



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BANDAR STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PERBUKUAN

Student's Book

My Next Words

For Elementary School



5

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Dilindungi Undang-Undang.

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My Next Words Grade 5 - Student's Book for Elementary School
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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi mempunyai tugas dan fungsi di antaranya adalah mengembangkan kurikulum yang mengusung semangat merdeka belajar mulai dari satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Kurikulum ini memberikan keleluasaan bagi satuan pendidikan dalam mengembangkan potensi yang dimiliki oleh peserta didik.

Untuk mendukung pelaksanaan kurikulum tersebut, sesuai Undang-Undang Nomor 3 tahun 2017 tentang Sistem Perbukuan, pemerintah dalam hal ini Pusat Perbukuan memiliki tugas menyiapkan buku teks utama sebagai salah satu sumber belajar utama pada satuan pendidikan. Penyusunan buku teks utama mengacu pada Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 958/P/2020 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut. Dalam upaya menyediakan buku-buku teks utama yang berkualitas, selain melakukan penyusunan buku, Pusat Perbukuan juga membeli hak cipta atas buku-buku teks utama dari Penerbit asing maupun buku-buku teks utama dari hasil hibah dalam negeri, untuk disadur disesuaikan dengan Capaian Pembelajaran/Kurikulum yang berlaku. Penggunaan buku teks utama pada satuan pendidikan ini dilakukan secara bertahap pada Sekolah Penggerak sebagaimana diktum Keputusan Menteri Pendidikan dan Kebudayaan Nomor 162/M/2021 tentang Program Sekolah Penggerak.

Sebagai dokumen hidup, buku teks utama ini secara dinamis tentunya dapat diperbaiki dan disesuaikan dengan kebutuhan. Semoga buku ini dapat bermanfaat, khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Oktober 2021
Plt. Kepala Pusat,

Supriyatno
NIP 19680405 198812 1 001

Kata Pengantar

Pelajaran Bahasa Inggris untuk peserta didik Sekolah Dasar secara nasional belum menjadi mata pelajaran yang wajib diajarkan. Oleh sebab itu, sekolah yang memutuskan untuk menambah pelajaran bahasa Inggris kepada peserta didiknya dan mengembangkan berbagai kebutuhan pengajarannya secara mandiri. Oleh karena itu, untuk melaksanakan pembelajaran bahasa Inggris, sekolah harus menyusun silabus, menetapkan materi ajar, mengevaluasi, dan membangun kompetensi dan pengembangan gurunya. Silabus dan materi pembelajaran disesuaikan dengan konteks peserta didik dan sekolah pada umumnya. Dengan demikian, implementasi silabus dan materi pembelajaran bertujuan untuk memampukan peserta didik menggunakan bahasa Inggris dan dapat dievaluasi tingkat keberhasilannya.

Untuk mencapai tujuan tersebut, buku *My Next Words* disusun guna memenuhi pembelajaran bahasa Inggris di Sekolah Dasar, yaitu memampukan peserta didik berinteraksi dalam bahasa Inggris dengan orang lain, baik guru maupun teman-temannya. Buku *My Next Words* ini merupakan hasil kajian cermat, baik secara praktis maupun teoretis, berdasarkan observasi, dan pengalaman pengajaran bahasa Inggris di berbagai wilayah di Indonesia.

Buku ini memperhatikan kaidah perolehan bahasa sehingga kemampuan mendengar dan merespon peserta didik menjadi hal yang diutamakan pada tahap awal di kelas rendah. Setelah peserta didik dapat merespon bahasa yang dikenalkan secara lebih otomatis, guru dapat mulai mengenalkan reading dan writing yang dilaksanakan secara interaktif. Oleh karena itu, *My Next Words* dikembangkan dengan model yang mengawali pengenalan bahasa secara kontekstual. Melalui bahasa pengantar yang sesuai, guru diharapkan mampu menarik perhatian peserta didik pada setiap aktivitas di tahap-tahap awal pembelajaran. Kemudian, diikuti dengan praktik terbimbing agar peserta didik tumbuh kepercayaan dirinya, dan berlatihan menggunakan bahasa Inggris secara lebih bebas. Agar guru mampu menyelenggarakan proses pembelajaran yang interaktif tersebut, selain kemampuan berbahasa lisan yang cukup, guru membutuhkan materi ajar yang membantunya untuk memampukan peserta didik berinteraksi. Oleh sebab itu, bahan ajar yang kami kemas dalam *My Next Words* banyak memberikan lembar-lembar kerja (*worksheet*) sebagai alat interaksi bagi peserta didik. Selain itu, bahan ajar yang kami buat tersebut memiliki topik yang selalu berada pada konteks situasi, selain mengenalkan peserta didik kepada berbagai pola bahasa sederhana sebagai pilihan.

Buku *My Next Words* menggunakan asas daur ulang dalam pengenalan konsep bahasa. Berbagai kosa kata diulang-ulang dan ditambahkan tingkat kesulitannya secara bertahap agar materi bahasa yang dipelajari tersimpan dalam long-term memory. Agar pembelajaran terjadi secara interaktif penggunaan gestures and actions oleh guru mutlak diperlukan. *My Next Words* merupakan solusi pengajaran bahasa Inggris di tingkat Sekolah Dasar.

Itje Chodijah
Writer Consultant & Editor

Prakata

Alhamdulillah, segenap puji syukur kami panjatkan kepada Allah SWT yang telah memberikan karunia dan kesempatan kepada kita semua. Kami mengucapkan terima kasih yang tak terhingga kepada semua pihak yang telah memberi dukungan baik materi maupun motivasi serta fasilitas sehingga kami dapat menyelesaikan buku My Next Words.

Penulisan buku ini disusun berdasarkan kurikulum yang dibuat oleh English for Young Learners Community (EYLC) Sidoarjo, yaitu sebuah kelompok kerja guru bahasa Inggris SD/MI Muhammadiyah se-Sidoarjo. Tujuan utama dari penulisan buku ini adalah memberikan buku pegangan peserta didik yang dapat digunakan dalam seluruh rangkaian kegiatan pembelajaran bahasa Inggris di dalam kelas. Pembelajaran yang menitikberatkan pada kegiatan mendengar dan berbicara akan memotivasi dan menumbuhkan rasa percaya diri dalam menggunakan bahasa Inggris di kehidupan sehari-hari. Buku ini juga disusun berdasarkan tingkat perkembangan, karakter dan lingkungan anak.

Buku My Next Words ini menyajikan materi pembelajaran yang sederhana agar peserta didik mampu berkomunikasi dengan menggunakan bahasa Inggris sesuai dengan perkembangan dan kebutuhan mereka dalam berkomunikasi. Agar kemahiran berbahasa sebagai alat komunikasi dapat diwujudkan dalam kegiatan belajar sehari-hari dan berkelanjutan, guru diharapkan menggunakan bahasa Inggris dalam rangkaian kegiatan pembelajaran di dalam dan di luar kelas sehingga anak dapat menggunakan bahasa tersebut dalam konteks kehidupannya sehari-hari.

Semoga buku ini dapat bermanfaat dan menjadi wacana baru bagi para guru Bahasa Inggris dalam upaya peningkatan kualitas peserta didik yang siap menghadapi perkembangan global. Kami berharap saran yang membangun dapat diberikan oleh pemerhati dan pendidik terutama dalam bidang bahasa Inggris demi penyempurnaan buku ini.

EYLC Team

Writers

Tentang Tim EYLC

English for Young Learner (EYLC) SD/MI Muhammadiyah Sidoarjo adalah kelompok kerja guru Bahasa Inggris. Tim ini terbentuk di awal tahun 2010 dengan latar belakang banyaknya masalah pembelajaran bahasa Inggris di tingkat dasar, mulai dari materi dan metode pembelajaran bahasa itu sendiri.

Tim ini dibentuk dengan tujuan memperbaiki pembelajaran bahasa Inggris di tingkat dasar, diawali dengan membuat kurikulum yang sesuai dengan perkembangan anak, kontekstual dan menyenangkan. Empat kemampuan bahasa yaitu *listening, speaking, reading* dan *writing* merupakan aktivitas yang tidak terpisahkan dalam penyusunan kurikulum tersebut.

Dengan tahapan belajar presentasi, practice dan production, siswa belajar secara teratah dan terukur. Di bawah bimbingan Ibu Itje Chodijah, kurikulum yang sudah mulai kita terapkan selama setahun, memperlihatkan hasil yang bagus. Siswa menjadi aktif mengikuti kegiatan pembelajaran yang dirancang dengan matang dan memperhatikan perkembangan anak. Agar pembelajaran lebih efektif maka memunculkan ide untuk pembuatan buku My Next Words.

Dengan terbitnya buku My Next Words, diharapkan dapat memberi manfaat dan kemudahan dalam mengajarkan bahasa Inggris di tingkat dasar. Tentunya tidak ada yang sempurna dari keseluruhan isi buku ini. Kritik dan saran yang membangun tetap kami harapkan untuk kesempurnaan buku ini di masa mendatang.

