
throwing: membuang
keep on: konsisten
saving: menyelamatkan
teenagers: remaja
aware: menyadari

Audio 3.4 Script

Monita : Hey Guys, check this post out. It's about throwing out trash. This girl wrote about how to sort it.

Galang : Well, we are starting to do that. We agree with her.

Andre : Yes. More and more teenagers are aware of the need to save the earth.

Monita : You're right. Let's keep on doing it. It's not going to be easy.

Pipit : Yes, but we must not give up! By the way, thanks, Galang. You showed me the way to save water.

Instruksi untuk guru

Guru mengajak peserta didik untuk mendengarkan Audio 3.4 mengenai Monita yang sedang memberikan informasi tentang bagaimana cara menyelamatkan bumi.

Bahasa guru

"Let's listen to Audio 3.4. We will listen to Monita and her friends who talk about one of the activities that can save the earth."

Instruksi pada Buku Siswa

b. Answer the questions based on the audio.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mendiskusikan teks monolog yang sudah didengarkan pada Audio 3.4.

   Bahasa guru

   "Now, it's time for you to discuss the audio with your friend. Take a look at the questions on Worksheet 3.9. After you discuss it, please write your answer on your own book."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers. Who wants to answer the first question?"

Jawaban Worksheet 3.9

1. Monita and Galang are reading a post on social media.
2. The post is about how to sort trash.
3. Andre and Monita's comments are relevant to Monita's statements.
4. Pipit's comment is not relevant. She thanks Galang for showing how to contribute to saving water.

Instruksi pada Buku Siswa

c. Complete the following chart. Write in the columns Know and Want before reading the text. Then, write in the columns Learn and How after reading the text.

Instruksi untuk guru

Guru mengajak peserta didik untuk melengkapi bagan mengenai membuang sampah.

Bahasa guru

"Let's complete the following chart. First, write in the columns Know and Want before reading the text, then write in the columns Learn and How after reading the text."

Jawaban Worksheet 3.10

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 3 – Reading

Instruksi pada Buku Siswa

a. Read the text below.

sort: menyortir
hiking: mendaki
food packaging: kemasan makanan
recyclable: dapat didaur ulang

@firman There are many things that we can do to save our planet. We can do it from home, too. For example, throwing away our trash sounds easy, but it can be confusing. This is how I usually do it. 1. Know which trash is recyclable and not recyclable. 2. Sort the trash. 3. Put the trash based on its type.
@seagirl commented Great tips! I actually never sort my trash. I should do it from now on. It's good for the planet!
@jihan07 commented I love recycling! I have recycled papers a lot.
@brilliant commented I love hiking. The air is fresh!!
@biancaid commented I should try this. Thanks for the tips.
@minho commented Have you listened to the new song of BTS?
@junior commented I never clean any food packaging before throwing it away. It's actually a waste of time.

Instruksi untuk guru

Guru mengajak peserta didik untuk membaca teks.

Bahasa guru

"Let's read the following text together"

Instruksi pada Buku Siswa

b. Answer the following questions.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to answer the questions."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers"

   "Who wants to answer the first question?"

3. Ketika peserta didik masih belum selesai menjawab dan menunjukkan kesulitan di dalam menjawab, Guru dapat meminta peserta didik untuk membuka kamus.

   Bahasa guru

   "You can look the meaning of the words up in your dictionary."

   "You can find the meaning of words that you have not understood in your dictionary."

Jawaban Worksheet 3.11

1. The content is about what we can do to save our planet, for example, how we throw away our trash.
2. It means we categorize what is not recyclable.
3. They are paper, glass, aluminum and plastic.
4. Seagirl and biancaid said in the comment section that they would try it.

5. Brilliant and Minho's comments are not related to the content.
6. For example, because it gives information about how to throw away the trash.

Section 4 – Language Focus

Instruksi untuk guru

Guru menjelaskan language focus pada Unit 2. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Instruksi pada Buku Siswa

When we want to comment on social media, we have to think carefully. There are several things to consider. Have a look at the following pictures.

Instruksi untuk guru

Guru menjelaskan cara bagaimana membuat komentar yang sesuai.

Bahasa guru

"When we want to comment on social media, we should make it appropriate which relates with the content. Let's take a look at Picture 3.3 here. This picture is about the way to make an appropriate comment in social media."

Instruksi pada Buku Siswa

a. Do you have other tips for giving comments on social media? Write your tips below.

Instruksi untuk guru

Guru mengajak peserta didik untuk memberikan tips dalam berkomentar di sosial media. Kemudian guru meminta peserta didik untuk menulis tips tersebut pada kotak yang telah disediakan.

Jawaban Worksheet 3.12

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

b. Read the post below. Give your comment on it.

@firman

There are many things that we can do to save our planet. We can do it from home, too. For example, throwing away our trash sounds easy, but it can be confusing. This is how I usually do it.

1. Know which trash is recyclable and not recyclable.
2. Sort the trash.
3. Put the trash based on its type.

Instruksi untuk guru

Guru mengajak peserta didik untuk membaca sebuah postingan. Kemudian meminta peserta didik untuk memberikan komentar tentang postingan tersebut.

Bahasa guru

"Let's read the social media post. Then, please try to give comments about the post."

Jawaban Worksheet 3.13

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Did You Know?

Online platforms are very dangerous. There are lots of problems on the internet such as online bullying and device addiction. As a student, it is good to engage yourself in the online world to collect new knowledge. However, you have to maintain the content you are viewing and posting online. Here are what you can do to be safe online:

1. Don't share your personal information such as your home address, phone number, and professional background.
2. Don't download anything from suspicious sites.
3. Don't post anything that might hurt anyone.
4. Don't immediately trust anyone you meet online.

Read more on:

https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online

Section 5 – Fun Time: What's the Word?

Instruksi pada Buku Siswa

- Make a group of four.
- Make this table on your own paper.
- Then, make these alphabets in three colors (gray, green, and yellow) with your own color pencils.

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

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

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

- Cut each of the letters.
- Choose one of the players as the word keeper.
- The word keeper chooses and writes a word of five letters in his/her notebook (other players are not allowed to know the word until they guess it at the end of the game).
- Other players take turns to guess the word by putting the gray letters on the first line of the sheet.
- The word keeper changes the letter based on the rules below:
  - » If other players guess the letter right but in the wrong position, the word keeper changes the gray letter with yellow letter.

» If other players guess the letter right and in the right position, the word keeper changes the gray or yellow letter with green letter.

- Remember, your group only has 6 attempts to guess the correct word. You win the game if you can guess the word correctly by changing all gray letters into green letters. You lose the game if you cannot guess the word correctly in your 6th attempt.

Source:

https://www.thebestideasforkids.com/wordle-for-kids/
You can play this game more in this site https://wordleplay.com

Instruksi untuk guru

1. Guru mengajak peserta didik untuk bermain *What's the Word*?

2. Guru menyiapkan permainan sesuai dengan petunjuk. Setelah permainan siap dimainkan, guru menjelaskan terlebih dahulu apa yang harus dilakukan oleh peserta didik.

   Bahasa guru

   "Now, we are going to play a game named 'What's the word?'. You have to guess the word correctly in 6 attempts."

   "First of all, let's make a group of four."

   "And then, choose one of the players as the word keeper."

   "The word keeper chooses and writes a word with five letters in his/her notebook (other players are not allowed to know the word until they guess it at the end of the game)."

   "Other players take turns to guess the word by putting the gray letters on the first line of the sheet."

"The word keeper changes the letter based on the rules

Rule number 1: If other players guess the letter right but in the wrong position, the word keeper changes the gray letter with yellow letter.

Rule number 2: If other players guess the letter right and in the right position, the word keeper changes the gray or yellow letter with green letter."

"Last but not least, remember, your group only has 6 attempts to guess the correct word. You win the game if you can guess the word correctly by changing all gray letters into green letters. You lose the game if you cannot guess the word correctly in your 6th attempt."

"Do you get it? Let's start the game".

Section 6 – Your Turn: Reading

Instruksi pada Buku Siswa

a. Read the text below.

cover: lapisi
prepare: siapkan
provided: disediakan
receive: menerima
bookshelf: rak buku
orderly: sesuai urutan
no longer: tidak lagi

@in22day Hello friends. I have so many old books in my room. I no longer read them. What should I do with these books?
@shakila commented Do you like watching movies? I have some recommendations for you.
@agungibr commented Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.
@putrihijau commented I like books too but I like my phone more!! :D
@titalesta commented Hi there! I am from the Bina Karya orphanage. The orphanage accepts old book donations. First fill in the form in the link www.binakaryadonation.com. Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.
@zalvafsp commented Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in Palasari Market. You can buy new books by selling your old ones.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca teks.

Bahasa guru

"Let's read a social media post about what to do with old books."

Instruksi pada Buku Siswa

b. Based on the text, answer the following questions.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to check your comprehension by answering the questions"

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers"

Jawaban Worksheet 3.14

1. The content sender has so many old books in his/her room. She/he no longer reads them and does not know what she or he should do with those books
2. There are five people giving their ideas. They are Shakila, Agung, Putrihijau, Titalesta, and Zalvafsp.
3. Agung's idea to make a mini library in the house by preparing a

mini bookshelf from cardboard boxes to keep the books on the shelf orderly.

4. First, fill in the link www.binakaryadonation.com. Then, send the books to the address. The address is provided on the link. Last, you will receive an email once the books are arrived.
5. You can sell old books. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer to the book collectors in Palasari Market.
6. Comments not related to the content are Shakila and Putrihijau's comments.
7. I recommend the content sender to follow Titalesta and Zalvafsp's ideas which are to donate or to sell the books.

Instruksi pada Buku Siswa

c. If you have old books that you do not use any longer, what will you do? Explain your reasons.

Instruksi untuk guru

Guru meminta peserta didik untuk menjawab pertanyaan terkait dengan kondisi jika mereka memiliki buku yang sudah mereka baca dan tidak digunakan lagi.

Bahasa guru

"You have read and answered the questions about the text. What about if you have the same condition, what will you do? Think of the reasons and explain them."

Jawaban Worksheet 3.15

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 7 – Enrichment

Instruksi pada Buku Siswa

Write a comment for the post in Section 6.

Instruksi untuk guru

Guru meminta peserta didik untuk menulis komen berdasarkan postingan pada Section 6.

Bahasa guru

"Remember the text you read in Section 6? Let's get back to that section and read the text again. After that, write your comment for the posting"

Jawaban Worksheet 3.16

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Unit 3. Act Now

Section 1 – Say What You Know

Instruksi pada Buku Siswa

What are the posters about? What are your reactions towards the posters?

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati dua poster yang tertera pada Unit 3 Section 1 dan mengajak peserta didik untuk mengekspresikan tanggapan mereka terhadap poster tersebut.

   Bahasa guru

   "Please open Unit 3 Section 1. What do you see on this page?"

   "There are two posters here, please take a closer look at the first poster. What do you think the first poster is about? How is your reaction to the first poster? Write your answer on Worksheet 3.17"

   "How about the second poster? What is it about? How is your reaction to the second poster? Write your answer on Worksheet 3.17"

2. Guru meminta peserta didik mengemukakan pendapatnya masing-masing.

   Bahasa guru

   "Okay, who wants to express his/her reaction first? If it is too hard for you to express your reaction in English, you can use Indonesian."

Jawaban Worksheet 3.17

	About	Reactions
Poster 1	How to save the school in saving water.	It is a good poster. The poster is very interesting and it can grab everyone's attention.
Poster 2	How to donate our old books.	The poster is very informative.

Section 2 – Reading

Instruksi di buku siswa:

Read the poster about washing hands.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengamati Picture 3.6

   Bahasa guru

   "Let's take a look at Poster on Picture 3.6."

2. Guru meminta peserta didik untuk menjawab pertanyaan pemahaman terkait dengan poster yang sudah peserta didik amati.

   Bahasa guru

   "After you analyze this poster, now, you have to answer the questions on Worksheet 3.18 based on the poster on Picture 3.6."

3. Guru dan peserta didik mendiskusikan jawaban dari pertanyaan Worksheet 3.18.

Bahasa guru

"Okay, who wants to answer the first question? If it is too hard for you to express your answer in English, you can use Indonesian."

Jawaban Worksheet 3.18

1. How to wash our hands properly.
2. To inform the people about the right ways of washing hands.
3. At school, near the sink, and bathroom.
4. Everyone
5. We should turn off the faucet
6. Yes, I do.
7. Yes, I think people will be interested in reading the poster because the poster is not only informative but also eye-catching.

Section 3 – Viewing

Instruksi pada Buku Siswa

a. Read the poster from Picture 3.4.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca poster pada Section 1.

Bahasa guru

"Please open Section 1 and read the poster 1 there."

Instruksi pada Buku Siswa

b. Read the elements of the poster.

The poster above gives instructions to the audience. It pays attention to the goal and steps. Identify the goal and the steps in the poster.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca elemen-elemen poster 1 pada Section 1.

Bahasa guru

"As you have read the poster, I want you to know that every good poster has its own goal and steps which are always related to each other."

"This poster also has its own goal and steps, can you try to identify it?"

"You can use Indonesian if you cannot express your opinion in English, but still, I want you to try to speak English even for a little."

Instruksi pada Buku Siswa

c. Read the poster from Picture 3.5.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca poster 2 pada Section 1.

Bahasa guru

"Alright, now everyone please open Section 1 and read the second poster there"

Instruksi pada Buku Siswa

d. Complete the elements of the posters.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca elemen-elemen poster 2 pada Section 1.

Bahasa guru

"As you have read the poster, I want you to know that every good poster has its own goal and steps which are always related to each other."

"This poster also has its own goal and steps, can you try to identify it?

"You can use Indonesian if you cannot express your opinion in English. However, I want you to try your best to speak in English."

Jawaban Worksheet 3.19

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

e. Will you follow the instructions to wash your hand as stated in the poster? Why?

Instruksi untuk guru

Guru mengajak peserta didik untuk mengemukakan pendapat mereka tentang akankah mereka melaksanakan apa yang tertera di dalam poster.

Bahasa guru

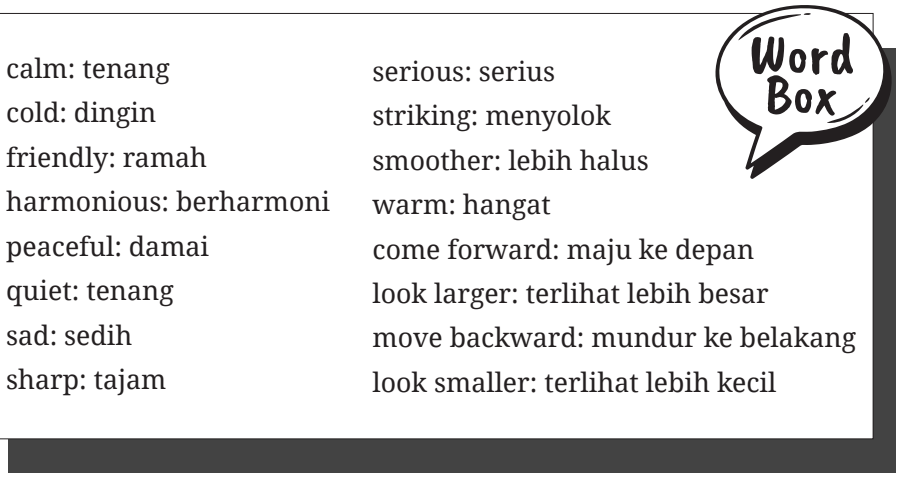
"You have read the previous posters. Now, I want you to answer this one question. Will you do as instructed in the posters? And please give me some reason for your answer, why yes or why not. You can use Indonesian

if you cannot express your opinion in English. However, I want you to try your best to speak in English."

Section 4 – Language Focus

Instruksi pada Buku Siswa

Posters are made to engage the audience with the information they share. Using attractive colors and illustrations is one of the ways to make your poster engaging.



How to Make a Poster

1. Get a topic for your poster.
2. Think about the purpose for making the poster.
3. Choose the target audience for the poster.
4. Discuss the information and the illustration you want to put on your poster.

5. Choose and combine colors for your poster. See the explanation below for color combination.

Table 3.4. Colors for poster

Color	Effect
High-keyed colors (pastel colors)	Quiet Peaceful Friendly
Low-keyed colors (dark colors)	Cold Sad Serious
Warm colors consist of some colors ranging from yellow to reddish violet.	Come forward Look larger Suitable for the foreground elements
Cool colors range from violet to yellowish green.	Move backward Look smaller Suitable for the background elements
Color combination	
Analogous color You can combine colors that are next to each other on the color wheels. For example, you can combine sky blue, green, and yellowish green.	Warm Calm Harmonious
Complementary color You can combine colors that are opposite of each other on the color wheels. For example, you can combine yellow and violet.	Striking

Split complementary color You can combine a color with two colors next to that color's complementary. For example, you can combine green with reddish violet and reddish orange.	Sharp Smoother than complementary color

Source:

https://en.wikiversity.org/wiki/Instructional_design/Color_Selection_for_Message_Design/Unit3_Definition

6. Choose a template for your poster.
7. Make some illustrations. The illustrations must make what you want to say in your poster clear. Here are several illustration examples you consider.
8. Design your own poster.

Instruksi untuk guru

1. Guru menjelaskan tentang cara membuat poster dan elemen-elemen dari poster.

   Bahasa guru

   "As I said before, every poster has its own goal and steps. But, it's not only goals and steps."

   "In making posters, you also should pay attention to the colors and illustrations."

   "These two elements can make your poster interesting."

2. Guru meminta peserta didik untuk mendiskusikan cara membuat poster.

   Bahasa guru

"Now, I want you to discuss the ways to make posters with your friends based on the information on Section 4."

Section 5 – Fun Time

Instruksi pada Buku Siswa

Fill in the the squares with words you found based on the clues.

	Across		Down
3	something we do after using soap.	1	an aspect that represents what you want to say in the poster
4	something we do to our hands before eating	2	the first element of a poster
5	the thing that runs water	4	Something to wash our hands from soap
7	something we put on the wall and contains information	6	an aspect that creates effects on your poster
9	the place we need to save	8	the second element of a poster

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengisi teka-teki silang.

   Bahasa guru

   "It's a fun time. Let's fill in the squares with words you found based on the clues."

2. Guru dan peserta didik mendiskusikan jawaban dari teka-teki silang.

Bahasa guru

"Okay, who wants to answer the first question?"

Jawaban Fun Time: Meanings of Colors

1. Illustration
2. Goal
3. Rub
4. Wash (4 down)
5. Faucet (4 across)
6. Color
7. Poster
8. Steps
9. Environment
10. Water

Section 6 – Your Turn: Making a Poster

Instruksi pada Buku Siswa

a. Make a group of three members.

