

**Buku Panduan Guru**

**ENGLISH**

**FOR NUSANTARA**

**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI**  
**2022**

SMP/MTs KELAS IX



**Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia**  
Dilindungi Undang-Undang

**Penafian:** Buku ini disiapkan oleh Pemerintah dalam rangka pemenuhan kebutuhan buku pendidikan yang bermutu, murah, dan merata sesuai dengan amanat dalam UU No. 3 Tahun 2017. Buku ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Buku ini merupakan dokumen hidup yang senantiasa diperbaiki, diperbarui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis atau melalui alamat surel [buku@kemdikbud.go.id](mailto:buku@kemdikbud.go.id) diharapkan dapat meningkatkan kualitas buku ini.

**Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas IX**

**Penulis**

Ika Lestari Damayanti  
Yusnita Febrianti  
Pipit Prihartanti Suharto  
Iyen Nurlaelawati  
Aji Jehan Fellani  
Hendra

**Penelaah**

Diah Royani Meisani  
Joko Priyana

**Penyelia/Penyelaras**

Supriyatno  
Lenny Puspita Ekawaty  
Awaliyah Nurina Utami Umri  
Ervina

**Kontributor**

Imam Susilo  
Wiwin Handayani

**Ilustrator**

Okky Bagus Wahyudi  
Febrylia Sasmita  
Fernando Ghazalba  
Zainul Rozikin

**Editor**

Made Ayu Utami Chandra Dewina

**Desainer**

Rinaldi

**Penerbit**

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

**Dikeluarkan oleh:**

Pusat Perbukuan  
Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan  
<https://buku.kemdikbud.go.id>

Cetakan pertama, 2022

ISBN 978-602-244-886-0 (no.jil.lengkap)

ISBN 978-602-427-943-1 (jil.3)

Isi buku ini menggunakan huruf Noto Serif 11/15 pt, Edu SA Beginner 14/16 pt, Caveat Brush 30/13 Fira Sans 8/10, Google Font x, 414 hlm.: 17,6 x 25 cm.



## Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka. Kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengimplementasikan kurikulum dengan prinsip diversifikasi sesuai dengan kondisi satuan pendidikan, potensi daerah, dan peserta didik.

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 Pemulihian 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 Pemulihian 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, memirsing, 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.

Tim Penulis

# Daftar Isi

Kata Pengantar.....	iii
Prakata.....	iv
Daftar Isi.....	vi
Daftar Gambar.....	viii
Daftar Tabel.....	ix
Panduan Umum.....	1



Chapter 0 The Beginning.....	33
------------------------------	----



Chapter 1 Exploring Fauna of Indonesia.....	35
---	----

Unit 1. Bekantan.....	37
-----------------------	----

Unit 2. Orangutan and Gorila.....	69
-----------------------------------	----

Unit 3. Indonesian Birds.....	75
-------------------------------	----



Chapter 2 Taking Trips.....	99
-----------------------------	----

Unit 1. Going to National Park.....	101
-------------------------------------	-----

Unit 2. What an Experience.....	122
---------------------------------	-----

Unit 3. My Underwater Adventure.....	138
--------------------------------------	-----

Kunci Jawaban Progress Check 1.....	179
-------------------------------------	-----



## **Chapter 3 Journey to The Fantasy Worlds.....181**

- Unit 1. Andre and Princess Suripit.....184
- Unit 2. Back to 90s.....202
- Unit 3. The Multiverse Story of Timun Mas.....223



## **Chapter 4 Upcycling Used Materials.....255**

- Unit 1. Look at My New Creation.....257
- Unit 2. They're on Sale!.....280
- Unit 3. Let's Donate.....298



## **Chapter 5 Digital Life.....321**

- Unit 1. Let's Check the Facts!.....323
- Unit 2. Staying Safe in the Digital World.....343
- Unit 3. Turn Back Hoax!.....366

## **Kunci Jawaban Progress Check 2.....387**

- Glosarium.....389**
- Daftar Pustaka.....394**
- Indeks.....396**
- Profil Pelaku Perbukuan.....402**



## Daftar Gambar

Picture 1.1 In the library .....	38
Picture 1 Animals.....	58
Picture 1.6 Orangutan and gorilla .....	59
Picture 1.8 Indonesian birds.....	75
Picture 2.1 National Parks .....	102
Picture 2.4 On the beach .....	122
Picture 2.6 .....	130
Picture 2.8 Underwater experiences .....	138
Picture 2.12 Talking about two events .....	149
Picture 3.2 Kingdom in the Fantasy Worlds .....	185
Picture 3.4 Andre when he got back home .....	198
Picture 3.5 Different time settings.....	202
Picture 3.7 The Story of Timun Mas.....	224
Picture 4.1 New creations .....	258
Picture 4.4 Andre and his Robotic Arm.....	270
Picture 4.5 Made and his lampion creation.....	272
Picture 4.6 Things on sale .....	281
Comic strip 4.4 .....	286
Picture 5.1 A Search Engine in the Internet.....	324
Picture 5.2 On Social Media.....	344
Picture 5.10 Reading a Newspaper.....	367



## Daftar Tabel

Table 1.1 Possessive adjectives.....	67
Picture 1.10 Orangutan's population and habitat .....	72
Picture 1.11 Indonesian birds.....	80

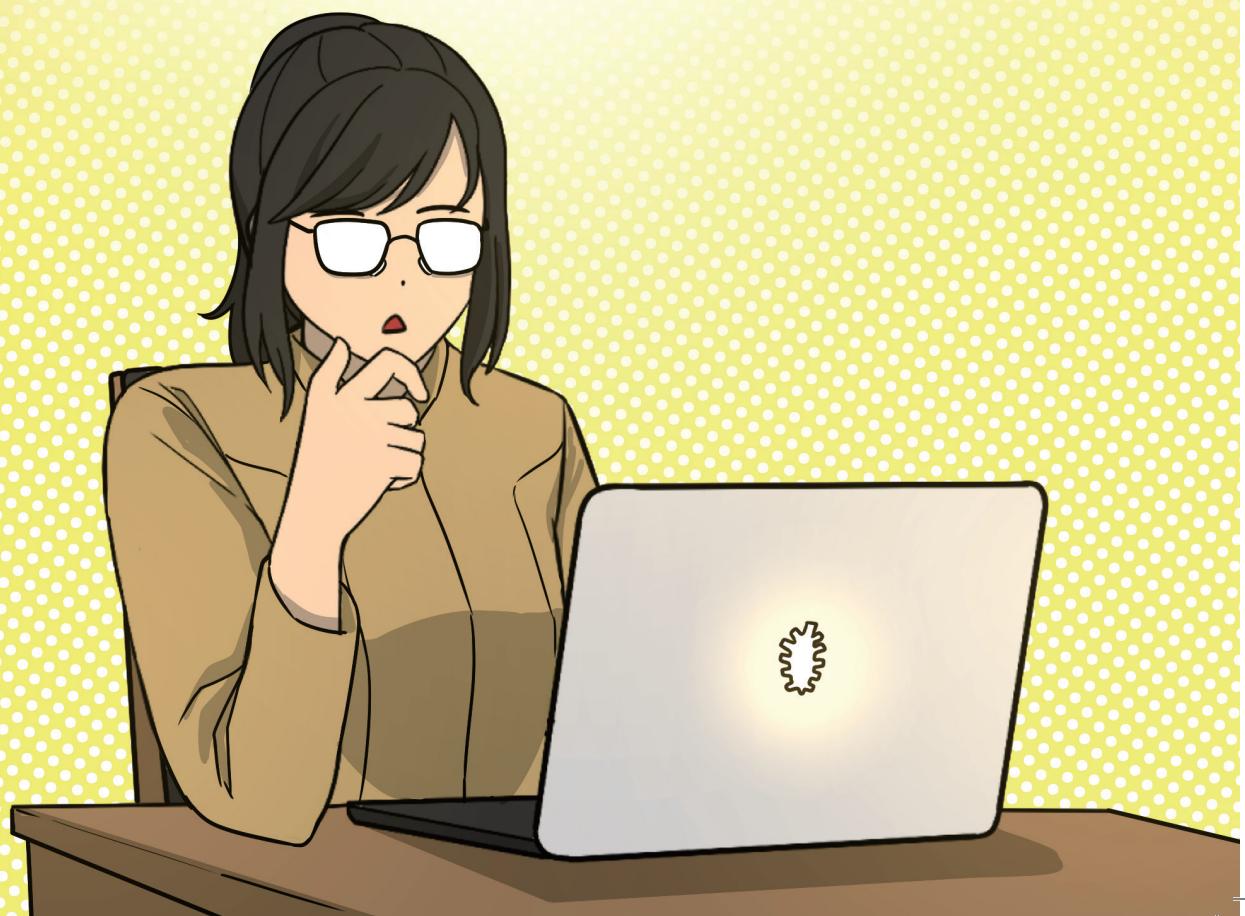


***“Failure only happens  
when we give up”***

*-B. J. Habibie-*

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2022  
Buku Panduan Guru English for Nusantara  
untuk SMP/MTs Kelas IX  
Penulis: Ika Lestari Damayanti, dkk.  
ISBN: 978-602-427-943-1 (jil.3)

# Panduan Umum





## A. Pendahuluan

Buku Panduan Guru ini disusun untuk digunakan sebagai pendamping pengajaran Bahasa Inggris untuk SMP Kelas IX (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 IX merupakan mata pelajaran Bahasa Inggris pada Fase D. Program pengajaran Bahasa Inggris Fase D diimplementasikan untuk memfasilitasi peserta didik di Kelas IX yang merupakan pembelajar Bahasa Inggris pemula. Bahasa Inggris untuk SMP Kelas IX 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 IX (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 IX (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 pencapaian 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 IX (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 IX 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 IX sebagai penguatan melalui eksplorasi topik yang berbeda.



Teks naratif merupakan teks utama yang diperkenalkan di Kelas IX. 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 IX menampilkan teks-teks ini untuk memberikan pajanan yang lebih luas untuk mempersiapkan peserta didik Kelas IX 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) berkebhinekaan 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 menunjukkan kebhinekaan global, peserta didik juga dipajang 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 IX (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 IX 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 IX 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 IX, 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 melatarpapkan 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 IX 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 IX (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 IX 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 IX. 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 IX 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
<p>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.</p> <p><i>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.</i></p>



### Elemen Membaca – Memirsing

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 IX (Fase D)

Mata pelajaran Bahasa Inggris untuk SMP Kelas IX 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 berakhhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebhinekaan global.

Chapter 0  
**The Beginning**



## G. PETUNJUK 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.

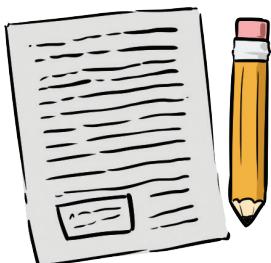
Dengan bantuan kosa kata kunci, kalian akan dibantu untuk mendapatkan pemahaman terhadap teks-teks yang ditampilkan.

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

## Viewing

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

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

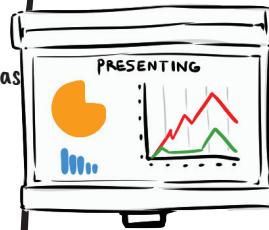


## Writing

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).

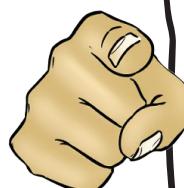
Setelah mengamati teks model, kalian akan dipandu untuk menulis sebuah jenis teks dengan menunjukkan struktur teks dan unsur kebahasan.



## Presenting

Presenting membantu kalian dalam memaparkan gagasan dalam Bahas Inggris.

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



## Your Turn

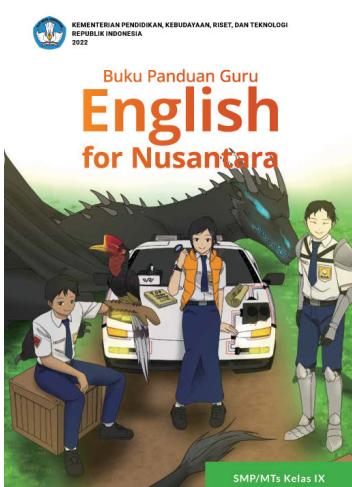
Your Turn merupakan bagian yang ditujukan untuk kalian mengekspresikan keterampilan berbahasa Inggris.

Ini dijadikan penilaian bagi guru sebagai bukti hasil belajar kalian.

## Meet Your Characters!



## H. Mind Mapping



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA  
2022

### Chapter 1 Exploring Fauna of Indonesia

- ➡ UNIT 1. Bekantan
- ➡ UNIT 2. Orangutan and Gorilla
- ➡ UNIT 3. Indonesian Birds

### Chapter 2 Taking Trips

- ➡ UNIT 1. Going to National Park
- ➡ UNIT 2. What an Experience
- ➡ UNIT 3. My Underwater Adventure

### Chapter 3 Journey to The Fantasy Worlds

- ➡ UNIT 1. Andre and Princess Suripit
- ➡ UNIT 2. Back to 90s
- ➡ UNIT 3. The Multiverse Story of Timun Mas

### Chapter 4 Upcycling Used Materials

- ➡ UNIT 1. Look at My New Creation
- ➡ UNIT 2. They're on sale!
- ➡ UNIT 3. Let's Donate

### Chapter 5 Digital Life

- ➡ Unit 1. Let's Check the Facts!
- ➡ Unit 2. Staying Safe in the Digital World
- ➡ Unit 3. Turn back hoax!

## A. Scope and Sequence

Chapter 1 Exploring Fauna of Indonesia			
Unit 1 <b>Bekantan</b>	Unit 2 <b>Orangutan and Gorilla</b>	Unit 3 <b>Indonesian Birds</b>	
<p>Function: Talk about an animal native to Indonesian wildlife.</p> <p>Language features: Noun groups <i>A long-nosed monkey.</i></p> <p>Listening: Listen to monologues and dialogues for specific information about Bekantan.</p>	<p>Function: Identify specific information about Indonesian wildlife.</p> <p>Language features: Possessive adjectives <i>Gorilla's fur is black.</i> Has/Have <i>A gorilla has black fur.</i></p> <p>Reading: Read descriptive texts for specific information about Orangutan and Gorilla.</p>	<p>Function: Describe characteristics and features of an animal.</p> <p>Language features: Using passive voice. <i>Binoculars are brought by Galang to the forest.</i></p> <p>Listening: Listen to a dialogue for specific information.</p>	<p>Function: Read a descriptive text for specific information about Cendrawasih.</p> <p>Writing: Write a report text about birds.</p>



Chapter 2 Taking Trips		Unit 1 <b>Going to a National Park</b>	Unit 2 <b>What Did You Do There?</b>	Unit 3 <b>My Underwater Adventure</b>
Function: Talk about past experience.	Function: Identify parts of a recount.	Language features: Verbs: Past-tense form: negative, interrogative, short answers. <i>When did you go to the national park?</i>	Language features: Clauses: order of the events/activities. <i>Once we got there, we were taken straight to the hotel.</i>	Language features: Past continuous and past simple <i>While I was swimming, when I saw the sea turtles.</i> The use of when and while to combine the sentences written in past continuous and past simple.



Chapter 3			
Journey to Fantasy Worlds			
Unit 1 Andre and Princess Suripit	Unit 2 Back to the 90s	Unit 3 The Multiverse Story of Timun Mas	
<p>Function: Tell a fantasy story.</p> <p>Language features: Using was and were <i>He was no longer at home.</i></p> <p>Listening: Listening to a narrative sequence of a story.</p> <p>Presenting: Write sentences based on a picture using was and were.</p>	<p>Function: Analyze (problem-solution) faced by the main characters.</p> <p>Language features: Indirect speech for question <i>Monita asked if the man knew the name of the place.</i></p> <p>Reading: Read narrative texts.</p>	<p>Function: Write a fantasy story.</p> <p>Language features: Structure of narrative text (develop unusual and unexpected events). <i>Orientation, complication, resolution, coda.</i></p> <p>Reading: Read narrative texts.</p>	<p>Writing: Write a sequence of events in a story.</p>



Chapter 4 Upcycling Used Materials		
Unit 1 Look at My New Creation	Unit 2 They're on Sale!	Unit 3 Let's Donate
<p>Function: Talk about things by describing the materials and functions.</p> <p>Language features: Adjective order. <i>Circular plastic cap.</i></p> <p>Listening: Listen to monologues and dialogues for specific information about upcycling.</p> <p>Speaking: Describe some pictures.</p> <p>Presenting: Create something new from a used material and describe it using adjectives learned.</p>	<p>Function: Identify and categorize specific information about goods and their prices.</p> <p>Language features: Expression of asking for price and saying the price. <i>“How much is it/the backpack?”</i> <i>“It is 50.000 rupiах.”</i></p> <p>Reading and Viewing: Read comics and a short description for specific information about preloved goods.</p>	<p>Function: Describe an object with specific characteristics and details.</p> <p>Language features: Passive forms. <i>It is run by student volunteers.</i></p> <p>Reading: Read descriptive text about an event for specific information about charity shop.</p> <p>Viewing and Writing: Write a descriptive text.</p>



Chapter 5 Digital Life			
Unit 1 <b>Let's Check the Facts!</b>	Unit 2 <b>Stay Safe in the Digital World</b>	Unit 3 <b>Turn Back Hoax!</b>	
<p>Function: Use imperative in a procedural text.</p> <p>Language features: Imperative sentence. Fold the paper into eighths.</p>	<p>Function: Identify specific information about ways to stay safe online.</p> <p>Language features: Imperative sentence with always and never. <i>Never click it!</i></p>	<p>Function: Write a procedural text.</p> <p>Language features: Elements of a procedural text</p> <p>Reading: Reading a procedural text for specific information about spotting fake news. <i>The goal of the activity, materials, steps.</i></p>	<p>Viewing: Analyzing infographic for specific information about filtering news.</p> <p>Writing: Write a procedural text about how to be an expert checker.</p>



## I. 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 abundance* (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 abundance, 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 Chapter 1 & 3 dan setelah Chapter 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 pemajaman 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 dipajangkan (visual, audio, dan teks tulis) diupayakan untuk membuat peserta didik menunjukkan 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  $3 \times 40$  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 IX  
Penulis: Ika Lestari Damayanti, dkk.  
ISBN: 978-602-427-943-1 (jil.3)

# Panduan Khusus

## Chapter 0

# The Beginning





## Chapter 0

Bab ini dirancang untuk menunjang proses belajar peserta didik. Materi yang disajikan dalam bab ini meliputi: *classroom language, complimentary, certainty & uncertainty, like & dislike, intonation, grammar, dan sentences*. Penyajian materi disertai dengan pranala sumber belajar bagi peserta didik yang memiliki akses Internet. Bila tidak tersedia akses internet, contoh pelafalan dapat ditanyakan pada guru Bahasa Inggris di sekolah.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2022  
Buku Panduan Guru English for Nusantara  
untuk SMP/MTs Kelas IX  
Penulis: Ika Lestari Damayanti, dkk.  
ISBN: 978-602-427-943-1 (jil.3)

# Panduan Khusus

## Chapter 1

# Exploring Fauna of Indonesia





# Chapter 1

## Exploring Fauna of Indonesia



Unit 1. Bekantan



Unit 2. Orangutan and Gorila



Unit 3. Indonesian Birds



Learning objectives

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

1. talk about an animal native to Indonesian wildlife.
2. locate specific information about Indonesian wildlife.
3. describe characteristics and features of an animal.