Framework (Semester 1)

Unit	Objectives	Language Focus
1 What delicious bakso!	<ul style="list-style-type: none"> Students are able to identify taste of different foods and drinks. Students are able to mention taste of different foods and drinks. Students are able to make sentences to express taste of foods and drinks. 	<ul style="list-style-type: none"> sweet bitter salty sour
2 I want an ice cream cone	<ul style="list-style-type: none"> Students are able to quantify foods and drinks using quantifying nouns. Students are able to make sentences using vocabulary of foods and drinks and their quantifying nouns. 	<ul style="list-style-type: none"> an ice cream cone a bottle of water a hand of bananas a bar of chocolate a loaf of bread
3 How much is it?	<ul style="list-style-type: none"> Students are able to use words about food and drink related to price. Students are able to tell prices of foods and drinks. Students are able to make sentences to tell prices of foods and drinks. Students are able to create a poster about a restaurant menu. 	<ul style="list-style-type: none"> a kilo of sugar is 11,000 rupiah. a plate of gado-gado is 6,000 rupiah. a glass of orange juice is 2,000 rupiah. a bowl of bakso is 5,000 rupiah. it is two thousand rupiah. it is seven hundred rupiah.
4 I've got a stomachache	<ul style="list-style-type: none"> Students are able to identify different types of common health problems. Students are able to express different types of common health problems. 	<ul style="list-style-type: none"> i have a stomachache. sore eyes headache toothache sore throat cold
5 What a nice skirt!	<ul style="list-style-type: none"> Students are able to tell types of clothes that people wear. Students are able to tell what people wear. 	<ul style="list-style-type: none"> what does she wear? blouse shoes hat socks a pair of trousers a long dress uniform short tie t-shirt

Framework (Semester 2)

Unit	Objectives	Language Focus
6 Parts of our body that work together	<ul style="list-style-type: none"> Students are able to tell different body parts and their functions Students are able to express functions of body parts in daily activities Students are able to write a short text about the use of different body parts 	<ul style="list-style-type: none"> aisyah uses her headset to listen to the music they use their nose to smell the rose. hair, eyes, nose, chin, cheek
7 How tall are you?	<ul style="list-style-type: none"> Students are able to identify features of people, animals, and common everyday objects Students are able to use adjectives to describe people, animals, and common everyday objects 	<ul style="list-style-type: none"> the giraffe is tall, but the deer is short tall, short, old, young, big, small, fast, slow, new, old, expensive, cheap
8 The giraffe is taller than the deer	<ul style="list-style-type: none"> Students are able to use comparative adjectives to talk about people, animals, and things 	<ul style="list-style-type: none"> is the rabbit smaller than the goat? Yes, it is which animal is bigger? the goat is bigger than the rabbit bigger than, smaller than, slower than, faster than
9 The elephant is the biggest	<ul style="list-style-type: none"> Students are able to use superlative adjectives to talk about people, animals, and things 	<ul style="list-style-type: none"> is the deer the shortest? No, it is not how is the cat compared to the giraffe? The cat is smaller than the giraffe which is the tallest? The giraffe is the tallest
10 I like playing "balap karung"	<ul style="list-style-type: none"> Students are able to mention dates and months. Students are able to respond to questions using the question word "when". Students are able to make sentences about dates and months. 	<ul style="list-style-type: none"> What month is this? It's October January, February, March, April, May, June, July, August, September, October, November, DeCember 1st, 2nd, 3rd, 4th, etc

Contents

Kata Pengantar	iii
Prakata	v
Tentang Tim EYLC	v

Framework	vi
Contents	viii

1

What delicious bakso!

>>>

1 - 12



2

I want an ice cream cone

>>>

13-21



3

How much is it?

>>>

22 - 37



4

I've got a stomachache

>>>

38-45



5

What a nice skirt!

>>>

46- 54





<<<
56- 67

6
Parts of our body that work together



<<<
68- 76

7
How tall are you?



<<<
77- 85

8
The giraffe is taller than the deer



<<<
86- 98

9
The elephant is the biggest



<<<
99- 111

10
I like playings "balap karung"

Daftar Pusaka	112
Profil Penyadur	114
Profil Penelaah	116

Profil Penyunting	121
Profil Desainer	122
Profil Ilustrator	123



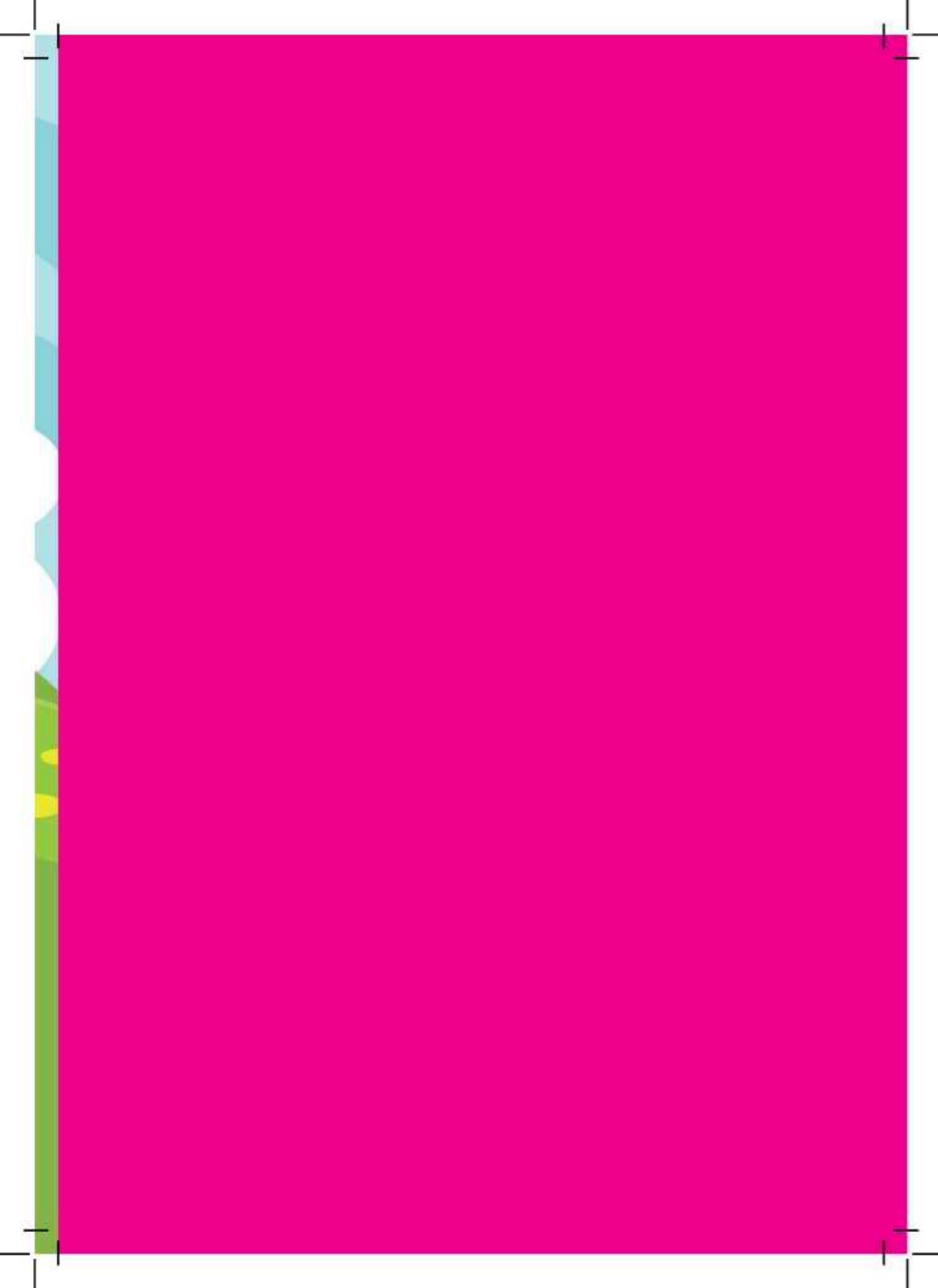
Made

Joshua

Cici

Aisyah

Kimi





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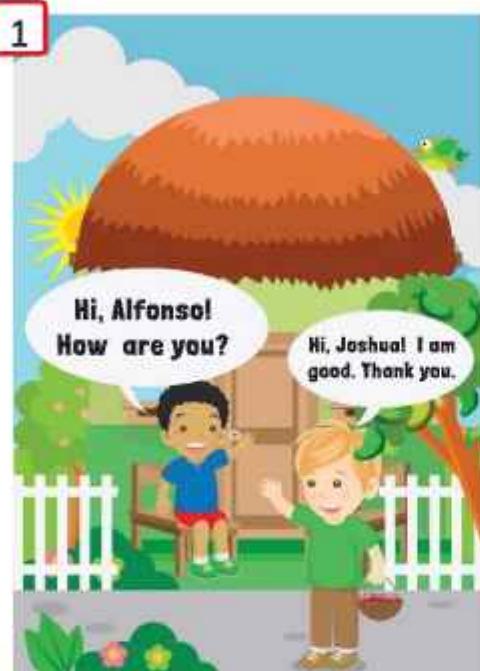
What delicious bakso!





Look and say

Look at the pictures
and say the sentences
with a friend.



4

Look Alfonso!
My mango tree is
bearing many fruits.

Wow. Mangoes are
a little bit sour,
aren't they?

5

Do you like
mangoes,
Alfonso?

Yes, I do.
Can I have some?

6

Here you are.

Thank you.
I will give some to my mom.
She likes mangoes, too.



Look and say

Look at the pictures
and say the words.



sweet sugar



bitter coffee



sour mangoes



salty fish



sweet honey



sour limes



sweet ice cream



sweet candies



Look and match

Look at the pictures
and draw a line
to match each picture
with the correct word.



bitter



salty



sweet



sour





Look and write

Look at the picture and write the sentences.



**How does
it taste?**

Write the sentences below based on the picture on page 6.
Number 1 and 2 have been done as examples.

1. Mangoes are sweet. 2. Limes are sour. 3. _____

4. _____ 5. _____

6. _____ 7. _____ 8. _____

9. _____ 10. _____



Write names of six foods and their tastes.

No	Name of the food	Taste
1	cake	sweet
2		
3		
4		
5		
6		



Ask your friends about
the taste of food
and drink on the card.

How does ice
cream taste?

It tastes
sweet.



No	Name	Food or Drink	Taste
1	Aisyah	ice cream	sweet
2			
3			
4			
5			
6			



Look at the pictures
and say the words.



sweet cake



salty fish



bitter melon



sour mango



Listen and match

Listen to your teacher.
Draw a line to match
the taste with the word.