Instruksi untuk guru

Guru meminta peserta didik membuat grup yang terdiri dari tiga orang.

Bahasa guru

"Please make a group of three."

Instruksi pada Buku Siswa

b. Plan to make a poster.

Instruksi untuk guru

Guru meminta peserta didik untuk membuat poster.

Bahasa guru

"Now, it's time for you and your group to make a poster."

Instruksi pada Buku Siswa

c. Choose one of the ways to save earth.
   - Washing the dishes
   - Brushing teeth
   - Recycle plastic bags
   - Reuse old books
   - Others: _____

Jawaban Worksheet 3.21

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi untuk guru

1. Guru meminta peserta didik untuk memilih satu kegiatan yang telah tersedia.

   Bahasa guru

   "Now, please choose one of the ways to save earth."

2. Guru meminta peserta didik untuk merancang poster sesuai dengan kegiatan yang sudah dipilih.

   Bahasa guru

   "Now, please work in a group and design your own poster based on the ways to save earth that you have chosen. Please do it on Worksheet 3.21."

Instruksi pada Buku Siswa

d. Make your poster on cardboard.

Instruksi untuk guru

Guru meminta peserta didik untuk membuat poster pada papan kartu.

Bahasa guru

"Please make your own poster on the cardboard."

Section 7 – Enrichment

Instruksi pada Buku Siswa

Post your poster on your social media, school information board, or the status feature on your online messenger.

Instruksi untuk guru

Guru meminta peserta didik untuk memasang poster mereka pada salah satu platform media sosial, status dalam platform pesan online, atau majalah dinding di sekolah.

Bahasa guru

"After you make your own poster, now it's time for everyone around you to know your poster. Let's upload your poster and show it to the world. You can post it on your social media, messenger status, or at the school information board."

Reflection

Instruksi pada Buku Siswa

Think about your learning, then fill out the following sheet.

Instruksi untuk guru

1. Guru meminta peserta didik melakukan refleksi atas pembelajaran yang telah dilakukan.

   Bahasa guru

   "To reflect on the learning, please work on the learning reflection sheet."

2. Guru membahas hasil refleksi peserta didik terutama terkait dengan pembahasan yang memerlukan perhatian.

Remedial

1. Guru melakukan analisa dari hasil pembahasan refleksi peserta didik dan dari hasil penilaian untuk menentukan *remedial teaching*.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! **2 – I did OK!** **3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	**Rating**	**Notes**
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	**Rating**	**Notes**
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1340466cm

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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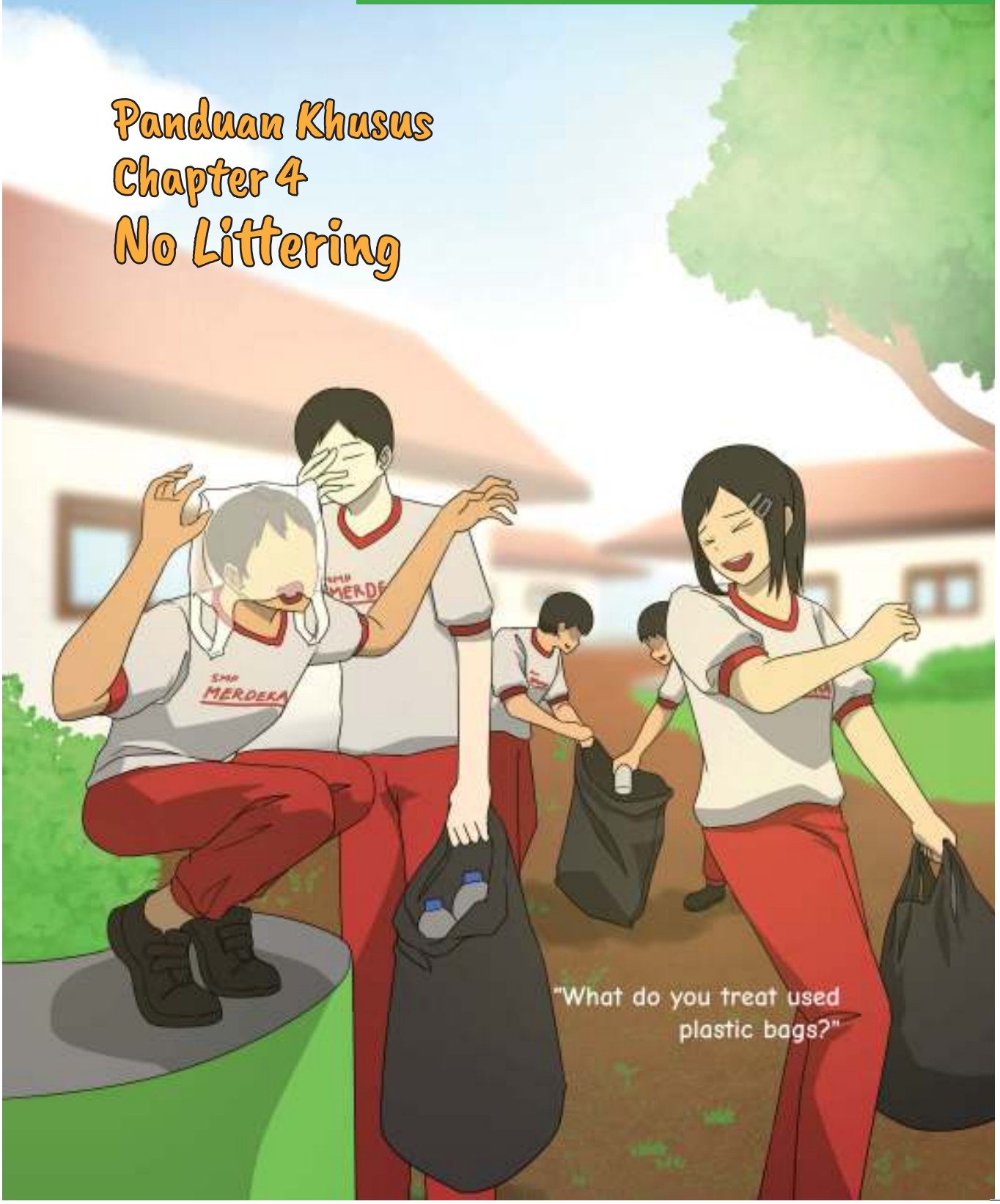
Panduan Khusus
Chapter 4
No Littering



Chapter 4
No Littering

Unit 1. Did It Rain Last Night?

Unit 2. What Happened to the Sea Animals?

Unit 3. You Can Help

Learning objectives

Upon completion of Chapter 4, the students should be able to:

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

Pendahuluan

1. Guru mengucapkan salam dan memberikan gambaran umum tentang materi yang akan diajarkan di Chapter 4 ini. Bila memungkinkan, bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan bahasa Indonesia pada bagian-bagian penting.

   Bahasa guru

   "Good morning, everyone. Welcome back to our English lesson. Today we come to a new chapter, Chapter 4, with a new topic.

   The topic is 'No Littering'. This means everything you throw out is being put somewhere else instead."

   "We will talk about waste, especially plastic waste and its harmful effects to the environment."

2. Guru menjelaskan tujuan Chapter 4. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini.

   Bahasa guru

   "In this chapter we will talk about some past incidents because of plastic waste."

   "We will practice how to collect details of the incidents. These details

should be based on facts that really happened."

"We can learn about the details from reading texts, pictures, and asking our friends."

"We will retell the incidents complete with the details in speaking as well as in writing."

Unit 1. Did It Rain Last Night?

Section 1 – Say What You Know

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menunjukkan Picture 4.2.

   Bahasa guru

   "Let's take a look at Picture 4.2."

2. Guru bertanya kepada peserta didik apakah mereka mengetahui aktifitas-aktifitas yang dilakukan warga pada Picture 4.2 tersebut.

   Bahasa guru

   "Can you tell me what is happening in each picture?"

   "What are the people doing?"

   "Are the people doing the same thing in the first and the second pictures?"

   "Are these pictures based on reality?"

"Picture 4.2 shows you activities people sometimes do in the river. These activities are related to plastic waste and its effect."

3. Guru meminta peserta didik untuk berdiskusi dan menjawab beberapa pertanyaan sederhana tentang Picture 4.2.
   Bahasa guru
   "Can you please discuss and answer the questions with your classmates?"

4. Tujuan dari diskusi ini adalah agar peserta didik dapat memahami dampak negatif dari sampah plastik.

Diagnostic Assessment Rubric

Date: _____ Class: _____ Chapter/Unit: _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				

18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
Comment: _____ _____ _____ _____ _____				

Section 2 – Listening

Instruksi pada Buku Siswa

a. What would you like doing on a Sunday afternoon? Rank the following pictures with number 5 as your least favorite activity and number 1 as your most favorite activity.

Instruksi untuk guru

Guru memperlihatkan beberapa gambar komik yang memperlihatkan aktifitas-aktifitas yang biasa dilakukan pada hari Minggu sore.

Bahasa guru

"Sunday is a relaxing day for most people. They do their hobbies, go out or spend time with their family. They usually do these activities in the afternoon when they have more free time. What do you usually do on a Sunday afternoon? Do you have any favorite activities?"

Instruksi pada Buku Siswa

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

Word Box

decay: membusuk	river: sungai
throw into: membuang	trash: sampah
litter: mengotori/membuang sampah sembarangan	nearby town: kota terdekat
flood: banjir	one of the causes: salah satu penyebab
problem: permasalahan	back then: dahulu

Audio 4.1 Script

Part 1

At Sungai Lestari.

Galang	: Mom, what's the name of this river?
Posma	: It's Sungai Lestari.
Pak Rahmansyah	: When I was your age, I often came down to this river.
Galang	: But it does not look very clean. Was the river this dirty back then? Did you swim in the river?
Pak Rahmansyah	: I did! The river was quite clean back then.
Galang	: Were there others that went to the the river?
Pak Rahmansyah	: A lot of kids swam and played in the river.
Galang	: How did it become so dirty like this? Did people throw their trash into this river?
Bu Posma	: Well, that is one of the causes. People also started to use a lot of plastic. And plastic does not decay easily.
Pak Rahmansyah	: Plastic trash began to litter a lot of places. It made this river dirty.
Bu Posma	: The plastic trash also caused many other problems, like the flood in a nearby town a couple of days ago.

Instruksi untuk guru

1. Guru memperdengarkan Audio 4.1. Guru meminta peserta didik membaca dan menyimak percakapan Galang dan keluarga pada audio tersebut, serta melengkapi cerita yang didengar.

   Bahasa guru

   "Listen to the dialogue between Galang and his family. They are talking about Sungai Lestari and the plastic trash in the river. You can see that there are several gaps in the dialogue. Try to complete the gap with the past tense form of the verbs. I will play the audio several times (two times or more if the students need it)."

2. Guru membahas isi percakapan bersama peserta didik dengan menekankan pada kata-kata kunci terutama pada Word Box.

   Bahasa guru

   "Let's talk about the audio. What is it about?"

   "What did Galang and his family do based on the audio?"

3. Setelah peserta didik memahami isi percakapan di Audio 4.1, guru dapat membahas jawaban bersama peserta didik.

   Bahasa guru

   "It's time for us to discuss the answer. Who wants to go first?"

Jawaban Worksheet 4.2

1. When I **was** your age, I often **came** down to this river.
2. I did! The river **was** quite clean back then.
3. A lot of kids **swam** and **played** in the river.

4. Well, that is one of the causes. People also **started** to use a lot of plastic. And plastic does not decay easily.
5. Plastic trash **began** to litter a lot of places. It **made** this river dirty.
6. The plastic trash also **caused** many other problems, like the flood in a nearby town a couple of days ago.

Instruksi pada Buku Siswa

c. Read the dialogue. Choose the correct answer.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 4.3 berdasarkan Audio 4.1.

   Bahasa guru

   "After you listen to the Audio 4.1, I want you to work on a Worksheet 4.3."

   "Please answer the questions based on your understanding on the Audio 4.1."

2. Guru dan peserta didik sama-sama membahas jawaban dari Worksheet 4.3.

   Bahasa guru

   "It's time for us to discuss the answer. Who wants to go first?"

Jawaban Worksheet 4.3

1. a. was a small boy
2. c. Galang's father.

3. c. The river was clean.
4. a. It became dirty.
5. c. does not decay easily.

Section 3 – Listening

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru memperlihatkan kelima gambar pada latihan a Section 3. Guru membahas setiap gambar bersama peserta didik dengan menekankan pada kata-kata kunci action verbs pada setiap gambar.

   Bahasa guru

   "Look at the pictures in exercise a. Each picture shows activities many people do during a flood."

   "Which words show you the activities?"

   "In Picture 1, for example, the word is 'played'."

2. Guru menjelaskan kepada peserta didik bahwa beberapa aktivitas di gambar tersebut akan muncul di percakapan Galang dan keluarganya bagian kedua. Guru meminta peserta didik untuk memilih aktivitas dan action verbs yang mungkin muncul dalam percakapan tersebut.

Bahasa guru

"Some of these activities will appear in the next conversation between Galang and his family."

"Can you guess which activity and which action verbs will appear in the next conversation?'

Jawaban Worksheet 4.4

1. Some children played in the rain happily during the flood.
2. Firefighters and soldiers worked together to rescue the people.
3. The rescuers took all the trash out of the gutters.
4. Some houses were almost under water.
5. The rescuers put the elderly and young children on rubber boats.

Instruksi pada Buku Siswa

b. Listen to Audio 4.2. Galang and his family were walking home after enjoying the view of Sungai Lestari. Check your predictions.

Instruksi untuk guru

1. Guru memperdengarkan Audio 2.2. Guru meminta peserta didik menyimak percakapan tersebut.

   Bahasa guru

   "Let's listen to the conversation between Galang and his family on Audio 4.2."

2. Guru membahas prediksi peserta didik sebelumnya.

   Bahasa guru

"Now it's time for us to check whether our prediction is right or wrong."

"What action verbs that appear in the conversation?"

"Who wants to answer first?"

Audio 4.2 Script

Part 2

At Sungai Lestari

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

Ara : Did it rain for hours, kak Galang?

Galang : It rained heavily for almost two hours.

Sinta : Were many houses under water?

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

Sinta : Were the people there safe?

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

Ara : Oh, poor them!

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

Galang : The news said at first it flooded only the streets.

But, after an hour the rainwater went up and quickly got into houses.

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

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

Word Box

drain: mengering
rain heavily: hujan deras
elderly people: orang tua
firefighters: petugas pemadam kebakaran
gutters: selokan/parit
rainwater: air hujan
rubber boat: perahu karet
soldiers: tentara
clogged: tersumbat
under water: terendam air
according to: menurut

Instruksi pada Buku Siswa

c. Listen again to Audio 4.2 and complete the sentences in the next page. See the **Word Box**.

Instruksi untuk guru

1. Guru dapat mengulas kembali secara singkat mengenai Past Simple tense dan penggunaannya dalam menggambarkan kegiatan lampau (*past activities*).

   Bahasa guru

   "Do you still remember about sharing past activities? Which verb

form do we have to use when talking about past activities? We use past tense forms. We use 'went' not 'go'. We use 'stayed' not 'stay'. We use 'visited' not 'visit'. In stories, we also use the same past tense forms."

2. Guru memperdengarkan kembali Audio 4.2. Guru meminta peserta didik menyimak kembali percakapan pada audio ini, dan menuliskan kata kerja yang benar dalam bentuk past tense.
   Bahasa guru
   "Now, listen again and read the dialogue part 2. Write past tense verbs to complete the dialogue."

3. Guru dapat membahas jawaban bersama peserta didik. Kosa kata bantuan dapat dilihat di Word Box.
   Bahasa guru
   "It's time for us to discuss the answer. Who wants to go first?"

Jawaban Worksheet 4.5

1. According to the news, the flood **hit** Kota Amuntai after heavy rain.
2. It **rained** heavily for almost two hours.
3. In some areas, some houses **were** almost under water!
4. The news **showed** firefighters and soldiers working together to rescue the people there. They **put** elderly people and young children on rubber boats.
5. I really didn't know about the flooded houses. I **thought** the rainwater **flooded** only the streets. Did the flood last for long?

6. The news **said** at first it **flooded** only the streets. But, after an hour the rainwater **went** up and quickly got into houses.
7. Rescuers **found** the next day that almost all gutters **were** full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.

Did You Know?

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

Source:

https://plasticoceans.org/the-facts/

Instruksi untuk guru

Guru dapat menjelaskan dengan Bahasa Indonesia mengenai dampak-dampak yang terjadi terkait pencemaran lingkungan oleh sampah plastik. Guru juga dapat menyampaikan aksi-aksi yang dapat peserta didik lakukan untuk mengurangi penggunaan plastik.

Section 4 – Language Focus

Instruksi pada Buku Siswa

a. Asking for Details of Past Incident with Interrogative Questions

Before we can talk about a past incident or event, we must know details of the incident. We can collect the details by asking questions to the people. We can ask Interrogative (Yes/No) or Wh-Questions. In

this unit, we will focus on the Interrogative (Yes/No) questions.

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

Look at the examples in the following table. They are taken from the dialogue in Audio 2.1.

Table 4.1 Yes or no questions for past incidents

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

Instruksi untuk guru

Guru menjelaskan *language focus* pada Unit 1. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Bahasa guru

"Today we will talk again about collecting details of a past incident by asking questions. There are several types of questions in English, but in this section we will focus on the Interrogative questions. These questions use the past tense form of the auxiliary verb 'Did' with Verb 1."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca kembali bagian kedua dari dialog Galang dan keluarganya. Lalu, guru meminta peserta didik untuk mengerjakan Worksheet 4.6.

   Bahasa guru

   "Please read again the second part of Galang and his family dialogue on Audio 4.2. After that, please categorize the questions there into yes/no questions with did or was/were and write the answer on Worksheet 4.6."

2. Guru dan peserta didik mendiskusikan jawaban.

   Bahasa guru

   "It's time for us to discuss the answer. Who wants to go first?"

Jawaban Worksheet 4.6

No.	'Yes/No' Questions with 'Did'	'Yes/No' Questions with 'was/were'
1.	Did it rain for hours?	Were many houses under water?
2.	Did the flood last for long?	Were the people there safe?

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat pertanyaan dalam bentuk 'Did' dan 'Was/Were' pada Worksheet 4.7.

   Bahasa guru

   "What happened last weekend? What did you do last weekend? Let's practice making Yes/No questions based on these words on Worksheet 4.7. Please make Yes/No questions using Did for numbers 1 to 5. Then, use Was or Were for numbers 6 to 10."