## Unit 1. Bekantan



### Pendahuluan

1. Guru mengulas kembali materi di Kelas VIII. 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 5 Kelas VIII.

Bahasa Guru:

*“Good morning, everyone. Welcome to our English class. In Grade 8 we learned about ....”*

2. Guru menjelaskan tujuan Chapter 1. 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:

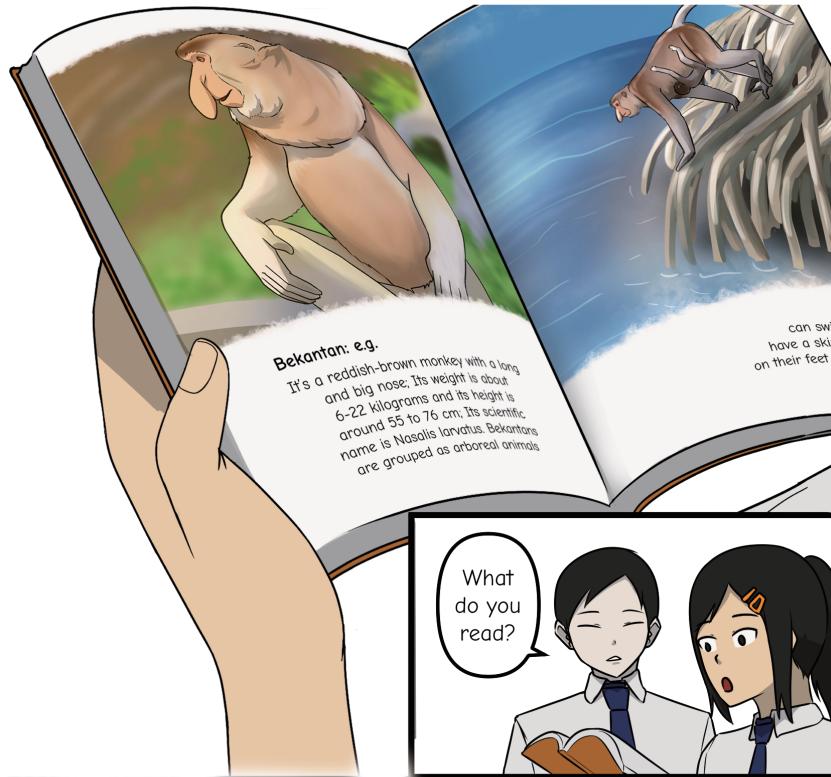
*“Today is our first meeting in Grade 9. We will learn about the fauna of Indonesia. The title of the first unit of Chapter 1 is ‘Bekantan’. Are you familiar with Bekantan?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Look at the picture and answer the questions that follow.



native (to): berasal/khas (dari)  
wildlife: margasatwa

Picture 1.1 In the library

- What animal is it?
- What do you know about this animal?
- Can you name other animals native to Indonesia's wildlife?



## Instruksi untuk guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai margasatwa Indonesia, Bekantan. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
2. Peserta didik diminta melihat gambar Bekantan, menebak nama hewannya, menyebutkan apa yang mereka ketahui tentang Bekantan, serta menyebutkan nama-nama hewan margasatwa lainnya.

Bahasa Guru:

*“Alright, Students. Please take a look at Picture 1.1. Is it familiar to you? What animal is it? What do you know about this animal? Can you name other animals native to Indonesian wildlife?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Listening

### Instruksi untuk guru

1. Sebelum memulai bagian ini, guru memberitahukan peserta didik bahwa akan ada dua dialog membahas Bekantan. Setiap dialog akan diikuti latihan soal sehingga peserta didik harus menyimak dengan baik.
2. Peserta didik dapat membuat catatan penting ketika menyimak audio. Audio dapat diputar 2-3 kali sesuai kebutuhan Peserta didik sebelum mereka diminta untuk mengerjakan latihan soal.

Bahasa Guru:

*“Okay, let’s move on to Section 2. In this section, you will hear two different dialogues discussing Bekantans. The people in the dialogs will talk about key information about Bekantans. They include the type of the animal, Bekantans names, the physical features of Bekantans, and the habitat where they live.”*

3. Bagi peserta didik *higher achiever*, menyimak audio tanpa melihat komik akan cukup bagi mereka untuk mengisi *fact sheet*. Sedangkan peserta didik *lower achiever* perlu menyimak audio sambil melihat komik untuk dapat mengisi *fact sheet*.

### Instruksi pada Buku Siswa

- a. Listen to Audio 1.1. Andre and Monita are talking about Bekantan’s physical features. Then, fill in the gaps. See the **Word Box**.



pardon: maaf (mohon diulangi)  
primate: hewan primata  
weight: berat badan  
height: tinggi badan  
tail: ekor  
reddish-brown: (berwarna) coklat kemerahan  
interesting: menarik  
scientific name: nama ilmiah

### Word Box

#### Instruksi untuk guru

Peserta didik diminta menyimak Audio 1.1 yang menceritakan Andre dan Monita sedang di perpustakaan sekolah dan membicarakan Bekantan.

Bahasa Guru:

*“Listen to Audio 1.1. You will hear Andre and Monita discussing Bekantan.*

*Listen to them talking about Bekantan’s physical features.”*

#### Audio 1.1 Script

##### Part 1: What’s in a name?

*This is Bekantan*

Andre : Monita, what are you reading?

Monita : Bekantan. I think I am going to talk about this primate for my Science project next week!

Andre : Cool! It’s a reddish-brown monkey with a long and big nose, right?

Monita : Yes. And Bekantan is quite big. Its weight is about 6-22 kilograms and its height is around 55 to 76 cm. Interestingly, its tail is almost as long as its body!



- Andre : What a tail! Hey, look ... The book says Bekantan is a Proboscis monkey.
- Monita : Pardon? What monkey?
- Andre : Proboscis monkey. It means a long-nosed monkey.
- Monita : Hmm ... an interesting name but hard to say.
- Andre : It also has another name. *Nasalis larvatus*.
- Monita : Wait ... I should take notes. Bekantan is a type of primate. Its common name is pro ...
- Andre : Proboscis monkey.
- Monita : Right, thanks. Proboscis monkey. And its scientific name is *Nasalis larvatus*.

### Jawaban Worksheet 1.1

- Monkey
- Weight
- 55 to 76
- Proboscis monkey
- Primate
- *Nasalis larvatus*

### Instruksi pada Buku Siswa

- b. Listen to Audio 1.2. Andre and Monita are talking about the habitat of Bekantan. Then, read statements in Worksheet 1.2. Write T if the statement is true and F if it is false. See the **Word Box**.

### Instruksi untuk guru

1. Peserta didik diminta menyimak Audio 1.2. Peserta didik dapat membuat catatan penting ketika menyimak audio. Audio dapat diputar 2-3 kali sesuai kebutuhan peserta didik.



## Audio 1.2 Script

### Part 2: Habitat

*Where does it live?*

Andre : Bekantans are from Borneo, right? So, we can find them in Indonesia, Malaysia, and Brunei.

Monita : Yes, but we can find them mostly on the Indonesian side.

Andre : Really?

Monita : Yes, that is why Bekantans are used as the icon of Banjarmasin, South Kalimantan.

Andre : Well, I believe we can find these monkeys in Borneo forests.

Monita : Right, specifically in mangroves. You know, mangroves are a type of rainforest that meet the sea.

Andre : So, Bekantans live in mangrove trees.

Monita : Yes, they like spending most of their time in trees. See this fact, Bekantans are grouped as arboreal animals.

Andre : Say again ... Arbo ... arboreal? Animals that eat, sleep, and play in trees.



## Jawaban Worksheet 1.2

- |              |              |
|--------------|--------------|
| 1. T (True)  | 4. F (False) |
| 2. T (True)  | 5. T (True)  |
| 3. F (False) | 6. T (True)  |



## Section 3 – Listening

### Instruksi untuk guru

1. Pada bagian ini, peserta didik akan menyimak audio lanjutan dari bagian sebelumnya. Pada bagian ini terdapat dua dialog tentang perilaku dan makanan Bekantan serta pemangsa dan ancaman terhadap Bekantan.
2. Peserta didik diminta menyimak audio sambil memperhatikan Comic Strips 3. Peserta didik diminta memilih salah satu kata pada pilihan kata yang diberi kurung buka dan kurung tutup, contohnya (foot/feet).
3. Pada bagian 3c, peserta didik menyimak dialog mengenai pemangsa dan ancaman Bekantan. Sedangkan pada bagian 3d, peserta didik menuliskan pemangsa dan ancaman Bekantan sesuai urutan yang peserta didik dengar melalui audio. Pada kegiatan seperti ini, peserta didik dapat diberi kebebasan untuk hanya menyimak audio atau sambil melihat komik tergantung kemampuan peserta didik di kelas.



Bahasa Guru:

*“Alright, Students. Let’s get to know more about Bekantan. In this section, you will listen to two dialogues about Bekantan’s behaviors and diet or what they eat. Also, you will hear the last dialogue discussing the predators and threat to Bekantan.”*

### Instruksi pada Buku Siswa

- Listen to the Audio 1.3. Andre and Monita are talking about Bekantan’s behaviors and diet. While listening, look at Comic Strips 3, write down the correct word you hear in the brackets. See the **Word Box**.

go down: turun  
hang: menggelantung; bergelantung(an)  
consume: mengonsumsi; memakan  
limbs: tangan dan kaki  
membrane: selaput



### Audio 1.3 Script

#### Part 3: Behaviors and Diet

*They eat leaves*

- Monita : But, Bekantans sometimes go down to the forest floor. They move with their limbs. You know ... hands and **feet**.
- Andre : Hmm, so they can climb, hang, and move around with their limbs. I wonder if they can **swim**, too.
- Monita : Of course they can. They live near the sea,



remember. In fact, look, Bekantans are good swimmers.

- Andre : What? Are you kidding?
- Monita : No. The book says that Bekantans can swim well because they have a skin membrane on their feet and hands as in **frogs**.
- Andre : Awesome! But I guess because Bekantans live in trees, they **eat** leaves, not fish. Am I right?
- Monita : Yes, you're right. Bekantans eat almost all parts of the plant. They **consume** young leaves, fruits, and flowers.

### Instruksi pada Buku Siswa

- b. Listen again to Audio 1.3. Put the ideas in the correct groups based on the dialog above.

### Jawaban Worksheet 1.3

Bekantans' behaviours	Go down to the forest floor Swim Live in trees
Bekantans' diets	Young leaves Fruits Flowers

### Instruksi pada Buku Siswa

- c. Listen to Audio 1.4. Andre and Monita are talking about Bekantans' predators. Then, put the Bekantans' predators and threats in the order that you hear them in the dialog. See the **Word Box**.



predator: pemangsa  
destruction: perusakan  
disappear: menghilang; punah; hancur  
endangered: terancam punah  
up to: hingga

Word Box

## Audio 1.4 Script

### Part 4: Predator and Threat

*Bekantan is endangered*

- Monita : Did you know that Bekantans are endangered?
- Andre : Oh, no! Why? But, the book says Bekantans can live up to 20 years in the wild. So, what makes them endangered?
- Monita : Well, many predators, such as crocodiles, leopards, monitor lizards and pythons, eat Bekantans. But, the major threat is habitat destruction.
- Andre : It means they lose their home--their mangrove trees.
- Monita : Sadly, humans' activities make their home disappear.
- Andre : To save Bekantans we have to save the mangroves!
- Monita : I agree with you! So, what animals are you going to talk about in our Science project next week?

### Jawaban Worksheet 1.4

Monitor lizards, Pythons, Leopards, Crocodiles, Habitat destruction.

## Did You Know?

Can you guess how Bekantans use their nose? They use their long and big nose to attract mates. They use it to impress females or to intimidate rival males. The other unique characteristic of Bekantans is that they can swim. They do this to escape their predators such as crocodiles and cross rivers to find food.

Adapted from:

<https://www.nationalgeographic.com/animals/mammals/facts/proboscis-monkey#:~:text=Proboscis%20monkeys%20have%20an%20unusual,cross%20rivers%20to%20find%20food.>



## Section 4 – Language Focus

### Instruksi pada Buku Siswa

#### a. Noun Group

Study the following explanation about how to describe the characteristics of an animal. Then, do the exercise that follows.

Number 1 has been done as an example.

To give more information about an animal, we can use a noun group.

Take a look at these examples:

**A long-nosed** monkey

**A reddish-brown** monkey

A noun group is a group of words around a noun or a head word. It contains a main noun (e.g. *A monkey*). The other words in the noun group such as *long-nosed*, *reddish-brown* are **adjectives**. They tell more about the main noun. We write the adjectives before the noun.

Let's take a look at the following examples:



Monkey

The monkey

**The big** monkey

**The big, long-nosed** monkey in a mangrove tree

**The big, long-nosed, reddish-brown** monkey in a mangrove tree

**The big, long-nosed, reddish-brown** monkey in a mangrove tree is playing.

The noun groups above are all about a monkey. We can see that as the sentences get longer, the adjectives give us more information about the monkeys. The descriptive words help us picture the monkey clearly. Using noun groups helps us to communicate a lot of information in a quick way.

### Instruksi untuk guru

1. Pada bagian ini, peserta didik diperkenalkan kepada *noun group*. *Noun group* sering muncul pada Section 2 dan Section 3 dan akan sering peserta didik temukan ketika menyimak paparan informasi atau deskripsi mengenai hewan pada bagian selanjutnya.
  
2. Peserta didik dapat diajak mengamati contoh dari yang sederhana hingga kompleks.

## Instruksi untuk guru

Setelah memahami *noun group*, peserta didik mengerjakan Worksheet 1.5 dengan cara mengidentifikasi dan menggarisbawahi *noun group* pada kalimat-kalimat yang tersedia.

Bahasa Guru:

*“Now, underline the noun groups in the following sentences. Number one has been done for you.”*

## Jawaban Worksheet 1.5

1. The two big, long-nosed, hairy monkeys.
2. A strong, large, black gorilla.
3. Big, tall, grayish black mammal.
4. Large, reddish-orange primate
5. A bluish white featherless patch.
6. The largest living lizards.

bamboo shoots: tunas bambu; rebung  
graying black: hitam keabu-abuan  
mammal: hewan beranak, mamalia  
intelligence: kecerdasan  
bluish white: putih kebiru-biruan  
featherless patch: kulit tak berbulu  
neck: leher



## Section 5 – Your Turn: Listening

### Instruksi pada Buku Siswa

Listen to Audio 1.5. You will hear information reports about two animals. Complete Worksheet 1.6 with the information you hear. After you finish, compare your answers with your classmates.



## Instruksi untuk guru

Pada bagian ini, peserta didik menyimak Audio 1.5. Audio dapat diputar beberapa kali sesuai kebutuhan peserta didik.

Bahasa Guru:

*“In this section, you will hear two monologues about other Indonesian wildlife animals. Please listen carefully. While you are listening, complete the Worksheet 1.6 with the information you hear.“*

### Audio 1.5 Script 1

Today's topic for the animal is orangutans. The name orangutan means "man of the forest." It's the largest arboreal mammal. *Pongo pygmaeus* is their scientific name.

Their long, powerful arms and holding hands, as well as their feet, help them to move through the branches.

Orangutans are one of the smartest primates. They can vary in height from 1 to 1.4 meters and weight from 29.9 to 99.79 kilos.

Orangutans live in Borneo's swamps and forests. They usually go down from the trees to explore the ground. They sleep at night and relax during the day on trees. They eat lychees, mangosteens, and figs, and drink from holes in the ground.

Threats to orangutans include habitat loss through deforestation and illegal hunting.

Adapted from:

<https://www.worldwildlife.org/species/orangutan>

## Audio 1.5 Script 2

Good morning. Today, we'll learn about another critically endangered Indonesian bird, the Helmeted Hornbill, or Rhinoplax vigil.

This large bird has a long tail feather in the middle. Its length is 190 cm from tip of beak to tip of tail, has a 90 cm wingspan, and its weight is 3 kg. Males have a red featherless patch on the neck, while females have a bluish white patch.

It lives in lowland to semi tropical forests with tall, big trees up to 1,500 meters above sea level. Its laugh is unique and can be heard from 2 km away.

The helmeted hornbill consumes large fruits from Ficus trees and also small animals.

Helmeted hornbills' threats include forest loss, a lack of conservation programs, and frequent hunting.

Adapted from:

<https://rangkong.org/en/enggang-in-indonesia/helmeted-hornbill>

branches: dahan pohon  
lychee: leci  
mangosteen: manggis  
figs: buah ara  
holes: lubang  
habitat loss: kerusakan habitat  
illegal hunting: Perburuan liar  
feather: bulu  
conservation programs: program konservasi/pelestarian



### Instruksi untuk guru

1. Peserta didik diminta melengkapi lembar kerja dengan informasi penting sesuai Audio 1.5 menggunakan frase yang telah



dipelajari sebelumnya. Peserta didik dapat bekerja berpasangan atau berkelompok jika tidak memungkinkan untuk bekerja secara individual. Setelah selesai, peserta didik dapat mencocokkan jawaban dengan teman sekelas.

2. Pada akhir kegiatan, peserta didik dapat diajak melihat/membaca transkrip jika diperlukan.

### **Jawaban Worksheet 1.6 Part 1**

- It's an orangutan.
- Orangutan is a type of primate.
- It's the largest arboreal mammal. It has long, powerful arms. Its height is about 1 to 1.4 meters and its weight is about 29.9 to 99.79 kilos.
- They live in Borneo's swamps and forests.
- They usually go down from the trees to explore the ground. They sleep at night and relax during the day on trees.
- They eat lychees, mangosteens, and figs, and drink from holes in the ground.
- Yes, they are.
- Threats to orangutans include habitat loss through deforestation and illegal hunting.

### **Jawaban Worksheet 1.6 Part 2**

- It is a Helmeted Hornbill.
- Helmeted Hornbill is a type of aves.



- It has a long tail feather in the middle. Its length is 190 cm from the tip of the beak to the tip of the tail, it has a 90 cm wingspan, and its weight is 3 kg. Males have a red featherless patch on the neck, while females have a bluish-white patch.
- They live in lowland to the semi-tropical forest.
- Their laugh can be heard from 2 km away.
- They consume large fruits from Ficus trees and also small animals.
- Yes, they are.
- Helmeted hornbills' threats include forest loss, a lack of conservation programs, and frequent hunting.



## Section 6 – Fun Time: What Animal Am I?

### Instruksi pada Buku Siswa

Your teacher will tape an animal card to your back. Stand up and ask one yes/no question to each classmate to find out what animal it is. After asking a question to each classmate, sit down and guess the animal.

### Instruksi untuk guru

1. Guru menyiapkan sejumlah gambar hewan yang muncul pada Unit 1 atau yang relevan dengan konteks pembelajaran. Tempelkan satu gambar pada punggung setiap Peserta didik.

Bahasa guru

*"This game is called 'What animal am I?' I will tape an animal card to your back. All you have to do is to stand up and go around the class.*

*Then, ask your classmates with any question about the animal.”*

2. Setelah setiap Peserta didik mendapat satu gambar pada punggungnya, mereka berkeliling kelas untuk bertanya kepada setiap temannya dengan satu pertanyaan. Teman yang ditanya hanya menjawab dengan *yes* atau *no* saja.

Contoh pertanyaan:

“*Is it big?*”

“*Is it a mammal?*”

“*Can it fly?*”

3. Jika semua anak sudah mendapat kesempatan bertanya kepada seluruh kelas, maka semua kembali ke bangku masing-masing, menebak nama binatang, dan memeriksa gambar di punggungnya.

**Contoh gambar hewan yang dapat digunakan oleh guru:**

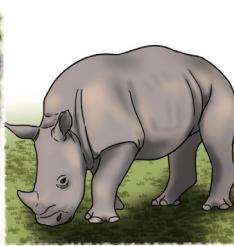


Bekantan

Cenderawasih

Harimau Sumatra

Rangkong Gading

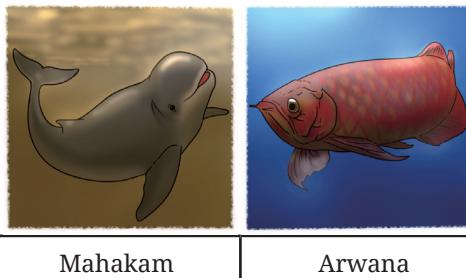


Komodo

Anoa

Orangutan

Badak Bercula Satu



Picture 1 Animals



## Section 7 – Enrichment: Make a Voice Note

### Instruksi untuk guru

1. Bagian ini merupakan pengayaan dan bersifat opsional.
2. Jika waktu masih tersedia, guru dapat meminta peserta didik untuk merekam monolog presentasi 1 menit mengenai seekor hewan margasatwa. Transkrip pada Section 1.5 dapat digunakan sebagai contoh.
3. Rekaman berupa pesan suara dikirimkan ke grup kelas secara daring atau kepada guru secara pribadi.

Bahasa Guru:

*“Okay, Students. This is the end of our lesson. Please choose an animal and write a brief report about it. You can see an example in Section 5. Then, record your voice while talking about it. You may read the script while recording.”*



## Instruksi pada Buku Siswa

### Make a voice note

- a. Record your voice while talking about an animal's information you have learned in this unit. Listen to Audio 1.5 in Section 5 as an example.
- b. Then, send your voice note to your class group chat or to your teacher privately.



## Unit 2. Orangutan and Gorila



### Section 1 – Say What You Know

#### Instruksi pada Buku Siswa

Look at the pictures and then answer the questions in pairs.



Picture A

Source: Chuttersnap/unsplash.com

Picture B

Source: Paula Robinson/unsplash.com

Picture 1.6 Orangutan and gorilla

- a. Which one is an orangutan? And, which one is a gorilla? Picture A or Picture B?
- b. Do you think they have the same size?

- 
- c. Look at their facial features, are they similar?
  - d. Do they have the same colors?