Monday

Tuesday

Friday

Saturday

Thursday

Wednesday

Sunday

sweet cake
sour vinegar
salty pizza
sour lemon juice
salty fried rice
sweet milk
bitter pare



Look and answer

Look at the pictures
and answer the
following questions.

1



2





1. What is Lili eating? _____
2. What does Cici want? _____
3. What is Pak Udin eating? _____
4. What is Bu Neneng eating? _____

Taste of your family's favorite foods.

Ask your family members about the taste of their favorite foods.

No	Family members	Food	Taste
1	father	cake	sweet
2	mother		
3	brother		
4	sister		
5	grandmother		
6			

My new words



Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan guru.			
2. mengenal kosakata untuk menyatakan rasa makanan dan minuman.			
3. menulis kalimat mengenai rasa makanan dan minuman.			
Saya dapat			
1. menggunakan kosakata baru untuk menyatakan berbagai rasa makanan dan minuman.			
2. menanyakan dan menjawab pertanyaan mengenai rasa makanan dan minuman.			

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I want an ice cream cone





Look and say

Look at the pictures
and say the words.



a glass of orange juice a scoop of ice cream



a spoon of sugar



a slice of pizza



a hand of bananas



a bottle of water



a cup of coffee



a loaf of bread



a bar of chocolate



a bowl of noodles



a piece of cheese



a bowl of bakso



Look and write

Look at the pictures
and write the answer.

Example:





Look at the pictures
and write the answer.





Look and answer

Answer Yes or No.

- 1 Is this a bar of chocolate?



Yes, it is.

- 2 Is this a glass of water?



No, it is not.

- 3 Is this a scoop of ice cream?



- 4 Is this a plate of cup cakes?



- 5 Is this a cup of tea?



- 6 Is this a plate of fried rice?





Let's find out

Ask your friends
using "Do you like ..?".

Name				
Aisyah	Yes	No	No	Yes



Look and write

Look at the pictures
and write the answer.

want need like eat drink



Example:

Cici wants a bowl of ice cream.

1





2

3



4



5



Let's draw

Draw what your family eats.

You and your family are having dinner at your uncle's house.
In the box below, draw what your family is eating.
Tell your friends about your drawing.

Dad:



Mom:

Me:

My Brother/Sister

Activity with parents.

Together with your parents write sentences about the quantity
of foods and drinks that your family is having for dinner.



My new words



a scoop of ice cream



a hand of bananas



a cup of coffee



a slice of pizza



a bar of chocolate

a spoon of sugar

a bottle of water

a bowl of bakso

a bowl of noodles

a glass of juice

a loaf of bread

a piece of cheese



Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru untuk menyatakan kuantitas makanan dan minuman.			
3. menulis kalimat yang menyatakan kuantitas makanan dan minuman.			
Saya dapat			
1. menggunakan kosakata baru untuk menyatakan kuantitas makanan dan minuman.			
2. menanyakan dan menjawab pertanyaan mengenai kuantitas makanan dan minuman.			

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How much is it?





Look and say

Look at the pictures
and say the sentences.



Rp11,000

A kilo of sugar is
11,000 rupiah.



Rp6,000

A plate of gado-gado is
6,000 rupiah.



Rp2,000

A glass of orange juice is
2,000 rupiah.



Rp5,000

A bowl of bakso
is 5,000 rupiah.



Look and write

Look at the pictures
and write the answer.

Example:



1

It is two thousand rupiah.

2



3



4



5





6

Rp122,000



7

Rp540,000



8

Rp63,000



9

Rp38,000



10

Rp450,000



Look and write

Look at the pictures
and write the answer.

Example:



- 1 It is one thousand rupiahs.



- 2 _____



- 3 _____





4 _____



5 _____



6



7



8



9



10



Let's find out

List the foods in the menu
and ask the price for each food.

No	Food / Drink	Price
1	a bowl of noodles	Rp7,500
2		
3		
4		
5		
6		

Report:

1. A bowl of noodles is seven thousand and five hundred rupiahs.
2.
3.
4.
5.
6.



Read the text and
answer the questions.

Cici, Aisyah, and Made are at the canteen to buy some foods and drinks. Cici orders a plate of *gado-gado* and a glass of orange juice. Aisyah wants a bowl of *bakso* and a glass of ice tea. Made orders a plate of fried rice and two glasses of ice tea. Here is the menu:

No	Menu	Price
1	fried rice	Rp8,000
2	noodles	Rp6,000
3	<i>gado-gado</i>	Rp7,500
4	<i>bakso</i>	Rp9,000
5	cendol with ice	Rp4,000
6	ice tea	Rp2,500
7	orange juice	Rp3,000

1. How much is a plate of fried rice?
It is eight thousand rupiahs.
2. How much is a bowl of *bakso*? _____
3. How much is Cici's order? _____
4. Is a plate of fried rice Rp8,000? _____
5. How much is a glass of orange juice? _____
6. How much is Made's order? _____
7. How much is a glass of tea? _____
8. Is a scoop of ice cream Rp8,000? _____
9. How much is Aisyah's order? _____
10. If Cici pays Rp50,000,
how much change will she get? _____



Ask your friend about
the prices on the menu.

How much is a plate of
nasi uduk in Jakarta?

It is thirty thousand rupiahs.



In Sidoarjo

Nasi Uduk

Rp15,000

Chocolate Ice Cream

Rp5,000

Fried Rice

Rp8,000

Ice tea

Rp2,500

In Jakarta

Nasi Uduk

Rp30,000

Chocolate Ice Cream

Rp15,000

Fried Rice

Rp20,000

Ice tea

Rp5,000



Look and write

Look at the pictures to answer the questions on the following page.



Canteen A

Shumai	
	Rp8,000
Noodles	
	Rp5,000
Bread	
	Rp3,500
Ice tea	
	Rp2,500
Bakso	
	Rp8,000



Canteen B

Shumai	
	Rp6,000
Noodles	
	Rp3,000
Bread	
	Rp2,500
Ice tea	
	Rp1,500
Bakso	
	Rp5,000

Answer the questions below based on the pictures on page 34.

1. Does Canteen A sell gado-gado?

2. How much is a plate of shumai in Canteen A?

3. Which canteen sells noodles for Rp3,000?

4. What's on the menu at Canteen B?

5. Do both canteens (Canteen A and Canteen B)
sell bread and bakso?

6. How much is a bowl of bakso at Canteen B?

7. How much are a bowl of bakso and a glass of
ice tea at Canteen A?

8. What's on the menu at Canteen A?

9. How much are a plate of shumai, a piece of bread,
and a glass of ice cream at Canteen B?

10. Which foods are the most expensive?



Imagine you have your own restaurant.
Make a poster of your restaurant menu.

Restaurant

Delivery order: 0812 1806 8945

Foods	Beverages
Rp _____	Rp _____

Activity with parents.

With your parents, write a price list of foods and drinks from a restaurant they know.

My new words



a cup of coffee is 5,000 rupiahs.



a plate of gado-gado is 6,000 rupiahs.



a glass of orange juice is 2,000 rupiahs.



a bowl of bakso is 5,000 rupiahs.

a bowl of noodles is 15,000 rupiahs.

Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru mengenai harga makanan dan minuman.			
3. membuat poster rumah makan beserta menu bersama teman.			
Saya dapat			
1. menggunakan kosakata baru untuk menyatakan harga makanan dan minuman.			
2. menanyakan dan menjawab pertanyaan mengenai harga makanan dan minuman.			

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Penyadur : Qorina Utami dan Retno Yunariati
ISBN : 978-602-244-747-4(jilid 5)



I've got a stomachache



What's wrong
with you?

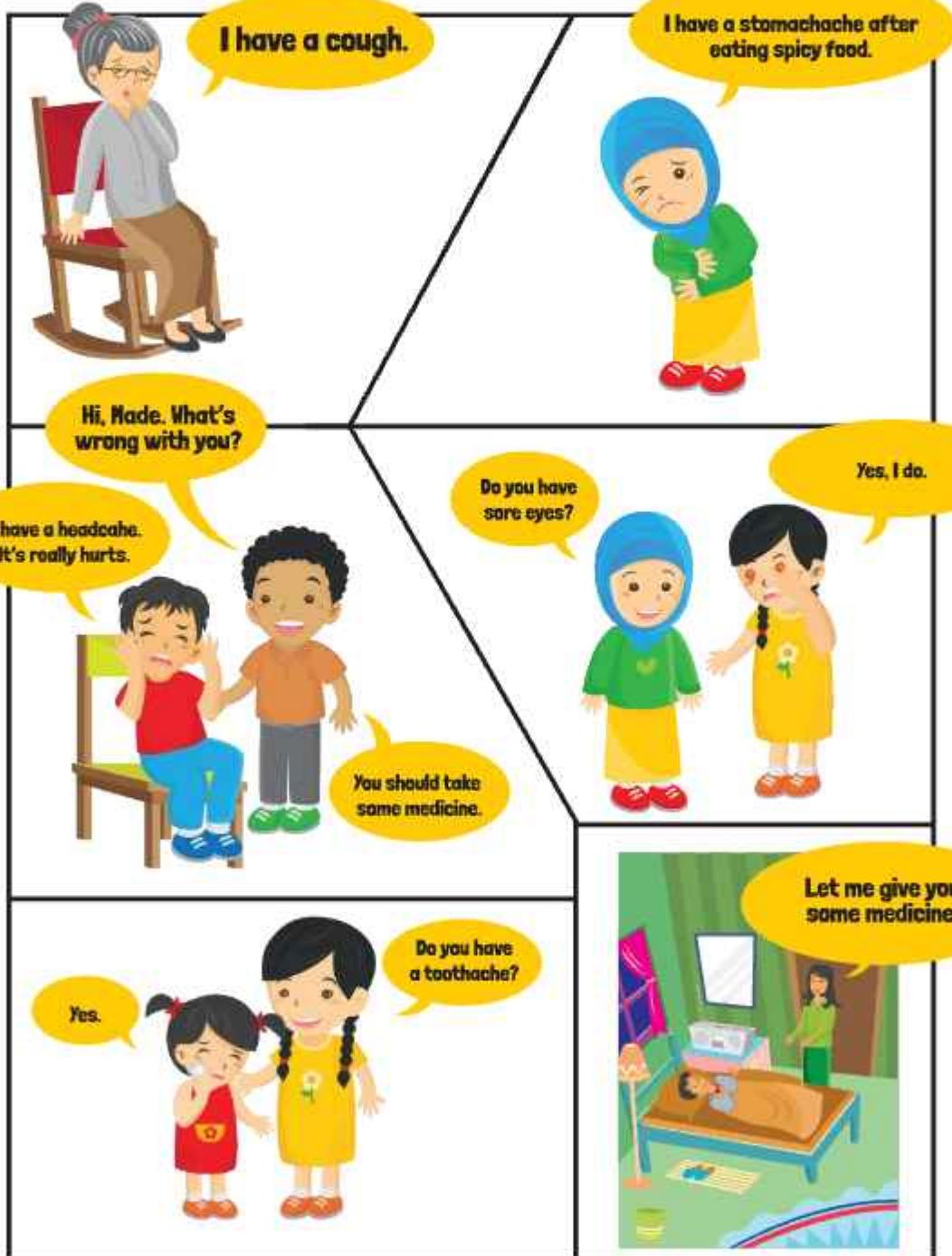
I have
a stomachache.