2. Guru dan peserta didik mendiskusikan jawabannya.

   Bahasa guru

   "It's time for us to discuss the answer. Who wants to go first?"

Jawaban Worksheet 4.7

1. Did you stay home?
2. Did you help your parents at home?
3. Did you play (any) games?
4. Did you clean your bedroom?
5. Did you go out with friends?
6. Was your best friend with you?
7. Were there many people in your house?

8. Were your brothers or sisters at home?
9. Were they nice to you?
10. Were you happy?

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk bertanya kepada temannya menggunakan pertanyaan pada Worksheet 4.7.

Bahasa guru

"Ask your friend with the questions you made on Worksheet 4.7. Please write your answer in your own book."

Section 5 – Fun Time: Cross the River

Instruksi pada Buku Siswa

a. Who crossed the river first? Ask a classmate or your teacher a question related to the flashcard picture.

b. Follow the instructions.
    1. Three students compete in this game.
    2. Place three sets of flashcards (around 9) on the floor in a winding manner.
    3. Each card represents a stepping stone in a river.

4. Each card represents a picture.
5. To step on each stone, you must ask a 'Yes/No' question with 'Did' or past tense 'to be' correctly.

   Example:

   c) Did it rain last night? (Flashcard picture shows rainfall)

   d) Were there many children in the river? (Flashcard picture shows children playing and swimming in the river)
6. The first one who asks the question correctly steps on the stone.
7. Three cards are in red, meaning you answer the question that your teacher asks based on the picture.
8. The first person crossing the river is the winner!
9. Here are the flashcards:

Instruksi untuk guru

1. Guru menjelaskan instruksi permainan '*Cross the River*'.

2. Guru meminta peserta didik untuk melatih pertanyaan 'Yes/No' dengan 'Did' atau 'Was/Were' kembali.

   Bahasa guru

   "Now, we are going to play a game. The name is 'Cross the River!' In this game you have to make or answer a 'Yes/No' question based on the card you choose. Those who can make or answer the question correctly can step on a card."

Section 6 – Your Turn: Speaking

Instruksi pada Buku Siswa

Interview a classmate.

Instruksi untuk guru

Guru meminta peserta didik untuk melakukan wawancara.

Bahasa guru

"It's time for you to do the interview with your friends."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk membuat 10 pertanyaan menggunakan 'Did' atau 'Yes/No'.

Bahasa guru

"Before you do your interview, I want you to answer 10 questions first."

"The questions are about your past incident in a rainy season."

"You may use 'Yes/No' Questions with 'Did' and 'Yes/No' Questions with 'was/ were'."

Instruksi pada Buku Siswa

b. Use the flowchart to ask your classmate.

Instruksi untuk guru

1. Pada bagian ini, guru dapat mencontohkan terlebih dahulu beberapa pertanyaan 'Yes/No' *questions* tersebut, kemudian peserta didik melatihnya dengan membaca nyaring dan menjawab pertanyaan tersebut.

   Bahasa guru

   "Alright, here in the book there is a flowchart consisting of 'Yes/No' questions about past incidents in a rainy season."

   For example, if the question is 'Did it rain last night?' then the answer is either yes or no."

   You have to ask the following questions of what your friend's answer is."

   For example, if your friend answers yes, you can ask "were you at home?"

   "And if your friend answers no, you can ask 'Did it rain in the morning?'."

2. Selanjutnya guru meminta peserta didiknya untuk berlatih secara berpasangan menggunakan flowchart yang tersedia.

   Bahasa guru

   "Now, you are going to arrange your 'Yes/No' questions into a flowchart like this."

   "Ask your friends the questions about their past incident, record their answers by following the chart. After that you can retell the past incident using the note in Part d."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk menyusun dan menceritakan kembali hasil wawancara.

Bahasa guru

"After doing the interview, please write your friend's answer on the table. And then tell the class about it."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru menginstruksikan peserta didik untuk bergantian melakukan interview dan retelling sesuai dengan prosedur yang sama.

Bahasa guru

"Alright, now, please take turns."

Section 7 – Enrichment

Instruksi pada Buku Siswa

a. Find a picture (or some related pictures) of a rather unfortunate

incident. The incident can be about a blackout that happened in a whole city or about water that stopped running.

b. You can find the pictures of the incident in an online newspaper.

c. Use the pictures to recount the incident to your class.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir.

2. Peserta didik dapat menggunakan teknologi search engine pada telepon pintar bila memungkinkan untuk mencari gambar-gambar berita mati listrik atau mati air, sebagai contoh.

3. Guru meminta peserta didik untuk menggunakan gambar yang mereka dapat dan pilih serta melaporkannya di depan kelas.

   Bahasa guru

   "In this section, I want you to retell an unfortunate incident that you experienced in the past."

   "The incidents could be a power blackout or water that stopped running in a city."

   "You can use the picture of your unfortunate incidents from Google and retell it to the class."

Jawaban Worksheet 4.8

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Unit 2. What Happened to the Sea Animals?

Section 1 – Say What You Know

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Picture 4.7.

   Bahasa guru

   "Let's have a look at the Picture 4.7."

2. Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.

   Bahasa guru

   "How many animals can you see in each picture? "Where are they?"

3. Kemudian, guru dapat mengajak peserta didik untuk menjodohkan nama hewan laut dengan gambarnya di Picture 4.7.

   Bahasa guru

   "Now, it's time for you to match the name of sea animals with its picture on Picture 4.7."

4. Guru berdiskusi dengan peserta didik membahas apa yang terjadi dengan hewan-hewan laut tersebut.

   Bahasa guru

   "How do you think it happened? You may use Indonesian, but try to use English."

Section 2 – Reading

Instruksi pada Buku Siswa

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

Galang	: Hi Monita, what's going on?
Monita	: Oh, hi Galang. Hi Andre. I'm well, thanks. Where have you two been?
Galang	: Around. We saw you sitting by yourself, looking at your phone so seriously.
Andre	: What did you look at? Was it something interesting?
Monita	: Oh, I just watched a YuTub video about plastic in the oceans.
Andre	: How much plastic was there in the oceans?
Monita	: The video showed a lot of plastic trash in the oceans.
Andre	: How did it happen?
Monita	: It said people used a lot of plastic and didn't really reuse or recycle it.
Galang	: Also, a lot of people litter

Monita : True, in the end the plastic trash found its way to the oceans. It's bad for the oceans and the animals there.

Andre : What did the plastic trash do to the sea animals?

Monita : Many sea animals like dolphins or sea lions ate the plastic or became entangled in plastic.

Andre : It just made me remember about a team of scientists rescuing a sea turtle.

Monita : What happened to the sea turtle?

Andre : I'll just give you the link to the YuTub video. It's so tragic!

Instruksi untuk guru

1. Guru meminta peserta didik membaca dan menyimak percakapan antara Galang, Andre, dan Monita.

   Bahasa guru

   "Let's read and understand the dialogue between Galang and his friends, Andre, and Monita. They are talking about a YuTub video that shows plastic in the oceans and its dangers."

2. Guru membahas isi percakapan bersama peserta didik dengan menekankan pada kata-kata kunci terutama *action verbs in past tense*.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik menjawab pertanyaan pada Worksheet 4.9 berdasarkan percakapan tersebut.

   Bahasa guru

   "You can see that there is a table after the dialogue. Answer the questions about who said the statement based on the dialogue."

2. Guru dapat membahas jawaban bersama peserta didik.

   Bahasa guru

   "Alright, now who said or ask that there was a lot of plastic trash in the oceans according to a video on YuTub?"

Jawaban Worksheet 4.9

1. Monita said that.
2. Andre asked that.
3. Galang said that.
4. Monita said that.
5. Monita asked that.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat gambar 4.9.

   Bahasa guru

   "Now Let's have a look at Picture 4.9."

2. Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut seperti bertanya

   Bahasa guru

   "How many types of animals can you see in each picture?"

   "Are they the same animals?"

3. Guru berdiskusi dengan peserta didik membahas apa yang terjadi dengan kura-kura laut tersebut di setiap gambar.

   Bahasa guru

   "What happens to the turtles?"

   "Yes, a plastic bag is stuck on its head, a fishing net wrapped around its body and a plastic straw is stuck in its nose."

Instruksi pada Buku Siswa

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

Section 3 – Reading

Instruksi pada Buku Siswa

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

Indonesian.

1. Why did both turtles look sad?
2. Why did one turtle bring a sign 'No More Plastic'?

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Gambar 4.10.

   Bahasa guru

   "Let's have a look at Picture 4.10."

2. Guru meminta peserta didik untuk mendiskusikan hal-hal yang berkaitan dengan Gambar 4.10.

   Bahasa guru

   "Why did both turtles look sad?"

   "Why did one turtle bring a sign 'No More Plastic'?"

   "What are the things that stuck in the turtle?"

Instruksi pada Buku Siswa

b. Read a story of scientists rescuing the sea turtle. See the **Word Box**.

Word Box

bleed (base form)/bleeding (present participle form): berdarah
extract (base form)/extracted (past form): menarik, mencabut
notice (base form)/noticed (past form): melihat
record (base form)/recorded (past form): merekam
nostril: lubang hidung
parasite: parasit
plastic straw: sedotan plastik
pliers: tang
attached: melekat
brownish: kecoklatan
viral: tersebar
wrinkled: berkerut
initially: awalnya/mulanya

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

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

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

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

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

Adapted from:

https://www.nationalgeographic.com/animals/article/150817-sea-turtles-olive-ridley-marine-debris-ocean-animals-science

Instruksi untuk guru

1. Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita).

2. Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris.

3. Guru membaca teks per kalimat diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

   Bahasa guru

   "This is a story of a group of scientists who rescued a sea turtle. The sea turtle was injured. A plastic straw was stuck in its nose."

   "I will read the text for you."

   "Now, I will read the text per sentence. Repeat after me."

   "Now, let's look at the first sentence again."

   "The first sentence tells us that a group of scientists rescued a sea turtle."

   "Can you find the words that tell where they rescued the sea turtle?"

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 4.10 dengan cara menganalisis apakah pernyataan yang tertera benar atau salah sesuai dengan cerita sebelumnya.

   Bahasa guru

   "After you read the text, now it's time for you to answer the Worksheet 4.10. In this Worksheet, you have to decide whether the statement is true or false."

2. Guru dan peserta didik membahas jawabannya bersama-sama.

   Bahasa guru

   "Have you done it? Let's check the answer. Who wants to go first?"

Jawaban Worksheet 4.10

1. True
2. False
3. False
4. False
5. False
6. False
7. True
8. True

Instruksi pada Buku Siswa

d. Answer the questions based on the story.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 4.11.

   Bahasa guru

   "Still about the story you have read, now please do the Worksheet 4.11. Answer all the questions based on the story."

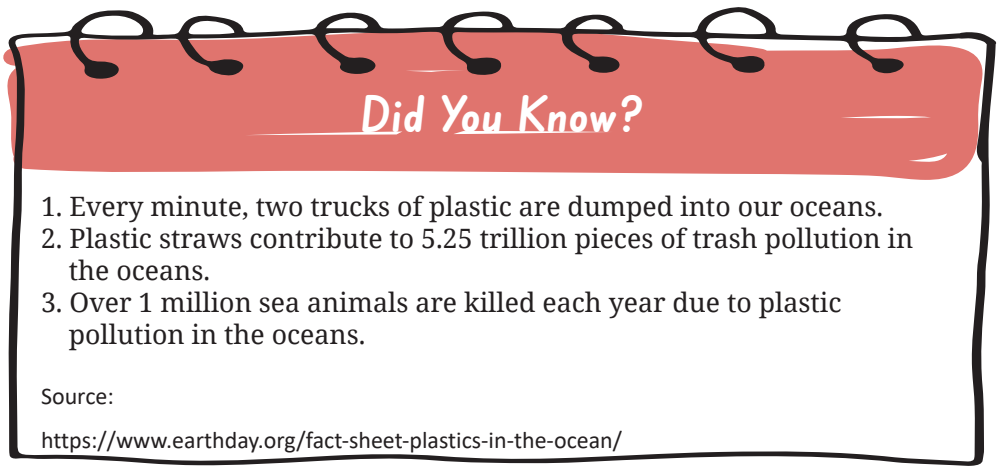
2. Guru dan peserta didik membahas jawaban bersama-sama.

   Bahasa guru

   "Have you done it? Let's check the answer. Who wants to go first?"

Jawaban Worksheet 4.11

1. The best title is rescuing an injured sea turtle.
2. The group sailed in the ocean near Costa Rica.
3. They wanted to collect data on sea turtles.
4. They knew the turtle was injured when it was swimming near their boat.
5. They decided to remove the plastic in the ocean.



Instruksi untuk guru

Guru dapat menjelaskan penyebab dan akibat yang terjadi terkait pencemaran di lautan oleh sampah plastik dengan Bahasa Indonesia. Guru mengingatkan aksi-aksi yang dapat peserta didik lakukan untuk mengurangi penggunaan plastik dan menyelamatkan hewan-hewan yang hidup di laut.

Section 4 – Language Focus

Instruksi pada Buku Siswa

Asking for Details of Past Incident with Wh-Questions

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

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

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

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

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

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

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

Do you know why 'was' is used?

Instruksi untuk guru

Guru menjelaskan *language focus* pada Unit 2. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Bahasa guru

"Today we will talk again about collecting details of a past incident by asking questions."

"There are several types of questions in English. In this section we will focus on the Wh- questions."

"These questions also use the past tense form of the auxiliary verb 'Did' with Verb 1."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk mengerjakan Worksheet 4.12 dengan cara mengisi pertanyaan rumpang sesuai dengan jawaban yang sudah disediakan.

   Bahasa guru

   "Now, please complete the questions in Worksheet 4.12 with a subject (in bold) and a base form of the verb (underlined) to answer the

italicized phrases in the answers column."

2. Guru serta peserta didik membahas jawaban Worksheet 4.12.

   Bahasa guru

   "Let's discuss the answers. What is the complete question of number one?"

Jawaban Worksheet 4.12

1. they see
2. they notice
3. they think

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk mengerjakan Worksheet 4.13 dengan cara mengisi pertanyaan rumpang sesuai dengan jawaban yang sudah disediakan.

   Bahasa guru

   "Now, similar to the previous activity, please complete the questions in Worksheet 4.13 with a subject (in bold) and a base form of the verb (underlined) to answer the italicized phrases in the answers column. The difference is you have to also add the correct Wh-Question."

2. Guru serta peserta didik membahas jawaban Worksheet 4.13.

   Bahasa guru

   "Let's discuss the answers. What is the complete question of number one?"

Jawaban Worksheet 4.13

1. What - the scientists catch
2. Why - they catch
3. How - they make
4. What - they use
5. How - they spend

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk mengerjakan Worksheet 4.14 dengan cara mengisi pertanyaan rumpang sesuai dengan jawaban yang sudah disediakan.

   Bahasa guru

   "Now, as you have worked with completing questions in the previous worksheets, please do the same with this one."

2. Guru serta peserta didik membahas jawaban Worksheet 4.14.

Bahasa guru

"Let's discuss the answers. What is the complete question of number one?"

Jawaban Worksheet 4.14

1. What did they do.
2. Why did they remove.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk mengerjakan Worksheet 4.15 dengan cara mengisi pertanyaan rumpang sesuai dengan jawaban yang sudah disediakan.

   Bahasa guru

   "Now, I believe you can make a full question based on its answer. Please do the same in Worksheet 4.15."

2. Guru serta peserta didik membahas jawaban Worksheet 4.15.

   Bahasa guru

   "Let's discuss the answers."

   "What is the complete question of number one?"

Worksheet 4.15

1. What was the object.
2. What was.
3. The team of scientists do/collect.

Section 5 – Your Turn: Reading

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk melihat Gambar 4.12 dan meminta peserta didik untuk menjawab beberapa pertanyaan terkait gambar tersebut.

Bahasa guru

"Let's take a look at Picture 4.12."

"Why did the swimmer in the first picture look angry?"

"What do you think is on the man's head in the second picture?"

"Why is it on his head?"

Instruksi pada Buku Siswa

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

Word Box

approve (base form)/approved (past form): menyetujui
drive (base form)/drove (past form): mendorong
invest (base form)/invested (past form): menginvestasikan
reduce (base form)/reduced (past form): mengurangi
association: keterkaitan/hubungan
behavior change: perubahan perilaku
campaigns: kampanye
community groups: kelompok-kelompok masyarakat
effectiveness: efektivitas
evolution: evolusi/perkembangan
government departments: departemen pemerintahan
local councils: pemerintahan daerah
prevention: pencegahan
strength: kekuatan
tosser: pembuang sampah sembarangan
anti-littering: anti membuang sampah sembarangan
clear: jelas
core: pokok/inti

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

The NSW government invested over $17 million to promote the anti-littering campaigns on TV, radio, outdoor billboards or online. The **Tosser!** campaigns helped reduce litter in NSW from 2014 to 2020 by 43% compared to 19% nationally. Other government departments, local

councils, business partners, and community groups across NSW also used the **Tosser!** creative materials. This showed the strength of the message and the campaign's effectiveness.

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

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

Adapted from:

https://www.dontbeatosser.epa.nsw.gov.au/dont-be-tosser-campaign-put-your-rubbish-bin-dont-be-tosser

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris.
- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

Bahasa guru

"This is a story of anti littering campaigns in New South Wales. New South Wales is a state in Australia."

"The campaigns use creative materials or pictures to show people that throwing garbage must be in the garbage bin!"

"I will read the text for you."

"Now, I will read the text per sentence. Repeat after me."

"Now, let's look at the first sentence again."

"The first sentence tells us the year when the campaigns first started."

"Can you find the year that tells when the campaigns started?"

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik menjawab pertanyaan-pertanyaan pada Worksheet 4.16.

   Bahasa guru

   "Now, answer the questions on Worksheet 4.16."

2. Guru dan peserta didik membahas jawaban bersama-sama.

   Bahasa guru

   "Have you done it? Let's check the answer."

   "Who wants to go first?"

Jawaban Worksheet 4.16

1. The campaigns started in 2014.
2. The NSW government invested over $17 million in the campaigns.
3. The campaigns helped reduce litter in NSW by using creative materials.
4. The NSW government changed the campaigns to Don't be a Tosser! because it drove positive behavior change.
5. The posters were effective because 95% of the community approved of the message.
6. The best title for this story would be Anti-Littering Campaigns.

Section 6 – Fun Time

Instruksi pada Buku Siswa

Let's Race with the Questions

a. Make Wh-Questions based on words or phrases written on answer cards.

b. Follow the instructions.

   1. Four or five groups of six students compete in this race.
   2. Each player is given a question card and each group is given one set of shuffled answer cards in an envelope.
   3. One student takes an answer card from the envelope and reads it aloud.
   4. The players in the group then race to make a past simple

Wh-Question using a question word from their card to elicit the word or phrase read out.