### Instruksi untuk guru

- 1. Tujuan dari kegiatan di section 1 adalah untuk menambah penguasaan kosakata dan membantu peserta didik untuk mendapatkan gambaran umum tentang konteks yang dibangun pada unit ini.
- 2. Peserta didik diminta menentukan manakah gambar orangutan dan manakah gambar gorila, menyebutkan perbedaan ukuran kedua hewan tersebut, menyebutkan persamaan pada bagian wajah mereka, dan menyebutkan apakah mereka memiliki kesamaan warna. Semua kegiatan di section ini digunakan sebagai pengetahuan dasar dalam mempelajari Unit 2.

### Jawaban Worksheet 1.6

- a. Picture A: Orangutan; Picture B: Gorilla.
- b. No, Gorilla is bigger than Orangutan.
- c. Both are apes; furry, have similar facial features and shape of nose.
- d. They live in different areas.



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi pada Buku Siswa

- Mind Map of Orangutan.

### Instruksi untuk guru

Pada bagian ini peserta didik diminta memahami peta pikiran mengenai orangutan.

### Instruksi pada Buku Siswa

- Read the text and answer the questions that follow.

#### Orangutan

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is *Pongo Abelii* and the scientific name of Orangutan from Borneo is *Pongo Pygmaeus*.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms. A male orangutan is quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.

Adapted from:

<https://www.worldwildlife.org/species/orangutan>

## Jawaban Worksheet 1.7

- |            |                 |
|------------|-----------------|
| 1. b. Apes | 4. d. Omnivores |
| 2. b. 1.5  | 5. c. 111,500   |
| 3. a. Arms |                 |

### Instruksi pada Buku Siswa

- c. Match the pictures with the descriptions of orangutans.

### Instruksi untuk guru

Pada bagian ini peserta didik diminta memasangkan gambar dengan deskripsi mengenai orangutan.

## Jawaban Worksheet 1.8

1. Orangutans have brown reddish hair.
2. Orangutans have strong arms to swing between branches.
3. Orangutans favorite food is fruit.
4. Orangutans have big bodies.
5. A male orangutan can be more than 150 centimeters tall.

### Did You Know?

Apes and monkeys are two different animals. The first and easiest way to know the difference is by observing the absence or presence of their tails. Monkeys have tails while apes don't. The second thing that we can observe is their body shape. Apes' body shape is similar to humans'. They have larger and heavier bodies than monkeys. Third, we can teach apes to use sign language and technology to communicate with people.

Adapted from:

<https://www.rekoforest.org/field-stories/5-main-differences-between-apes-vs-monkeys/>



## Section 3 – Language Focus

### Instruksi untuk guru

Peserta didik akan mempelajari penggunaan *has* atau *have* untuk mendeskripsikan hal-hal terkait hewan. Peserta didik juga akan mempelajari penggunaan *possessive adjectives*.

### Instruksi pada Buku Siswa

- Study the following expressions about how to define an animal.

First, We can also use **have** or **has** to describe certain features that belong to an animal, for example:

- A gorilla **has** black fur.
- An orangutan **has** black eyes.
- Orangutans and gorillas **have** long arms.

Note that **have** follows **a plural subject** and **has** follows **a singular subject**.

Second, We use **possessive adjectives** to express the features of an animal, for example:

- Gorilla's fur is black.
- Orangutans and gorillas' legs are long.

In first example, the subject is singular. So, we add **apostrophe+s ('s)** after the subject. In second example, the subject is **plural** and ends with an '**s**', so the possessive is formed by adding an **apostrophe** after the '**s**'. No additional '**s**' is necessary.

Note that we can change the expressions into:



- **Its** fur is black.
- **Their** legs are long.

Depending on the subject, **possessive adjectives** can take different forms. Look at the table:

Table 1.2 Possessive adjectives

Subject	Possessive Adjective
I	My
You	Your
We	Our
They	Their
He	His
She	Her
It	Its

### Instruksi untuk guru

Setelah mendapatkan penjelasan tentang penggunaan *has*, *have*, dan *possessive adjectives*, peserta didik diminta mengerjakan Worksheet 1.9.

### Instruksi pada Buku Siswa

- b. Fill in the blanks with suitable expressions of have or has.

### Jawaban Worksheet 1.9

- |         |         |
|---------|---------|
| 1. Have | 4. Have |
| 2. Has  | 5. Has  |
| 3. Have |         |



### Instruksi untuk guru

Pada Worksheet 10, peserta didik diminta melengkapi paragraf rumpang menggunakan *possessive adjective* yang tepat.

### Instruksi pada Buku Siswa

- c. Fill in the blanks with the suitable possessive adjectives.

### Jawaban Worksheet 1.10

- |          |          |
|----------|----------|
| 1. His   | 4. His   |
| 2. Her   | 5. Their |
| 3. Their |          |

### Instruksi untuk guru

1. Pada Worksheet 1.11, peserta didik diminta muntuk mengisikan kosa kata yang berkaitan dengan tubuh gorila dan orangutan. Pilihan jawaban untuk setiap kosa kata yang harus diisikan sudah tersedia.

### Instruksi pada Buku Siswa

- d. Match the picture and the physical appearances of gorillas and orangutans.

### Jawaban Worksheet 1.11

- |                    |                        |
|--------------------|------------------------|
| 1. Hairless face   | 4. Black skin and hair |
| 2. Large nostrils  | 5. Human like hands    |
| 3. Broad shoulders |                        |



### Jawaban Worksheet 1.12

- |                        |                       |
|------------------------|-----------------------|
| 1. Five-fingered hand  | 4. No tail            |
| 2. Long arms           | 5. Reddish brown hair |
| 3. Black eyes and face |                       |

### Instruksi pada Buku Siswa

- e. Look at Worksheet 11 and Worksheet 12 again. Fill in the table with a short description of gorillas and orangutans. Number one has been done for you.

### Instruksi untuk guru

Pada bagian ini, peserta didik diminta untuk menuliskan deskripsi singkat dari orangutan dan gorila. Peserta didik dapat menggunakan kosa kata yang sudah didapatkan pada pembelajaran sebelumnya.

### Jawaban Worksheet 1.13

Orangutan	Gorilla
<ol style="list-style-type: none"><li>1. It has reddish brown hair.</li><li>2. It has five fingered hands.</li><li>3. It has long arms.</li><li>4. It does not have tail.</li><li>5. It has black eyes and face.</li></ol>	<ol style="list-style-type: none"><li>1. It has black skin and hair.</li><li>2. It has a hairless face.</li><li>3. It has broad shoulders.</li><li>4. It has large nostrils.</li><li>5. It has human liked hands.</li></ol>



### Section 4 – Viewing

#### Instruksi pada Buku Siswa

Study the information about orangutans in Indonesia below. Then, answer the questions.



## Instruksi untuk guru

Pada bagian ini peserta didik diminta untuk memperhatikan infografis yang diberikan. Setelah itu, peserta didik diminta untuk menjawab pertanyaan sesuai infografis yang sudah dipelajari.

### Jawaban Worksheet 1.14

1. 2016.
2. Pongo Abelii, Pongo Pygmaeus, Pongo Morio, and Pongo Wurmbii.
3. Pongo Wurmbii.
4. Sumatra and Borneo.
5. Deforestation.
6. Law enforcement, stop deforestation, and make a better lay out.



## Section 5 – Your Turn: Reading

### Instruksi pada Buku Siswa

- a. Read the words. Discuss the meanings of the words with your classmates. You can also check your dictionary.

vegetarians	decrease	tropical
scientific	have	live
become	eat	

## Instruksi untuk guru

Peserta didik diminta untuk mendiskusikan makna dari kata-kata yang ada pada tabel. Peserta didik diperbolehkan untuk mencari makna dari kamus.



Bahasa guru:

*“Read the words. Discuss the meanings of the words with your classmates. You can also check your dictionary.”*

### **Instruksi pada Buku Siswa**

- b. Read and fill in the blanks with the words in Section 5a.

### **Instruksi untuk guru**

Setelah mendapatkan makna dari kata-kata di Section 5a, peserta didik diminta untuk melengkapi teks rumpang pada Worksheet 15.

### **Jawaban Worksheet 1.15**

- |              |                    |
|--------------|--------------------|
| • Scientific | • Vegetarians; eat |
| • Have       | • Live             |
| • Tropical   | • Become; decrease |

### **Instruksi pada Buku Siswa**

- c. State whether the following statements are true or false according to the text above. Circle T or F.

### **Instruksi untuk guru**

Peserta didik diminta untuk menentukan apakah pernyataan yang disebutkan benar atau salah.

### **Jawaban Worksheet 1.16**

- |          |          |
|----------|----------|
| 1. True  | 3. False |
| 1. True  | 4. False |
| 2. False |          |



### Instruksi pada Buku Siswa

- d. Read the texts in Section 2 and 5 again. Complete the diagram to map the differences between orangutans and gorillas.

### Instruksi untuk guru

Peserta didik diminta membaca kembali teks pada bagian 2 dan 5 untuk melengkapi diagram.

### Alternatif Jawaban Worksheet 1.17

Gorilla	Orangutan
Black skin and hair.	Reddish brown hair.
Africa.	Borneo and Sumatra.
Live in family group of 6 until 30.	use their arms to swing between branches.
Leaves, shoots, and stalks.	insects, honey, bird eggs, bark, and plants.
Give birth to only one baby every four to six years.	deforestation.



### Section 6 – Fun Time

### Instruksi pada Buku Siswa

Play a board game (passive voice, possessive adjective). Follow the instructions below.

1. Prepare a dice and some tokens.
2. Get yourselves in groups of five.
3. With your group members, take turns rolling the dice.
4. Move your tokens and do the instruction in every question.

- 
5. If your team cannot do the instruction in the box, you must go back to your previous box.
  6. The winner is the first group that reaches the finish box.

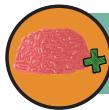
### Instruksi untuk guru

Pada bagian ini peserta didik akan memainkan *board game*. Cara memainkannya:

1. Peserta didik dibagi menjadi beberapa kelompok.
2. Siapkan dadu untuk memainkannya.

Alternatif apabila tidak ada dadu, guru bisa menyiapkan tulisan angka dari 1 sampai 6 di secarik kertas kecil lalu digulung. Peserta didik mengambil satu gulungan kertas untuk mendapatkan berapa langkah ia harus bergerak.

3. Setiap kelompok akan melempar dadu secara bergantian.
4. Peserta didik bergerak sesuai angka yang tertera pada dadu, dimulai dari kotak start.
5. Peserta didik harus menjawab setiap pertanyaan di kotak yang dituju. Apabila bisa menjawab, maka mereka bisa maju ke kotak tersebut. Apabila gagal menjawab, maka mereka harus kembali ke kotak sebelumnya tempat mereka melempar dadu.
6. Tim yang menang adalah tim yang pertama sampai di kotak terakhir.



## Section 7 – Enrichment

### Instruksi untuk guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
2. Guru meminta peserta didik untuk memilih salah satu hewan yang telah dibahas di Chapter 1.
3. Peserta didik diminta untuk membuat daftar deskripsi fisik hewan yang dipilihnya dan membuat presentasi menggunakan aplikasi yang dikuasai. Apabila tidak memungkinkan menggunakan aplikasi, mereka dapat membuatnya menggunakan poster.
4. Setelah selesai, peserta didik diminta untuk mempresentasikannya di depan kelas.

### Instruksi pada Buku Siswa

- a. Find one animal that you have talked about in Chapter 1.
- b. Make the list of features of an animal such as the physical appearance, habitat, behavior, diet and predator.
- c. Prepare Powerpoint slides for your presentation. If you can't access Powerpoint, you may create a poster.
- d. Report the result to the class.

**START**

1 Fill in the blank :

Andre has a smartphone.  
... smartphone is very nice.

2 Make a sentence using her!

3 Fill in the blank :

Giraffes lives in africa. ... neck are long.

4

You must go back to box number 2.

8 Make sentence using possessive.

**Book**  
-  
**Monita**

7 Go to box number 9.

6

Make your own sentence using possessive.

5

Make a sentence using his based on the picture.



9

Make your own sentence using possessive.

10

You must go back to box number 3.

11

Make a sentence using its.

12

**FINISH**



## Unit 3. Indonesian Birds



### Section 1 – Say What You Know

#### Instruksi pada Buku Siswa

Pay attention to the picture, then answer the questions that follow.



Picture 1.8 Indonesian birds

1. What is Galang wearing?
2. Do you know how it works?
3. What does she/he see through the device?

- 
4. Do you know the names of each bird?
  5. Do you know where they are from?
  6. Can you make a short description of each bird?

### Instruksi untuk guru

1. Tujuan dari kegiatan di Section 1 adalah untuk menambah penguasaan kosakata dan membantu peserta didik untuk mendapatkan gambaran umum tentang konteks yang dibangun pada unit ini.
2. Peserta didik diminta menyebutkan nama-nama jenis burung pada gambar. Peserta didik juga diminta untuk menyebutkan asal daerah burung-burung tersebut. Terakhir, pada section ini, para peserta didik diminta menyebutkan deskripsi dari setiap burung.
3. Apabila saat mendeskripsikan peserta didik tidak mampu menggunakan Bahasa Inggris, para peserta didik boleh saja menggunakan Bahasa Indonesia dan nanti guru akan membantu dengan kosa kata dalam Bahasa Inggris.
4. Semua kegiatan di *Section* ini digunakan sebagai pengetahuan dasar dalam mempelajari Section 2.

Bahasa guru:

*“Do you know the names of each bird?”*

*“Do you know where they are from?”*

*“Can you make a short description of each bird?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Listening

### Instruksi untuk guru

Di Section 2 ini, para peserta didik akan mendengarkan dialog antara Galang, Andre, Monita, dan Pipit. Mereka sedang mengamati burung menggunakan *Virtual Reality* (VR). Dialog ini berisi *report text* seekor burung yaitu rangkong.

### Instruksi pada Buku Siswa

- Listen to Audio 1.6. Galang, Andre, Monita, and Pipit are watching some birds using a Virtual Reality (VR) headset. They bring their notebooks, and pens. Listen to them talking about the birds that they observe. Then, answer the questions.

### Audio 1.6 Script

- Pak Romi : All right, get your VR goggles guys. I will play a program to take you to a special place to see various Indonesian birds.
- Andre : Wow. It's amazing. Where are we?
- Pipit : I think we are in a rainforest.
- Monita : Galang, look! Is that the helmeted hornbill?
- Galang : Where?
- Monita : Over there. On the branch of the old tree to your right.
- Galang : That's right. It is a helmeted hornbill.
- Pipit : Its neck is white.



- Galang : So, that must be a female. If it is a male, the neck is red.
- Monita : It is a beautiful bird.
- Andre : It is also a unique bird. It is the only hornbill that the casque is made of keratin.
- Monita : What is casque?
- Pipit : The bird's helmet.
- Andre : I think she is feeding her chicks now.
- Monita : What do they eat?
- Galang : I'm not sure, but their main food is fig.
- Monita : Is it an endangered animal?
- Pipit : It is critically endangered now. Illegal hunting makes helmeted hornbills' numbers decrease rapidly.

### Instruksi untuk guru

Setelah mendengarkan Audio 1.6, peserta didik diminta menjawab pertanyaan pada Worksheet 1.18.

### Jawaban Worksheet 1.18

1. They are watching a helmeted hornbill.
2. It is white.
3. On the branch of an old tree.
4. Casque is the bird's helmet.
5. Because of illegal hunting.



### Instruksi pada Buku Siswa

- b. Listen to Audio 1.6 and tick the correct picture of the bird based on the description.

### Instruksi untuk guru

Peserta didik diminta untuk mendengarkan ulang Audio 1.6. Setelah itu, peserta didik diminta untuk memberi tanda centang pada gambar sesuai dengan burung yang dideskripsikan pada dialog.

Bahasa guru:

*“Listen to Audio 1.6 again and tick the correct picture of the bird based on the description in the dialog.”*

### Jawaban Worksheet 1.19



### Section 3 – Reading

### Instruksi pada Buku Siswa

- a. Mind Map of Cendrawasih.

### Instruksi untuk guru

Peserta didik diminta mengamati peta pikiran yang berisi fakta mengenai Cendrawasih. Ini merupakan kegiatan *scaffold* atau perancah



yang dapat mengantarkan peserta didik kepada kegiatan berikutnya.

Guru memberikan pertanyaan lisan kepada peserta didik mengenai informasi pada peta pikiran tersebut.

Bahasa guru:

*"Let's take a look at this mind map. It tell us about Cendrawasih bird.*

*According to the mind map, can you tell me where it is originally from?*

*Yes, correct! Eastern Indonesia is home to Cendrawasih. Now, do you know what it usually eats?"*

### **Instruksi pada Buku Siswa**

- b. Read the following text and then answer the questions.

### **Instruksi untuk guru**

Peserta didik diminta untuk membaca teks report berjudul Cendrawasih, kemudian menjawab pertanyaan pada Worksheet 1.20.

#### **Cendrawasih**

Cendrawasihs or the birds of paradise are from the family of Paradisaeidae. These birds are easily recognized by their bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'. Their tails are known as wires or streamers. Birds of Paradise live in Eastern Indonesia, Papua New Guinea and Eastern Australia. The diet of these birds are fruits and arthropods. The natural devastation and illegal huntingmake Cenderawasih an endangered species. Their reproduction cycle also makes the preservation difficult as they only produce one until two eggs.

Adapted from: <https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkj=d=26256016d06b11eca2f6547d404146b0>  
<https://westpapuistory.com/cenderawasih-bird-paradise/>

## Jawaban Worksheet 1.20

1. Paradisaeidae.
2. Bright blue, yellow, scarlet, and green feathers.
3. The males' tails are longer than the females'.
4. Wires or streamers.
5. Eastern Indonesia, Papua New Guinea and Eastern Australia.
6. Fruits and arthropods.
7. Natural devastation and illegal hunting, and their low reproduction cycle.



## Section 4 – Language Focus

### Instruksi untuk guru

Peserta didik akan mempelajari penggunaan kalimat pasif. Guru menjelaskan penggunaan kalimat pasif pada peserta didik.

### Instruksi pada Buku Siswa

- a. Study the following explanation about how to emphasize an action in a sentence. Then, choose the correct form of the **verb** in brackets.  
When we talk about facts or events, we sometimes want to **emphasize the action** rather than who is doing the action. It means that the action is more important than the doer. We use **passive voice** to show interest in the person or object that experiences an action.

Look at the examples:

- Orangutans' habitat **is threatened** by people doing deforestation.



- The number of Bornean orangutans **is now estimated** at about 104,000 and the Sumatran orangutans about 7,500.
- Bekantan **is used** as the icon of Banjarmasin, South Kalimantan.
- Bekantans **are grouped** as arboreal animals.

These are the examples of the changes from active into passive:

- Galang brings binoculars to the forest. (**Active**)  
Binoculars **are brought** by Galang to the forest. (**Passive**)
- Monita sees a helmeted hornbill. (**Active**)  
A helmeted hornbill **is seen** by Monita. (**Passive**)

### Instruksi untuk guru

Pada Worksheet 1.21, peserta didik diminta memilih kata kerja yang tepat yang digunakan dalam kalimat pasif.

### Instruksi pada Buku Siswa

- b. Choose the correct form of the verb in brackets.

### Jawaban Worksheet 1.21

- |          |              |
|----------|--------------|
| 1. Found | 4. Prepared  |
| 2. Eaten | 5. Predicted |
| 3. Drunk |              |

### Instruksi untuk guru

Pada Worksheet 1.22, peserta didik diminta membuat kalimat pasif dari kalimat aktif yang disediakan.

## Jawaban Worksheet 1.22

1. A book about bekantan is read by Monita.
2. Chicks are fed by helmeted hornbills.
3. A notebook is taken by Pipit when she does the bird watch.
4. Helmeted hornbills are hunted by some people.
5. Fruits are sometimes consumed by bekantan.

### Did You Know?

What is bird watching exactly? It is an activity where birds are observed for the purpose of recreation or science. People who like birdwatching are called birders. Other than simply watching or listening to birds, birders also take notes on their observations, identify the birds they see, and share their findings with other bird enthusiasts. Birders would observe birds' appearance and behavior. Because there are a massive number of bird species in different regions, birders will not run out of things to be excited by.

Sources:

<https://worldbirds.com/what-is-birding/>



## Section 5 – Report

### Instruksi pada Buku Siswa

- a. Look at the steps of writing a report in the left column. Put the steps into a good order by numbering the boxes. Then, match the steps with the correct description in the right column by drawing lines.

### Instruksi untuk guru

Peserta didik diminta untuk menuliskan urutan cara menyusun *report text* yang tepat. Setelah peserta didik menyusun langkah-langkah



dengan menuliskan angka di kolom sebelah kiri, peserta didik diminta untuk menjodohkan langkah dengan penjabarannya di kolom sebelah kanan.

### Jawaban Worksheet 1.23

#### 1. Gathering Information

We collect information by reading references and making observations.