Look and say

Look at the pictures
and say the sentences.





Listen and circle

Listen to your teacher
and circle the correct
picture.

1



2



3



4



5





Look and write

Look at the pictures
and complete
the sentences.

1



Joshua catches a cold.

4



She has _____.

2



Lili is _____.

5



Joshua has _____.

3



Ujang has _____.

6



Lili has _____.



Listen and answer

Listen to your teacher's story and answer the questions below.



1. What's wrong with Kimi? Kimi has a stomachache.
2. When does he have a stomachache? _____
3. Is he feeling well? _____
4. Did he eat too much fish? _____
5. Will he go to the doctor? _____

Take your cards
and ask your friend.



Example:



Look and write

Look the pictures
and write a story.

1



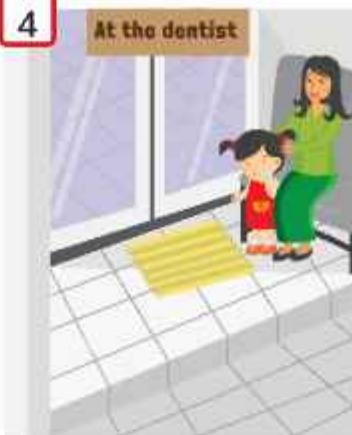
2



3



4

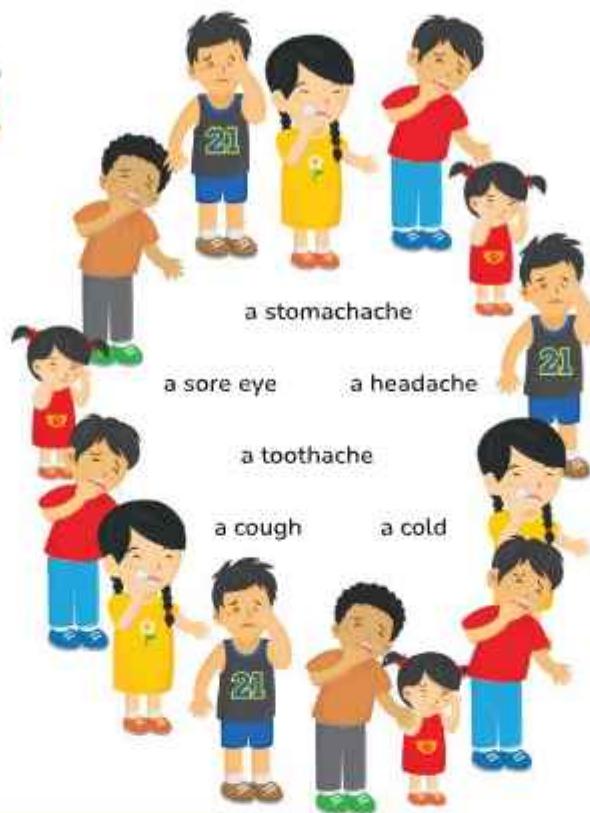


Use these words : candy, buy, eat, toothache, dentist

Write a story from the pictures.

Activity with parents.

With your parents, write a story about
the last time one of them was ill.



Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru yang digunakan untuk menyatakan rasa sakit pada tubuh.			
3. menanyakan dan menjawab pertanyaan mengenai keluhan rasa sakit.			
Saya dapat			
1. menggunakan kosakata baru yang digunakan untuk menyatakan keluhan rasa sakit pada tubuh.			
2. dapat menulis cerita tentang pengalaman sakit.			

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Unit

5



What a nice skirt!





Look at the pictures
and say the words.



a T-shirt



a blouse



a skirt



a pair of
trousers



a pair of shorts



a uniform



a pair of socks



a long dress



a pair of shoes



a hat



a tie



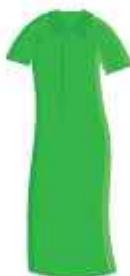
Listen and circle

Listen to your teacher
and circle the
correct pictures.

1



2



3



4



5





Point and say





Look and answer

Look at the pictures
and answer the
questions.

1



Is Joshua wearing a pair of shorts?
Yes, he is.

2



What is Joshua wearing?
He is wearing a T-shirt and
a pair of shorts.

3



Is Bu Neneng wearing a long dress?

4



What is Pak Togar wearing?

5



Is Bu Rahma wearing shoes?

6



What is Lili wearing?



Go out of the class
and observe what people
are wearing today.

No	Name	What are they wearing?
1	Pak Ilham	a pair of black trousers and a grey shirt
2		
3		
4		
5		

Report:

1. Pak Ilham: He is wearing a pair of black trousers and a grey shirt.
2. _____ :
3. _____ :
4. _____ :
5. _____ :



Look and write

Look the pictures
and make a story.

1



2



3



4



Look at the pictures and write a story.
(walk, greet, open, wear, smell, run, play)

Write your story here!

Activity with parents.

Together with your parents, write a story when they have illness.



Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru mengenai pakaian yang dikenakan sehari-hari.			
3. melakukan pengamatan bersama-sama teman-teman mengenai pakaian yang dikenakan oleh orang-orang yang ada di sekolah.			
Saya dapat			
1. menggunakan kosakata baru untuk menanyakan dan menjawab pertanyaan mengenai pakaian yang dikenakan sehari-hari.			
2. menulis cerita mengenai pakaian yang dikenakan orang sehari-hari.			



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Parts of our body that work together





Head shoulders knees and toes, knees and toes, knees and toes.

Head shoulders knees and toes, it's my body.

Eyes ears mouth and nose, mouth and nose, mouth and nose.

Eyes ears mouth and nose, it's my body.

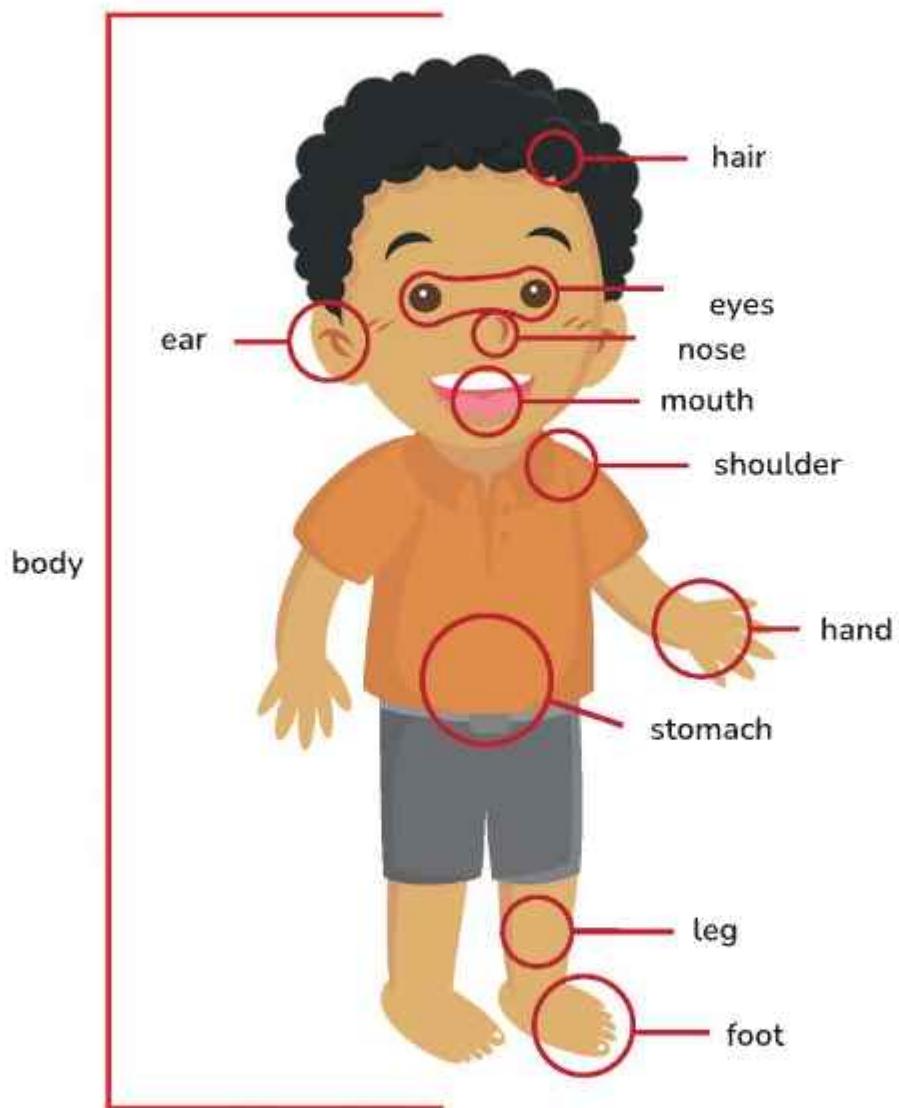
Cheek chin neck and chest, neck and chest, neck and chest.