5. The first player to do this correctly takes the answer card and crosses off the question word on their card.

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

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

Instruksi untuk guru

Guru menjelaskan instruksi permainan 'Let's Race with the Questions'. Guru meminta peserta didik untuk melatih membuat pertanyaan dengan 'Wh-Questions' dengan 'Did' atau 'Was/Were' kembali.

Bahasa guru

"Now, we are going to play a game. The name is 'Let's Race with the Questions'! In this game you have to make or answer a Wh-Question based on the card you choose. Those who can make or answer the question grammatically correct can cross off the question word on their card."

Section 7 – Enrichment

Instruksi pada Buku Siswa

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

b. Observe the use of verbal messages and images in each poster. Discuss with a classmate how the combination of verbal texts and images convey the message.

c. Work with a classmate and create a poster that raises public awareness of plastic pollution.

d. Present the poster to your class. Or, post your poster in your school's social media.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir.

2. Peserta didik berdiskusi berpasangan membahas makna dan keefektifan pesan yang terdapat pada setiap poster contoh.

3. Guru meminta peserta didik untuk menciptakan atau menggambar poster dengan pesan yang sama mengenai bahaya sampah plastik.

4. Poster yang telah selesai dapat dipresentasikan di depan kelas.

   Bahasa guru

   "In this section, please observe the Picture 4.13 first.

   "Please observe the use of verbal messages and images on each poster."

   "After that, please work with a classmate and create a poster that raises public awareness of plastic pollution."

   "Present your own poster to your class or post it on your school's social media."

Unit 3. You Can Help

Section 1 – Say What You Know

Instruksi pada Buku Siswa

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

Buy it, try it, throw the trash away!

Take it, break it, throw the trash away!

Get it, use it, finish it, lose it.

Wear it, tear it, throw the trash away!

Soda pop, box top, once you start you can't stop.

Buy it, show it, nothing left but to throw it!

Throw the trash away! (Oh, no—where is "away"?)

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

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

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk membaca puisi karya Betty Miles.

   Bahasa guru

   "Let's have a look at the poem written by Betty Miles."

2. Guru meminta peserta didik untuk mengidentifikasi kata-kata kunci yang ada pada puisi tersebut.

   Bahasa guru

   "What are the action words you can find in the poem?"

   "What is the poem about?"

3. Guru dapat mengajak peserta didik untuk mendiskusikan pertanyaan nomor dua tentang apa yang dapat dilakukan untuk mengatasi masalah yang berkaitan dengan sampah plastik.

   Bahasa guru

   "Can you help with the problem of plastic pollution?"

   "How can you help it?"

Jawaban Worksheet 4.17

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 2 – Reading

Instruksi pada Buku Siswa

a. Look at Picture 4.14 and discuss the following questions with a friend. You may use Indonesian.

   1. What did the people in the pictures decide to do?
   2. Who mainly showed up to help collect the trash in the pictures?
   3. What kind of trash did they mostly pick up?

4. Do you think many people realize the dangers of plastic to the environment?

Instruksi untuk guru

1. Guru mengarahkan peserta didik untuk melihat Picture 4.14.

   Bahasa guru

   "Let's have a look at Picture 4.14."

2. Guru meminta peserta didik untuk mendiskusikan hal-hal yang berkaitan dengan Picture 4.14 tersebut.

Jawaban Worksheet 4.18

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

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

Word Box

come out (base form)/came out (past form): datang
clean up (base form)/cleaned up (past form): membersihkan
collect (base form)/collected (past form): mengumpulkan
decide (base form)/decided (past form): memutuskan
pick up (base form)/picked up (past form): memungut
realize (base form)/realized (past form): menyadari
show up (base form)/showed up (past form): datang
acclaim: pengakuan
annual: tiap tahun
contributor: penyumbang
flatbed truck: mobil pickup

megaphones: alat pengeras suara
movement: gerakan
reality: kenyataan
teenage years: masa remaja
urgency: urgensi
volunteers: sukarelawan
growing: yang semakin bertambah
tirelessly: tanpa lelah

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

Melati and Isabel were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their everyday lives. They saw it when they walked to the rice fields or when they went to the beaches. They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world.

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

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

Adapted from:

https://www.onegreenplanet.org/environment/two-teenagers-who-convinced-bali-to-ban-plastic-bags/
https://www.independent.co.uk/climate-change/news/bye-bye-plastic-bags-indonesia-environmental-island-clean-up-a9605651.html

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris.
- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

Bahasa guru

"This is a story of two sisters who have helped to clean up the place where they live from plastic waste."

"I will read the text for you."

"Now, I will read the text per sentence. Repeat after me."

"Now, let's look at the first sentence again."

"The first sentence tells us where the two sisters live."

"Can you find the name of the place where they live?"

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengerjakan Worksheet 4.19.

   Bahasa guru

   "After you read the text about Melati and Isabel, it's time for you to work on Worksheet 4.19. Please answer it based on the text and picture 4.14."

2. Guru meminta peserta didik untuk membahas jawaban pada Worksheet 4.19.

   Bahasa guru

   "Have you done it? It's time for us to discuss the answers. Who wants to answer the first number?"

Jawaban Worksheet 4.19

1. Melati and Isabel spent their teenage years helping clean up Bali from plastic waste.
2. The two sisters decided to help clean up Bali because they wanted to protect the environment and the natural world.
3. They carried megaphones and stood on the back of a flatbed truck early on Sunday morning.
4. Children and teenagers mostly joined the sisters in cleaning up the island.
5. They did the island clean up movement on the beaches, the rivers and the streets.

Instruksi untuk guru

Guru dapat menjelaskan bagian ini dengan bahasa Indonesia bahwa peserta didik dapat berperan serta dalam mengurangi dan menanggulangi masalah-masalah lingkungan yang diakibatkan oleh penggunaan plastik yang berlebihan. Gerakan yang dimulai dan dilakukan oleh dua kakak beradik, Melati dan Isabel, adalah satu contoh nyata bahwa remaja juga dapat melakukan aksi-aksi nyata untuk membersihkan lingkungan tempat tinggal.

Did You Know?

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

Source:

https://endplasticwaste.org/en/our-stories/the-clean-up-movement
https://www.onegreenplanet.org/environment/two-teenagers-who-convinced-bali-to-ban-plastic-bags/

Section 3 – Language Focus

Instruksi pada Buku Siswa

a. Sequencing a series of past incidents or events with 'when'

Oftentimes, the past incident we would like to report on consists of two or more events. To organize those events logically, we can use

'when'. We select two events that happened at or around the same time and sequence them with 'when'. Have a look at the following examples taken from the previous reading texts.

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

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

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

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

Instruksi untuk guru

1. Guru menjelaskan *language focus* pada Unit 3. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Bahasa guru

"Today we will talk again about sequencing several events that happened in the past. This is very useful because we want to make the events easy to understand. In this unit, we will focus on using 'when' to sequence two past incidents or events that happened at the same time or almost at the same time. Remember we still use the Past Simple tense for writing the past events. Let's have a look at the examples."

2. Guru menginstruksikan peserta didik untuk mengubah contoh kalimat ketiga dan keempat dengan menuliskan "when" diawal kalimat.

   Bahasa guru

   "If you use 'when' in the first part of the sentence, use a comma before the second part. Have a look at the first and the second sentences."

   "Now, please do the same with the third and the fourth sentences."

Jawaban Worksheet 4.20

3. **When** Melati and Isabel decided to tackle plastic pollution, they were only 12 and 10 years old.
4. **When** they walked to the rice fields or when they went to the beaches, they saw it.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru menginstruksikan peserta didik untuk merangkai dua kalimat pada setiap point menjadi satu kalimat dengan menggunakan kata "when".

   Bahasa guru

   "Alright, now you have learned about how to sequence two sentences by using the word when."

   "Now please sequence the sentences in worksheet 4.21."

2. Guru serta peserta didik membahas jawaban worksheet 4.21.

   Bahasa guru

   "Let's discuss the answers."

   "Who wants to try number one?"

Jawaban Worksheet 4.21

1. Melati and Isabel saw some plastic bottles and bags when they went hiking to Mount Batur with their parents.

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

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

   When a team of scientists sailed in the ocean near Costa Rica, they saw an injured sea turtle.

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

   When the object came out, the scientists found a wrinkled and brownish plastic straw.

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

   When a storm washed up tons of plastic trash onto Kuta Beach, Melati and her sister called for help to pick up the trash

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

   When other government departments across NSW used the campaign, the Tosser! campaigns helped reduce litter in NSW from 2014 to 2020.

Section 4 – Reading

Instruksi pada Buku Siswa

You have read texts about rescuing a sea turtle, anti-littering campaigns, and a clean-up awareness campaign in Bali. They are factual stories. There are facts about them. These stories are called factual recounts. The stories are based on a series of fact-based events or incidents. Usually, a

factual recount ends in an evaluation or emotional response as the final comment on the events.

a. The following table shows you how the first two stories end.
   - Can you tell how the last story ends?
   - Tick the best column indicating how the last story ends.

Table 4.2 How stories ends

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

Instruksi untuk guru

Guru menjelaskan bahwa cerita yang telah disimak dan dibaca dalam Chapter 4 ini yang berjudul 'Rescuing a Sea Turtle', 'Two teenagers and Plastic Trash in Bali', and 'Anti-Littering Campaign in Australia' adalah laporan peristiwa yang benar-benar terjadi. Laporan peristiwa faktual ini termasuk ke dalam genre factual recount. Factual recount mengandung rangkaian peristiwa atau kejadian yang telah terjadi, dan

berakhir dengan evaluasi atau respon emosional sebagai komentar terakhir penulis mengenai peristiwa tersebut.

Bahasa guru

"Now you have read the stories entitled 'Rescuing a Sea Turtle', 'Two teenangers and Plastic Trash in Bali', and 'Anti-Littering Campaign in Australia'. These stories are factual and we call it a factual recount. The aim of a factual recount text is to report on factual events. It contains a series of fact-based events or incidents, and they end in an evaluation or emotional response as the final comment on the events."

Instruksi pada Buku Siswa

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

Table 4.3 Elements of a story

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

Adapted from Derewianka & Jones, 2016

Instruksi untuk guru

1. Guru meminta peserta didik mengamati salah satu elemen *factual recount text: the story ending*. Contoh yang ditampilkan diambil dari 'Rescuing a Sea Turtle' dan 'Anti-littering Campaigns in Australia'.

   Bahasa guru

   "Let's see Table 4.2."

   "This table is about how a factual recount text can end."

   "As you can see here, there are two ways the text ends either by evaluating or by giving an emotional response to the event (incident)."

2. Guru dan peserta didik membahas elemen-elemen lainnya dalam sebuah *factual recount text*.

   Bahasa guru

   "Let's see the other elements of a factual recount in Table 4.2."

   "In the 'rescuing a sea turtle' story, the place, time, reason, and actors were mentioned in the orientation part. Then, it is followed by records of events or incidents."

   "This record of events is ordered based on the time each event happened."

   "In the 'rescuing a sea turtle' story, there are three series of events, as you can see in the table. All of these events are recorded based on the time they happened."

   "The factual recount text then is concluded with a comment, which, as we discussed before, can be an evaluation or an emotional response to the event/incident."

Instruksi pada Buku Siswa

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

Instruksi untuk guru

1. Guru meminta peserta didik mengidentifikasi elemen pada *factual recount text* 'The Two Teenagers in Bali and Plastic Trash'.

   Bahasa guru

   "Alright, let's identify the elements of the other factual recount text that is about the two teenagers who helped to clean up Bali from plastic trash."

2. Guru dan peserta didik membahas hasil identifikasi peserta didik.

   Bahasa guru

   "Let's discuss the answers."

   "Who wants to answer the orientation part?"

   "Well done, you are right. The answer is ...."

   "How about 'the records of events' part?"

   "Who wants to tell the answer?"

   "Alright, you have learned how to identify the elements of the factual text. Good job!"

Jawaban Worksheet 4.22

Orientation Introducing the when, where, who, why and/or how in the story	Records of Events Recounting what happened in chronological steps		Comment Giving an evaluation or emotional response to the event
	Event 1	Event 2	
Who: **Melati and Isabel Wijsen** Where: **In Bali** How: Spent teenage years working tirelessly to clean up the island.	Decided to tackle plastic pollution. Found plastic everywhere. Were aware of the plastic waste problem.	**Began a movement.** **Collected trash with volunteers on the beaches, rivers and streets.**	The two sisters became local heroes and won international acclaim for their clean-up awareness campaign.

Section 5 – Viewing

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru menjelaskan kegiatan yang harus dilakukan oleh peserta didik dalam section ini. Guru meminta peserta didik untuk membuat

kelompok. Lalu, peserta didik diminta untuk mengerjakan Worksheet 4.23.

Bahasa guru

"Now, please work in a group. Today, please select which pieces of the movement go to every element of the factual recount, including the Orientation, and the Records of Events 1 and 2."

Jawaban Worksheet 4.23

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk membuat *a factual recount text* yang mengikuti struktur text 'Rescuing a Sea Turtle', 'Two teenagers and Plastic Trash in Bali', and 'Anti-Littering Campaign in Australia' tetapi dengan mengganti bagian orientasi dan *record of events*.

Bahasa guru

"Today, you should plan a factual recount text that is similar to the other texts. The text is based on a factual 'Bye Bye Plastic Bags' campaign."

"Before you write the text, you should decide the orientation."

"Please write it on Worksheet 4.24."

Jawaban Worksheet 4.24

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk merancang bagian *record of events* dari teks *recount* mereka.

Bahasa guru

"Now, think about how many events you would like to record."

"You can use Table 4.3 to help you with records of events."

"After that, please think about how the event or incident ends as the final comment."

"After you have finished, you may write the whole text in Section 7."

Jawaban Worksheet 4.25

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik untuk merancang bagian comments dari teks *recount* mereka.

Bahasa guru

"Now, as the last part, please think about how the event or incident ends as the final comment."

"After you have finished, you may write the whole text in Section 6."

Jawaban Worksheet 4.26

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 6 – Your Turn: Writing

Instruksi pada Buku Siswa

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

Instruksi untuk guru

Guru meminta peserta didik menceritakan kembali the 'Bye Bye Plastics Movement' berdasarkan informasi yang terdapat pada Section 5.

Bahasa guru

"In the last activity we have planned to make a factual recount regarding the Bye Bye Plastics Movement. Now, please, recount the movement based on the information you got in Section 5."

Jawaban Worksheet 4.27

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 7 – Enrichment

Instruksi pada Buku Siswa

a. Share a movement or an action on your social media about taking care of the environment.

b. Invite your friends to send messages asking questions about and discussing details of the movement.

c. Share the results of the discussion on your social media.

Instruksi untuk guru

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir.

2. Peserta didik dapat menggunakan teknologi *search engine* pada gawai pintar bila memungkinkan untuk mencari *factual events* atau *incidents* berkaitan dengan kegiatan melindungi lingkungan hidup.

3. Guru meminta peserta didik untuk menggunakan factual events/ incidents yang mereka dapat dan pilih serta membagikannya di salah satu social media mereka. Kemudian peserta didik dapat

mengajak teman untuk berdiskusi dan membagikan kembali hasil diskusi tersebut.

Bahasa guru

"In this section, I want you to share a movement or an action on your social media about taking care of the environment."

"Then, invite your friends to discuss the details of it with you."

"After that, please share your results of discussion on the same social media."

Reflection

Instruksi pada Buku Siswa

Think about your learning, then fill out the following sheet.

Instruksi untuk guru

1. Guru meminta peserta didik melakukan refleksi atas pembelajaran yang telah dilakukan.

   Bahasa guru

   "To reflect on the learning, please work on the learning reflection sheet."

2. Guru membahas hasil refleksi peserta didik terutama terkait dengan pembahasan yang memerlukan perhatian.

Remedial

1. Guru melakukan analisa dari hasil pembahasan refleksi peserta didik dan dari hasil penilaian untuk menentukan *remedial teaching*.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! **2 – I did OK!** **3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	**Rating**	**Notes**
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	**Rating**	**Notes**
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1340466cm

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Panduan Khusus
Chapter 5
Embrace Yourself

Chapter 5
Embrace Yourself

Unit 1. Be Yourself

Unit 2. I Know You Can Do It

Unit 3. Practice Makes Perfect

Learning objectives

Upon completion of Chapter 5, the students should be able to:

1. ask for and give opinions;
2. identify sequences of main events in a story; and
3. write the main events of a story.

Pendahuluan

Guru dapat memperkenalkan diri terlebih dahulu kepada peserta didik. Guru dapat menggunakan bahasa Inggris atau bahasa indonesia. Guru menjelaskan tujuan pembelajaran pada Chapter 5.

Bahasa guru

*"Good morning, everyone. My name is **[Teacher's full name]**. You can call me **[Teacher's name]**. I'm from **[Teacher's origin]**. I'm your English teacher. You will learn English with me for this academic year."*

"In this chapter, we will learn about asking and giving opinions about a story. We will learn to identify sequences of main events in a story and write the main events of a story."

Unit 1. Be Yourself

Section 1 – Say What You Know

Instruksi pada Buku Siswa

a. Look at the pictures. Do you know all of the products in the pictures?

Instruksi untuk guru

Guru mengarahkan peserta didik untuk melihat gambar 5.1 mengenai produk-produk yang biasa digunakan sehari-hari.

Bahasa guru

"Let's have a look at Picture 5.1."

"Do you know all the products in the pictures?"

Instruksi pada Buku Siswa

b. What are the products for?

Instruksi untuk guru

Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan dengan gambar tersebut.

Bahasa guru

"What is the name of the first product?"

"What is it for?"

Instruksi pada Buku Siswa

c. Do you use them every day?

Instruksi untuk guru

Guru juga dapat meminta peserta didik mengingat seberapa sering mereka menggunakan produk tersebut.

Bahasa guru

"Do you use them everyday?"

"Why should we use this product?"

"What happens if we don't use this product?"

1. Guru dapat melakukan *diagnostic assessment* pada tahapan ini. Sebagai contoh, di bawah ini tersedia contoh *diagnostic assessment rubric* yang dapat dipergunakan.

Diagnostic Assessment Rubric

Date: _____ **Class:** _____ **Chapter/Unit:** _____

Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
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Comment:

Section 2 – Listening

Instruksi pada Buku Siswa

a. Listen to the Dialog Part 1 in Audio 5.1. Monita and Pipit are talking about beauty advertisements.