#### 2. Organizing Information

We categorize our information into relevant groups

#### 3. Writing the draft

We write the report into a draft.

#### 4. Revising and Editing the draft

We check our draft. Then, we revise and edit our drafts.

#### 5. Publishing your work

We publish our written report as a printed assignment to submit to our teacher. We can also publish our work on social media.

### Instruksi pada Buku Siswa

- b. Galang and friends are preparing a report about birds. What do you think they should do at every step of making the report? Write them.

### Instruksi untuk guru

Peserta didik diminta menuliskan persiapan membuat *report text* tentang seekor burung berdasarkan langkah pada Worksheet 1.23.



## Jawaban Worksheet 1.24

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



## Section 6 – Writing

### Instruksi pada Buku Siswa

Look at the fact sheet about Bali starlings. Then, Write a sentence for every point in the infographics. Number 1 has been done for you. You can use passive voice.

### Instruksi untuk guru

1. Pada bagian ini peserta didik diminta melihat fakta tentang seekor burung berjenis Bali Starlings pada sebuah infografis.
2. Setelah itu, peserta didik diminta menuliskan informasi yang ada pada setiap poin. Nomor 1 merupakan contoh.

## Jawaban Worksheet 1.25

1. Point: Threats

Sentence: Poaching for illegal songbird trade is a threat for Bali Starlings.

2. Point: Distribution

Sentence: Bali Starlings are found in Bali and in a small island of Nusa Penida.

3. Point: Habitat



Sentence: Bali Starlings live in forest edges including open shrub savanas, and flooded savanna woodlands.

4. Point: Diet/Feeding

Sentence: Bali starlings eat seeds, insects, fruits, and occasionally small reptiles.

5. Point: Social behavior

Sentence: Bali starlings are monogamous.

6. Point: Male/female

Sentence: Male crest feathers are slightly longer than the females'.

7. Point: Lifespan

Sentence: Bali starlings live 5 years in the wild, but they can live 15 years in captivity.

8. Point: Number of young

Sentence: Clutches often have 2-3 eggs, but normally only one survives.

9. Point: Interesting fact

Sentence: Bali starlings are almost extinct in the wild breeding.



## Section 7 – Your Turn

### Instruksi pada Buku Siswa

Write a report text about a bird by following the steps below.

a. Planning and brainstorming

- 1) Observe birds around your neighborhood area.
- 2) Choose and observe one type of bird.



- 3) Make a general note about the bird.
- b. Outlining and drafting

Complete the fact file about your selected bird.

- c. Writing and editing

Write your draft of the report text based on the notes in 7a. Then, edit your draft.

- d. Proofreading

When you finish writing your report, show your work to a classmate.

Let your classmate read your work and give you feedback on the language and content.

### Instruksi untuk guru

Pada bagian ini peserta didik diminta untuk melakukan kegiatan menulis. Hewan yang dideskripsikan adalah burung yang ada di sekitar tempat tinggal peserta didik.

### Jawaban Worksheet 1.25, 1.26, dan 1.27

Tulisan hasil peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



### Section 8 – Fun Time

#### Instruksi pada Buku Siswa

Play a guessing game by following the instructions below.

1. Make a group of five or six.
2. Prepare a list of words related to the bird's body parts.



3. The first group chooses another group to guess a word from the list.
4. The first group should give the first letter of the word for the clue. The first group should also give a description of the word (It can be the function of the body part).
5. The opponent's group must try to guess the body part using the clues in 10 seconds.
6. If the opponent group can guess the word, the opponent team gets 10 points. If they fail, the first group gets 10 points.
7. After that, the second group does the same thing to play the game.
8. The team who gets the most points wins the game.

### Instruksi untuk guru

1. Pada bagian ini peserta didik secara berkelompok akan bermain menebak kata dari kelompok lain. Kata tersebut berkaitan dengan anggota-anggota tubuh burung.
2. Peserta didik dibagi menjadi beberapa kelompok beranggotakan lima sampai enam orang. Setiap kelompok akan membuat daftar kata yang berkaitan dengan anggota tubuh hewan.
3. Kelompok 1 akan meminta kelompok 2 untuk menebak salah satu kata yang ditulis pada daftar kata kelompok 1. Kelompok 1 memberikan petunjuk berupa huruf pertama kata yang diminta untuk ditebak. Selain itu kelompok 1 juga perlu memberikan deskripsi singkat (boleh berupa fungsi anggota tubuh yang ditanyakan).



Contoh:

Kata yang diminta untuk ditebak adalah ‘wing’, maka kelompok 1 akan memberikan petunjuk sebagai berikut: “The first letter is “W”. Birds use it to fly.”

4. Apabila kelompok 2 dapat menjawab dalam waktu paling lambat 10 detik, maka kelompok 2 akan mendapat 10 poin. Apabila kelompok 2 gagal menjawab, maka poin diberikan untuk kelompok 1. Kelompok 2 melakukan hal yang sama pada kelompok 3 dan seterusnya.
5. Tim yang mendapat poin terbanyak adalah pemenangnya.



## Section 9 – Enrichment

### Instruksi untuk guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
2. Guru meminta peserta didik untuk memilih 2 alternatif kegiatan.
  - a. Peserta didik dapat memposting foto burung yang ada di sekitar tempat tinggalnya ke media sosial dan menuliskan deskripsi umum dari foto burung tersebut.
  - b. Peserta didik dapat juga memposting video dari burung yang ada di sekitar tempat tinggal dan membuat laporan dengan audio dan video. Setelah diunggah, peserta didik akan melihat berapa jumlah *likes* dan komentar di sosial media mereka.



## Instruksi pada Buku Siswa

Choose one of the two options below to make a post in your social media.

1. Post a picture of a local bird and make a short report about the bird as a caption.
2. Post a short video of a local bird and make a spoken report about the bird.

Then, see how many ‘likes’ you get from your post and your friends’ comments about your post.



## Reflection

1. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
2. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*  
Bahasa guru:  
*“Let’s think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead.”*

- 
5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Bahasa guru:

*"We are coming to the end of the lesson. I'd like to give you some time to think about your learning. So, please now fill out the following sheet.*

*If you don't understand, please feel free to ask me any questions."*

## Rubrics for Assessment

Contoh rubrik penilaian yang dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

## Marking Rubric for Speaking

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
<b>Grammar</b>	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.
<b>Vocabulary</b>	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.
<b>Pronunciation</b>	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
<b>Fluency</b>	Maintains simple exchanges; with few to no hesitations.	Maintains simple exchanges; few hesitations.	Maintains simple exchanges despite some difficulty; some hesitations.	Maintains 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.					
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>					

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

## 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		
<b>What else went well?</b>		
<b>What could have made this lesson even more effective?</b>		

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

# Panduan Khusus

## Chapter 2

# Taking Trips

What did  
you see in  
the nature?



## Chapter 2 Taking Trips



Unit 1. Going to National Park



Unit 2. What an Experience



Unit 3. My Underwater Adventure



Learning objectives

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

1. talk about personal experiences;
2. identify a series of past events; and
3. write personal experiences in the past.



## Unit 1. Going to National Park



### Pendahuluan

1. Guru mengulas kembali materi di Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia.

Bahasa guru

*“Good morning, everyone. Welcome to our English class. In Chapter 1 we learned about animals.”*

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.

Bahasa guru

*“Today you will learn about experience. The title of this chapter is ‘Taking trips’. What comes into your mind when you first hear the word ‘trip’?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Look at the picture of Lestari National Park. Have you ever visited a national park before? What can you see inside a national park?

### Lestari National Park

The map shows a green rectangular area with a grey winding path. Seven blue circles with numbers are placed along the path and on the perimeter of the area:

- 1. At the top right corner.
- 2. On the top left side.
- 3. In the upper central area.
- 4. In the lower central area.
- 5. On the bottom left side.
- 6. On the bottom right side.
- 7. At the bottom right corner.

**1. Lestari National Park Gate.**  
2. **Dedication Area.** this is the area were important people plant their trees.  
3. **Camping Ground.**  
4. **Limited Plant Area.** You can see rare plant here.  
5. **Fruits Area.** You can pick and eat any fruits that you want.  
6. **Flowers Area.** See a lot of beautiful flowers here.  
7. **Orchids' Area.** Only for orchids' lovers

Picture 2.1 National Parks

### Instruksi untuk guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai tempat wisata yaitu sebuah taman nasional. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
2. Peserta didik diminta melihat gambar taman nasional. Guru lalu bertanya pada peserta didik apakah mereka pernah pergi mengunjungi taman nasional atau tempat yang mirip dengan taman nasional (misalnya kebun raya).

Bahasa guru



*“Alright, Students. Please take a look at this picture. Is it familiar to you? What place is it? Have you visited a national park before? What can you see inside a national park?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Listening

### Instruksi pada Buku Siswa

- Listen to Audio 2.1. Galang and Monita are talking about their trip to Lestari National Park. Complete their conversation with the correct verbs below.

### Instruksi untuk guru

Pada bagian ini guru meminta peserta didik untuk mendengarkan Audio 2.1 dan melengkapi dialog yang rumpang.

### Audio 2.1 Script

- Galang : The trip to Lestari National Park yesterday was fun, wasn't it?
- Monita : Yes it was. I **learned** a lot of new plants there.
- Galang : Did you take photos?
- Monita : Of course. I **took** some photos, especially the rare plants.
- Galang : By the way, after Ibu Ida gave me the botanical garden's map, the first place that I **visited** was the orchid house.
- Monita : No kidding! I did not notice that place. What did you see there?
- Galang : There were a lot of orchids. The most interesting orchid that I **saw** was the black orchid.



- Monita : Oh, I wish I had not missed that place.
- Galang : The flower was very beautiful. It was blooming when I saw the flower.
- Monita : Really? I **heard** that we can only see the black colored part when the flower blooms.
- Galang : That's right. I was lucky to see it yesterday.

### Instruksi pada Buku Siswa

- b. Based on the dialogue, answer the questions.

### Instruksi untuk guru

Peserta didik menjawab pertanyaan pada Worksheet 2.1 dengan memilih jawaban yang tepat sesuai dengan dialog pada Audio 2.1.

### Jawaban Worksheet 2.1

1. a. national park
2. c. took photos of the rare plants.
3. d. a map.
4. c. Galang
5. c. beautiful.



### Section 3 – Speaking

### Instruksi untuk guru

Peserta didik akan mempelajari kata-kata yang berkaitan dengan kunjungan wisata ke sebuah taman nasional. Peserta didik diperkenankan untuk berdiskusi dengan teman atau dengan mencari makna kata di dalam kamus.



### Instruksi pada Buku Siswa

- a. Find the meanings of the words with your classmates. Then, match the words with the suitable situation in Comic Strip 2.2.

Walk	Get into	Flowers
Observe	See	Clipboard
Take notes	Gate	Bus
Label	Trees	Herbal plants

### Instruksi untuk guru

Setelah memahami kata-kata tersebut, guru meminta peserta didik untuk memasangkan kata dengan Comic Strip 2.2.

### Jawaban Worksheet 2.2

Walk	Observe	See
See	Take notes	Get into

### Instruksi pada Buku Siswa

- b. Describe the situation in Comic Strip 2.2. Say what happened on the trip. Use the suitable words in Worksheet 2.2 to help you make the description. Number one has been done for you.

### Instruksi untuk guru

Pada Worksheet 2.2, peserta didik diminta mengubah kata dalam kurung menjadi bentuk lampau.



## Jawaban Worksheet 2.3

1. Went
2. Saw
3. Observed
4. Took notes
5. got into



## Section 4 – Language Focus

### Instruksi untuk guru

Pada bagian ini peserta didik akan mempelajari penggunaan kalimat tanya dan negatif dalam *past tense*.

### Instruksi pada Buku Siswa

- a. Study how to make questions and negative sentences using past tense.

Sometimes we need to ask about people's experiences in the past. In this case, we can make questions using past tense.

For example, we can ask:

- Question: **Did** you go to the national park?  
Answer: Yes, I **did**.
- Question: **When did** you go to the national park?  
Answer: I **went** there a week ago.
- Question: **How did** you go there?  
Answer: I **went** there by bus.

In first example, the question starts with **Did**. This type of question can be answered in **Yes** or **No**. Question word **when** in second



question is to ask for information about **time**. Question word **how** in third question is to ask for information about **in what ways**. In answering the questions, we can use positive or negative sentences.

Positive sentences:

- Yes, I went to the national park.
- I went to the national park.
- I went there by bus.

Negative sentences:

- No, I didn't go to the national park.
- I didn't go to the national park a week ago.
- I didn't go there by bus.

**Didn't** is a contraction form of **did not**. Did+not is used with all subjects in negative past tense.

### Instruksi untuk guru

Setelah memahami penjelasan di atas, peserta didik diminta membuat pertanyaan dari kata yang telah disediakan.

### Instruksi pada Buku Siswa

- b. Construct questions with the words provided below. Number one has been done for you.

### Jawaban Worksheet 2.4

1. Did she go for a school trip last month?
2. Where did the students go for a school trip?
3. What did they see at the national park?



4. How did they go to the national park?
5. Did they take notes about the plants?
6. When did they finish the trip?

### Instruksi pada Buku Siswa

- c. Construct negative sentences with the words provided below.

Number one has been done for you.

### Instruksi untuk guru

Guru meminta peserta didik untuk membuat kalimat negatif.

### Jawaban Worksheet 2.5

1. She didn't go to the national park.
2. They didn't go by car.
3. She didn't take note about the flowers.
4. He didn't bring a clipboard.
5. It didn't rain at the national park.
6. He didn't write a report about the excursion.



### Section 5 – Listening

### Instruksi pada Buku Siswa

- a. Listen to Audio 2.2 and then state whether the statements are true or false. See the **Word Box**.

excursion: karya wisata  
important: penting  
scary menakutkan





## Instruksi untuk guru

Pada bagian ini, peserta didik diminta mendengarkan dialog bagian 1 antara Monita dan Andre.

### Audio 2.2 Script

- Monita : Andre, you did not join the trip to Lestari National Park, did you?
- Andre : No. I had a stomach ache.
- Monita : Oh, I'm sorry to hear that. So, how is your condition now?
- Andre : I'm ok now. Thanks. So, what plants did you see there?
- Monita : I saw a lot of plants there. At the first area or the dedication area, I saw a tree with a unique name. People call it Tampar Hantu.
- Andre : First area? How many areas did you visit?
- Monita : I visited four from six areas.
- Andre : You said dedication area? What is that?
- Monita : That is the area where important people planted some trees there. Andre: I see. What about the second area did you visit?
- Monita : I visited the limited plants area.
- Andre : What did you see there?
- Monita : I saw some endangered trees in Kalimantan. I saw *pohon ulin* there. People sometimes call it *kayu besi*.



### Instruksi pada Buku Siswa

- b. State whether the sentences are True (T) or False (F) based on the dialogue.

### Instruksi untuk guru

Setelah mendengar dialog tersebut, peserta didik diminta menentukan apakah pernyataan yang ada benar atau salah.

### Jawaban Worksheet 2.6

- |          |         |
|----------|---------|
| 1. True  | 4. True |
| 2. False | 5. True |
| 3. False |         |

### Instruksi pada Buku Siswa

- c. Listen to Audio 2.3 and complete the dialogue in Worksheet 2.7 with the correct words in the box.

visited	saw	notice
ate		tasted

### Instruksi untuk guru

Peserta didik diminta mendengarkan Audio 2.3 sambil melengkapi dialog yang rumpang dengan kata yang sudah disediakan.

### Audio 2.2 Script

- Monita : The third area I **visited** yesterday was my favorite.  
Andre : Why was that your favorite place?



- Monita : Because it's the flowers' area. I **saw** rose, jasmine, and also lotus.
- Andre : Did you see any orchids there?
- Monita : No, I did not. There's a special area only for the orchids.
- Andre : Why didn't you visit the orchids' area?
- Monita : I did not **notice** it on the map.
- Andre : That's too bad. What about the last area did you visit?
- Monita : I visited the fruits' area. I picked and **ate** some fruits there.
- Andre : Cool.
- Monita : I ate durians and also wanyi.
- Andre : Wanyi? What's that?
- Monita : The shape of the fruit was just like mango but the flesh was white. It **tasted** sweet and sour.
- Andre : Well, your experience sounds interesting. I hope I can visit Lestari National Park one day.

### Instruksi pada Buku Siswa

- d. Listen to Audio 2.2 and Audio 2.3 again. Fill in the table in Worksheet 2.7 using information from the two dialogues. The first row has been done for you.

## Jawaban Worksheet 2.7

visited; saw; notice; ate; tasted.

### Instruksi untuk guru

Setelah melengkapi dialog, peserta didik diminta melengkapi tabel dengan informasi yang sesuai dengan yang ada pada dialog.

## Jawaban Worksheet 2.8

First area	Monita saw a tree with a unique name.
Second area	Monita saw some endangered trees in Kalimantan.
Third area	Monita saw rose, jasmine, and also lotus.
Fourth area	Monita picked and ate some fruits there.

### Did You Know?

Bogor Botanical Garden or Kebun Raya Bogor is the first botanical garden in Indonesia. It was actually a man made forest established by the Sunda Kingdom. The forest was left behind after the Sundanese Kingdom was destroyed in the 16th century.

In the 18th century, a mansion and a garden was established by the Dutch East India Company at the site that we now know as Kebun Raya Bogor. In 1811, Sir Thomas Stamford Raffles took Bogor Palace (Buitenzorg Palace) since the British successfully invaded Java. He then renovated the garden into an English style one.

Adapted from:

Bogor Botanical Gardens - Wikipedia



## Section 6 – Fun Time: Whisper Game

### Instruksi pada Buku Siswa

Follow the instructions below.

1. Make a group that consist of some people based on recount text that your teacher prepare.
2. Every group must stand in a line. Your teacher will whisper the sentences (it can be sentences related to a recount text) to the last student that stands in the line.
3. He or she must whisper to the second student that stands in front of him/her. The second student must do the same to the third student that stands in front of him or her until the last student in the group. The last student must write the word on their paper.
4. The winner is the group that can write the whole story correctly.

### Instruksi untuk guru

1. Pada bagian ini, para peserta didik akan bermain *whisper game*. Guru menyiapkan sebuah *recount text* singkat (jumlah kalimat bisa disesuaikan).
2. Peserta didik dibagi menjadi beberapa kelompok berdasarkan jumlah *recount text* yang disiapkan.
3. Guru meminta setiap kelompok berbaris. Guru membisikkan



kalimat pertama pada peserta didik yang berdiri di paling belakang.

Peserta didik tersebut akan membisikkan kalimat pertama pada orang di depannya.

4. Peserta didik kedua akan melakukan hal yang sama begitu juga peserta didik ketiga dan sampai peserta didik yang berdiri di paling depan mendengar bisikan kalimat.
5. Peserta didik yang terakhir/yang berdiri di paling depan akan menuliskan kalimat yang dibisikkan tadi.
6. Guru lalu membisikkan kalimat kedua, ketiga, sampai kalimat terakhir seperti halnya pada kalimat pertama.
7. Tim pemenang adalah yang bisa menuliskan seluruh kalimat *recount text* dengan benar.

Catatan:

1. Apabila memungkinkan, peserta didik yang paling belakang, tengah, dan depan bisa bergantian untuk setiap kalimat (jangan selalu peserta didik yang sama urutannya dalam kelompok tersebut).
2. Apabila ada peserta didik yang merasa kurang nyaman saat membisikkan kalimat, peserta didik tersebut dapat menggunakan kertas yang digulung saat membisikkan kalimat kepada rekan di depannya.



## Section 7 – Your Turn

### Instruksi pada Buku Siswa

- a. Look at the report about students' excursion to a national park.  
Then, make questions for the answers. Number one has been done for you.

### Instruksi untuk guru

1. Pada bagian ini peserta didik diminta mengamati laporan peserta didik saat mengunjungi taman nasional.
2. Setelah itu, peserta didik diminta membuat kalimat tanya yang tepat untuk setiap jawaban yang tersedia. Nomor 1 dapat dijadikan sebagai contoh.

### Jawaban Worksheet 2.9

1. **@aku\_ika** when did you go to Lestari National Park?  
**@ray\_imut** What did the students bring to write some notes about the plants?
2. **@aji\_unyu** What did students do at Lestari National Park?  
**@mahmud9** What did you draw at National Park?
3. **@pipit\_cantik** What tree did you see there?
4. **@hendra\_oke** What pictures did you take in limited plants area?
5. **@iyen\_ceunah** What flowers did you see in the flower area?



### Instruksi pada Buku Siswa

- b. Look at the map of Lestari National Park. Interview a classmate about an excursion at Lestari National Park following the map. Make a question list before you interview your friend. Number one has been done for you as an example.