Cheek chin neck and chest, it's my body.





Look at the pictures
and say the words.





Look at the pictures
and say the sentences.



Cici uses her **hand** to
take a book from **her bag**.



Made uses his **headset** to
listen to the music.



She uses her **mouth**
to **eat** fried chicken.



Aisyah uses her **nose**
to **smell** the flower.



Joshua uses his **eyes** to **look** at the basket ball.



Look and match

Look at the pictures
and match the sentences
with the pictures.



A. Aisyah sees a magazine on her desk.

B. Made uses his hand to take a glass of avocado juice.

C. Cici listens to a music with a headset.

D. Lili uses her nose to smell the candy.

E. Joshua uses his mouth to eat the sweet banana.

F. Made uses his right leg to kick the ball.



Take your turn, roll the dice,
and say a sentence.





Write the body parts of Pak Udin and Ujang.





Look and arrange

Look at the letters
and arrange them
into a correct word.

1. sahnd

Hands

6. segl

.....

2. enso

.....

7. nhic

.....

3. umtoh

.....

8. senke

.....

4. ihra

.....

9. srea

.....

5. eteht

.....

10. kcen

.....



Look and write

Look at the pictures
and arrange the words.



uses - Cici - her - headset - music - to listen to - the
= Cici uses her headset to listen to the music.



his foot - uses - Made - to play - Balap Karung Race

= _____



Made - his hand - to pick - an apple - uses

= _____



They - their nose - use - the rose - to smell

= _____



walks - The rabbit - to - the cage

= _____



Look and write

Look at the picture
and write a short story.



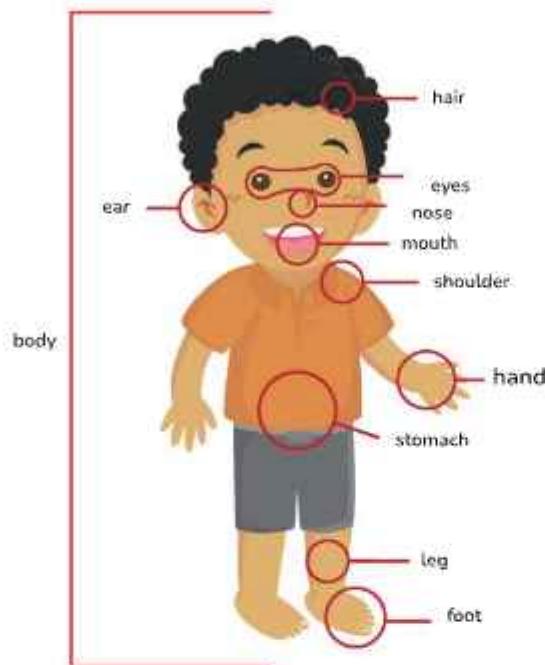
Cici and Aisyah go to the zoo.
They look at a cage. There are an
elephant, a giraffe, and two deers.
The elephant eats the grass uses
his trunk. The giraffe eats the
leaves.



use these words: walk, talk, climb,
eat

Activity with parents.

Go to a zoo or watch a video of animals at a zoo with your parents.
Together, write sentences about the body parts of the animals
there and their functions.



head
shoulders
eyes
ears
a cheek
a chin
toes
a nose
knees
mouth
neck
chest
a body

Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru yang digunakan untuk menyebutkan bagian-bagian tubuh dan fungsinya.			
3. menulis kalimat tentang bagian-bagian tubuh dan fungsinya.			
Saya dapat			
1. menggunakan kosakata baru yang digunakan untuk menyebutkan bagian-bagian tubuh dan fungsinya.			
2. Dapat menanyakan dan menjawab pertanyaan tentang bagian-bagian tubuh dan fungsinya.			

How tall are you?



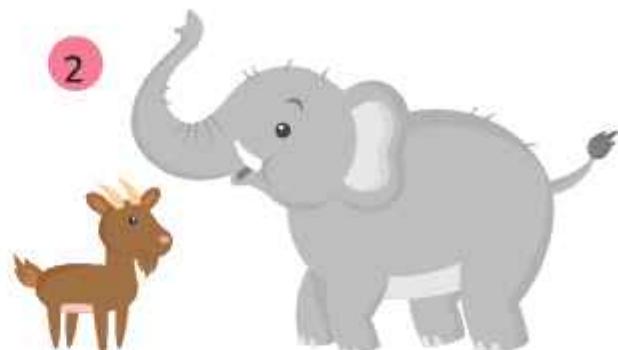


Look and say

Look at the pictures
and say the sentences.



1



2

The giraffe is **tall**,
but the deer is **short**.

The elephant is **big**,
but the goat is **small**.



3



4

Grandfather is **old**,
but Cici is **young**.

The horse is **fast**,
but the snail is **slow**.



5

The purple shoes are **new**,
but the blue shoes are **old**.



6

The book is **expensive**,
but the pencil is **cheap**.

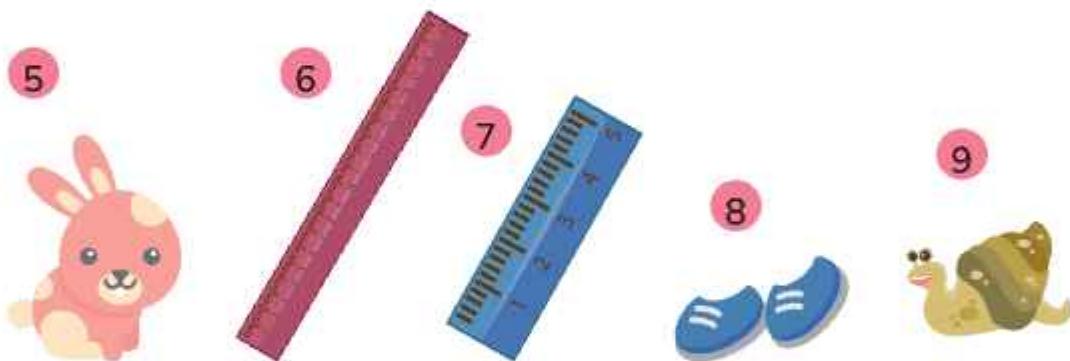


Point and say

Point at the pictures
and describe them.



The elephant is ...



Take your cards
and ask your friend.





Look and answer

Look at the pictures and answer the questions.

Example:



Is the cat big? Yes, it is.

The cat is big.

Is the mouse big? No, it is not.

The mouse is small.



Is Bagas young? _____.

Is grandfather young? _____.



Is the elephant big? _____.

Is the mouse big? _____.



Are the red shoes clean? _____.

Are the green shoes clean? _____.



Is Cici tall? _____.

Is Lili tall? _____.



Is the giraffe tall? _____

_____.

Is the deer tall? _____

_____.



Is the red ruler long? _____

_____.

Is the blue ruler long? _____

_____.



Is the horse fast? _____

_____.

Is the goat fast? _____

_____.



Is the cat small? _____

_____.

Is the rabbit small? _____

_____.



Is the shirt expensive? _____

_____.

Is the pair of trousers expensive?

_____.



Look and answer

Look at the pictures and answer the questions.

Example:

1



The goat is **big**.

The rabbit is **small**.

2



Joshua is _____.

Grandfather is _____.

3



The giraffe is _____.

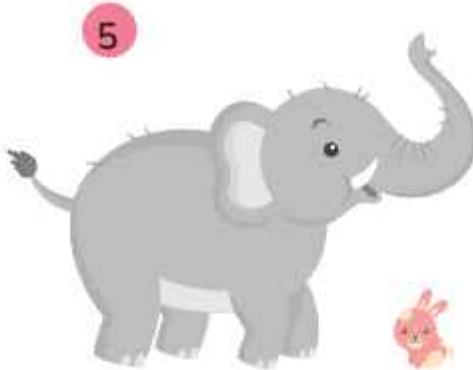
The cat is _____.

4



The horse is _____.

The goat is _____.



The elephant is _____.
The rabbit is _____.



The pair of shoes is _____.
The bag is _____.



The hat is _____.
The belt is _____.

Activity with parents.

Together with your parents, describe your pets or belongings at home in the box below.

A large, empty rectangular box with a pink border, intended for children to draw or write their responses to the activity question.



Refleksi Peserta Didik

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. mengenal kosakata baru untuk menggambarkan manusia, binatang, dan benda-benda lainnya di sekitar saya.			
3. menulis kalimat yang menggambarkan manusia, binatang, dan benda-benda lainnya di sekitar saya.			
Saya dapat			
1. menggunakan kosakata baru untuk menggambarkan manusia, binatang, dan benda-benda lainnya di sekitar saya.			
2. menanyakan dan menjawab pertanyaan mengenai gambaran manusia, binatang, dan benda-benda lainnya.			



The giraffe is taller than the deer



Look and Say

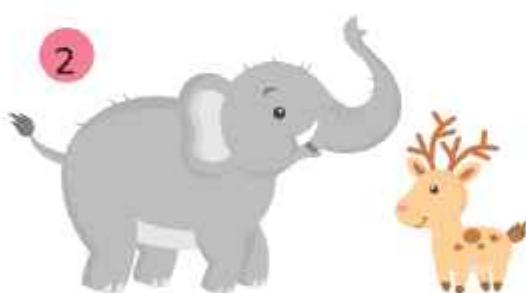
Look at the pictures and say the sentences.