Word Box

agree: setuju
share: berbagi
wear: memakai
advertisement: iklan
beauty: kecantikan
savings: tabungan
perfect: sempurna
at all: sama sekali
beauty care: perawatan kecantikan
by the way: ngomong-ngomong
just the way we are: apa adanya
no flaws: tidak ada cacat

Audio 5.1 Script

Monita : Pipit, look at these models! They are so beautiful.

Pipit : You're right. They're white and tall. They have no flaws at all.

Monita : They are just perfect.

Pipit : I wish I looked like them.

Monita : So do I.

Pipit : They put on makeup.

Monita : Yes. That's what makes them beautiful.

Pipit : Should we put on makeup?

Monita : I think so.

Kak Sinta : Hey, girls. I just overheard. You know, we are beautiful just the way we are, with or without makeup. By the way, I'm listening to a new story on a podcast. Let's listen to it.

Instruksi untuk guru

Guru mengajak peserta didik untuk mendengarkan Audio 5.1 mengenai iklan kecantikan.

Bahasa guru

"Let's listen to Audio 5.1. We will listen to Monita and Pipit who talk about the beauty advertisement."

Instruksi pada Buku Siswa

b. Discuss with your friend.
    1. Why do Monita and Pipit want to be looks like the models in the advertisement?
    2. What do you think about the idea of looking like models?
    3. Do you agree with Kak Shinta's opinion about being beautiful? Why or why not?
    4. Can you guess what the story will be about?
    5. Do you think girls and boys will like the story? Why or why not?

Instruksi untuk guru

1. Guru meminta peserta didik untuk mendiskusikan dialog pada Audio 5.1.

Bahasa guru

"Now, it's time for you to discuss the audio with your friend. You can take a look at the questions on your book. After you discuss it, please write your answer on your own book."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers."

   "Who wants to answer the first question?"

Jawaban:

1. Because they have no flaws. They are white and talls.

No. 2 dan selanjutnya, jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 3 – Listening

Instruksi pada Buku Siswa

a. Match the phrases with the appropriate meanings.

conceal: menyembunyikan, menutupi	vanished: menghilang
embrace: merangkul	a glance: melirik sekilas
humming: bersenandung	a solid minute: satu menit
overplayed: sering dimainkan	apparently: nyatanya
scanning: memindai	carefully: dengan hati-hati
scratch: guratan	intently: dengan teliti
dent: penyok	maybe: mungkin
line: garis	prettify: mempercantik
makeup: tata rias wajah	someday: suatu hari nanti

Instruksi untuk guru

1. Guru meminta peserta didik untuk mencocokkan beberapa frasa dengan artinya yang sesuai.

   Bahasa guru

   "Let's take a look at the table."

   "Each box in the table has meanings that you should match with the correct phrases below."

   "If you do not know the meaning of each phrase in Bahasa Indonesia, you can take a look at the word box first, then choose the appropriate meanings in English afterward."

2. Guru membahas arti dari setiap frasa yang sudah dicocokan oleh peserta didik.

   Bahasa guru

   "Alright, what is the meaning of makeup?"

   "Yes, that's right. Make up is cosmetics applied to the face."

Jawaban Worksheet 5.2

1. makeup: cosmetics applied to the face.
2. threw a glance: a quick look.
3. intently: with earnest and eager attention.
4. scanning: Look at all parts.
5. dent: A slight hollow in a hard even surface.
6. scratch: A mark or wound.

Instruksi pada Buku Siswa

b. Listen to a story in Audio 5.2.

Audio 5.2 Script.

"Have you heard of makeup?"

I threw her a glance. She came to me in the morning, waiting for the class to begin.

"You'd look prettier with makeup on." She looked at me intently; her eyes were scanning every inch of my face.

Every dent, every scratch, every line.

Every flaw.

Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.

"Yeah, I know," I finally managed.

She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.

Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines. Maybe someday I'll "prettify" my face. Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.

Maybe someday.

Instruksi untuk guru

Guru mengajak peserta didik untuk mendengarkan cerita Part 1.

Bahasa guru

"Alright, let's listen to a story about makeup."

Instruksi pada Buku Siswa

c. Answer these questions. You may use Indonesian.

Jawaban Worksheet 5.3

1. Two. Not really, they seem to be classmates.
2. A class
3. A girl, teenager perhaps 13 or 14 years old.
4. She (the narrator's classmate)
5. Perhaps, she's just being mean, commenting on the fact that 'I' did not put any makeup on but 'I' looks pretty. Or, perhaps she was concerned about 'I' who doesn't look fresh without any make up.
6. She/he probably thinks there is no point arguing with her classmate. She/he has her/his own belief about being pretty or make up. She/he seems to try to be comfortable with the way she/he is. She/he embraces herself.
7. She observes the face seriously and makes 'I' uncomfortable.
8. Possible answer: Yes, looking at a painting or at my mum's new plant.

Instruksi pada Buku Siswa

d. Fill the bubbles in the comic with the words from the story.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab pertanyaan sesuai dengan cerita yang sudah mereka dengar.

Bahasa guru

"After listening to the story, you have to answer these four questions based on the story you have heard."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Let's discuss the answers."

3. Guru memberi arahan untuk tidak saling mencela keadaan wajah dan fisik orang lain.

Did You Know?

The teenage years can be hard on your skin. Changes in hormones can lead to oily skin and acne breakouts. Fortunately, there are many things you can do to take care of your skin. Some of them are:
Wash your face twice a day with a gel-based or foaming cleanser.
Avoid harsh soaps and products containing alcohol.
When washing your face, gently massage it with circular motions.

Source:

https://teens.webmd.com/facial-skin-problems-faq

Section 4 – Language Focus

Instruksi pada Buku Siswa

Learning to express opinions

Expressing opinions is an important skill to start a discussion. We can use this skill to argue our position like whether or not to wear makeup,

or just to express simple likes and dislikes about ideas such as hobbies, favorite food, and games.

There are many useful phrases to express opinions. Some of the most common expressions are:

Table 5.1 Expressing opinions

No.	Expressing opinions with 'I'	Other expressions
1.	I think (that) ...	In my view ...
2.	Personally, I think (that) ...	In my opinion ...
3.	I believe (that) ...	According to me ...
4.	I am sure (that) ...	From my point of view ...

We can use the expressions in Table 5.1 to express our opinions. Have a look at the following examples:

Table 5.2 Examples of expressing opinions

I think swimming helps you to stay healthy.	In my opinion, swimming helps you to stay healthy.
I believe English is easy to learn.	In my opinion, English is easy to learn.
I'm sure that Galang will win the game.	From my point of view, Galang will win the game.

Instruksi untuk guru

Guru menjelaskan language focus pada Unit 1. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Bahasa guru

"Today we will talk about expressing opinions. And, this time expressing opinions shown in a conversation. To express opinions, we use expressions such as I think... In my opinion... I believe ...

In a conversation, we express opinions to:

- *start a discussion (I think..): I think they have no flaws at all.*
- *argue our position like whether or not to wear makeup (I believe that ...): I believe that we are beautiful just the way we are, with or without makeup.*
- *to express simple likes and dislikes about ideas such as hobbies, favorite food, and games (Personally, I think..): Personally, I think we are all beautiful.*

Let's have a look at other examples in table 5.2".

Instruksi pada Buku Siswa

Now try to do the following practice exercise about giving opinions with the situations given.

Instruksi untuk guru

Guru meminta peserta didik untuk berlatih memberikan opini berdasarkan situasi yang sudah disediakan pada tabel 5.3.

Bahasa guru

"Now, let's practice giving opinions in these situations."

"Who wants to give an opinion for the first situation, watching a Korean drama?"

Section 5 – Fun Time: What am I Doing?

Instruksi pada Buku Siswa

Instruction:

- Divide the class into two teams.
- Choose a student from one team to come to the front of the class and to mime an action shown on a card.
- Guess the miming action from one of your teammates.

For the students who mimes:

- Take one card
- Think of what you are going to mime
- In two minutes, mime what is shown on the card
- The members of his/her team guess the answer, for example 'You are shaving your beard".
- If the team member is correct, they score a point for their team. If not, the student continues with the mime.
- When an action is correctly guessed, a student comes up from the other team and so on.

For discussion:

What are your opinions about the activities in the miming cards?

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat dua kelompok besar. Kemudian, guru meminta peserta didik pada tiap kelompok untuk

menentukan satu orang peserta didik yang akan memperagakan aksi di kartu yang dipilih.

Bahasa guru

"Now, we are going to play a game. Please divide your class into two teams. Team A and Team B."

If you choose team A, you can stand to the left of me. If you choose team B, you can stand to the right of me."

"Then, please choose one person who will mime the action in front of the class."

"Who will mime the card for team A? How about team B? Who will mime the card for team B?"

2. Guru menjelaskan apa yang harus dilakukan oleh peserta didik yang menjadi peraga dalam setiap kelompok.

   Bahasa guru

   "For those who will mime the action of the card, you should pick one of the cards and think about your action in two minutes. Then, you can act it out."

   "If your team guesses it right, you can stop and other teams can come up to the front of the class. But, if your team cannot guess it, you can continue acting it out."

3. Guru menjelaskan apa yang harus dilakukan oleh peserta didik lain di kelompok tersebut.

   Bahasa guru

"After you decide the person who will mime the action of the card, the rest of the team should guess the miming action. Remember, only your teammates can guess it."

"Your team will have one point every time you guess it right."

4. Guru mulai mengocok kartu dan meminta peserta didik yang akan memperagakan aksinya memilih kartu.

   Bahasa guru

   "Let's begin. Who will play first?"

   "The student who will mime the action can come to me and pick your card."

5. Guru mengajak peserta didik mengungkapkan opini tentang kegiatan yang ada di dalam 'Miming Cards'. Misalnya, guru menunjukkan gambar "*cutting nails*". Guru meminta beberapa peserta didik mengungkapkan opini tentang "*cutting nails*". Peserta didik dibolehkan menjawab dalam bahasa Indonesia dan guru memverifikasi dengan Bahasa Inggris.

   Contoh jawaban: *I think cutting nails is to clean the nails. In my opinion, washing my face keeps my face fresh. I believe that putting on lotion on my hands does not make my skin dry. I am sure that my teeth are clean after I brush my teeth.*

   Bahasa guru

   "Now, let's talk about each picture here. What do you think about cutting nails?"

Section 6 – Speaking

Instruksi pada Buku Siswa

a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.

Table 5. 4 Script of the text

The Girl (Student 1)	:	"Have you heard of makeup?"
Narrator 1 (Student 2)	:	I threw her a glance. She came to me in the morning, waiting for the class to begin.
The Girl (Student 1)	:	"You'd look prettier with makeup on."
Narrator 2 (Student 3)	:	She looked at me intently; her eyes were scanning every inch of my face.
Narrator 3 (Student 4)	:	Every dent, every scratch, every line. Every flaw.
Narrator 1 (Student 2)	:	Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.
Narrator 2 (Student 3)	:	"Yeah, I know."
Narrator 3 Student 4)	:	I finally managed.
Narrator 1 (Student 2)	:	She turned away to do her work, humming a song that was overplayed by the radio. Apparently not aware of how much her words had hurt me.
Narrator 2 (Student 3)	:	Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines.
Narrator 3 (Student 4)	:	Maybe someday I'll "prettify" my face.

Narrator 1 (Student 2)	:	Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.
All Narrators (all Atudents)	:	Maybe someday.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat kelompok yang terdiri dari empat peserta didik.

   Bahasa guru

   "Please make a group of four."

2. Guru menjelaskan apa yang akan peserta didik lakukan dalam group mereka. Guru juga mengarahkan peserta didik untuk memilih salah satu peran dalam teks.

   Bahasa guru

   "In this section, we will retell the dialogue that you have listened to. Do you still remember the text about makeup?"

   "Today, we will retell the text."

   "I need four students to retell it."

   "Who will be narrator 1?"

   "Who will be narrator 2?"

   "Who will be narrator 3?"

   "And who will be the girl?"

3. Guru membaca dialog dengan keras dalam intonasi dan pelafalan yang benar. Peserta didik ikut membaca dalam hati.

Bahasa guru

"Now, please take a look at Table 5. 4 Script of the text. Before you act it out, I will read the dialogue first. You can read along with me."

Instruksi pada Buku Siswa

b. Think of the actions and feelings of each character while retelling the story. Discuss with your groups how to project the feelings while retelling.

Instruksi untuk guru

1. Guru meminta peserta didik untuk memikirkan gerak tubuh yang harus mereka lakukan, suasana hati, dan juga intonasi yang cocok ketika menjadi salah satu karakter. Guru meminta peserta didik untuk menuliskannya dalam tabel yang sudah disediakan. Guru memberi contoh dengan mengelaborasi beberapa perasaan dan intonasi.

   Bahasa guru

   "Before you become one of the characters, first we should think about the feelings, intonation, and gestures you will use."

   "For example, if you are becoming the girl, you should think of the intonation and gesture that is suitable with her feelings."

   "You can discuss it with your teammates and write it down on your notes."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

"Have you finished? Let's talk about the answers."

"Who wants to answer the narrator's feeling and intonation?"

Instruksi pada Buku Siswa

c. Practice to retell the story with your group.

Instruksi untuk guru

Guru meminta peserta didik untuk berlatih secara berkelompok.

Bahasa guru

"Now, it's time for you to practice with your group."

Section 7 – Your Turn: Performing

Instruksi pada Buku Siswa

a. Use the script from Section 6.

Instruksi untuk guru

Guru meminta peserta didik untuk menggunakan skrip yang sudah mereka pelajari dalam kelompok pada section sebelumnya.

Bahasa guru

"Okay, it's time to perform."

"Previously, you have practiced retelling the story with your group, right?"

"For the performance, we are going to use the script from section 6 again."

"Now, let's go back to section 6 and use the script."

Instruksi pada Buku Siswa

b. Check the preparation. Put a checklist for each box.

Instruksi untuk guru

Guru meminta peserta didik untuk memperhatikan poin-poin persiapan yang telah disediakan pada Part b agar latihan peserta didik dapat berjalan dengan baik.

Bahasa guru

"Throughout the practice, you have to follow these three points."

"First, make sure each member of the group takes a role as a character or a narrator."

"Second, make sure you all feel comfortable."

"Third, make sure each member of the group is confident with the role that each of you got."

"If your group has followed those three points, checklist the boxes in Part b."

Instruksi pada Buku Siswa

c. Perform your story to the class.

Instruksi untuk guru

Guru meminta peserta didik untuk menampilkan hasil latihan mereka."

Bahasa guru

"Now, each group has to perform the story in front of the class."

"Other groups have to pay attention to your friends' performances and you may provide feedback for your friends."

Assessment Rubric

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

Criteria	5–Excellent	4–Good	3–Fair	2–Poor	1–Bad
Pronunciation	Pronunciationis excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
Fluency	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Has considerable difficulty maintaining simple exchanges; hesitant with some sentences left uncompleted.	Has considerable difficulty maintaining simple exchanges; hesitant and strained except for memorized phrases.

Date: _____ Class: _____ Chapter/Unit: _____

Students	Pronunciation	Fluency	Score _____/20 points
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Comment:

_____

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Adapted from: https://www.dcs.k12.oh.us/cms

Section 8 – Enrichment

Instruksi pada Buku Siswa

Tell the story to your friends from other classes or schools, or to your family. What's their feeling watching your performance?

Instruksi untuk guru

Guru meminta setiap peserta didik untuk menampilkan dialog yang telah mereka tampilkan di kelas kepada kelas lain atau anggota keluarganya. Lalu, guru juga meminta peserta didik untuk mengamati reaksi penonton.

Bahasa guru

"You are doing a great job in performing your dialogue. Now, it's time for you to show it to your friends outside the classroom or to your family members. After you show your dialogue, please identify their feelings toward your performance."

Unit 2. I Know I Can Do It

Section 1 – Say What You Know

Instruksi pada Buku Siswa

1. What is your favorite activity?
2. How well do you do it? Choose the level that best describes your ability.

3. What do you do to improve your ability?

Instruksi untuk guru

1. Guru bertanya kepada peserta didik mengenai aktivitas favorit mereka. Guru juga bertanya pertanyaan tambahan kepada peserta didik tentang mengapa mereka suka aktivitas tersebut.

   Bahasa guru

   "What is your favorite activity in your spare time?"

   "Why do you like it?"

2. Guru meminta peserta didik untuk menilai seberapa baik mereka melakukan aktivitas favorit mereka pada Worksheet 5.6.

   Bahasa guru

   "How well do you do it? Are you happy when doing it?"

   "Let's take a look at worksheet 5.5. Now, I want you to choose the level that best describes your ability in doing your favorite activity."

   "You can choose 'very well' if you are confident you did it with excellent ability."

   "But, you can choose 'not well' if you think that you did not do it properly."

3. Guru bertanya tentang usaha peserta didik dalam meningkatkan kemampuan mereka.

   Bahasa guru

   "If you think that you did not do your favorite activity well, what do you do to improve your ability?"

Jawaban Worksheet 5.5

Jawaban apapun yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

Section 2 – Listening

Instruksi pada Buku Siswa

a. Listen to Audio 5.3 Galang, Andre, and Made are talking about a story about playing football.

Audio 5.3 Script

Monita : It's a good story, isn't it?

Galang : Yes. It motivates me to work hard.

Made : You're right. I was in the same situation once. I thought I was not good at anything. But, I found out that I was good at playing basketball.

Monita : In my case, I thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well. Thanks, Galang.

Made : Yeah, we just have to find what we like. Then, we have to practice.

Instruksi untuk guru

Guru meminta peserta didik untuk mendengarkan Audio 5.3 mengenai Galang, Andre, dan Made yang sedang membicarakan cerita tentang bermain bola.

Bahasa guru

"Let's listen to the conversation of Andre, Galang, and Made who discuss a story about playing football."

Instruksi pada Buku Siswa

b. Answer these questions.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan mengenai percakapan yang sudah mereka dengarkan.

   Bahasa guru

   "Alright, after listening to the story, let's answer the questions."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished?"

   "Alright, let's discuss your answers. Who wants to answer number one? What motivates Galang to work hard?"

Jawaban Worksheet 5.7

1. The efforts made by the main character in a story.
2. Monita.
3. He agreed that the story motivated him, too.
4. He was not sure about what he was not good at, but he finally knew he was good at playing basketball.
5. Fishing. He taught Monita how to do the fishing.

Section 3 – Reading

Instruksi pada Buku Siswa

a. Write the positions on the soccer field.

Word Box

Defenders: Pertahanan
Midfielders: Pemain tengah
Forwards: Pemain depan
Goalkeeper: Penjaga gawang

Instruksi untuk guru

1. Guru meminta peserta didik untuk melihat gambar 5.2. Guru meminta peserta didik untuk menuliskan posisi dari pemain sepak bola dalam lapangan.