### Instruksi untuk guru

1. Setelah membuat pertanyaan, guru meminta peserta didik mengamati peta Lestari National Park.
2. Guru meminta peserta didik untuk mewawancara teman sekelasnya tentang pengalaman mengunjungi taman nasional. Pertanyaan dan jawaban di nomor 1 dapat dijadikan contoh.
3. Guru meminta peserta didik untuk menyampaikan secara lisan pengalamannya.

Bahasa guru

*“Look at the map of Lestari National Park.”*

*“Interview a classmate about an excursion at Lestari National Park following the map. Make a question list before you interview your friend.”*

*“Number one has been done for you as an example.”*

### Contoh Jawaban Worksheet 2.10

1. Question: Where did you gather with your friends before the excursion trip?



- Answer: We gathered at Lestari National Park gate. It is number 1 on the map.
2. Question: What did you see in the dedication area?

Answer: I saw some trees.

3. Question: Where did you see the flowers?

Answer: I saw the flowers in the flowers area.

4. Question: What did you do in the fruit area?

Answer: I ate some fruits there.

### Instruksi pada Buku Siswa

- c. Based on your answers in part b, make a report about SMP Merdeka excursion. Tell your report in front of the class. Follow the model.

### Jawaban Worksheet 2.11

Hasil penulisan laporan yang diberikan peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



### Section 8 – Enrichment: Show and Tell

#### Instruksi untuk guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
2. Peserta didik diminta untuk membawa foto saat mereka melakukan karya wisata atau liburan.

- 
3. Peserta didik diminta untuk mempresentasikan pengalaman saat melakukan karya wisata tersebut.
  4. Teman-teman sekelasnya dapat memberikan pertanyaan terkait pengalaman yang dikisahkan.
  5. Peserta didik yang mempresentasikan pengalamannya diminta untuk menjawab pertanyaan-pertanyaan dari teman-temannya tersebut.

Bahasa guru

*“Bring a picture of you on an excursion or a school activity or a holiday.”*

*“Present to the class about the excursion/school activity/holiday.”*

*“Your friends may ask questions You should answer the questions.”*

### **Instruksi pada Buku Siswa**

Bring a picture of you on an excursion or a school activity or a holiday.

Present to the class about the excursion/school activity/holiday. Let your friends ask questions.



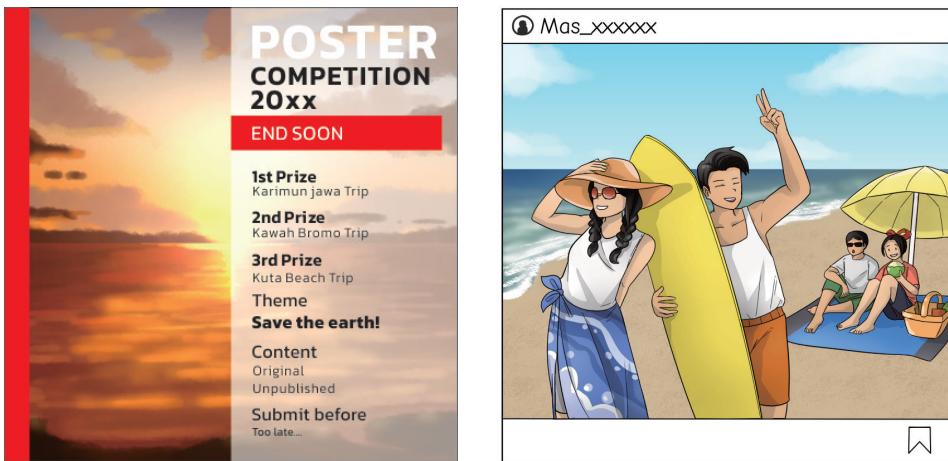
## Unit 2. What an Experience



### Section 1 – Say What You Know

#### Instruksi pada Buku Siswa

Look at the picture and answer the questions.



Picture 2.4 On the beach

- What is Picture 2.4 about?
- Have you ever won such a competition? Tell us.
- Have you ever been to the beach?
- What do people usually do at the beach?

#### Instruksi untuk guru

- Guru mengulas kembali apa yang sudah dipelajari di Unit sebelumnya.

- 
2. Guru mengaktivasi pengetahuan dasar peserta didik dengan menanyakan beberapa pertanyaan. Kegiatan ini bisa dilaksanakan secara bersama-sama dengan seluruh kelas.

Bahasa guru

*“Okay, class. In the previous unit, we learned about underwater activities.”*

*“Today, we are going to learn some beautiful places around Indonesia.”*

*“First, what can you tell about the pictures?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Viewing

### Instruksi untuk guru

Kegiatan di Section ini dimulai dengan meminta peserta didik membaca **comic strips** --- sebelum masuk ke bagian teks. Guru dapat meminta peserta didik untuk bermain peran. Minta beberapa pasang peserta didik untuk bermain peran di kelas.

Bahasa guru

*“Okay, class. Let’s read the comic strips below. I’d like some of you to act out the dialog.”*

### Instruksi pada Buku Siswa

Galang posted his photo on his social media. Read the caption below the photos and answer the question.

Number one has been done for you.

### Instruksi untuk guru

1. Guru meminta peserta didik untuk memperhatikan Picture 2.5 dan *caption* yang ada di bawahnya. Guru menjelaskan bahwa Picture 2.5 seolah-olah adalah tampilan sebuah media sosial milik Galang.
2. Guru meminta peserta didik untuk memperhatikan informasi yang tersaji di bagian *caption* (informasi 5W+1H).

Bahasa guru

*“Now take a look at the pictures of Galang enjoying his holiday. I’d like you to take a look at the photos and read the captions below them.”*



*“There is also a short text about Galang’s experience. Read it and answer the questions below the text.”*

### Jawaban Worksheet 2.12

1. Trip to Karimunjawa.
2. Galang and other winners.
3. April 21st to April 22nd.
4. Karimunjawa.
5. He won a competition.
6. He enjoyed the sunset and went snorkelling and swimming with sharks.
7. He felt happy.



### Section 3 – Reading

#### Instruksi untuk guru

1. Kegiatan ini bertujuan untuk memberikan pemahaman awal pada peserta didik tentang penggunaan klausa waktu.
2. Guru meminta peserta didik untuk memperhatikan dan menirukan pelafalan kata-kata yang ada di dalam Word Box. Bila perlu, guru dapat memberikan 1 atau 2 kalimat contoh penggunaan kata-kata tersebut dalam kalimat.

#### Bahasa guru

*“Before we read the text, I’d like you to pay attention to the words and phrases in the Word Box. I’d like you to repeat after me.”*



"Now, let's read the complete version of the text and try to answer the questions that follow."

### Instruksi pada Buku Siswa

Excited: Bersemangat, senang, gembira  
Reasonable price: Harga yang wajar  
North: Utara  
It takes longer: Memerlukan waktu yang lebih lama  
Thrilling: Mendebarkan, menggembirakan

Word Box

- Read the complete story from Galang telling his holiday to Karimunjawa and then mark T if the statement is True according to the passage, and F if the statement is False. Number one has been done for you.

#### What an experience!

This was my first experience going to Karimunjawa. It was so fun. I was so excited days before the trip. I went there with other winners from different schools. We had the holiday last month, from April 21st to April 22nd. We went there by ferry.

Karimunjawa is a group of islands located north of Java, around 83 kilometers from Jepara. There are two options if you want to get there. The first one is using a ferry, which costs 81,000 rupiahs. It takes 1 hour 45 minutes. The other option is using a car ferry, which is cheaper, only 72,000 rupiahs. However, it takes longer to get there, around 6 hours. The committee provided us the first option because it took less time.

We departed from Jepara in the morning so we could spend more time in the afternoon exploring the islands. Once we got there, we were taken straight to the hotel where we had lunch. The next thing to do was enjoying the sunset at Bukit Love Karimunjawa. It was amazing! As soon as the sky got darker, we went back to the hotel. We had dinner before we continued our activity. We explored the hotel premises.



The next day, we did other activities. We went snorkeling after we finished our breakfast. We had a chance to have our pictures taken with beautiful fish and coral reefs there. I also spent time swimming with sharks. It was both exciting and thrilling. We went back to the hotel once we finished all the activities. We packed before we left the islands.

Although it was a short holiday, we enjoyed ourselves. It was really fun.

#holiday #Karimunjawa #Jepara

### Jawaban Worksheet 2.13

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

### Instruksi pada Buku Siswa

- b. Look at the following table showing what Galang did during his holiday in Karimunjawa and fill in the blanks based on the text on Activity a. The first two numbers have been done for you.

### Jawaban Worksheet 2.14

- |             |                |
|-------------|----------------|
| 1. Departed | 7. Had         |
| 2. Went     | 8. Went        |
| 3. Enjoyed  | 9. Had         |
| 4. Went     | 10. Spent time |
| 5. Had      | 11. Went       |
| 6. Explored | 12. Packed     |



## Section 4 – Language Focus

### Instruksi untuk guru

Guru memberikan penjelasan mengenai **connector** dan bagaimana penggunaannya di dalam kalimat. Posisi **connector** dalam sebuah kalimat bisa diletakkan pada awal kalimat ataupun tengah kalimat.

### Instruksi pada Buku Siswa

- Study the picture below.



Picture 2.6

Look at how the word once connects the two events.

Once	We got there	We were taken straight to the hotel
Connector	Event 1	Event 2

The word **once** is called a **connector**. Connectors are words/phrases used to connect two ideas or events. In this case, we use connectors to connect two events. The followings are examples of connectors:

once

as soon as

before

after



### Instruksi pada Buku Siswa

- b. Study the following sentences taken from Galang's story in Section 3a. Decide which ones are Event 1 and Event 2. Look at the example.

### Jawaban Worksheet 2.15

All the first sentence in first column are Event 1, and all the sentence in second column are Event 2.

### Instruksi pada Buku Siswa

- c. Connect the following events with the connectors provided. Pay attention to the order of the events. Look at the example.

### Jawaban Worksheet 2.16

1. As soon as we arrived in our room, we took a rest.
2. After we arrived at the beach, we went swimming.
3. After we arrived at the beach, we took some photos.
4. We enjoyed the sunset before we went back to the hotel.
5. The captain checked all passengers before the boat departed from the island.

### Instruksi pada Buku Siswa

- d. Complete the following sentences with your idea.

### Jawaban Worksheet 2.17

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

## Did You Know?

Karimunjawa was formally declared a Strict Natural Reserve in 1986 and has since been one of the priority areas for the conservation of marine biodiversity in Southeast Asia. In 1999, the Ministry of Forestry established the Karimunjawa Marine National Park encompassing a total area of 111,625 hectares. In 2001, an area of 110,117.30 ha was declared as Marine Protection Area (MPA). Karimunjawa Marine Park is one of six such parks in Indonesia, and was among the first areas recognized as being important for the conservation and protection of marine biodiversity.

Source:

<https://www.indonesia.travel/gb/en/destinations/java/karimun-jawa/karimun-jawa-marine-national-park>



## Section 5 – Reading

### Instruksi untuk guru

1. Di bagian ini, peserta didik berlatih memahami urutan kejadian dengan menggunakan kata hubung dan klausa. Guru menjelaskan hubungan agenda kegiatan dengan teks yang perlu dipelajari.
2. Minta peserta didik melengkapi bagian kosong yang ada di teks dengan menggunakan agenda kegiatan sebagai acuan.

Hidden paradise: surga yang tersembunyi  
Within walking distance: dalam jarak dekat/dapat ditempuh dengan jalan kaki  
Underwater creatures: hewan bawah laut  
Landscape: lanskap, pemandangan  
To hike: mendaki  
Peak: puncak  
To realize: menyadari  
Treasure: harta karun, kekayaan

Word Box



Bahasa guru

*“For the next section, you have an itinerary. Study the itinerary and try to complete the text using the itinerary provided. Pay attention to the verbs you are going to use. All the events happened in the past. We are going to discuss when you are finished completing the text.”*

### Instruksi pada Buku Siswa

- a. Read the itinerary below and complete the text. Remember to use the conjunctions from Section 4b.

### Jawaban Worksheet 2.18

- |                      |                                  |
|----------------------|----------------------------------|
| 1. had               | 4. had nature and wildlife tours |
| 2. went shark diving | 5. went                          |
| 3. had lunch         |                                  |

### Instruksi untuk guru

Setelah peserta didik melengkapi teks, mintalah peserta didik untuk mengerjakan soal pemahaman teks berbentuk pilihan ganda.

Bahasa guru

*“After we discuss the completed text, try to answer the comprehension questions in Worksheet 2.19.”*

### Instruksi pada Buku Siswa

- b. Read the text again and answer the following questions.



## Jawaban Worksheet 2.19

1. b. Exploring Labuan Bajo.
2. b. disappointed.
3. b. colorful sharks.
4. a. He wanted to enjoy the beautiful view.
5. c. Padar Island.
6. d. proud



## Section 6 – Your Turn: Reading

### Instruksi untuk guru

Pada bagian ini, peserta didik diharapkan telah memahami penggunaan klausa yang berhubungan dengan waktu. Minta peserta didik untuk mencoba mengerjakan seluruh bagian di Section 6 ini secara mandiri.

### Bahasa guru

*“Now we have another story about the beauty of Indonesia.”*

*“We have learned time clauses and learned how to read an itinerary. It helps to understand which activity happened first before another activity.”*

*“This time, I’d like you to do all the activities by yourself. We are going to discuss them when you are finished.”*

### Word Box

pick up (base verb)/picked up (past verb): jemput, menjemput  
embark (base verb)/embarked (past verb): memulai perjalanan  
book (base verb)/booked (past verb): memesan  
reward: hadiah, penghargaan  
to surf: berselancar  
to stay overnight: bermalam, menginap



### Instruksi pada Buku Siswa

- Read the text below and identify the main idea of each paragraph.
- Match the sentences with the paragraphs. Number 1 has been done for you.

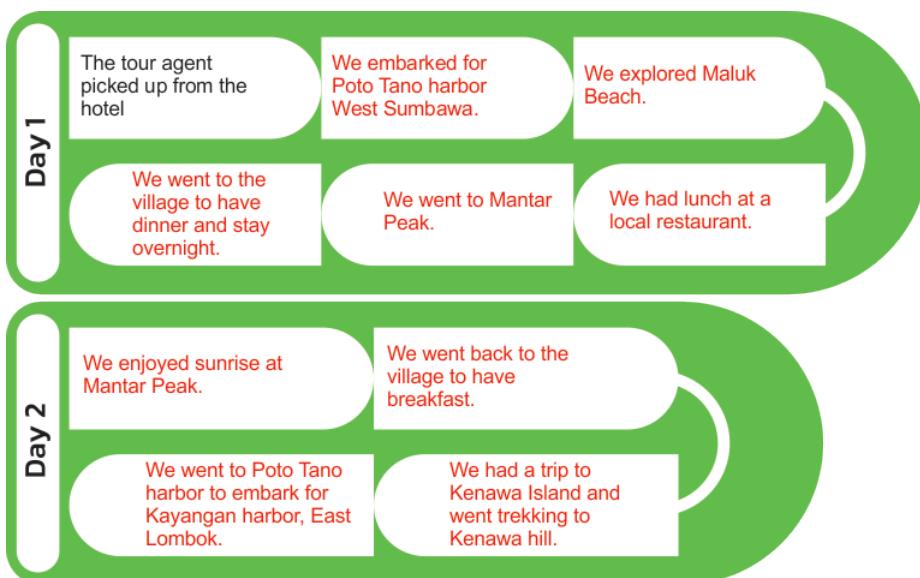
### Jawaban Worksheet 2.20

- |                |                |
|----------------|----------------|
| 1. Paragraph 1 | 4. Paragraph 2 |
| 2. Paragraph 3 | 5. Paragraph 2 |
| 3. Paragraph 3 | 6. Paragraph 4 |

### Instruksi pada Buku Siswa

- Complete the flow chart based on the story in part a. Think about which events/activities happened first. Look at the example.

### Jawaban Worksheet 2.21





## Section 7 - Fun Time: Bingo Game

### Instruksi pada Buku Siswa

- a. Copy the following 4 X 4 squares in your books.


- b. Make four lines: \_\_\_\_\_

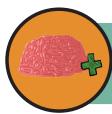
- c. Copy the following words into the squares randomly.

- |             |             |
|-------------|-------------|
| • itinerary | • embark    |
| • decided   | • departed  |
| • tour      | • arrived   |
| • hiked     | • explored  |
| • trekking  | • premises  |
| • hill      | • picked up |
| • reward    | • once      |
| • harbor    | • excited   |

- d. Listen to your teacher. Your teacher will say the words randomly.

Cross out the words that you hear. When you have crossed four words in a row (horizontally, vertically, or diagonally), write the following letters on the lines: B, I, N, G, O.

- e. When you have the complete letters, shout: BINGO.



## Section 8 - Enrichment

### Instruksi pada Buku Siswa

- a. Read a review about some famous places in Indonesia. You might want to check on:  
<https://traveltriangle.com/blog/beautiful-places-in-indonesia/>
- b. On a scale of 1 - 5 stars, rate the place(s) based on the review.
- c. Write your review whether you agree or disagree with the writers.  
Post your review on the wall.
- d. Your teacher will give each of you five star-shaped stickers.
- e. Go around and read your friends' reviews. If you think that the reviews make you want to go to the places, post the sticker.



## Unit 3. My Underwater Adventure



### Section 1 – Say What You Know

#### Instruksi pada Buku Siswa

Look at Picture 2.8 and then answer the questions on the next page.



Source:  
Kin Enriquez/pixabay.com



Source:  
Mark Salmon/pixabay.com

Picture 2.8 Underwater experiences

- Say three things that you see from the pictures.
- What do you think about the sky and the water?
- What do people do in the pictures?

#### Instruksi untuk guru

- Guru mengaktivasi pengetahuan awal peserta didik mengenai salah satu olahraga air dengan cara menunjukan Picture 2.8.
- Guru dapat mengajak peserta didik mengaitkan tema pada unit ini dengan tema pada unit-unit sebelumnya, terutama Unit 2.

- 
3. Guru meminta peserta didik menuliskan tiga kosakata yang berkaitan dengan gambar.
  4. Guru memberikan sejumlah pertanyaan tindak lanjut kepada peserta didik.

Bahasa guru

*“Okay, students. Please take a look at these two pictures.”*

*“What comes into your mind when you first see these pictures?”*

*“Now, write at least three things that you can tell from the pictures. If you’ve finished, let me know what words you wrote.”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk guru

1. Melanjutkan materi dari Unit 2, peserta didik dihadapkan kembali kepada jenis teks *recount* dengan judul yang berbeda. Guru tidak perlu lagi membahas definisi teks *recount*.
2. Guru memulai aktivitas membaca dengan meminta peserta didik menjodohkan kata dan gambar. Kosakata pada bagian 2a ini akan muncul pada teks selanjutnya.

#### Bahasa guru

*"In this part, you will read Monita's trip to Bunaken National Marine Park. Before you read, please take a look at the following pictures. These are the things that Monita needs for her trip. Please match the words on your left hand side with the pictures on your right hand side."*

### Instruksi pada Buku Siswa

- a. Draw a line to match the words and the pictures.

#### Jawaban Worksheet 2.22

Fins	A mask or goggles	Fins
------	-------------------	------

### Instruksi pada Buku Siswa

- b. Make predictions about Monita's personal experience according to the pictures. Then, write down a sentence under each picture.  
Number one has been done for you.



## Instruksi untuk guru

1. Peserta didik diminta mengamati gambar dan diminta memprediksi pengalaman Monita berdasarkan gambar tersebut. Tujuan dari latihan ini adalah untuk mengajak peserta didik memprediksi (*predicting*) kegiatan pada *recount* personal Monita. Di samping itu, beberapa jawaban merupakan kalimat yang menggunakan *when* dan *while* yang kemudian akan menjadi fokus pada bagian selanjutnya pada unit ini.
  
2. Peserta didik menuliskan kalimat yang relevan di bawah masing-masing gambar pada kolom yang disediakan dengan bantuan guru. Guru dapat memberikan keleluasaan kepada peserta didik untuk menggunakan imajinasinya. Pada tahap ini, jawaban peserta didik tidak harus sempurna dan akurat sesuai contoh. Peserta didik setidaknya dapat menangkap jalan cerita untuk teks yang akan mereka baca pada bagian selanjutnya. Contoh pada nomor 1, jika jawaban siswa “Monita went to Bunaken for a snorkeling trip.” pun dapat diterima.

Contoh Bahasa Guru:

“Now I want you to look at the following pictures. Then, predict what Monita experienced during a snorkeling trip. Number one has been done for you. There, you can see in the picture that Monita is receiving a message, so the relevant sentence from the text for this picture might be: Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.”