1



The giraffe is **taller than** deer.
The deer is **shorter than** giraffe.

2



The elephant is **bigger than** the deer.
The deer is **smaller than** the elephant.

3



The stick is **longer than** the ruler.
The ruler is **shorter than** the stick.

4



Grandma is **older than** Cici.
Cici is **younger than** grandma.

5



The shirt is **older than** the pair of trousers.
The pair of trousers is **newer than** the shirt.

6



The cow is **fatter than** the horse.
The horse is **thinner than** the cow.

7



The deer runs **faster than** the snail.
The snail walks **slower than** the deer.

8



The brown bag is **cheaper than** the blue bag.
The blue bag is **more expensive than** the brown bag.



Look and write

Look at the pictures
and write the answers.

Example:

1



Is the rabbit smaller than the goat? Yes, it is.
Which animal is taller? The goat is taller
than the rabbit.

2



Is the deer shorter than the giraffe? ____.
Which animal is taller? _____.

3

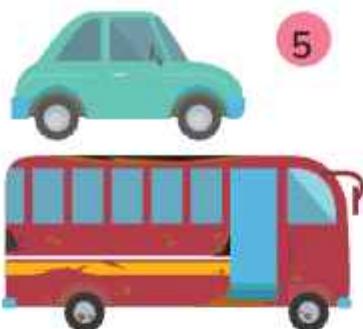


Is the buffalo bigger than the horse? ____.
Which animal is smaller? _____.

4



Is Cici shorter than Lili? ____.
Which one is taller? _____.



5

Is the car newer than the bus? _____.

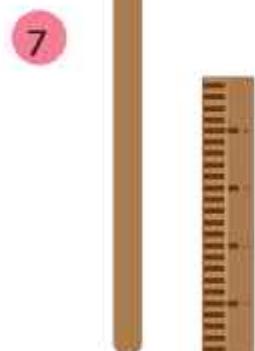
Which one is older? _____.



6

Is the cat fatter than the mouse? _____.

Which animal is smaller? _____.



7

Is the ruler shorter than the stick? _____.

_____.

Which one is longer? _____.

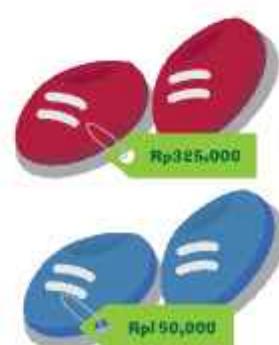
_____.

Are the blue shoes cheaper than the red
shoes? _____.

_____.

Which one are more expensive? _____.

_____.



8



Take your cards
and ask your friend.

How is the giraffe
compared
to the cat?

Which is taller,
the cat or
the giraffe?

The giraffe is taller
than the cat.

It's the
giraffe.





Look and write

Look at the pictures and answer the questions.



Booloo



Koonoo

Let's compare these two monsters!

Which monster has smaller eyes? _____ Koonoo

Which monster has bigger eyes? _____

Which monster has bigger arms? _____

Which monster has longer feet? _____

Which monster has smaller ears? _____

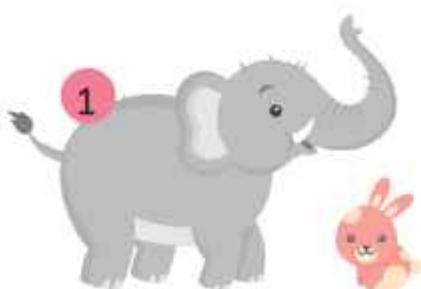
Which monster has a bigger mouth? _____



Look and answer

Look at the pictures
and answer the questions.

Example:



How is the elephant compared to the rabbit?

It is bigger than the rabbit.

How is the rabbit compared to the elephant?

It is smaller than the elephant.



How is the cow compared to the goat?

_____.

How is the goat compared to the cow?

_____.



How is the buffalo compared to the horse?

_____.

How is the horse compared to the buffalo?

_____.



How is grandma compared to Cici?

_____.

How is Cici compared to grandma?

_____.

5



How is the car compared to the bus?

_____.

How is the bus compared to the car?

_____.

6



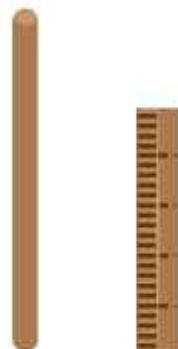
How is the cat compared to the mouse?

_____.

How is the mouse compared to the cat?

_____.

7



How is the stick compared to the ruler?

_____.

How is the ruler compared to the stick?

_____.

8



How is the blue shirt compared to the
the brown shirt? _____.

How is the brown shirt compared to
the blue shirt? _____.

My new words

smaller than

cheaper than

thinner than

taller than

more expensive than

longer than

younger than

bigger than

older than

faster than

shorter than

fatter than

newer than

slower than

Refleksi Peserta Didik

Saya senang



1. mendengar cerita yang dibacakan oleh guru.
2. mengenal kosakata baru untuk menggambarkan perbandingan antara ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya.
3. menulis kalimat menggunakan kata sifat perbandingan untuk membandingkan ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya.

Saya dapat



1. menggunakan kosakata baru untuk menggambarkan perbandingan ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya.
2. menanyakan dan menjawab pertanyaan mengenai perbandingan ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya.



The elephant is the biggest

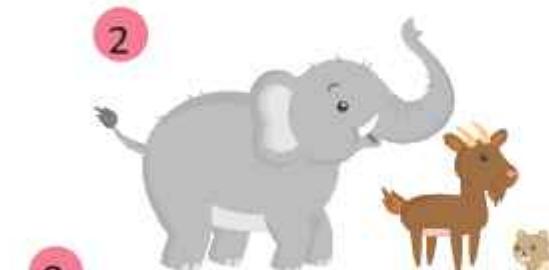


Look and say

Look at the pictures and say the sentences.



The giraffe is the tallest.
The rabbit is the shortest.



The elephant is the biggest.
The mouse is the smallest.



The ruler is the longest.
The pencil is the shortest.

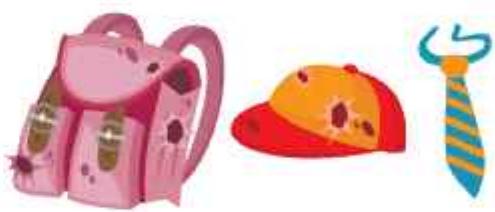
4

Cici's grandma is the oldest.
Lili is the youngest.



5

The bag is the oldest.
The tie is the newest.



6

The bear is the fattest.
The monkey is the thinnest.



7

The pair of shoes are the cheapest.
The bag is the most expensive.





Look and write

Look at the pictures
and write the answers.

Example:



1

Is the deer the shortest? **No, it is not.**

How is the cat compared to the giraffe?

The cat is shorter than the giraffe.

Which is the tallest? **The giraffe
is the tallest.**

Is the buffalo the biggest? _____.

How is the horse compared to the
mouse? _____.

Which is the smallest? _____.



2



3

Is Lili the youngest? _____.

How is Cici compared to her mother?

Who is the oldest? _____.

4



Is the rabbit the fattest? _____.

How is the mouse compared
to the rabbit? _____.

Which is the fattest? _____.

5



Is the ruler the shortest? _____.

How is the stick compared to the ruler?
_____.

Which is the shortest? _____.

6



Are the red trousers the cheapest?
_____.

How are the blue trousers compared to
the red trousers? _____.

Which are the most expensive?
_____.



Take your cards and
ask your friends.

Which ones are
the cheapest?

The black trousers
are the cheapest.

The blue trousers are
the most expensive.

Which ones are
the most expensive?



Look and arrange

Look at the pictures
and arrange
the words.

1



rabbit - shortest - the - is - the
= **The rabbit is the shortest.**

tallest - is - giraffe - the - the
= **The giraffe is the tallest.**

2



the - is - the - hipopotamus - biggest
= _____

smallest - is - goat - the - the
= _____

3



Cici's mother - oldest - the - is

= _____

is - Cici's sister - youngest - the

= _____

4



fattest - the - bear - is - the

= _____

mouse - the - is - thinnest - the

= _____

5



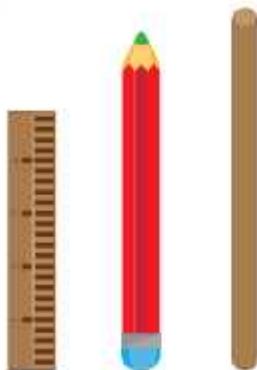
cheapest - the - pink bag - the - is

= _____

the - is - most - green bag - expensive - the

= _____

6



longest - the - stick - is - the

= _____

the - ruler - shortest - is - the

= _____



Let's find out

Ask your friend
and write a report.



No	Name	Height (cm)	Weight (kg)	Age (years)
1				
2				
3				

**Report:
Tall – Short**

1. _____ is taller than _____.
2. _____ is shorter than _____.
3. _____ is the tallest.
4. _____ is the shortest.

**Report:
Fat - Thin**

1. _____ is fatter than _____.
2. _____ is thinner than _____.
3. _____ is the fattest.
4. _____ is the thinnest.

**Report:
Old - Young**

1. _____ is older than _____.
2. _____ is younger than _____.
3. _____ is the oldest.
4. _____ is the youngest.



Look and write

Look at the picture
and complete the gaps.



In the Forest

Made and Joshua are at a forest. They see many animals. There are an elephant, a giraffe, a deer, a cow, a bird, a cock, a sheep, a buffalo, and a monkey. Look! The cow is _____ than _____.
than the sheep. The deer is _____ than the giraffe.
The buffalo is _____ than the monkey. The elephant is the _____. The bird is the _____. The giraffe is the _____.

Use these words to complete the gaps.