   Bahasa guru

   "Look at Picture 5.2. What is it?"

   "There are some words related to the picture, can you identify what they are?"

   "Can you write the positions of each football player on this soccer field?"

2. Guru membahas jawaban bersama peserta didik.

   Bahasa guru

   "Have you finished?"

   "Let's talk about the answers."

   "Who wants to answer first?"

Instruksi pada Buku Siswa

b. Look up the meanings of these words in the Word Box. Work with your friend to guess what the story will be about.

Instruksi untuk guru

1. Guru meminta peserta didik untuk mencari arti dari setiap kata yang terdapat pada gambar 5.2 dalam Word Box. Lalu guru meminta peserta didik untuk berdiskusi mengenai cerita apa yang akan mereka baca di teks selanjutnya.

   Bahasa guru

   "To make sure about the meaning of the previous words, you can take a look at the Word Box."

   "Now, from these words and pictures, can you guess what the story will be about?"

   "Please discuss it with your friends."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished?"

   "Let's talk about the answers."

   "Who wants to answer first?"

Instruksi pada Buku Siswa

c. Read the story Part 1.

Part 1

One Friday afternoon on Gang Pelita, a small street where very few cars passed by, Bayu drew lines with a piece of stone to create a soccer field. When the field was drawn, the kids were grouped into two teams then they took their positions. Mirza, Abay, and Siti were one team, taking the left side of the field. Raka, Amelia, and Pitra were on the other team. While everyone was so eager to defend and score, Mirza was not sure about his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored.

They took some rest under the shade of a tall building on the street.

"You were no use, Mirza. You can't play football," Siti said.

"I think he guarded the goal area well," replied Bayu.

"But he didn't know what to do in the game. He was just running here and there," Siti said sternly.

Mirza didn't say anything. He kept silent. It was not the first time Siti talked like that.

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai bahasa Inggris.
- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan

meminta peserta didik untuk mencatat kata-kata kunci.

Bahasa guru

"Alright, it's reading time. Let's read the first part of the story."

"The story is actually related to the words you have just learned."

"Yes, the story is about playing football. Mirza was playing with his friends but something happened to him. Let's find out what it was together."

"I will read the text for you."

"Now, I will read the text per sentence. Please repeat after me."

"Now, let's look at the first sentence again. Where was it? Could you identify what happened in the story from the first sentence?"

"Now, in the second sentence, could you identify what they were going to play?"

Instruksi pada Buku Siswa

d. Answer the questions based on the story Part 1.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to answer the questions to understand the story more."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished?"

"Let's talk about the answers"

"Who wants to answer the first question?"

Jawaban Worksheet 5.8

1. Abay
2. Write the names based on the teams.

   Team 1: Mirza, Abay, and Siti

   Team 2: Raka, Amel, and Pitra
3. He clumsily left the goal area empty.
4. The possible answer is:
   a. He was worried he could not play soccer again.
   b. He was thinking about what Siti said.
   c. He wanted to play again.
5. Clumsily
6. The possible answer is being kicked out from the group.

Instruksi pada Buku Siswa

e. Read the story Part 2.

Part 2

The next afternoon, Mirza played with his plastic soccer ball in his bedroom. He kicked the black and white striped ball hard to the wall. His mother got annoyed by the sound. She came to his room and saw what was going on.

"You always make noises with that ball. Can't you just play outside?" said his mother from the doorway.

"I want to, but ..." Mirza replied hesitantly.

"Go play outside with your friends!" his mother ordered.

But, Mirza didn't go out that day. He stayed at home for the rest of the day. He wished his dad were home and played soccer with him.

The next Sunday morning, Mirza sat next to his mother who was busy with boxes of clothes. His mother worked as an assistant for an Goal Goal shop that selling kids' clothing.

"Mum, can I join Winners football club?"

"Do you really have to join the club?"

"Yes. I need a coach to train me to play soccer. This is a good soccer club, Mum."

"But you know our financial condition," whispered his mother.

"But this is important for me," MIrza looked down at the floor.

"There's a community football club here. I heard Pak RT was looking for children to join the club," said his mother. Mirza thought about

it for a moment. It was not a bad idea after all.

Instruksi untuk guru

Guru meminta peserta didik untuk membaca teks Part 2.

Bahasa guru

"Let's continue reading the story. It's the second part of the story and let's see what happens to Mirza next."

"Now, I will read the text per sentence. Please repeat after me."

"Let's identify each of the sentences and find the keyword just like what we did in the first part of the story."

Instruksi pada Buku Siswa

f. Answer the questions based on the story Part 2.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to answer the questions."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers."

   "Who wants to answer the first question?"

Jawaban Worksheet 5.9

1. Saturday.
2. Because she got annoyed by the sound.
3. *Semua ilustrasi bola dengan motif setrip dapat diterima sebagai jawaban.*
4. His dad was not around. Perhaps he was out of town or his dad already passed away. Mirxa wanted to play soccer with his dad; his dad could pay for the soccer club.
5. Winners soccer club.

Section 4 – Reading

Instruksi pada Buku Siswa

a. Read the story Part 3.

Part 3

The next day, he joined the soccer club. He promised to train hard. He wanted to become a great soccer player and helped his team win. However, he could not play well at the club. He always failed to keep the goal area. He was very sad and almost gave up. Pak RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him.

A month later, there was a mandatory soccer match in that region. Mirza was grouped with Siti, Abay, Raka, Amelia, and Pitra. At first, they underestimated Mirza's skills, but he proved them wrong. He helped his team to win as a midfielder. He could pass the ball accurately so that Siti, the forward, could score for the team. Everyone cheered for Mirza, including Siti.

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia

dapat dipakai, namun untuk kepentingan menguasai Bahasa Inggris.

- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

Bahasa guru

"This is a story Part 3."

"I will read the text for you."

"Now, I will read the text per sentence. Repeat after me."

"Now, let's look at the first sentence again."

"The first sentence tells us something that Mirzha did the next day. Can you find the words that tell what Mirzha did the next day?"

Instruksi pada Buku Siswa

b. Answer the questions based on the story Part 3.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to answer the questions on the Worksheet 5.9."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished? Let's talk about the answers."

   "Who wants to answer the first question?"

Jawaban Worksheet 5.10

1. [Ilustrasi apapun terkait *setting* setiap part cerita dapat diterima].
2. Part 1: Mirza, Abay, Siti, Raka, Amel, and Pitra.

   Part 2: Mirzha, his mother, and Pak RT.

   Part 3: Pak RT, Mirza, Dita, Abay, Raka, Amel, and Pitra.
3. Part 1: clumsy, sad, silly, upset, annoyed.

   Part 2: cranky, angry, upset, sad, distressed.

   Part 3: excited, happy, hopeful, worried.
4. g. Mirza played soccer with his friends on an empty street.

   f. Siti was upset because Mirza did not play well.

   c. Mirza wanted to join a soccer club.

   a. Mirza's mother could not afford to pay for the club.

   e. Mirza practiced soccer in the community club.

   b. He worked hard to help his teammate score a goal.

   d. Siti apologized for underestimating Mirza.
5. Part 1: We have to watch our words.

   Part 2: There is always a way out on every problem.

   Part 3: We can be the best version of yourselves if you do it properly.

   We can prove that everyone that looks down on you is wrong.
6. I want to be a good soccer player

Section 5 – Language Focus: Adverb of Manner

Instruksi pada Buku Siswa

a. Describing how an action is done.

When we are doing an activity, we sometimes describe how we do the activity. We add a word to show the quality of how we do it. The word is called an adverb of manners.

To recognize these adverbs, the question "how" can be used. Another way is to identify the ending "-ly" in many of these adverbs.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners.

- He ran left, then to the right, **clumsily** leaving the goal area empty.
- "But he didn't know what to do in the game. He was just running here and there," Dita said **sternly**.
- "I want to," Mirza replied **hesitantly**.

The words in bold are adverbs of manner. They have an ending "-ly" and answer the question "how".

- clumsy + **ly** = clumsily | *How* did he leave the goal area?
- stern + **ly** = sternly | *How* did Dita say to Mirza?
- hesitant + **ly** = hesitantly | *How* did Mirza reply to his mother?

Some adverbs of manners, however, do not end in "-ly". They are *well*, *fast*, *hard*, *much*, *little*, *high*, and *straight*.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners without "-ly".

- He kicked the black and white striped ball to the wall **hard**.
- "I think he guarded the goal area **well**," replied Abay.
- He promised to train **hard** because he wanted to become a great soccer player that helped his team win.

The words in bold are adverbs of manners without "-ly" ending. They answer the question "how".

- **hard** | *How* did he kick black and white striped ball to the wall?
- **hard** | *How* did he train?
- **well** | *How* did he guard the goal area?

Some words look like adverbs of manners, but **they are not**. These words are *friendly*, *lonely*, and *elderly*. They are adjectives. Do you still remember when we use adjectives? Have a look at the following examples

- Galang is always **friendly** to his friends. (**Friendly** modifies Galang.)
- Andre is an only child, and he sometimes feels **lonely**. (**Lonely** modifies Andre.)
- We have to respect **elderly** people. (**Elderly** modifies people.)

Instruksi untuk guru

Guru menjelaskan *language focus* pada Unit 2. Bahasa Indonesia dapat digunakan untuk membantu peserta didik memahami konsep ini.

Bahasa guru

"Today we will talk about the Adverb of Manner. We use the adverb of

manners to:

- *describe how an action is done (adjective + ly).*

  For example: He ran left, then to the right, ***clumsily*** *leaving the goal area empty.*
- *describe how an action is done (adverb of manner without the ending "-ly").*

  For example: He kicked the black and white striped ball to the wall ***hard****."*

Instruksi pada Buku Siswa

b. Read the questions. Write an adverb of manner to complete the sentences.

Instruksi untuk guru

Guru meminta peserta didik melengkapi jawaban latihan b tentang penggunaan *adverb of manners.*

Bahasa guru

"Can you now please complete the sentences in exercise b with the correct Adverb of Manner?"

Jawabah Worksheet 5.11

1. Quickly
2. Loudly
3. Well
4. Angrily
5. Carefully

Instruksi pada Buku Siswa

c. Choose adjectives or adverbs of manner to complete the following sentences.

Instruksi untuk guru

Guru meminta peserta didik melengkapi jawaban latihan c tentang penggunaan adverb of manners.

Bahasa guru

"Can you now please complete the sentences in Worksheet 5.11 with the correct Adverb of Manner?"

Jawaban Worksheet 5.12

1. Briliant, brilliantly
2. Slowly, slow
3. Quit, Quitely
4. Heavy, heavily
5. Good, well

Section 6 – Fun Time: Scavenger Hunt

Instruksi pada Buku Siswa

a. Find 9 adverbs of manner in these sentences.

Instruksi untuk guru

Guru mengajak peserta didik untuk bermain 'Scavenger Hunt'. Guru menjelaskan apa yang harus dilakukan oleh peserta didik.

Bahasa guru

"Now, we are going to play a game named Scavenger Hunt."

"You have to find, at least, nine adverbs of manners from these 15 sentences."

Instruksi pada Buku Siswa

b. Compare your answer with your friends' answers.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membandingkan jawaban yang telah mereka temukan dengan jawaban temannya.

   Bahasa guru

   "Have you found nine adverbs of manners?"

   "Now, let's compare your adverbs of manners that you found with your chairmate's."

   "Find what is missing in both of your answers and write it down."

2. Guru dan peserta didik mendiskusikan jawaban bersama-sama.

   Bahasa guru

   "Have you done it? Let's check your answers. Which pair want to go first?"

Section 7 – Your Turn

Instruksi pada Buku Siswa

a. Read the story below.

Mumtaz and her classmates sat for the semester exam. One of the subjects in the exam was Social Sciences. The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together. Radit always got good grades in this subject. However, Radit could not do the review because he did not feel very well that time.

On the test day, all students sat separately. Mumtaz and Radit could not sit together as usual. The teacher asked Radit to sit in the next row in front of Mumtaz. After the teacher distributed the exam papers, the students began to answer the questions. Mumtaz could not answer some questions. They were too difficult for her. She started to look around the class. All of his friends were very busy writing their answers on the paper. Radit, however, often looked down. Mumtaz was surprised. Radit was holding his cellphone under his desk, and he was reading from it. Mumtaz did not know what to think. She felt angry at Radit, but she did not know what to do.

Instruksi untuk guru

Guru dan peserta didik membaca teks bersama. Guru membantu peserta didik memahami isi cerita dan memahami cara membuat sebuah cerita. Sebelum membaca teks bersama peserta didik, guru memberi tinjauan tentang isi teks (cerita). Alternatif membaca teks bersama:

- Guru membacakan teks per kalimat dan diikuti oleh peserta didik. Lalu, membahas apa yang diceritakan dalam teks. Bahasa Indonesia dapat dipakai, namun untuk kepentingan menguasai bahasa Inggris.
- Guru membaca teks per kalimat dan diikuti peserta didik. Guru dan peserta didik membahas kata-kata kunci pada setiap kalimat dan meminta peserta didik untuk menggarisbawahi kata-kata kunci.

Bahasa guru

"This is a story about Mumtaz and her classmates who sat for the exams."

"I will read the text for you."

"Now, I will read the text per sentence. Repeat after me."

"Now, let's look at the first sentence again."

"The first sentence tells us something that Mumtaz and her classmates do for the semester exams."

"Can you find the words that tell what Mumtaz and her classmates do for the semester exams?"

Instruksi pada Buku Siswa

b. Answer the questions based on the story.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to check your understanding by answering the questions on Worksheet 5.13."

2. Guru membahas jawaban peserta didik.

   Bahasa guru

   "Have you finished?"

   "Let's talk about the answers"

   "Who wants to answer the first question?"

Jawaban Worksheet 5.13

1. Social Science
2. Challenging
3. Seriously
4. With Radit
5. They sat in different chairs.
6. No, she could not. The questions were too hard for her.
7. Radit was holding his cellphone under the desk. He was cheating by reading the material from his cellphone.
8. Angry.
9. Seriously, separately, and well.
10. Ilustrasi yang sesuai dengan pembelajaran dapat diterima.

Section 8 – Enrichment

Instruksi pada Buku Siswa

a. Read again the story in Section 7. Draw the ending of the story in three pictures.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca kembali teks yang ditampilkan di Section 7.

   Bahasa guru

   "Remember the text you read in Section 7? Let's get back to that section and read the text again."

2. Guru meminta peserta didik untuk menggambarkan akhir cerita dari teks yang telah dibaca ulang ke dalam tiga gambar.

   Bahasa guru

   "Let's find the ending of the story. Did you find it?"

   "Now, let's draw the ending into three pictures."

   "Please draw it in the three boxes provided."

Instruksi pada Buku Siswa

b. Show and tell the pictures to your class.

Instruksi untuk guru

Guru meminta peserta didik untuk menunjukkan gambar yang telah dibuat beserta cerita yang telah dituliskan oleh temannya.

Bahasa guru

"Are you finished? Let's give the pictures back to its owner."

Now, I will call your name one by one, and when I call your name, show the pictures to all of your friends."

"Don't forget to read the story that has been written by your friend too."

"Do you understand? Let's start."

Unit 3. Practice Makes Perfect

Section 1 – Say What You Know

Instruksi pada Buku Siswa

This is Peter.

He wants to join a famous drum band in his town.

What should he prepare? Give your opinions.

Instruksi untuk guru

Guru memperkenalkan hal yang akan dibahas pada unit 3 melalui gambar yang tersedia pada Section 1.

Bahasa guru

"Previously, you have told me what activities you like to do as a hobby."

"Now, let's see the picture in Section 1."

"In here, we can see that Peter wants to join a famous drum band in his town."

"Let's help him prepare everything before he joins."

"What do you think he should prepare?"

Section 2 – Reading

Instruksi pada Buku Siswa

Work in a group of four. Read each phrase in the box. Put each phrase in one category under the box.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat kelompok yang terdiri dari 4 orang.

   Bahasa guru

   "For this section, I want you to make a group of four"

2. Guru meminta peserta didik untuk mengerjakan Worksheet 5.14.

   Bahasa guru

   "Please look at the Worksheet 5.14.

   "As you can see here, there are two boxes."

   The first box is phrases related to the story with the title 'Getting into the Band'."

   "Then, the second box is about elements of the story."

   To complete this worksheet, I want you to categorize the phrases in the first box into the second box."

   "If you are not sure about the meaning of one vocabulary, you can categorize it into vocabulary we do not know."

3. Guru dan peserta didik membahas jawaban dari Worksheet 5.14.

   Bahasa guru

   "Have you done it? Which groups want to answer first?"

Jawaban Worksheet 5.14

Characters I the leader	**Settings** along the beach in front of the whole band	**Conflicts/Problem** A few auditions The third time was a completely different Story wanted to run home the band's uniform
Resolutions Dad helped me out	**Endings** they all got tired of following me around	**Vocabulary we do not know** the band's uniform the band's uniform
I wonder I asked my friends	**Summary** how to relax and do breathing techniques	

Section 3 – Reading

Instruksi pada Buku Siswa

a. Read the story.

Getting into the Band

Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.

I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.

The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.

Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said:

"Let's welcome Peter to the band. He deserves his place."

I was just so happy and I was very proud of myself. They gave me the band's uniform.

adapted from:

www.shortkidstories.com/story#

Instruksi untuk guru

Guru meminta peserta didik untuk membaca teks pada bagian a.

Bahasa guru

"Let's take a look at point a. Please read the story."

Instruksi pada Buku Siswa

b. Answer the questions with one word from the text.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menjawab beberapa pertanyaan terkait dengan teks yang sudah mereka baca.

   Bahasa guru

   "After you read the text, now it's time for you to check your understanding by answering the questions in worksheet 5.15."

2. Guru dan peserta didik membahas jawaban pada worksheet 5.14.

   Bahasa guru

   "Have you finished?"

   "Let's talk about the answers."

   *"Who w*ants to answer the first question?"

Jawaban Worksheet 5.15

1. In the town hall or outdoors.
2. Sand.
3. Loudly.
4. Dad.
5. The first audition.
6. Relax
7. Saturday.
8. The band's uniform.

Section 4 – Writings

Instruksi pada Buku Siswa

The stories of *Makeup* in Unit 1, *Mirza* in Unit 2, and *Getting into the Band* in Unit 3 are examples of **imaginative stories** or **imaginative narratives**. They have characters and problems that may be similar to what we experience in our daily life. A narrative entertains its readers through the exploration of human experiences, such as happiness, sadness, and hope.

a. Work in pairs. Talk about events and emotions that you can relate to the following stories.
    1. Makeup
    2. Mirza
    3. Getting into the Band

Instruksi untuk guru

1. Guru menjelaskan bahwa cerita-cerita yang sudah dipelajari peserta didik di chapter ini merupakan genre *narrative*.

   Bahasa guru

   "Alright, we have listened to and read several stories like 'Makeup', 'Mirza', and 'Getting into the Band'."