## Jawaban Worksheet 2.23

1. Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.
2. They left Manado harbor for Bunaken island by motorboat.
3. While I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached her and offered help.
4. When they were all set, they began swimming from the beach to the snorkeling site.
5. While Monita was swimming a little further down, she saw green sea turtles.
6. They were still eating when out of the blue a cat jumped on their table and stole Monita's tuna.

### Instruksi pada Buku Siswa

- c. Read the following diary entry about Monita's trip to Bunaken National Marine Park in Manado and then answer the questions that follow. See the **Word Box**.

accompany: menemanai  
head towards/to: menuju (ke)  
dare: berani, memberanikan diri  
put on: Memakai  
approach: Mendekati  
offer: Menawarkan  
observe: melihat, mengamati  
lose track (of): tak dapat mengingat atau menghitung  
harbor: pelabuhan  
motorboat: perahu motor  
excitement: kegembiraan  
gear: perlengkapan  
all set: segalanya/semuanya sudah siap  
underwater: bawah air

**Word Box**



house reef: rumah karang atau terumbu karang terdekat dari resor menyelam/snorkeling, dapat diakses dari bibir pantai dengan hanya berenang.  
green sea turtle: penyu laut hijau

### Instruksi untuk guru

1. Guru mengajak peserta didik membaca teks mengenai pengalaman Monita di Bunaken.
2. Guru tidak perlu meminta peserta didik menerjemahkan kata per kata dari tiap kalimat. Guru dapat mengarahkan peserta didik untuk melihat **Word Box** bila ada kata yang kurang familiar.
3. Dalam kegiatan ini, guru dapat menggunakan teknik mengajar membaca *predicting* (memprediksi isi cerita), *inferencing* (menyimpulkan isi cerita, per kalimat atau per paragraf), atau *visualizing* (memvisualisasikan isi cerita atau bagian tertentu).
4. Guru dapat mengajak peserta didik membaca terlebih dahulu soal latihan pada Worksheet 2.24 sebelum membaca teks.
5. Setelah selesai membaca, peserta didik diminta untuk menuliskan jawaban untuk sejumlah pertanyaan terkait dengan teks. Nomor 1 adalah contoh jawaban. Nomor 10 merupakan soal *open-ended* atau HOTS sehingga peserta didik memiliki kebebasan untuk menuliskan jawabannya.

Bahasa guru

*“Let’s move on to Section 2 part c. Let’s read Monita’s personal*



*recount. What is the title of this text? Yes, the title of the text is ‘My first snorkeling experience’. Do you think Monita has tried snorkeling before? You’re right. From the title, we learn that she hasn’t tried it before. It’s her first time. So, let’s find out what she did during her snorkeling trip!”*

### **My First Snorkeling Experience**

Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers were offered a free snorkeling trip to Bunaken National Marine Park.

Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn’t dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.

When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!

To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.

The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.

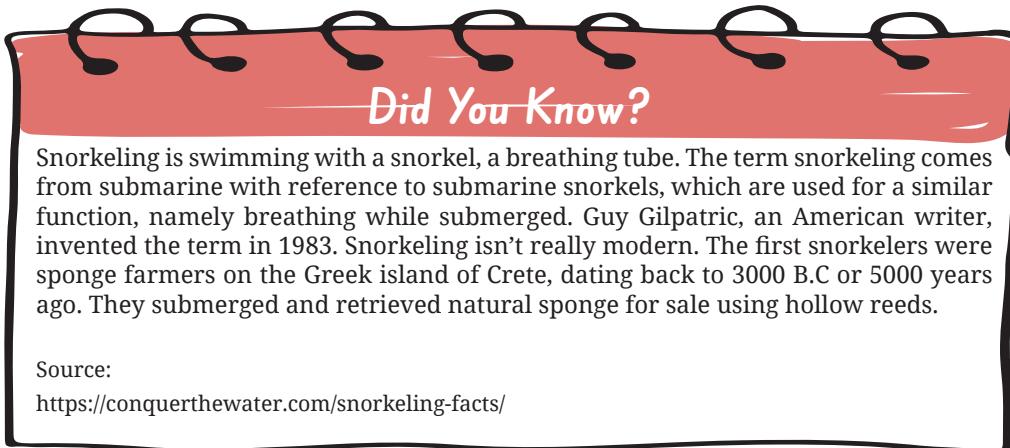
To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.

The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.



## Jawaban Worksheet 2.24

1. Her school.
2. She went to Manado to represent her school at a national storytelling competition.
3. Last semester/at the end of her stay in Manado during a national storytelling competition.
4. Other student participants and their teachers.
5. They traveled from Manado to Bunaken island by motorboat.
6. A mask, a snorkel, and fins.
7. One of the participants/students.
8. A variety of corals and fishes.
9. House reef.
10. Accept any possible answer (Example: We cannot see anything in murky water).
11. Monita thought the snorkeling trip with other students from across Indonesia was the most memorable experience she had and she was grateful for that.



### Did You Know?

Snorkeling is swimming with a snorkel, a breathing tube. The term snorkeling comes from submarine with reference to submarine snorkels, which are used for a similar function, namely breathing while submerged. Guy Gilpatric, an American writer, invented the term in 1983. Snorkeling isn't really modern. The first snorkelers were sponge farmers on the Greek island of Crete, dating back to 3000 B.C or 5000 years ago. They submerged and retrieved natural sponge for sale using hollow reeds.

Source:

<https://conquerthewater.com/snorkeling-facts/>



## Word Box

invent: menciptakan  
retrieve: mengambil  
breathing tube: tabung pernafasan  
submarine: kapal selam  
with reference to: mengacu kepada  
submerged: menyelam; terendam; tenggelam  
sponge: bunga karang laut  
hollow reeds: tumbuhan buluh berongga



## Section 3 – Language Focus

### Instruksi untuk guru

1. Guru menjelaskan penggunaan **Past Continuous** dan **Past Simple** serta penggunaan kata penghubung **while** dan **when** yang biasa digunakan ketika kita menceritakan atau menuliskan pengalaman yang telah lampau.
2. Guru dan peserta didik dapat fokus pada satu contoh untuk memahami konsep pada *Section language focus* ini.
3. Guru dapat menerangkan dengan bahasa Indonesia jika tidak memungkinkan dalam Bahasa Inggris. Peserta didik diajak mengamati pola bahasa tanpa harus membedah rumus bahasa seperti subjek, predikat, dan lain-lain.
4. Guru bisa memberi *clue* bahwa *Past Continuous* menggunakan kata kerja berakhiran **-ing** sedangkan *Past Simple* berakhiran **-ed**. *Action* dengan *Past Continuous* lebih dulu dilakukan sebelum *action* dengan *Past Simple*. *While* digunakan untuk *action* yang menggunakan *Past*



*Continuous* (kata kerja+ing) sedangkan *when* digunakan sebelum *action* dengan *Past Simple* (berakhiran -ed atau berupa *irregular verb*).

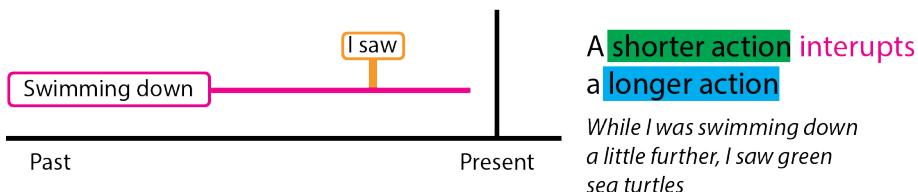
Bahasa guru

*“Okay students, let’s study how to tell about two events happening at the same time in the past. To talk about this, we need to combine two tenses. Please take a look at the picture.”*

### Instruksi pada Buku Siswa

- Study the following explanation about how to tell about two events that happened at the same time in the past.

When we talk about two events that happened at the same time in the past, we combine two tenses. Look at the following picture.



Picture 2.12 Talking about two events

We can see that ***the past simple action*** happened in the middle of ***the past continuous action***, while it was still going on. These tenses are frequently used to indicate that one action is interrupting another.

Let’s highlight the two sentences.



**While I was swimming a little further down, I saw green sea turtles.**

The first action is in the ***past continuous tense***. That means, the action in the above sentence, *swimming*, took place over a period of time. *Saw green sea turtle* is in ***the simple past tense*** and it is the single action. We can understand that Monita started swimming before she saw green sea turtles.

When we combine the two sentences using ***Past Continuous*** and ***Past Simple***, we sometimes use the conjunctions ***while*** or ***when***.

**While I was swimming a little further down, I saw green sea turtles.**

If we change the order of our example above, we get:

**When I saw green sea turtles, I was swimming a little further down.**

We use ***while*** in a clause with a continuous action, using a verb in a continuous tense. We use ***when*** in a clause with a single action, using a simple past tense. We can put ***while*** and ***when*** either at the beginning of a sentence or in the middle.

**While** I was swimming a little further down, I saw green sea turtles.

I saw green sea turtles ***while*** I was swimming a little further down.

**When** I saw green sea turtles, I was swimming a little further down.

I was swimming a little further down ***when*** I saw green sea turtles.



Can you see a difference in the above sentences? Both sentences have similar meaning. In the first sentence, we just need a comma to separate the two clauses.

### Instruksi pada Buku Siswa

- b. Underline the **first actions** in these sentences. Number one has been done for you.

### Instruksi untuk guru

1. Pada Worksheet 2.25, peserta didik diminta mengidentifikasi *actions* yang lebih dulu dilakukan.
2. Tanpa diberitahu, peserta didik diharapkan mampu mengidentifikasi dan menggarisbawahi kata kerja berakhiran *-ing* (*Past Continuous*) dimulai sebelum *action* dalam *Past Simple*. Peserta didik diperbolehkan melihat *irregular verbs* pada kamus Bahasa Inggris.
3. Peserta didik diharapkan dapat dengan mudah menentukan bahwa jika terdapat kata **while** maka kata kerja di depannya berakhiran *-ing*, sedangkan ketika terdapat kata **when** maka kata kerja selanjutnya berakhiran *-ed* atau berupa **irregular verb**.

Bahasa guru

*“On this part, all you have to do is to underline the sentence containing the first action that is the action which happened before the other. Number one has been done for you.”*



### Jawaban Worksheet 2.25

1. I was struggling to put on the mask, the snorkel, and the fins.
2. Many snorkelers were getting ready to start swimming.
3. Sun was shining on the sea so brightly.
4. The birds were swooping.
5. The snorkeling rental was offering a 20% discount.
6. We were having lunch together.
7. We were still eating.

### Instruksi pada Buku Siswa

- c. Fill in the blanks with the past continuous or the past simple. Number one is an example.

### Instruksi untuk guru

Pada Worksheet 2.26, peserta didik melengkapi kata kerja pada kalimat dengan menggunakan *Past Continuous* dan *Past Simple*.

#### Bahasa guru

*“On this part, all you have to do is to underline the sentence containing the first action that is the action which happened before the other. Number one has been done for you.”*

### Jawaban Worksheet 2.26

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Were driving; stopped by. | 4. Fell asleep; were traveling. |
| 2. Was talking; arrived.     | 5. Went; was browsing.          |
| 3. Was serving; took.        | 6. Were standing; announced.    |



## Section 4 – Writing

### Instruksi untuk guru

1. Pada bagian ini peserta didik mengidentifikasi bagian-bagian dari teks *recount*.
2. Pada Worksheet 2.27 peserta didik diminta menjodohkan struktur umum atau fitur teks *recount* dengan deskripsinya yang paling tepat. Peserta didik diminta menebak terlebih dahulu tanpa dibantu menerjemahkan kata satu per satu.
3. Guru dapat membimbing peserta didik menemukan kata kunci pada deskripsi dan menebak kira-kira deskripsi tersebut ada di bagian mana.
4. Pada bagian kiri tabel, fitur teks *recount* sudah disusun berurutan, dimulai dari judul, paragraf satu hingga paragraf terakhir.

### Bahasa guru

*“Now, let’s learn about recount text. When we want to retell an experience or an event that happened in the past, we write a recount text.*

*“Take a look at this table. On your left side, those are the features of a recount text. On your right side, those are the descriptions for each feature.”*

### Instruksi pada Buku Siswa

- a. Look at the features of a recount in the left column. Then, draw a



line to match the features with the correct description in the right column.

### Jawaban Worksheet 2.27

Title	This is the very first thing to appear on our recount. However, we can leave a line for it and write it once we've finished writing our recount.
Orientation	This is the introduction of our recount. We write the background information by giving answers to the 5W-Questions including What? When? Where? Who? Why?
Record of events	In this part, we write the chronological steps of our recount. We must write the events in time order as they happened. We can also include senses: see, hear, smell, taste, touch.
Comment	This is where we end our recount. We write the concluding statement about our entire experience, including our thoughts and feelings about it.

#### Instruksi untuk guru

1. Setelah peserta didik mengidentifikasi fitur atau bagian teks *recount*, mereka mengamati contoh pada bagian 4b.
2. Peserta didik diberitahu bahwa teks tentang pengalaman Monita pada Section 2 dituangkan kedalam tabel bagian 4b. Setiap paragraf mewakili masing-masing fitur teks *recount*.
3. Untuk bagian *Orientation*, guru dapat bertanya kepada peserta didik tentang 5W-Questions dan peserta didik diharapkan dapat menemukan jawabannya dalam paragraf satu tersebut.
4. Peserta didik diberitahu, jika jumlah paragraf pada bagian *Records*



*of Events* disesuaikan dengan rentetan peristiwa yang ingin disampaikan dalam teks *recount*. Dalam *recount* Monita, *Records of Events* ada tiga sehingga ditulis dalam tiga paragraf: Perjalanan ke pulau Bunaken dan persiapan snorkeling, pengalaman ketika snorkeling, dan makan siang setelah snorkeling.

5. Pada bagian *Comment*, peserta didik dapat diminta untuk mengidentifikasi pendapat dan perasaan Monita sehingga peserta didik paham cara menulis bagian comment ini.

Bahasa guru

*“Let’s move on to part b. Here, we have Monita’s recount that we have read before. Let’s take a look at the features and the examples one by one.”*

### Instruksi pada Buku Siswa

- b. Let’s take a look again at Monita’s recount.

Table 2.2 An example of recount text.

Title	My First Snorkeling Experiences
Orientation	Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers accompanying us were offered a free snorkeling trip to Bunaken National Marine Park. In one morning, the rest of the participants and I received a text message to get ready for the trip.



	<b>Event 1</b>  Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.
Record of events	<b>Event 2</b>  When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!
	<b>Event 3</b>  To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.
Comment	The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.



## Section 5 – Writing

### Instruksi untuk guru

1. Pada bagian ini peserta didik membaca contoh potongan teks *recount* lainnya melalui bantuan gambar. Teks lengkap tidak disediakan. Bagian ini adalah jembatan menuju kegiatan menulis.
2. Gambar-gambar pada bagian a mewakili bagian *Record of Events* dari pengalaman Andre di Pulau Putri di Kepulauan Seribu Jakarta.
3. Diharapkan peserta didik dapat mengidentifikasi pengalaman Andre dengan melihat gambar, membaca kalimat rumpang, dan menemukan padanan kata yang tepat pada kotak yang tersedia.
4. Peserta didik diberi informasi jika semua kosa kata berbentuk lampau dan satu kata bisa digunakan untuk mengisi beberapa kalimat rumpang.
5. Jika memungkinkan, peserta didik tidak diberi tahu arti dari kosa kata opsinya oleh guru, tetapi dapat melihat kamus untuk mengetahui arti atau bentuk *present* dari kosa kata opsi pada kotak yang tersedia.

### Bahasa guru

*“Below are pictures of Andre and his team while taking 2-day trip to Thousand Islands Jakarta. They stayed and went snorkeling on Putri Island.”*

*“Each picture has a list of descriptions of what Andre and his team*



*did during the trip. I want you to complete the descriptions using the words in the box.”*

*“Remember, one word may be used more than once. Number one has been done for you. You may look the word up in your dictionary if you need to.”*

### **Instruksi pada Buku Siswa**

- a. Look at the pictures of Andre’s 2-day trip to Putri Island at Thousand Islands as a reward for his participation at a kite festival in Jakarta. Complete the descriptions using the words in the box. One word may be used more than once.

went	arrived	observed	discovered
had	caught	took	visited
walked	departed	returned	

### **Jawaban Worksheet 2.28**

Day 1 Morning

departed	arrived went had
----------	------------------------

Day 1 Afternoon

went discovered	caught walked took
--------------------	--------------------------



## Day 2 Morning

visited observed	returned
---------------------	----------

### Instruksi pada Buku Siswa

- b. Complete the Record of Events paragraphs about Andre's trip based on the information in Worksheet 2.28. Use your own creativity to continue the story. Add while or when if necessary.

### Instruksi untuk guru

1. Pada bagian 5b, peserta didik diminta melengkapi tabel teks *recount* mengenai pengalaman Andre. Bagian yang harus dilengkapi peserta didik adalah bagian *Record of Events* yang berisi tiga paragraf. Masing-masing paragraf diambil dari tiga rangkaian kegiatan Andre sesuai gambar di atas (Day 1 morning, Day 1 afternoon, dan Day 2 morning).
2. Peserta didik melengkapi bagian *Record of Events* dengan menggunakan frase pada kegiatan bagian 5a serta dilengkapi dengan penggunaan **while** dan **when** bila mungkin. Contoh sudah disediakan pada paragraf Event 1 namun peserta didik diharapkan dapat melanjutkannya sesuai kreativitasnya dan mengacu pada gambar dan frase pada Worksheet 2.28 di atas.

### Bahasa guru

*“Complete the following worksheet to be specific on the Record of Events paragraphs using the information in the Worksheet 2.28. Use*



*your creativity to continue the story.”*

*“Take a look at the example. Please add **while** and **when** when you retell Andre’s story.”*

### Jawaban Worksheet 2.29

Title	Tours at Putri Island
Orientation	Andre and his team took a trip to the Thousand Islands last week while participating at a kite festival in Jakarta. They went to Putri Island, one of the most popular islands in the area, for a snorkeling trip and a visit to the Undersea Tunnel Aquarium as a reward for his win.
Record of events	<b>Event 1 - Day 1 Morning</b> To begin their trip on the first day, they departed from Marina Ancol at 8 AM by a speedboat. The weather was good and the air was breezy. Andre felt sleepy while they were heading to Putri Island.
	<b>Event 2 - Day 1 Afternoon</b> [Accept any possible answer]
	<b>Event 3 - Day 2 Morning</b> [Accept any possible answer]



Comment	Andre felt delighted for his 2-day trip to Putri Island. He didn't know that Jakarta has hundreds of beautiful small islands like paradise. He was thankful that he and his teammate could visit one.
---------	---



## Section 6 – Your Turn: Writing

### Instruksi untuk guru

1. Pada bagian ini peserta didik diminta untuk membuat teks *recount* berdasarkan pengalaman mengisi waktu luang/liburan ke alam terbuka bersama keluarga.
2. Peserta didik dapat menentukan topik yang akan mereka tuliskan dengan mengingat pengalaman mereka melalui foto. Mereka juga dapat mencari informasi tambahan mengenai tempat yang pernah mereka kunjungi melalui internet.
3. Peserta didik diminta menyusun naskah teks dengan bantuan pertanyaan dan templat yang disediakan sebelum menuangkan teks/paragraf yang utuh pada tempat yang disediakan.
4. Pada bagian *proofreading*, peserta didik diajak membiasakan diri untuk melakukan kolaborasi memeriksa tulisan teman sekelasnya dan memberikan komentar bila ada yang masih memerlukan perbaikan/revisi.

- 
5. Hasil tulisan peserta didik pada semua Worksheet di Section 6 dapat diterima selama masih sesuai dengan topik pembelajaran yang diberikan, menyesuaikan penilaian guru/teman sekelas peserta didik.

### Instruksi pada Buku Siswa

#### a. Planning and Brainstorming

- 1) Choose one most memorable trip you have ever had with your family, especially a beach trip, a river trip, or a waterfall trip.
- 2) Find pictures you took during the trip to help you remember the whole experience.
- 3) Browse the internet to help you find more information about the place you visited.

#### b. Outlining and drafting

- 1) Write an outline for your recount.
- 2) Then, start writing a first draft of your recount in the following template.

#### c. Writing and editing

After writing your first draft, write a whole five paragraphs of your recount consisting of one paragraph of orientation, three paragraphs of record of events, and one paragraph of comment part. Don't forget to write the title of your recount text.

#### d. Proofreading

- 1) When you finish writing, show your work to a classmate.



- 2) Let your classmate read your work.
- 3) See what your classmate comments about your report.