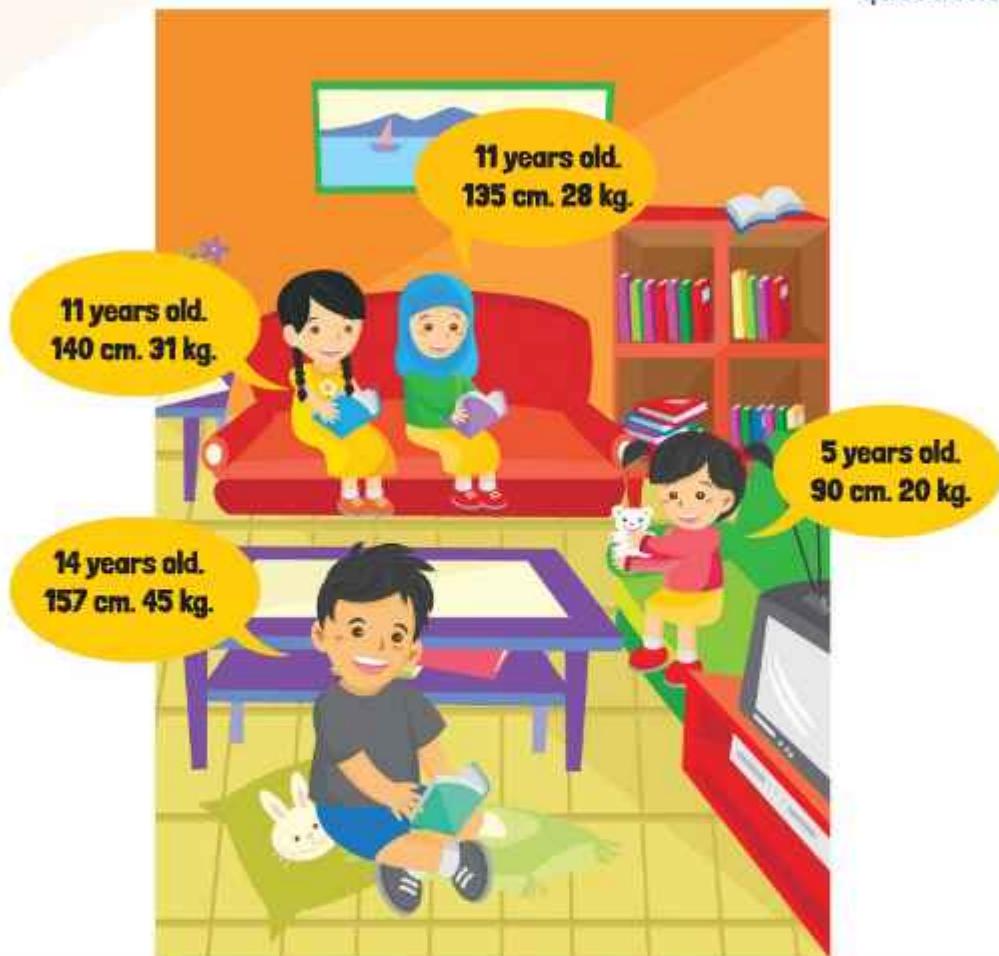
tallest
shorter
bigger

smallest
fatter
biggest



Look and answer

Look at the pictures
and answer the
questions.



Questions:

Example: - Who is the thinnest?

Lili is the thinnest.

- Is Aisyah the youngest?

No, she is not.

1. Is Cici the youngest? _____

2. How is Ujang compared to Aisyah? _____

3. Who is the fattest? _____

4. Is Cici the tallest? _____

5. Is Cici younger than Lili? _____
6. Who is the tallest? _____
7. Who is the shortest? _____
8. Is Ujang older than Cici? _____
9. Who is the youngest? _____
10. Who is the oldest? _____



Make your own story about your family.

Activity with parents.

Students ask "How tall are you?", "How old are you?", "How is your weight?" to all family members and compare their family members using adjective comparative and superlative.

No	Family members	Height (cm)	Weight (kg)	Age (years/ months)
1	mother	170cm	60kg	48 years
2	father			
3	sister			
4	brother			
5	grandfather			
6	grandmother			

My new words



the tallest
the shortest
the newest
the biggest
the smallest
the oldest
the youngest



the fattest
the thinnest
the slowest
the fastest
the cheapest
the most expensive



Refleksi Peserta Didik

Saya senang

1. mendengarkan cerita yang dibacakan oleh guru.
2. menggunakan kosakata baru untuk membandingkan dua hingga tiga ciri-ciri manusia, binatang, dan benda-benda di sekitar saya.
3. menggunakan kosakata baru untuk membandingkan dua hingga tiga ciri-ciri manusia, binatang, dan benda-benda di sekitar saya.



Saya dapat

1. menggunakan kosakata baru untuk membandingkan dua hingga tiga ciri-ciri manusia, binatang, dan benda-benda di sekitar saya.
2. menanyakan dan menjawab pertanyaan mengenai perbandingan ciri-ciri antara dua hingga tiga manusia, binatang, dan benda-benda di sekitar saya.





I like playing "balap karung"





Listen and write

Look at the pictures
and write the answers.

1st

First

2nd

Second

3rd

Third

4th

Fourth

5th

Fifth

6th

Sixth

7th

Seventh

8th

Eighth

9th

Ninth

10th

Tenth

11th

Eleventh

12th

Twelfth

13th

Thirteenth

14th

.....

15th

.....

16th

.....

17th

.....

18th

.....

19th

.....

20th

Twentieth

21st

Twenty first

22nd

Twenty Second

23rd

Twenty third

24th

.....

25th

.....

26th

.....

27th

.....

28th

.....

29th

.....

30th

Thirty



Look at the pictures
and say the words.





Look and write

Look at the pictures
and write the
names of months.

Jan _____

_____ry

____ch

Ap_____

___y

J ___e

J ___y

Au ____t

Se _____

Oc _____

No _____

Dec _____



Let's play "Whispering game".

Let's play!



PANCASILA

1. Ketuhanan Yang Maha Esa
2. Kemanusiaan yang adil dan beradab
3. Persatuan Indonesia
4. Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan.
5. Keadilan sosial bagi seluruh rakyat Indonesia.





Listen to your teacher
and say the dates.





Look and match

Look at the pictures
and match the
dates with
the pictures.



November 10th

July 1st

March 22nd

August 17th

December 31st

January 14th

June 18th

April 21st

September 30th

May 14th





Look and write

Look at the pictures
and write the answers.



Today is Monday, January 21st.

Today is _____, _____.



Today is _____, _____.

Today is _____, _____.



Today is _____, _____.

Today is _____, _____.



Look and write

Look at the pictures
and write the answers.

Use these words:

May 2nd April 21st November 10th
January 1st August 17th

1.



Indonesia Independence Day is on _____

2.



Kartini's Day is on _____

3.



Indonesia National Education Day is on _____

4.



Indonesia National Heroes Day is on _____

5.



New Year is on _____



Let's write

Look at the pictures
and write the answers.

1



Example:

They are Bhineka Primary School students.
They celebrate Indonesia independence
day on August 17th. Made and his friend
play balap karung race. Made wins the
race. They look so happy when they play
the game.

2



3





Draw your favorite activity
on the independence day.



I like _____ in August.



January
February
March
April
May
June

July
August
September
October
November
December

1st	6th	11th	16th	21st	26th
2nd	7th	12th	17th	22nd	27th
3rd	8th	13th	18th	23rd	28th
4th	9th	14th	19th	24th	29th
5th	10th	15th	20th	25th	30th
					31st

Refleksi Peserta Didik

Saya senang



1. mendengarkan cerita yang dibacakan oleh guru.
2. mengenal kosakata baru untuk menyebutkan bulaan dan tanggal.
3. menulis kalimat dengan keterangan tanggal dan bulan.

Saya dapat



1. menggunakan kosakata baru untuk menyebutkan tanggal dan bulan.
2. menanyakan dan menjawab pertanyaan mengenai tanggal dan bulan.

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- Oxford University Press. 2015. Oxford Dictionary. New York: Oxford University Press.
- Putcha dkk. 2012. Super Mind Student's Book 1. Cambridge University Press. UK
- Rappaport, Randy dan Gordon, Deborah. 2012. Grammar and Beyond 1. Cambridge University Press. UK
- Richard, Jack C dan Bohlke, David. Cambridge University Press. 2019. Four Corners Student Book 1. Cambridge University Press. New York
- A.Scott, Wendy and H. Ytreberg, Lisbeth. 2012. Teaching English to Children. Pearson Education Limited. England
- Singapore Asia Publisher. 2020. Learning Creative Writing Primary English Composition Guide and Practice Workbook 1. Singapore Asia Publisher. Singapore
- Singapore Asia Publisher. 2020. Learning Creative Writing Primary English Composition Guide and Practice Workbook 2. Singapore Asia Publisher. Singapore
- Singapore Asia Publishers Pte Ltd. 2014. Conquer Creative Writing For Primary 6. Singapore Asia Publishers Pte Ltd. Singapore
- Singapore Asia Publishers Pte Ltd. 2014. Learning Grammar Workbook 5. Singapore Asia Publishers Pte Ltd. Singapore
- Singapore Asia Publishers Pte Ltd. 2019. Learning English Grammar Workbook 3. Singapore Asia Publishers Pte Ltd. Singapore
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- Toy, Mary M. E. 2011. Let's Advance in English Book 5. Singapore Asia Publishers Pte Ltd. Singapore
- Treloar, Frances dan Thompson, Steve. 2016. Take off with English Pupil's Book 6. Marshal Cavendish Education. Singapore

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Alamat Instansi	: Jl. Husein Idris 14 Taman - Sidoarjo
Bidang Keahlian	: Guru Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru di SD Muhammadiyah 2 Taman

Riwayat Pendidikan dan Tahun Belajar:

1. Sekolah Tinggi Ilmu Bahasa dan Sastra Satya Widya Surabaya (lulus tahun 2000)
2. Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Surabaya (lulus tahun 2006)
3. PGSD Universitas Terbuka (lulus tahun 2016)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words (for Grade V Elementary School), CV Prima Surya Pustaka, 2015
2. Teacher Book (for Grade V Elementary School), CV Prima Surya Pustaka, 2017
3. Antologi Non Fiksi, Teacher's Journey , Nizamia Learning Center, 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Profil Penyadur

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Alamat Instansi	: Jl. Raden Patah 91 F Pucanganom Sidoarjo
Bidang Keahlian	: Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru

Riwayat Pendidikan dan Tahun Belajar:

1. S1 FKIP Bahasa Inggris Universitas Muhammadiyah Surabaya 1995-2001

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words Student Book 2015
2. My Next Words Teacher Book 2017

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Profil Penelaah

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Instansi	: Balai Bahasa UPI
Alamat Instansi	: Jalan Dr. Setiabudi 229 Bandung
Bidang Keahlian	: Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Prodi Pendidikan Bahasa Inggris

Riwayat Pendidikan dan Tahun Belajar:

1. PhD dari University of Wollongong, Australia tahun 2020
2. MA dari University of Warwick, Inggris tahun 2006
3. S.Pd dari Universitas Pendidikan Indonesia 2001

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

-

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Damayanti, I. L., & Febrianti, Y. (2020). *Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms*. Indonesian Journal of Applied Linguistics, 9(3), 616-627.
2. Damayanti, I. L. (2017). *From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia*. Indonesian Journal of Applied
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.

Profil Penelaah

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Bidang Keahlian : Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Pengajar Balai Bahasa UPI

Riwayat Pendidikan dan Tahun Belajar:

1. S.Pd dari Universitas Pendidikan Indonesia 2019

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

-

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

-

Profil Penelaah

Nama Lengkap	: Dr. Raden Safrina, M.A.
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Bidang Keahlian	: Susastra – Sastra Anak dan Remaja



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Kepala Balai Bahasa UPI (Sekarang-2019)
2. Ketua Departemen Pendidikan Bahasa Inggris (2017-2013)
3. Ketua Pusat Kajian Wanita dan Anak UPI (2011-2015)
4. Ketua Prodi Bahasa dan Sastra Inggris UPI (2009-2011)
5. Ketua Pusat Kajian Australia.

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Fakultas Ilmu Budaya, Universitas Indonesia (2005)
2. S2 – School of English and Linguistics, Macquarie University (1994)
3. S1 – Fakultas Keguruan Sastra dan Seni (1986)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. *Sahabatku Indonesia: Tingkat C2* Safrina Noorman & Nurul Maria Jakarta: Pusat Pengembangan Strategi dan Diplomasi, 2016
2. *Kajian Sastra Remaja Lupus: Remaja Jakarta di posisi antara* – Kiblat Buku Utama 2011

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. *Doing Feminist Action Research for Disrupting Traditional Gender Discourses in Kindergartens in Indonesia* – 2021
2. *Representations of Disney Princesses in Indonesian books for children* – 2020
3. *Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini (Paud) Yang Sensitive Gender* -2017

Profil Penelaah

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Alamat Instansi	: Jl. Raya Bandung-Sumedang km. 21 Jatinangor, Sumedang, Jawa Barat.
Bidang Keahlian	: Linguistik



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Padjadjaran

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Universitas Indonesia Linguistik 2012-2017
2. S2 – Universitas Padjadjaran Linguistik 2006-2009
3. S1 - Universitas Padjadjaran Sastra Inggris 1997-2003

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Menguk Pengobatan Tradisional Sunda di Jawa Barat, 2017
2. Tubuh dan Ideologi: Nenjo mojang geulis ngadak-ngadak leungit tunduh teh: Perempuan dalam Pilihan Kata pada Manglé (Book Chapter) 2018
3. Perempuan dalam Kata: Kajian Linguistik Korpus dan Semiotik 2018
4. Menjejaki Integrasi Sosial Budaya di Jawa Barat: Nilai-nilai Kerukunan dalam Pepatah Sunda: Kajian Semiotik tentang Kearifan Lokal (Book Chapter) 2018
5. Sumbang Pikir Guru Besar Sosiohumaniora dalam Menyongsong Adaptasi Baru: Pandemi Virus Korona dalam Perspektif Linguistik Digital (Book Chapter) 2020
6. Penulisan Akademik: Perspektif Linguistik Korpus dan Analisis Wacana 2020
7. Multikulturalisme di Jawa Barat: Pola-Pola Intergrasi Sosial Budaya Berbasis Seni dan Budaya 2020

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 2015 - Diachronic Perspective on the Sundanese Lexemes WIFE: A Corpus-Based Analysis Mandiri
2. 2015 - Prosodi Semantis Leksem Perempuan dalam Majalah Manglè di Masa Order Baru: Kajian Berbasis Korpus (Ketua) DIPA Fakultas
3. 2015 - Pemetaan dan Pendokumentasian Pengobatan Tradisional Sunda di Jawa Barat (Anggota) DIPA Universitas
4. 2015 - Pemetaan, Pendokumentasian, dan Kajian Pengobatan Tradisional Sunda di Jawa Barat Penelitian Dasar Pemerintah-Dalam Negeri
5. 2015 - Pola Permukiman Kampung Dukuh dalam Arus Pernaknaan Masyarakat Adat Sunda di Jawa Barat Penelitian Dasar Pemerintah-Dalam Negeri
6. 2016 - Perempuan dalam Pandangan Media Massa Sunda (Manglè, 1958-2013): Kajian Linguistik Korpus DIPA Universitas Indonesia
7. 2017 - Peristilahan di Bidang Sosial dan Humaniora: Kasus Penggunaan Istilah dalam Tesis dan Disertasi
Sosial dan Humaniora di Lingkungan Universitas Indonesia D I P A
Universitas Indonesia
8. 2018 - Studi Korelasi antara Kemampuan Bahasa Arab dengan Pemahaman atas Teks Agama yang Menjadi Sumber Potensi Munculnya Pemikiran Radikalisme Agama (Studi pada Aktivis Dakwah di Jawa Barat)
Penelitian Dasar Unggulan Perguruan Tinggi
9. 2018-2019 - Integrasi Sosial Budaya di Jawa Barat sebagai Penguat Indonesia Satu: Menjejaki Kearifan Lokal Hibah Internal Unpad, Skema Academic Leadership Grant
10. 2020 Konstruksi Wacana Kebencian pada Masyarakat Tutur Indonesia:
Satu Kajian Linguistik Hibah Internal Unpad, Skema Academic
11. 2020-2021 - Identitas dan Interaksi Penulis dalam Wacana Akademik Berbahasa Indonesia dan Inggris: Analisis Genre Berbasis Korpus dan Upaya Peningkatan Kualitas Artikel Jurnal di Indonesia Hibah Diktika: Penelitian Dasar
12. 2020-2021 - Menjejaki Multikulturalisme pada Kebudayaan Daerah di Cirebon. Hibah Diktika: Penelitian Dasar
13. 2021 - Dinamika Bahasa pada Masa Pandemi Covid-19 dalam Media Massa: Kajian Linguistik Korpus Hibah Diktika: Penelitian Dasar Unggulan

Profil Penyunting

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Koordinator tutor penulisan akademik
2. Tutor dan editor penulisan akademik
3. Pengajar bahasa Inggris akademik (EAP)
4. Pelatih pengajaran bahasa Inggris untuk penutur asing (EFL)

Riwayat Pendidikan dan Tahun Belajar:

1. Magister Humaniora, Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia(2021)
2. Sarjana Sastra, Sekolah Tinggi Bahasa Asing LIA (2007)
3. AMD, Fakultas Sastra, Universitas Indonesia (1997)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Tesis

Ludji, I.W. (2021). Pengukuran kesadaran metakognitif pembaca tingkat dasar melalui penilaian pemantauan metakognitif. Depok: Universitas Indonesia.

Jurnal

Ludji, I.W. (2020). Extending the reading performance of low-level readers through the use of a diagnostic assessment tool in explicit strategic reading instruction. *Jurnal Ilmiah Lingua Idea*, 11(1), 16-29.

Profil Desainer(Penata Letak)

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Riwayat Pekerjaan/profesi dalam 10 tahun terakhir

1. Freelance Setter Pusat Kurikulum dan Perbukuan
2. Graphic Designer - OCTOVATE GROUP
3. Graphic Designer - PT GLOBAL PAY INDONESIA
4. Senior Graphic Designer - OOKBEE INDONESIA

Riwayat Pendidikan Tinggi dan Tahun Belajar

1. D3: Desain Grafis Politeknik Negeri Media Kreatif

Profil Illustrator

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. owner nalarstudio

Riwayat Pendidikan dan Tahun Belajar:

1. SDN Babakan Ciparay 4 Bdg
2. SMPN 8 Bdg
3. SMAN 18 Bdg
4. UPI Seni Rupa S1 Bdg

Judul Buku yang Pernah Dibuat Ilustrasi dan Tahun Terbit (10 Tahun Terakhir):

1. Sudah mengisi 5 ribu ilustrasi buku anak di dalam dan luar negri
2. Terlibat di beberapa projek animasi nasional
3. Terlibat dalam pembuatan media edukasi dengan kemendiknas sampai sekarang

Profil Illustrator

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Bidang Keahlian : Illustrator - Animator



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

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2. Tutor dan editor penulisan akademik
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4. Pelatih pengajaran bahasa Inggris untuk penutur asing (EFL)

Riwayat Pendidikan dan Tahun Belajar:

1. SLTA (Animasi)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Matahati Studio
2. Syamil Studio
3. Nalar Studio

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 25 Kisah Nabi
2. Kisah Teladan
3. Doa Anak Sholeh