   "Those stories can be considered as narrative genres."

   "What is actually narrative?"

2. Guru menjelaskan pengertian narrative berdasarkan cerita yang sudah peserta didik baca dan dengar pada chapter ini.

   Bahasa guru

   "Looking at the stories that we have listened to and read, the narrative may be similar to reality, but they are imaginative stories."

   "What is the purpose of the narrative then?"

3. Guru menjelaskan tujuan dari narrative dan meminta peserta didik untuk mengidentifikasi peristiwa dan emosi yang dapat peserta didik rasakan dari setiap cerita yang telah dibaca.

Bahasa guru

"The purpose of the narrative is to entertain the readers through telling about how humans deal with problems in their life."

"Talk about events and emotions that you can relate to the stories that we read before."

Instruksi pada Buku Siswa

b. Look at the elements of a story in the following table. They are taken from Parts 1-3 of the story "Makeup".

Table 5.6 Elements of Makeup story

Elements	Function	Example	Detail
Orientation	Introducing the **time**, **location**, and **characters** in the story.	**I** threw her a glance. **She** came to me **in the morning**, waiting for **the class to begin.**	**Time**: in the morning, before class. **Location**: in the classroom (implicit) **Characters**: I/She
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	"You'd look prettier with makeup on." She looked at me intently; her eyes were scanning every inch of my face. Every dent, every scratch, every line. Every flaw.	**Problem:** She scanned every inch of my face.
Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	Maybe someday.	**Solution:** I ignored the comment.

adapted from Buss & Karnowski, 2000; Derewianka & Jones, 2016

Instruksi untuk guru

Guru menjelaskan elemen-elemen yang terdapat dalam *narrative genres* dengan memberikan contoh elemen-elemen yang terdapat pada cerita '*Makeup*'.

Bahasa guru

"Do you know that a narrative text is constructed by three elements?"

"First, there is orientation which functions to introduce the time, location, and the characteristics of the story."

"From the story of Makeup, which one is the orientation?"

"Second, there is a complication which functions to show the conflicts or problems in the story."

From the story of Makeup, which one is the complication?"

"Third, there is a resolution which is to give the solutions for the conflicts."

"From the story of Makeup, which one is the resolution?"

Instruksi pada Buku Siswa

c. With a classmate, complete the following table with the elements of the story "Mirza".

Instruksi untuk guru

1. Guru meminta peserta didik untuk mengidentifikasi elemen-elemen dari teks Mirza.

   Bahasa guru

   "Alright, we have learned three elements of narrative."

   "The elements are the orientation, the complication, and the

resolution"

Now, let's practice the elements we have just learned by identifying the elements of the story 'Mirza'."

2. Guru membahas jawaban dari peserta didik.

   Bahasa guru

   "Have you finished it? Let's discuss the answers."

   "First, we will discuss the orientation of the story."

   "Who wants to answer it first?"

Jawaban Worksheet 5.16

Elements	Function	Example	Detail
Orientation	Introducing the **time**, **location**, and **characters** in the story.	One Friday afternoon on a small street with very few cars passing by called Gang Pelita, Abay drew lines with a piece of stone to create a soccer field. The others took their positions after dividing themselves into two teams. Mirza, Abay, and Dita were one team, taking the left side of the field. Raka, Amel, and Pitra were on the other team.	Time: Friday afternoon Place: Gang Pelita Characters: Mirza, Abay, Dita, Raka, Amel, and Pitra.
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	While everyone was so eager to defend and score, Mirza felt confused with his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored. They took some rest under the shades of a tall building on the street. “You were no use, Mirza. You can’t play football,” Dita said. “I think he guarded the goal area well,” replied Abay. “But he didn’t know what to do in the game. He was just running here and there,” Dita said sternly. Mirza didn’t say anything. He kept silent until the boys went home to their houses. It was not the first time Dita said as such.	Problem: Mirza felt confused with his role as a keeper.

Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	A month later, there was a mandatory soccer match in that region. Mirza was grouped with Dita, Abay, Raka, Amel, and Pitra. At first, they underestimated Mirza's skill, but he proved them wrong. He helped his team to win with his awesome skill as a midfielder. He could pass the ball accurately so that Dita, the forward, could score for the team. Everyone cheered for Mirza, including Dita. "I'm sorry for underestimating you, Mirza. I should have not pushed you to be a goalkeeper. You are such a great midfielder!" praised Dita. Mirza smiled and said "That's okay. Let's practice together to become a greater team."	Resolution: Mirzha could prove that he was a good soccer player.

Section 5 – Your Turn

Instruksi pada Buku Siswa

a. Read the story of "Getting into the Band" again. Identify the elements of the story. Underline or highlight the story's Orientation, Complication and Resolution.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca ulang cerita 'Getting into the Band' pada Section 3.

   Bahasa guru

   "Please read the story 'Getting into the Band' again on Section 3."

2. Guru meminta peserta didik untuk mengidentifikasi struktur dari teks tersebut yang terdiri dari orientasi, puncak masalah, dan resolusi.

   Bahasa guru

   "I'm sure you still remember the structure of narrative text."

   "As you know, there are orientations, complications, and resolutions."

   "Now, after you read the story about getting into the band, I want you to identify the structure of this text."

3. Guru membahas jawaban dari peserta didik.

   Bahasa guru

   "Have you done it?"

   "Let's talk about the answer."

Jawaban Worksheet 5.17

Elements	Function	Example	Detail
Orientation	Introducing the **time**, **location**, and **characters** in the story.	Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.	Time: before i got into the band Place: the town hall and beach. Characters: I and my friends.
Complication	Showing the **conflict(s)** or **problem(s)** in the story.	I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.	Problem: I always felt nervous every time I got into an audition. It felt more relaxed after the leader asked me to do the breathing technique.
Resolution	Giving the **Solution(s)** for the conflict(s)/ problem(s).	The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it. Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said: "Let's welcome Peter to the band. He deserves his place." I was just so happy and I was very proud of myself. They gave me the band's uniform.	Resolution: Peter got into the band.

Instruksi pada Buku Siswa

b. In a group, you are going to write a story similar to 'Getting into the Band'. You will change the orientation and the complications and write in Worksheet 5.17.

   Decide the settings and characters!

   a. What problem does the character have?
   b. Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
   c. Plan who is going to speak in quotations.

   Orientation

   - Decide the setting and characters
   - What problems does the character have?

   Complication and Resolution

   - Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you use for the story?
   - Plan who is going to speak in quotations.

Instruksi untuk guru

1. Guru meminta peserta didik untuk membuat kelompok dan meminta peserta didik untuk menulis cerita yang sama dengan "Getting into the Band" dengan mengubah orientasi dan puncak masalah dari cerita tersebut.

Bahasa guru

"This time, it's time for you to make a text that is similar to 'Getting into the band'. You should change the orientation, complication, and resolution based on your creativity."

2. Guru meminta peserta didik untuk memperhatikan pertanyaan yang tertera pada Worksheet 5.18 sebagai panduan dalam membuat teks.

   Bahasa guru

   "You can make your own orientation, complication, and resolution by answering some questions here. After you answer the guiding questions, please write it down on the clouds which are provided in Worksheet 5.18."

Instruksi pada Buku Siswa

c. Write your group's story.

Instruksi untuk guru

Guru meminta peserta didik untuk menuliskan cerita kelompok mereka pada Worksheet 5.19.

Bahasa guru

"After you have finished brainstorming your story, you can write your story on Worksheet 5.18."

Marking Rubric for Writing

Berikut ini salah satu contoh rubrik yang dapat digunakan di sekolah. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

4	Student text meets the criterion as described in the rubric, at the highest level.
3	Student text shows strong evidence of a criterion as described in the rubric, but not at the top standard.
2	Student text shows evidence of a criterion as described in the rubric, but it is weak
1	Student text shows little or no evidence of a criterion as described in the rubric.

Student's name: _____ Class: _____

Generic structure: Recount					
1.	The first part of the text contains an orientation; background information about what, when, where, who, and why.	1	2	3	4
2.	The middle part contains records of events chronologically.	1	2	3	4
3.	The last part contains a comment to evaluate the significance of the event	1	2	3	4
Content					
4.	The text uses vocabularies relevant to the idea of the text.	1	2	3	4
Communication					
5.	The text uses past tense and time connectives (connectors).	1	2	3	4

Written features					
6.	The text uses good sentence construction and conjunction.	1	2	3	4
7.	The text uses good spelling and punctuation.	1	2	3	4
8.	The text has good grammar accuracy (i.e. tenses, subject-verb agreement).	1	2	3	4
$Total\ Score = \frac{Sum\ of\ score}{32}$					

Notes:

Section 6 – Enrichment

Instruksi pada Buku Siswa

a. Share your story on your social media.

b. Invite your friends to comment on your story.

Instruksi untuk guru

1. Guru meminta peserta didik untuk menggugah cerita mereka pada media sosial yang mereka punya.

   Bahasa guru

   "Please upload your story on any social media you have."

2. Guru meminta peserta didik untuk mempromosikan cerita dengan cara meminta teman temannya untuk memberikan saran pada cerita mereka.

   Bahasa guru

   "Don't forget to invite your friend to comment on your story for your betterment."

Reflection

Instruksi pada Buku Siswa

Work on the following learning reflection sheet to reflect on your learning.

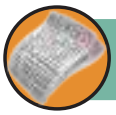
Instruksi untuk guru

Setelah membahas hasil refleksi peserta didik, guru menyampaikan

bahwa jika peserta didik belum mencapai kompetensi yang ditargetkan, maka peserta didik dapat mengulang latihan atau kegiatan di bagian yang masih belum dikuasiasinya. Oleh karena itu, kegiatan remedial dapat disesuaikan dengan kebutuhan dan kondisi peserta didik di masing-masing sekolah.

Bahasa guru

"What do you think of your accomplishment? "Is there any part that you need to relearn? You can relearn and redo the parts that you need."



Remedial

1. Guru melakukan analisa dari hasil pembahasan refleksi peserta didik dan dari hasil penilaian untuk menentukan *remedial teaching*.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

Teacher Reflection

Setelah melakukan pembelajaran, guru melakukan refleksi atas pembelajaran dengan mengisi lembar refleksi guru yang tersedia.

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well! **2 – I did OK!** **3 – I must do better!**

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	**Rating**	**Notes**
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	**Rating**	**Notes**
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Adapted from https://www.twinkl.co.id/resource and https://www.liveworksheets.com/er1340466cm

KUNCI JAWABAN PROGRESS CHECK 2

Bagian I – Global Plastic Waste

1. d. The Flow of Plastic Waste Disposal.
2. c. 8,000,000s tonnes.
3. a. global plastic waste.
4. c. 67.6 million tonnes.
5. d. annually.

Bagian II – Living by The Citarum River Banks

1. At first, Pak Suratmo worked as a fisherman and a sand miner. (F)
2. After the river got polluted, Pak Suratmo caught fish and collected garbage to make a living. (T)
3. The Citarum river was vital for people living on the river banks only. (F)
4. All waste and garbage thrown into the river were from factories. (F)
5. The Citarum river was the third-biggest river in Indonesia. (F)

Skoring

Bagian I – Global Plastic Waste

Setiap jawaban benar: Skor 1. Total maksimal skor: 5.

Bagian II – Living by The Citarum River Banks

Setiap jawaban benar: Skor 1. Total maksimal skor: 5.

Penilaian

Total nilai keseluruhan:

Bagian I + Bagian II = Nilai akhir

Nilai Maksimal: 5 + 5 = 10

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GLOSSARIUM

acclaim	pengakuan (verb)
according to	menurut (adverb)
advertisement	iklan (noun)
a glance	melirik sekilas (noun)
agree	setuju (verb)
amazing	luar biasa
announce (base form)/announced (past form)	mengumumkan
annual	tiap tahun (adjective)
anti-littering	anti membuang sampah sembarangan (noun)
apparently	nyatanya (adverb)
approve (base form)/approved (past form)	menyetujui (verb)
arrogant	sombong
association	keterkaitan/ hubungan (noun)
a solid minute	satu menit (noun)
at all	sama sekali (adverb)
at last	akhirnya
attached	melekat (verb)
attractive	menarik
awesome	luar biasa
back then	dahulu (adverb)
be choked (base form)/was/were choked (past form)	tersedak
beat (base form)/beat (past form)	mengalahkan
beauty	kecantikan (noun)
beauty care	perawatan kecantikan (noun)
begin (base form)/began (past form)	mulai
behavior change	perubahan perilaku (noun)
bleed (base form)/bleeding (present participle form)	berdarah (verb)
bookshelf	rak buku
brave	berani
brownish	kecoklatan (adjective)
by the way	ngomong-ngomong (adverb)
burrow	liang/ sarang
calm (base form)/calmed (past form)	menenangkan, tenang
campaigns	kampanye (noun)
care (base form)/cared (past form)	peduli
carefully	dengan hati-hati

(adverb)

chance peluang

celebrate (base form)/celebrated (past form) merayakan

chance peluang

clean up (base form)/cleaned up (past form) membersihkan (verb)

clear jelas (adjective)

clogged tersumbat (verb)

cold dingin

collect (base form)/collected (past form) mengumpulkan (verb)

come forward maju ke depan

come out (base form)/came out (past form) datang (verb)

committee panitia

community groups kelompok-kelompok masyarakat (noun)

conceal menyembunyikan, menutupi (verb)

congratulation (ucapan) selamat

container tempat makan

contributor penyumbang (noun)

core pokok/ inti (noun)

costume kostum

cover lapisi

decay membusuk (verb)

decide (base form)/decided (past form) memutuskan (verb)

defenders Pemain bertahan (noun)

delighted senang sekali, puas

dent penyok (verb)

different berbeda

disgruntled bersungut-sungut

drain mengering (verb)

drive (base form)/drove (past form) mendorong (verb)

during selama (sesuatu sedang berlangsung)

effectiveness efektivitas (noun)

elderly people orang tua (noun)

embrace merangkul (verb)

environment lingkungan

evolution evolusi/ perkembangan (noun)

exclaim (base form)/exclaimed (past form) berseru

extract (base form)/extracted (past form) menarik, mencabut (verb)

feel (base form)/felt (past form)	terjatuh
ferocious	ganas
firefighters	petugas pemadam kebakaran (noun)
flatbed truck	mobil pickup (noun)
flood	banjir (noun)
food packaging	kemasan makanan
forest	hutan
forwards	Pemain penyerang (noun)
friendly	ramah
ull	penuh
goalkeeper	Penjaga gawang (noun)
gobble (base form)/gobbled (past form)	melahap
government departments	departemen-departemen pemerintahan (noun)
grab (base form)/grabbed (past form)	meraih, mengambil
gracefully	dengan anggunnya
grease	minyak gemuk, oli
great	besar/ hebat
greet (base form)/greeted (past form)	menyapa
groceries	bahan makanan
growing	yang semakin bertambah (adjective)
growl (base form)/growled (past form)	menggeram
grown-up	dewasa
gutters	selokan/ parit (noun)
harmonious	berharmoni
hatch (base form)/hatched (past form)	menetas
hear (base form)/heard (past form)	mendengar hilarious: sangat lucu / lucu sekali
hefty	kuat
hide (base form)/hid (past form)	bersembunyi
hiking	mendaki
hold (base form)/held (past form)	mengadakan
hometown	kampung halaman
honest	jujur
humming	bersenandung (verb)
hungry	lapar
in chorus	berbicara bersamaan
initially	awalnya/ mulanya (adverb)
intently	dengan teliti (adverb)
invest (base form)/invested (past form)	menginvestasikan

	(verb)
just the way we are	apa adanya (adverb)
kick (base form)/kicked (past form)	tendangan
line	garis (noun)
ladder	tangga
land (base form)/landed (past form)	mendarat
lead (base form)/led (past form)	memimpin, posisi terdepan
leap (base form)/leapt (past form)	melompat
leaving	meninggalkan
litter	mengotori/ membuang sampah sembarangan (verb)
local	daerah setempat
local councils	pemerintahan daerah (noun)
look larger	terlihat lebih besar
look smaller	terlihat lebih kecil
makeup	tata rias wajah (noun)
march (base form)/marched (past form)	berbaris
matter	masalah
maybe	mungkin (adverb)
mean	jahat
megaphones	alat pengeras suara (noun)
midfielders	Gelandang (noun)
mind your own business	jangan ikut campur
move backward	mundur ke belakang
movement	gerakan (noun)
nearby town	kota terdekat (noun)
neighborhood	ingkungan sekitar
nervous	gelisah
news	berita/ kabar
nice	baik
no flaws	tidak ada cacat (noun)
no longer	tidak lagi
nostril	lubang hidung (noun)
notice (base form)/noticed (past form)	melihat (verb)
once upon a time	pada suatu hari
one of the causes	salah satu penyebab (noun)
orderly	sesuai urutan
overplayed	sering dimainkan (adjective)
paddle (base form)/paddled (past form)	mendayung
parasite	parasit (noun)
peaceful	damai
perfect	sempurna (adjective)

pick up (base form)/picked up (past form)	memungut (verb)
plastic straw	sedotan plastik (noun)
plastic waste	sampah plastik
pleased	senang
pliers	tang (noun)
politely	dengan sopan
pond	kolam
prepare	siapkan
prettify	mempercantik (verb)
prevention	pencegahan (noun)
problem	permasalahan (noun)
proudly	dengan bangga
provided	disediakan
quiet	tenang
rain heavily	hujan deras (noun)
rainwater	air hujan (noun)
reality	kenyataan (noun)
realize (base form)/realized (past form)	menyadari (verb)
receive	menerima
record (base form)/recorded (past form)	merekam (verb)
recyclable	dapat didaur ulang
reduce (base form)/reduced (past form)	mengurangi (verb)
reflection	bayangan
reminding	mengingatkan
reply (base form)/replied (past form)	menjawab/ jawab
river	sungai (noun)
rubber boat	perahu karet (noun)
rude	kasar
sad	sedih
savings	tabungan (noun)
scanning	pemindaian (noun)
scratch	menggurat/guratan (verb)
see (base form)/saw (past form)	melihat
serious	serius
shake (base form)/shook (past form)	menggoyangkan
shame	malu
share	berbagi (verb)
sharp	tajam
show up (base form)/showed up (past form)	datang (verb)
shy	malu, malu-malu, pemalu
slippery	licin
slowly	secara perlahan
sly	licik
smoother	lebih halus
sniff (base form)/sniffed (past form)	mengendus
soldiers	tentara (noun)

someday	suatu hari nanti (adverb)
sort	menyortir
steady	tidak goyah, stabil
strength	kekuatan (noun)
striking	menyolok
suddenly	tiba-tiba
teamwork	kerja sama
teenage years	masa remaja (noun)
the last spot	tempat terakhir
throw into	membuang (verb)
tight	ketat
timidly	takut
tired	lelah
tirelessly	tanpa lelah (adverb)
tosser	pembuang sampah sembarangan (noun)
trash	sampah (noun)
trash can	tempat sampah
ugly	buruk rupa
underwater	terendam air (adverb)
upset	jengkel
urgency	urgensi (noun)
vanished	menghilang (adjective)
viral	tersebar (adjective)
volunteers	sukarelawan (noun)
wait (base form)/waited (past form)	menunggu
wander (base form)/wandered (past form)	berjalan-jalan
warm	hangat
waste	membuang
weak	lemah
wear	memakai (verb)
win (base form)/won (past form)	memenangkan/ menjuarai
wings	sayap
wobble (base form)/wobbled (past form)	berjalan gemetar dan tidak stabil
wonder (base form)/wondered (past form)	heran/bertanya-tanya
wrinkled	berkerut (adjective)

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Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms (2020) - Indonesian Journal of Applied Linguistics, 9 (3)

2. From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia. (2017). Indonesian Journal of Applied Linguistics, 6(2), 232-245.
3. Damayanti, I. L. (2014). Gender construction in visual images in textbooks for primary school students. Indonesian Journal of Applied Linguistics, 3(2), 100-116.