### Jawaban Worksheet 2.30, 2.31, dan 2.32

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



### Section 7 – Fun Time: Haiku

#### Instruksi untuk guru

1. Peserta didik diperkenalkan kepada Haiku, seni membuat puisi dari Jepang. Puisi ini memiliki tiga baris, dengan aturan 5-7-5 suku kata untuk setiap barisnya. Tema yang digunakan adalah alam.
2. Peserta didik diberitahu untuk tidak khawatir jika sulit menemukan frase yang berjumlah 5-7-5 suku kata. Jika tidak memungkinkan mengikuti aturan Haiku, yang perlu dibuat adalah tiga baris puisi bertemakan alam.
3. Guru dapat membimbing peserta didik membuat puisi sesuai tahapan dan templat yang disediakan.
4. Hasil tulisan peserta didik pada Worksheet di Section 7 dapat diterima selama masih sesuai dengan topik pembelajaran yang diberikan, menyesuaikan penilaian guru/teman sekelas peserta didik.



## Bahasa guru

*“Have you ever heard about Haiku? Haiku is a poem. It consists of three lines with 5-7-5 rules.”*

*“Write a short poem about a memorable experience of yours in nature. Let’s look at the example and follow the steps below.”*

### Instruksi pada Buku Siswa

Write a short poem about a memorable experience of yours in nature.

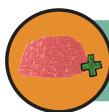
The haiku poem consists of three lines. Take a look at this example:

Line one: 5 syllables	a green sea turtle
Line two: 7 syllables	swimming over coral reefs
Line three: 5 syllables	burst into clown fish

Let’s try writing a haiku. This time, don’t worry about counting syllables yet.

### Jawaban Worksheet 2.33

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



### Section 8 – Enrichment

## Instruksi untuk guru

1. Bagian ini merupakan merupakan pengayaan yakni bersifat opsional. Jika waktu masih tersedia, maka peserta didik dapat melanjutkan ke proyek berikut.



2. Pada bagian ini, peserta didik diminta menuangkan teks *recount* yang mereka buat pada Section 6 ke dalam salah satu dari tiga proyek di bawah.
3. Peserta didik dapat memajang teks *recount* pada majalah dinding, blog, atau pun video.
4. Diharapkan peserta didik dapat membuat salah satu dari tiga proyek berikut sesuai dengan kemampuannya.
5. Inti dari kegiatan ini adalah agar karya peserta didik dibaca dan dihargai oleh teman sekelas, satu sekolah, atau umum.

### Instruksi pada Buku Siswa

Turn the recount you composed above in Section 6 into one of the following options:

- a. A wall mag

Rewrite your recount on a piece of paper and decorate it. Post it onto a school bulletin board (wall magazine) so that your classmates and schoolmates can read it.

- b. A blog post

Simply copy and paste your recount text into a blog. Then, share the link to your blog with your teacher, your classmates, and or with your social media friends.



- c. A slideshow video

Make a slideshow of pictures from your family trip and add your voice retelling the story you had during the trip. You can add music to your slideshow if you want to. Finally, upload your slideshow to your online platform and let your friends watch it.



## Reflection

1. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
2. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada



peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*

Bahasa guru:

*“Let’s think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead.”*

5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Bahasa guru:

*“We are coming to the end of the lesson. I’d like to give you some time to think about your learning. So, please now fill out the following sheet. If you don’t understand, please feel free to ask me any questions.”*

## Rubrics for Assessment

Contoh rubrik penilaian yang dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

## Marking Rubric for Speaking

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
<b>Grammar</b>	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.
<b>Vocabulary</b>	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.
<b>Pronunciation</b>	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
<b>Fluency</b>	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 and strained except for memorized phrases.	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>

## Marking Rubric for Oral Presentation

Criteria	4-Excellent	3-Good	2-Fair	1-Needs improvement
Display	Display is carefully and creatively organized using appropriate images and illustrations; information is complete.	Display is organized; some information is complete; some images and illustrations are included.	Display is cluttered; some information may be incomplete or unclear.	Display is cluttered; required information is missing.
Organization	Student presents information in a well thought out order and makes the presentation engaging.	Student presents information in order and the material is understandable.	Student presents some information in order.	Student presents information out of order and unclear.
Eye contact	Student maintains direct and consistent eye contact with entire audience.	Student makes eye contact with audience.	Student makes minimal eye contact with audience.	Student makes no eye contact with audience.
Enthusiasm	Shows strong enthusiasm about the topic being presented.	Shows some enthusiastic feelings about the topic being presented.	Shows little feelings about the topic being presented.	Shows no interest in the topic being presented.



Date: \_\_\_\_\_ Class: \_\_\_\_\_ Chapter/Unit: \_\_\_\_\_

Students	Display	Organization	Eye contact	Enthusiasm	Score _____ /16 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.					
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>					

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



## Peer-Assessment (Oral Presentation)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Presenting: \_\_\_\_\_ Topic: \_\_\_\_\_

Check (✓) how the presenter did in this task	Almost always 3	Sometimes 2	Never 1
The presenter spoke about the topic in a detail and showed that she/he had a clear understanding of the topic.			
The presenter made eye contact and tried to engage with audience.			
The presenter spoke clearly and loudly enough for everyone to hear.			
The presenter used appropriate pictures or materials to present.			
The presenter spoke at an appropriate pace for the audience to understand.			

Score: \_\_\_\_\_ /15 points

Adapted from:

<https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedback-au-l-2550132>



## Self-Assessment (Oral Presentation)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Check (✓) how you did in this task	Almost always 3	Sometimes 2	Never 1
I stayed on topic.			
I made eye contact with my audience.			
I spoke loudly and clearly.			
I used appropriate pictures or materials to present.			
I answered the questions from the audience.			

Score: \_\_\_\_\_/15 points

Adapted from:

<https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedback-au-l-2550132>



## Marking Rubric for Writing

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:

---

---

---

---

---

## 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		
<b>What else went well?</b>		
<b>What could have made this lesson even more effective?</b>		

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



## KUNCI JAWABAN PROGRESS CHECK 1

### Bagian I -Text 1

1. B
2. A
3. C
4. C
5. D

### Bagian II

6. black gorilla
7. small reddish brown orangutan
8. beautiful colorful feathers

### Bagian III -Text 2

9. mammal
10. forest
11. their
12. protect
13. eat
14. hunting
15. A video about gorillas is watched by them.
16. Helmted hornbills are seen by us in the jungle of Kalimantan.



## **Bagian IV – Text 3**

17. D

18. B

19. B

20. A

## **Bagian V**

21. were having - sang

22. called - was cycling

23. was watching - came

24. rang - were having

25. was shining - got

## **Skoring**

Setiap jawaban benar: Skor 4.

Total maksimal skor: 100.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2022  
Buku Panduan Guru English for Nusantara  
untuk SMP/MTs Kelas IX  
Penulis: Ika Lestari Damayanti, dkk.  
ISBN: 978-602-427-943-1 (jil.3)

# Panduan Khusus

## Chapter 3

# Journey to The Fantasy Worlds





## Chapter 3

# Journey to The Fantasy Worlds



Unit 1. Andre and Princess Suripit



Unit 2. Back to 90s



Unit 3. The Multiverse Story of Timun Mas



Learning objectives

Upon completion of Chapter 3, the students should be able to:

1. connect and sequence events in a fantasy story;
2. analyze a problem-solution pattern faced by the main characters;  
and
3. rewrite a fantasy story.





## Unit 1. Andre and Princess Suripit



### Pendahuluan

1. Guru mengulas kembali materi di Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia.

Bahasa guru

*“Good morning, everyone. Welcome to our English class. In Chapter 2 we learned about experience.”*

2. Guru menjelaskan tujuan Chapter 3. 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

*“Today you will learn about narrative text. The title of this chapter is ‘Journey to The Fantasy Worlds’.*

*“What comes into your mind when you first hear the word ‘fantasy worlds’?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Look at the following picture and answer the questions that follow.



Picture 3.2 Kingdom in the Fantasy Worlds

- a. What do you see in the picture?
- b. Where do you think the story is located?
- c. What do you think the story is about?



## Instruksi untuk guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai tempat sebuah gambar yang akan menjadi latar tempat cerita dongeng Andre dan Putri Suripit. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
2. Peserta didik diminta melihat gambar Mangrovian. Guru lalu bertanya pada peserta didik apa yang mereka lihat di gambar. Guru juga bertanya di mana latar cerita yang akan mereka pelajari. Dan yang terakhir, guru meminta peserta didik memprediksi kira-kira seperti apa cerita yang akan mereka pelajari.

Bahasa guru

*“Alright, students. Please take a look at the picture.”*

*“What do you see in the picture?”*

*“Where do you think the story is located?”*

*“What do you think the story is about?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Listening

### Instruksi pada Buku Siswa

- a. Listen to Audio 3.1 about the story of Andre and Princess Suripit (Part 1). Order the story by giving the correct numbers to the comic strip.

### Instruksi untuk guru

1. Pada bagian ini guru meminta peserta didik untuk mendengarkan bagian pertama dari cerita Andre dan Putri Suripit
2. Setelah guru memperdengarkan bagian pertama dari cerita Andre dan Putri Suripit, guru meminta peserta didik memberi nomor pada setiap gambar sesuai urutan yang terjadi pada cerita.

### Audio 3.1 Script

#### Andre and Princess Suripit (Part 1)

Yesterday when Andre was playing a mobile game, there was a strange message from the game. It said “Come with me to my kingdom”. The message came over and over.

Andre tapped the link from the message. Suddenly, a bright light zapped. He could not see anything. He only felt that the air turned very very cold and it smelled really fresh but weird.

It took him a solid minute to slowly focus his eyes on blurry objects. Gradually, everything went clearer. He realized that he was no longer at home. But he knew he was at the place he knew so well. It was the place he visited very often. It's the Mangrovian. There were mangrove trees everywhere. Andre saw some unique houses made of mangrove trees. Ah, this is Mangrovian! exclaimed Andre in his thought. The kingdom he visited every weekend, in his mobile game.



## Jawaban Worksheet 3.1

5 – 2 – 4 – 3 – 1

### Instruksi untuk guru

Setelah peserta didik mengerjakan latihan pada bagian pertama, peserta didik diminta mendengarkan lanjutan kisah Andre dan Putri Suripit. Guru meminta peserta didik untuk melengkapi cerita dengan kata-kata yang sudah disediakan.

### Instruksi pada Buku Siswa

- b. Listen to Audio 3.2 about the story of Andre and Princess Suripit (Part 2). Complete the story by choosing the correct words from the box.

### Audio 3.2 Script

#### Andre and Princess Suripit (Part 2)

“Welcome to Mangrovian.” greeted a **soft** voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still **sore** from the brightness that brought him to his mobile game. It’s silly but not **funny** at all!

“Am I dreaming?” Andre finally broke the silence. He expected that Princess Suripit would be gone. She just **giggled** and gave him gestures to follow her. Strangely, Andre’s feet just followed her steps even though he didn’t want to. He then observed that he did not wear his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he **wore** a knight outfit.

Princess Suripit said again, “It seems like a dream. But, you are not dreaming.”



## Jawaban Worksheet 3.2

1. Soft
2. Sore
3. Funny
4. giggled
5. wore

### Instruksi pada Buku Siswa

- c. Tick the correct picture based on the summary of the story you heard.

### Instruksi untuk guru

Pada bagian selanjutnya, peserta didik diminta memberi tanda checklist pada gambar yang sesuai dengan ringkasan cerita.

Bahasa guru

*“After you read the summary, tick the correct picture based on the summary.*

#### Andre and Princess Suripit (Summary)

Andre was sucked into the game that he played. He was in a place named Mangrovian. It was a kingdom where there were a lot of mangrove trees. The trees were used by the people there to build the houses. It was a unique place.

Mangrovian had a beautiful and brave princess. Her name was Suripit. She was the only person who knew how to bring Andre to the real world.

Andre knew that he was no longer an ordinary person when he realized his pajamas changed into a knight outfit.



## Jawaban Worksheet 3.3

- |      |      |
|------|------|
| 1. X | 4. ✓ |
| 2. X | 5. ✓ |
| 3. ✓ | 6. X |



## Section 3 – Language Focus

### Instruksi untuk guru

Pada bagian ini, peserta didik akan mempelajari penggunaan **was** dan **were**.

### Instruksi pada Buku Siswa

#### a. Study how to use **was** and **were**

When we tell a story, we may need to express some situations that do not involve actions. For example, we may need to talk about conditions, situations, and some facts in the past.

**Was** is used with **singular subject** and **were** is used with **plural subjects**.

Look at the examples:

- There **was** a strange message from the game.
- He was no longer at home.
- There **were** also gauntlets on his hands.
- There **were** mangrove trees everywhere.



### Instruksi untuk guru

Setelah memberi penjelasan tentang penggunaan **was** dan **were**, guru meminta peserta didik untuk mengerjakan Worksheet 3.4

### Instruksi pada Buku Siswa

b. Look at the scene. Say the situation in the scene using was and were.

Number one has been done for you.

### Jawaban Worksheet 3.4

- |         |        |
|---------|--------|
| 1. was  | 4. was |
| 2. were | 5. was |
| 3. was  |        |



### Section 4 – Listening

### Instruksi untuk guru

Peserta didik akan diperdengarkan Bagian 3 dari cerita Andre dan Putri Suripit. Peserta didik lalu diminta mengisi percakapan yang terdapat dalam cerita.

### Instruksi pada Buku Siswa

- a. Listen to Audio 3.3 about the story of Andre and Princess Suripit (Part 3). Fill in the speech bubble with the information from Audio 3.2.



## Audio 3.3 Script

### Andre and Princess Suripit (Part 3)

“I want to go home ...”

“Unfortunately, you can go home only after you complete your final mission. The mission is to find the endangered black orchid. That plant is the only plant that can bring you back to your world”

“But what can I do? I’m just a student,” said Andre.

Suripit shook her head. Then she said, “You have the skill. Let me show you.” Suddenly, a sword appeared in front of them. “Take the sword,” said Suripit.

Andre took the sword and tried to swing it and did some tricky moves using it.

“See, you are a sword master. You are not just an ordinary boy here.”

Suripit said again, “You can use this sword to help you to get the black orchid in the dark forest.” Then, they went on a journey through the Mangrovian forest to go to the dark forest.

### Jawaban Worksheet 3.5

1. “I want to go home.”
2. “But what can I do? I’m just a student,”
3. “Take the sword.”
4. “See, you are a sword master.”
5. “You can use the sword to help you get the black orchid in the dark forest.”

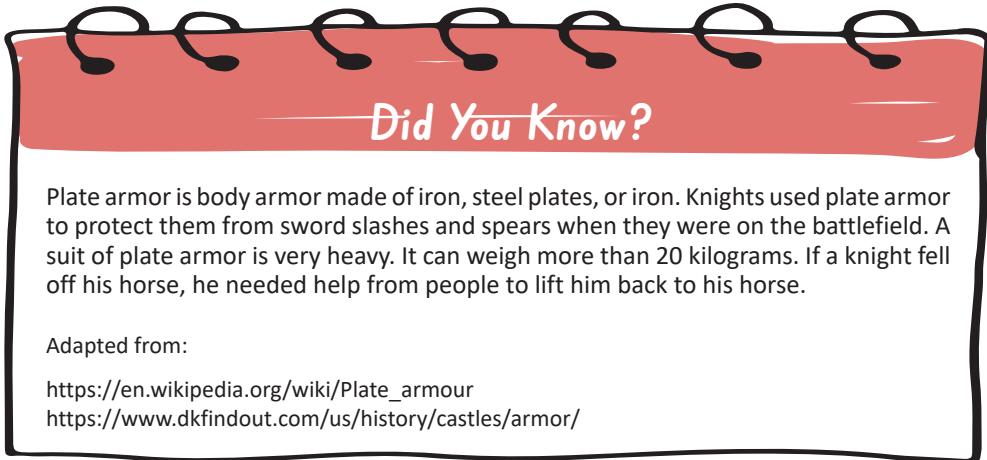
### Instruksi pada Buku Siswa

- b. Act out the story in pairs with your classmate.



## Instruksi untuk guru

Setelah mengisikan kalimat pada *speech bubble*, peserta didik diminta untuk mempraktikkan dialog tersebut bersama teman sekelasnya



### Did You Know?

Plate armor is body armor made of iron, steel plates, or iron. Knights used plate armor to protect them from sword slashes and spears when they were on the battlefield. A suit of plate armor is very heavy. It can weigh more than 20 kilograms. If a knight fell off his horse, he needed help from people to lift him back to his horse.

Adapted from:

[https://en.wikipedia.org/wiki/Plate\\_armour](https://en.wikipedia.org/wiki/Plate_armour)  
<https://www.dkfindout.com/us/history/castles/armor/>



## Section 5 – Listening

### Instruksi untuk guru

Guru akan memperdengarkan bagian keempat dari cerita Andre dan Putri Suripit kepada peserta didik. Peserta didik diminta memilih kata di dalam kurung yang sesuai dengan cerita yang dibacakan.

### Instruksi pada Buku Siswa

- a. Listen to Audio 3.4 about the story of Andre and Princess Suripit (Part 4). While you are listening, read along the text below and circle the words in brackets based on what you hear.



## Audio 3.3 Script

### Andre and Princess Suripit (Part 4)

“Prince Andre, this is an old **map** that can guide us to the location of the rare orchid.”

We must reach the top of Dragon Hill where there lived a **dragon** that guards the orchid.”

“And what should we do to take the orchid from it?”

“It’s simple, you just make the dragon busy and I will take the **orchid**,” said Princess Suripit.

Princess Suripit and Andre then walked to the dark forest.

They finally arrived at the top of Dragon Hill. They saw a **cave** there.

“I believe the orchid is inside the cave,” said Princess Suripit.

“Then, what are we waiting for? Let’s go into the cave now.”

Suddenly there was a **roar** from the cave. It was the dragon. It knew that Andre and Suripit wanted to take the orchid.

“Andre, make the dragon busy. I will get the orchid for you. Meet me in the **castle**.”

“Ok. Hey you ugly dragon! Come here! **Catch** me if you can!”

The dragon **left** the cave to chase Andre. Princess Suripit then could get the orchid from the cave.

“Here is the **black** orchid, Andre. Now you can go home.”

Suddenly there was a light that **brought** Andre to the real world.

### Jawaban Worksheet 3.6

map; dragon; orchid; cave; roar; castle; catch; left; black; brought.



## Instruksi pada Buku Siswa

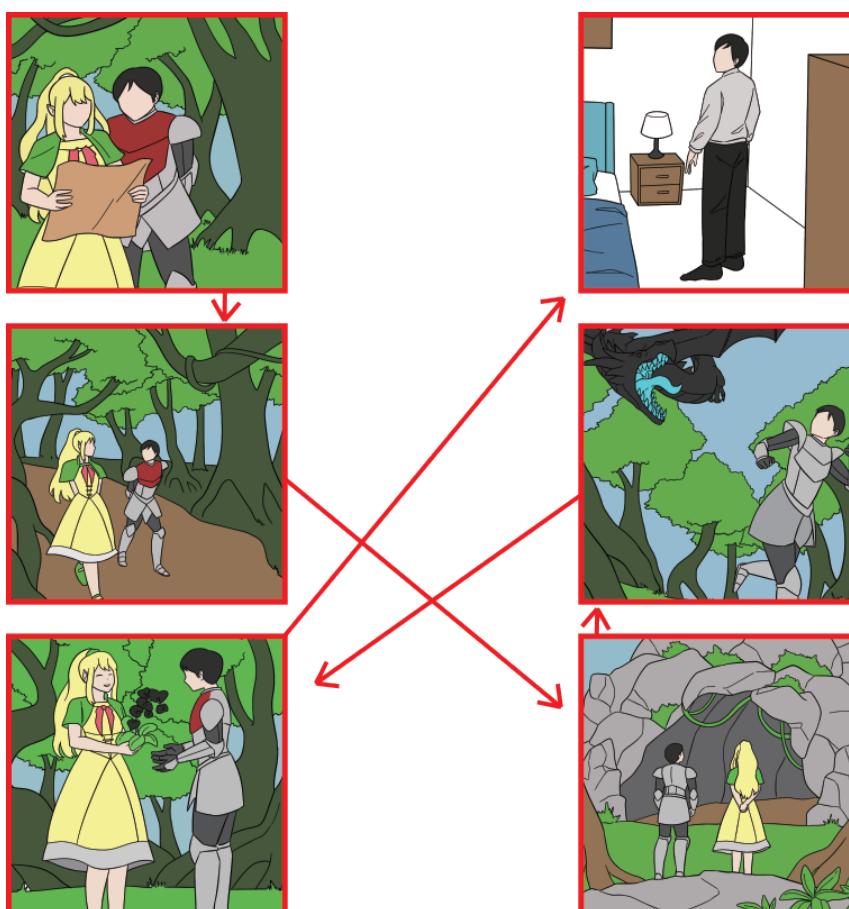
- b. Listen to Audio 3.4 again. Draw an arrow based on the story (Part 4).