Informasi Lain:

Google Scholar link:

https://scholar.google.com/citations?user=aZ-YZUMAAAAJ&hl=en&oi=ao

PROFIL PENULIS

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Alamat Instansi : Jalan Semarang No. 5 Malang
Bidang Keahlian : Multimodality in pedagogy

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Jurusan Sastra Inggris, Fakultas Sastra, Universitas Negeri Malang (2015 – sekarang).
2. Koordinator Academic Writing Center, Balai Bahasa dan Budaya, Fakultas Sastra Universitas Negeri Malang (2021 – sekarang).
3. Tutor (Field Linguistics), School of Linguistics, The University of Adelaide (2017)
4. Teacher for Adult Migrant English Program, LM Training Specialists, Pty. Ltd. (2009 – 2011)
5. Pengajar, English First (2004 – 2006)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Applied Linguistics – The University of Adelaide (Lulus tahun 2020)
2. S2 – Applied Linguistics – The University of Adelaide (Lulus tahun 2011)
3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Malang (Lulus tahun 2004)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English for Nusantara (2022) - Pusat Kurikulum dan Perbukuan
2. English for Nusantara: Buku Panduan Guru (2022) - Pusat Kurikulum dan Perbukuan
3. The Teaching of Grammar (2015) - Universitas Terbuka
4. The Teaching of Speaking (2015) - Universitas Terbuka
5. The Teaching of Vocabulary (2015) - Universitas Terbuka
6. Passive Voice (2015) - Universitas Terbuka
7. Conditional Sentences (2015) - Universitas Terbuka

PROFIL PENULIS

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Bidang Keahlian: Academic Writing, Discourse Analysis

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Negeri Medan (2006 – sekarang).
2. Tutor (Literacy courses), School of Education, University of Wollongong (2017-2018)
3. Academic English Tutor for Foundation Studies, University of New South Wales (2022-sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Education and Literacy – University of Wollongong (Lulus tahun 2022)
2. S2 – English Applied Linguistics – Universitas Negeri Medan (Lulus tahun 2005)
3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Medan (Lulus tahun 2000)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. TOEFL ITP® Preparation Course Book (2022) – FBS Unimed Press.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Perancangan Lingkungan Belajar Blended Virtual Learning Bahasa Inggris K13 Tingkat SMP Berbasis Sistem E-Commerce (2022)
2. Student Response to Teacher Written Corrective Feedback in Writing a Descriptive Text. (2022). Bahas, 33(4), 262-273.
3. Reading Exercise Questions in an English Textbook for Year X Senior High School Students Based on Bloom's Taxonomy. (2022). Linguistica, 11(3), 760-770.

PROFIL PENULIS

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Alamat Instansi : Jl. Dr. Setiabudi No.229,
Bandung, Jawa Barat
Bidang Keahlian: Bahasa Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Universitas Pendidikan Indonesia, Bandung. Dosen Pendidikan Bahasa inggris.

Riwayat Pendidikan dan Tahun Belajar:

1. Universitas Pendidikan Indonesia, Bandung. S1 Pendidikan Bahasa Inggris, 1996.
2. Universitas Pendidikan Indonesia, Bandung. S2 Pendidikan Bahasa Inggris, 2004.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Penulis Buku Ajar English for Nusantara Kelas VII, Pusat Kurikulum dan Perbukuan, 2022.
2. Penulis Buku Panduan Guru Kelas VII, Pusat Kurikulum dan Perbukuan, 2022.
3. Penulis Modul Bahasa Inggris untuk Guru SD, GTK, Dit PPG, 2022.
4. Penulis Buku Ajar Bahasa Indonesia bagi Penutur Asing, Sahabatku Indonesia, Tingkat A1. Pusat Pengembangan Strategi dan Diplomasi Kebahasaan, Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan (2016).
5. Penelaah My Next Words Grade 1 – Student's Book for Elementary School, 2021.
6. Penelaah My Next Words Grade 1 – Teacher's Book for Elementary School, 2021.
7. Penelaah My Next Words Grade 2 – Student's Book for Elementary School, 2021.
8. Penelaah My Next Words Grade 2 – Teacher's Book for Elementary School, 2021

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Alamat Instansi : Jl. H. M. Cokrokusumo No. 23 Cempaka. Banjarbaru
Bidang Keahlian: Bahasa Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SMP Negeri 3 Banjarbaru (2013 s.d. sekarang)

Riwayat Pendidikan dan Tahun Belajar:

2. S2 – Linguistik Terapan – Universitas Negeri Yogyakarta (2010 - 2013)
3. S1 – Pendidikan Bahasa Inggris – Universitas Muhammadiyah Malang (2002 - 2007)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English for Nusantara untuk SMP/MTs Kelas VII, Pusat Perbukuan Kemdikbudristek, Jakarta, 2022
2. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VII, Pusat Perbukuan Kemdikbudristek, Jakarta, 2022
3. Integrasi Teknologi Dalam Pembelajaran Daring Guru-Guru Di Indonesia, Nilacakra, Denpasar, 2022
4. Rangkaian Cerita Dari Ruang-Ruang Kelas Di Tanah Borneo Zukzez Express, Banjarbaru, 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Fostering Students' 4Cs in Asynchronous Learning, The 12th Annual International Symposium of Foreign Language Learning – AISOFOLL, 2021. SEAMEO QITEP in Language. Jakarta (2021)

PROFIL PENULIS

Nama Lengkap : Gilang Asri Devianty, M. Pd., M.A.

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Instansi : SMP Negeri 2 Cileunyi

Alamat Instansi: Jl. Komplek DPR, Kecamatan Cileunyi, Kabupaten Bandung

Bidang Keahlian: Bahasa Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SMP Negeri 2 Cileunyi, Kabupaten Bandung (2001 s.d. sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. S2 – Teaching English to Speakers of Other Languages (TESOL) – Victoria University of Wellington, New Zealand (Lulus tahun 2019)
2. S2 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2015)
3. S1 – Pendidikan Bahasa Inggris – Institut Keguruan dan Ilmu Pendidikan, Bandung - Indonesia (Lulus tahun 1995)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Antologi Ayo Guru Berbagi Kemendikbudristek, Dirjen GTK, Direktorat Pendidikan Dasar, Jakarta, Indonesia, 2022
2. Modul Perangkat Pembelajaran Bahasa Inggris PPPPTK (P4) Bahasa - Kemendikbudristek, Jakarta, Indonesia, 2021
3. Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 untuk Jenjang SMP – Mata Pelajaran Bahasa Inggris Kelas IX Semester Genap Direktorat Sekolah Menengah Pertama, Direktorat Jenderal Pendidikan Anak, Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Jakarta, Indonesia, 2020

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1 Learning for Empathy, Asia and Indonesia, Social Emotional Learning (SEL) In and Through Education: Arriving at Common Ground, United Nations Educational, Scientific and Cultural Organization & Mahatma Gandhi Institute of Education for Peace and Sustainable Development Paris, Perancis 2021

2 Activating Critical Thinking Process through Multimodal Literacies & Differentiated Learning, The 6th English Teaching Conference tahun 2021 yang diselenggarakan oleh Jurusan Bahasa dan Sastra Inggris FBS Unesa dengan tema “The Future of English Language Learning, Literature, and Culture Studies: A Reflection from the Pandemic”

PROFIL PENELAAH

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Instansi : Universitas Pendidikan Indonesia

Alamat Instansi: Jalan Setiabudi 229, Bandung

Bidang Keahlian: Sastra

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Sekarang 2019 Kepala Balai Bahasa UPI
2. 2019 – 2015 Ketua Departemen Pendidikan Bahasa Inggris FPBS UPI
3. 2015 – 2011 Ketua Prodi Pendidikan Bahasa Inggris FPBS UPI

Riwayat Pendidikan dan Tahun Belajar:

1. S3 - Susastra – Universitas Indonesia, Depok (2001-2005)
2. S2 - Applied Linguistics – Macquarie University, Sydney (1992-1993)
3. S1 - Pendidikan Bahasa Inggris – IKIP Bandung (1980-1985)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. 2018 - Sahabatku Indonesia: memahami Indonesia melalui sastra, buku 6: Indonesia dalam sajak dan lirik lagu diterbitkan Badan Pembinaan dan Pengembangan Bahasa, Kementerian Pendidikan dan Kebudayaan, Jakarta.
2. 2018 – “Mempertemukan Hantu Barat dan Hantu Timur dalam Cerita Anak Indonesia Serial Ghost School days” dalam “Sastra Anak dan Budaya Kontemporer” diterbitkan oleh FIB UNPAD
3. 2011 – “Lupus, Remaja di Posisi Antara: Analisis Subjektivitas dan Agensi Remaja

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 2022 - “Staying local in a global discourse: A study of comments on selected minifictions by a Sundanese woman writer in Fiksimini Basa Sunda Facebook group” dalam Indonesian Journal of Applied Linguistics

2. 2021 – “Doing feminist participatory action research for disrupting traditional gender discourses with Indonesian Muslim kindergarten teachers” dalam Sage Journals ditulis bersama V. Adriany, H. Yulidrasari

PROFIL PENELAAH

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Alamat Instansi: Rawamangun, Pulo Gadung, Kota Jakarta Timur
Bidang Keahlian: Bahasa Inggris, sastra Inggris, Media dan Kajian Budaya

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Wakil Dekan Bidang Akademik – Fakultas Bahasa dan Seni, UNJ – 2021-2025
2. Koordinator Program Studi Magister Linguistik Terapan – Pascasarjana,UNJ – 2019-2021
3. Koordinator Program Studi Magister Pendidikan Bahasa – Pascasarjana,UNJ – 2019-2020
4. Staf Pengembang Wakil Rektor Bidang Akademik – UNJ – 2017-2019
5. Dosen Luar Biasa Program Studi Magister Sastra dan Kajian Budaya,UNAIR –2014-2022

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Media and Cultural Studies – Edith Cowan University (ECU),Perth,Western Australia – 2010-2013
2. Postgraduate Diploma In TESOL – RELC,Singapore – 2005-2006
3. S2 – Sastra Inggris – UI – 2001-2004
4. S1 – Sastra Inggris – UNPAD – 1994-1999

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English In Business Discourse -- 2015
2. Introduction to Poetry – 2018
3. Pengantar Kajian Prosa – 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Branding Desa Wisata Edukasi Cisaat Berbasis Transmedia Story Telling -- 2022
2. Optimalisasi Literasi Konversi Masyarakat Daerah Suaka Melalui Media Pembelajaran Dongeng Bilingual Berbasis Media Sosial – 2022
3. Dekonstruksi Wacana Eco-Citizenship Di Dalam Buku Cerita Bergambar Untuk Anak – 2022

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Nama Lengkap : Okky Bagus Wahyudi S.Ds
Email : okkybwo3@gmail.com
Bidang Keahlian: Ilustration, Design

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Desainer / Desain Baju [2016 - sekarang]
2. Ilustrator (Freelance) [2016 - sekarang]

Riwayat Pendidikan dan Tahun Belajar:

1. SMPN 12 Malang (2010)
2. SMKN 4 Grafika Malang (2013)
3. Universitas Negeri Malang (2017)

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. English for Nusantara Kelas 7

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Nama Lengkap : Febrylia Sasmita, S.Pd.
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Bidang Keahlian: Ilustrasi

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Ilustrator (Freelance) [2019 - sekarang]

Riwayat Pendidikan dan Tahun Belajar:

1. SMP Negeri 1 Blitar (2011)
2. SMA Negeri 1 Blitar (2014)
3. Universitas Negeri Malang (2017)

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. English for Nusantara Kelas 7

PROFIL ILLUSTRATOR

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Email : fernandoghazalba@gmail.com
Bidang Keahlian: Ilustration, Graphic Design

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Graphic Designer (Freelance) [2020 - sekarang]
2. Illustrator (Freelance) [2020 - sekarang]

Riwayat Pendidikan dan Tahun Belajar:

1. SMP Negeri 3 Blitar (2011)
2. SMA Negeri 4 Blitar (2014)
3. Universitas Negeri Malang (2017)

PROFIL ILLUSTRATOR

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Bidang Keahlian: Ilustration

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Ilustrator (Freelance) [2020 - sekarang]

Riwayat Pendidikan dan Tahun Belajar:

1. SMP Negeri 2 Batu (2011)
2. SMK Negeri 1 Batu, Jurusan Akomodasi Perhotelan (2014)
3. Universitas Negeri Malang, Jurusan Seni dan Desain (2017)

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. Toby and Rob Robot Mowing the Lawn, Riccardo Dell'Unto Independently publisher, Switzerland (2022)
2. Lucy and Rob Robot Bake Cookies, Riccardo Dell'Unto Independently publisher, Switzerland (2022)
3. I am Different, I am great, Melody Kiang, BookBaby, Canada (2022)

PROFIL EDITOR

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Email : kristinecapa@gmail.com

Instansi : Mentari Intercultural School

Alamat Instansi: Jl. Perigi Baru No. 7A, Parigi Baru, Kec. Pd. Aren, Kota Tangerang Selatan, Banten

Bidang Keahlian: English Teacher

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Stamford School Bandung
2. Mentari Intercultural School

Riwayat Pendidikan dan Tahun Belajar:

1. St. Theresa's College 1998 to 2002
2. St. Theresa's College 2002 to 2003

PROFIL DESAINER

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Bidang Keahlian : Desain Komunikasi Visual

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Head Design & Digital Marketing PT. Javinci Berkat Kreatif Sentosa (2022 s.d. sekarang.)
2. Art Director & Product Development Manager, Batang Industrial Corporation (2020-2021.)

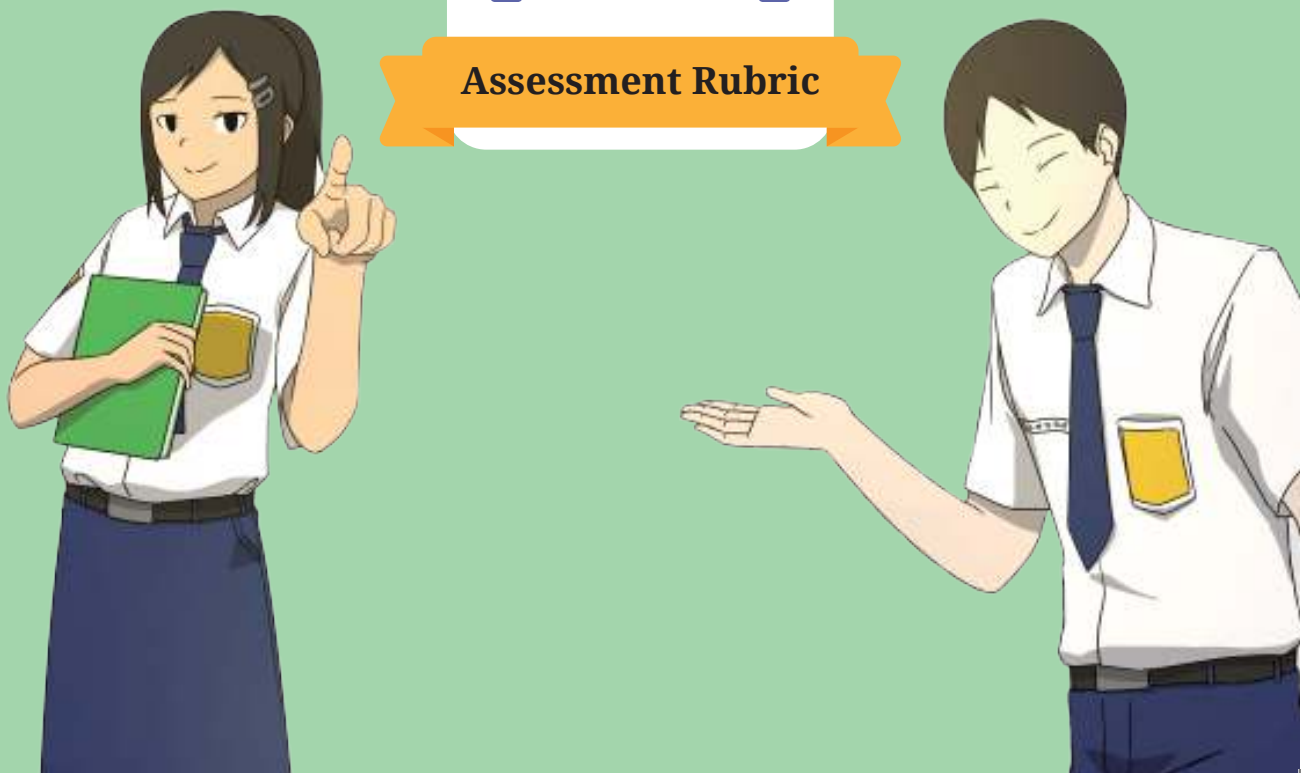
Riwayat Pendidikan dan Tahun Belajar:

1. D3 - Manajemen Informatika, Universitas Bina Sarana Informatika (2005-2009)
2. S1 - Ilmu Administrasi Negara, Institute of Science and Education Center Serang (2009 - 2002)

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. English for Nusantara untuk Kelas VII (2021)
2. English for Nusantara untuk Kelas VIII & IX (2022)
3. Diet with Perfect Indonesia (2013)

Audio

Worksheet

Assessment Rubric