Number one has been done for you.

## Instruksi untuk guru

Setelah menyelesaikan Worksheet 3.6, guru meminta peserta didik untuk menghubungkan gambar menggunakan tanda panah sesuai dengan urutan cerita yang tepat.

## Jawaban Worksheet 3.7

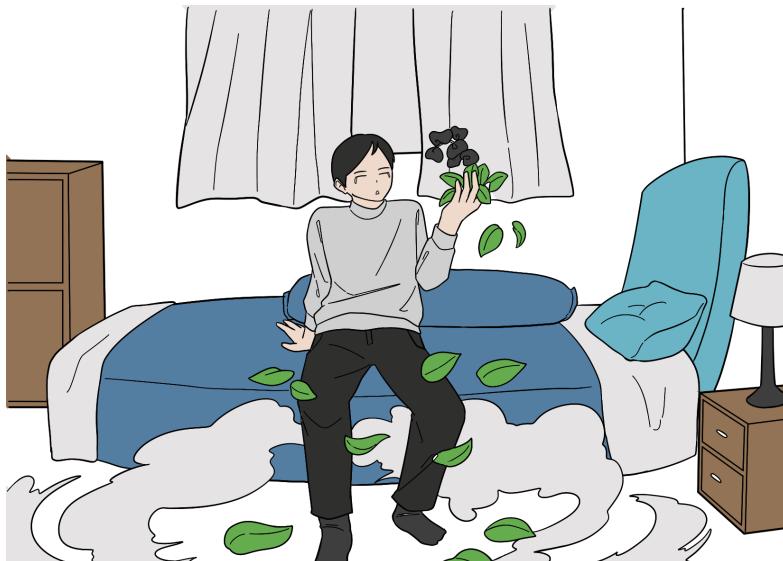




## Section 6 – Your Turn: Presenting

### Instruksi pada Buku Siswa

- a. Look at the following picture. Identify the actions and write the words. Then, write a story of several sentences in length based on the picture. Continue your story after the first sentence.



Picture 3.4 Andre when he got back home

### Instruksi untuk guru

Peserta didik diminta untuk membuat kalimat menggunakan **was** dan **were** berdasarkan gambar dari akhir kisah Andre dan Putri Suripit.

### Contoh Jawaban Worksheet 3.8

**Example:** Andre was shocked when he got back home.

1. Andre was in his room.
2. There were some orchids from the game.
3. Andre was no longer wearing his knight outfit.



4. There were some leaves in Andre's room
5. Andre was confused.

### Instruksi pada Buku Siswa

- b. Present the story to the class. You can modify the story based on your ideas.

### Instruksi untuk guru

Setelah peserta didik mampu menuliskan kalimat sesuai dengan ilustrasi gambar, guru meminta peserta didik untuk mempresentasikan hasil pekerjaan mereka.

Bahasa guru

*“Look at the picture. Identify the actions and write the words. Write sentences about the scene using was and were. Present the story in front of the class. You can modify the story based on your ideas.”*



## Section 7 – Fun Time

### Instruksi pada Buku Siswa

Make a dialogue between Andre and the dragon. Then, act it out.

At the end of the story, Andre was chased by the dragon. If the dragon could talk, what would it say to Andre? Make a dialogue between Andre and the dragon with your friend.

### Instruksi untuk guru

Peserta didik diminta membuat dialog antara Galang dan Sang Naga.



## Bahasa guru

*“Alright students, now let’s make a dialog between Galang and the dragon.”*

*“At the end of the story, Andre was chased by the dragon. If the dragon could talk, what would it say to Andre?”*

*“Make a dialogue between Andre and the dragon with your friend. Look at the example:”*

Andre : Hey dragon, can you stop chasing me. I’m tired of running.

Dragon : I will cut you into pieces! Roaarr!

Andre : Hey wait, what if I show you something special?  
[Andre shows the dragon funny videos on his tab]

Dragon : I like this!

## Jawaban Worksheet 3.9

Seluruh dialog yang dibuat oleh peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.

## Instruksi untuk guru

Setelah peserta didik membuat dialog tersebut, minta para peserta didik mempraktikkan dialog tersebut di depan kelas.



## Section 8 – Enrichment

### Instruksi untuk guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.



2. Peserta didik diminta untuk menjelaskan cerita yang pernah mereka baca/dengar atau permainan *game online* yang pernah dimainkan.

### **Option 1: a story**

Think about a story that you heard or read. Then explain:

- 1) What was the title of the story?
- 2) What characters were in the story?
- 3) What were the problems they had?
- 4) What did they do to solve the problems?
- 5) What did you like about the story?

### **Option 2: a mobile or an online game**

Think about a mobile or an online game that you like to play. Then explain:

- 1) What was the name of the game that you played?
- 2) What characters were in the game?
- 3) What were the ranks in the game?
- 4) What rank were you?
- 5) What did you do to achieve the rank?
- 6) What strategies were necessary to play to win the game?



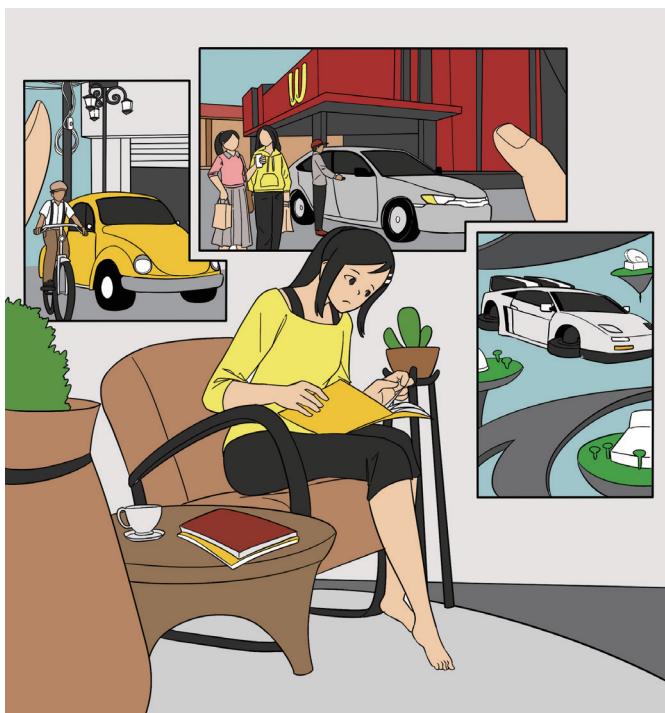
## Unit 2. Back to 90s



### Section 1 – Say What You Know

#### Instruksi pada Buku Siswa

Study the following picture and then answer the questions.



Picture 3.5 Different time settings

- What do you see in Picture 3.6?
- How did people travel in the 90s?
- How do people travel today?
- How do you think people will travel in 2222?



## Instruksi untuk guru

Guru mengulas kembali apa yang sudah dipelajari di Unit sebelumnya.

Kegiatan ini bisa dilaksanakan secara bersama-sama dengan seluruh anggota kelas.

Bahasa guru

*“Okay, class. In the previous Unit, we learned about Andre’s adventure in Mangrovian. Today, we are going to learn another story.”*

*“First, What do you see in Picture A, Picture B and Picture C?”*

*“How did people transport in the 90s?”*

*“How do people transport today?”*

*“How do you think people will transport in 2222?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi pada Buku Siswa

a. Look at the pictures. Predict the sequence of events in the story.

Number one has been done for you.

### Instruksi untuk guru

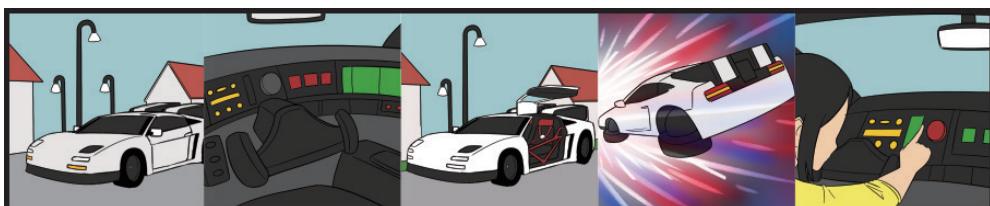
Pada bagian a, peserta didik diminta memprediksi urutan cerita yang akan dibaca.

Bahasa guru

*“Look at the pictures. Predict the sequence of the event in the story.*

*Number one has been done for you.”*

### Jawaban Worksheet 3.10



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

### Instruksi untuk guru

Pada bagian b, peserta didik diminta membaca cerita Monita dan mobil yang dapat membawanya menjelajah waktu.

Bahasa guru

*“Read the story of Time Travel Car (Part 1). Then, answer the questions.”*



## Instruksi pada Buku Siswa

- b. Read the story of Time Travel Car (Part 1). Then, answer the questions that follow.

### Time Travel Car (Part 1)

It was a fine evening when Monita read her new novel in her bedroom. Suddenly, she saw a green flash outside her room. Monita opened the curtain of her bedroom window. It was then, she felt shocked. The bright green light actually came from a flying car. Monita panicked. She then went outside her room to look for her parents. But nobody was home.

She gathered her courage and went outside. "Hello ..." said Monita slowly. She thought to herself, who is that inside the car. There was no answer. Monita approached the car. "Aaaaa!" shouted Monita when the car's door suddenly opened. Monita looked inside the car but nobody's there.

Then, she heard the car saying, "Get in!" Monita jolted. The car sounded once again, "Come on, Monita. Get in!"

Driven by her curiosity, Monita then got into the car. It was not an ordinary car. It looked sophisticated. There were a lot of colorful buttons on the dashboard panel. One big red button was located at the center of the panel. "Push the red button to start," said the car. Monita was shocked, but she was not scared. Then, she pressed the red button.

After Monita pressed the red button, the engine started. "Buckle up!" said the car. Then, there was a notice on the screen. Monita fastened her seatbelt. The engine revved, and moved slowly. After a few meters, it started to run faster. Then, the car flew! Monita shouted. She was scared, but also excited. When the car was flying, a flashy green light surrounded it. The car moved very fast. Monita felt dizzy and then, everything went black.

Curiosity: rasa penasaran  
Sophisticated: mutakhir  
Button: tombol  
Fastened: mengencangkan  
Revved: menyala  
Dizzy: pusing



Word  
Box

## Jawaban Worksheet 3.11

1. A flying car.
2. The car's door suddenly opened.
3. There were a lot of colorful buttons on the dashboard panel. One big red button was located at the center of the panel.
4. She pressed the red button.
5. The car moved very fast.
6. I would feel scared.



## Section 3 – Reading

### Instruksi untuk guru

Peserta didik akan membaca lanjutan dari cerita Monita di dalam mobil yang bisa membawanya menjelajah waktu.

Bahasa guru

*“Alright students, you have read the first part of the story. Now, you will read the second part of the story.”*

### Instruksi pada Buku Siswa

- a. Read the story of Time Travel Car (Part 2) and then state/decide whether the following statements are true or false.

Warehouse: gudang  
Lecturer: dosen  
Electrical engineering: teknik elektro  
Convince: meyakinkan  
Future: masa depan





## Time Travel Car (Part 2)

When Monita opened her eyes, the car stopped. She looked outside the windshield. It was a bright sunny day. "Where am I?" she thought. She got out of the car and realized that she was in a warehouse. Monita then walked outside the warehouse. She saw an old man sitting in front of a house, reading a newspaper. "Excuse me, what place is this?" asked Monita.

"You are in Banjarmasin," said the man with a newspaper in his hand.

"Do you know SMP Merdeka? Would you tell me how to get there? My house is near the school," said Monita.

"SMP Merdeka? There is no SMP Merdeka here."

"This is Banjarmasin, isn't it?"

"Yes. This is Banjarmasin but there is no SMP Merdeka here."

"Is that new newspaper? May I borrow it? What date is it today?" asked Monita.

"Today is the first of May 1990."

"No. I must be dreaming," Monita read the date in the newspaper. Monita then read the headline in the newspaper. The title was "A Professor from Banjarmasin Discovered A Time Travel Machine."

"Where can I buy this newspaper?"

"You can have it. I have read all the news."

"Thank you."

In the newspaper, Monita saw a picture of a car that looked exactly like what she was riding. Next to the car, there was a picture of a professor. His name was Prof. Mahmud. He was a lecturer in Science State University. The newspaper said that he was an expert in electrical engineering. "I must see this man," said Monita to herself. "Sir, how do I get to Science State University?"



"Just go straight down this street, turn left. The university is on Pemuda street. It has a tall building. You will find it easily."

After Monita walked for about 2 kilometers, she arrived at Science State University. She asked the security officer how to meet Prof. Mahmud. It was hard to convince the security officer that she came from the year 2022.

"Do you want to meet the professor?"

"Yes. Let me see him please."

"Say it again. You are from the future, and you want to meet the professor?"

"Yes. Let me see him, please."

"I'm sorry, but you cannot see him now. Go home."

Monita shouted, "I REALLY NEED TO SEE HIM. LET ME SEE HIM!"

### Instruksi untuk guru

Setelah peserta didik membaca bagian kedua dari cerita tersebut, guru meminta peserta didik untuk mengerjakan latihan pemahaman dari cerita bagian kedua yaitu benar atau salah.

### Instruksi pada Buku Siswa

- b. Circle T if the statement is true or F if the statement is false.

### Jawaban Worksheet 3.12

- |          |          |
|----------|----------|
| 1. False | 4. True  |
| 2. False | 5. False |
| 3. True  |          |

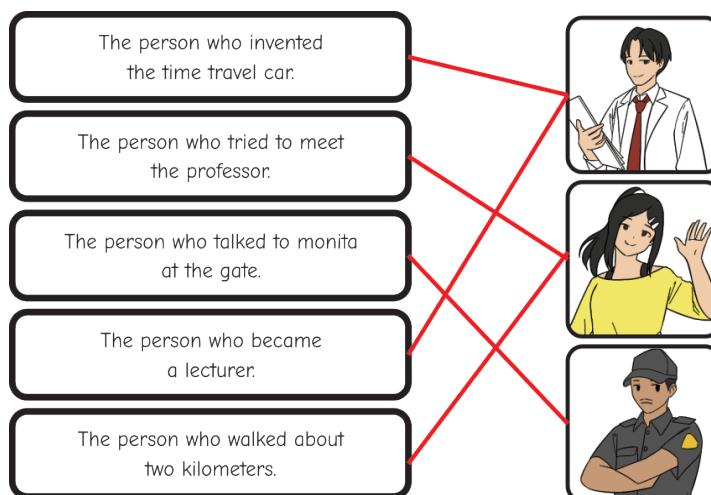
## Instruksi pada Buku Siswa

- c. Draw a line to match each sentence with the character.

## Instruksi untuk guru

Setelah peserta didik menyelesaikan latihan benar atau salah, guru meminta peserta didik memasangkan deskripsi dengan karakter pada cerita.

## Jawaban Worksheet 3.13



## Did You Know?

### Is time travel possible?

According to Albert Einstein, time and space are linked together. According to the theory, the faster we travel, the slower we experience the time. Scientists have proven that the theory is true. They compared two clocks set at the same time. The first clock stayed on the ground, and the second clock flew in an airplane. After the airplane flew around the world, the clock on the plane was slower than the clock on the ground. It means that time travel is a real thing but it is different from what we see in the movies.

Adapted from:

<https://spaceplace.nasa.gov/time-travel/en/>



## Section 4 – Language Focus

### Instruksi untuk guru

Peserta didik akan mempeljari mengenai kalimat langsung dan tidak langsung yang berbentuk kalimat tanya.

### Instruksi pada Buku Siswa

- Study how to use an indirect speech in telling a story

In a story, a character may ask something. We call it a ***direct speech***.

For example:

“Do you know the name of this place?” asked Princess Pipit.

When we tell a story, we may need to describe or to report what the characters said in the story. To do this, we can make a direct speech into an indirect speech.

For example:

- Direct speech

“Do you know the name of this place?” asked Princess Pipit.

- Indirect speech

Princess Suripit asked if the man knew the name of the place.

In an indirect speech, we change the question structure (e.g. *Do you know*) to a statement structure (e.g. *the man knew*).

Look at more examples for Yes/No questions and WH-Questions.



In Yes/No Questions, we use ***if*** or ***whether*** to report the question. If is more common.

- Direct speech

Monita asked, “Do you know SMP Merdeka?”

- Indirect speech

Monita asked if the man knew SMP Merdeka.

In WH-Questions, we use ***what***, ***where***, ***why***, ***who***, ***when***, or ***how*** to report the question.

- Direct speech

“What date is it today?” asked Monita.

- Indirect speech

Monita asked what day it was.

- Direct speech

Monita asked, “Where can I buy this newspaper?”

- Indirect speech

Monita asked where she could buy the newspaper.

### **Instruksi untuk guru**

Setelah memahami bagaimana cara membuat kalimat langsung dan tidak langsung dengan bentuk kalimat tanya, peserta didik diminta mengubah kalimat langsung menjadi kalimat tidak langsung.

### **Instruksi pada Buku Siswa**

- Change the sentences into indirect speech. Look at the example.



## Jawaban Worksheet 3.14

1. Direct speech: Monita asked, “Where am I?”

Indirect speech: Monita asked where she was.

2. Direct speech: “Excuse me, what place is this?” asked Monita.

Indirect speech: Monita asked what place it was.

3. Direct speech: “May I borrow the newspaper?” asked Monita.

Indirect speech: Monita asked if she may borrow the newspaper.

4. Direct speech: Monita asked, “Where can I buy this newspaper?”

Indirect speech: Monita asked where she could buy the newspaper.

5. Direct speech: The security officer asked, “Do you want to meet the professor?”

Indirect speech: The security officer asked if Monita wanted to meet the professor.



## Section 5 – Reading

### Instruksi pada Buku Siswa

- a. Read the story of Time Travel Car (Part 3) to answer the questions that follow.

### Instruksi untuk guru

Peserta didik akan membaca bagian ketiga dari cerita Monita yang pergi ke masa lalu.



### Time Travel Car (Part 3)

Because Monita was causing a ruckus, she was put in the security office. The security officer asked Monita to sit on a chair. He then asked a few questions to Monita.

The security officer asked Monita where she lived.

"I live in Banjarmasin. My house is not far from SMP Merdeka," answered Monita.

"There is no SMP Merdeka here," replied the officer.

"That's because SMP Merdeka was established in 2014."

"That's impossible. This is 1992!" said the officer

But the security officer smiled. Maybe he thought Monita was crazy. After that he asked Monita whether she wanted some water or not. Monita shook her head. She said that she just wanted to meet the professor.

The security officer then asked Monita where her parents lived. Monita said that she did not know where her parents lived in 1992.

The security officer then asked Monita why she wanted to meet the professor.

"I want to know how to get back to 2022."

The security officer smiled again. He then asked Monita how she could get to 1992.

Just before Monita started to tell the security officer about the time travel car, she saw Professor Mahmud outside the security office.

"Prof. Mahmud!" shouted Monita. She ran outside the security office and stood in front of Prof. Mahmud.

"Are you Prof. Mahmud?" asked Monita.



### **Instruksi untuk guru**

Setelah peserta didik membaca cerita bagian ketiga, guru meminta peserta didik mengerjakan latihan pemahaman cerita.

### **Jawaban Worksheet 3.15**

1. Because Monita was causing a ruckus.
2. SMP Merdeka was established in 2014.
3. Some water.
4. No she did not.
5. I would feel sad.

### **Instruksi pada Buku Siswa**

- b. Change the indirect to direct speech from the story. Number one has been done for you.

### **Instruksi untuk guru**

Pada bagian b, guru meminta peserta didik mengubah kalimat tidak langsung menjadi kalimat langsung.

### **Jawaban Worksheet 3.16**

1. **Indirect speech: The security officer asked Monita where she lived.**

**Direct speech: The security office asked, “Where do you live?”**

2. **Indirect speech: After that he asked Monita whether she wanted some water or not.**

**Direct speech: The security officer asked, “Do you want some water?”**



3. Indirect speech: The security officer then asked Monita where her parents lived.

Direct speech: The security officer asked, “Where do your parents live?”

4. Indirect speech: The security officer asked why she wanted to meet the professor.

Direct speech: The security officer asked, “Why do you want to meet the professor?”

5. Indirect speech: He then asked Monita how she could get to 1992.

Direct speech: The officer asked, “How can you get to 1992?”



## Section 6 – Fun Time: Tic-Tac-Toe

### Instruksi pada Buku Siswa

Play the Giant tic-tac-toe game. Follow the instructions.

1. Make a group of four.
2. Your teacher will create grids on the whiteboard.
3. Your teacher will give you and your team a direct sentence and you must change the sentence into indirect speech.
4. If you can change the direct sentence into indirect speech, you can draw an emoticon on a box.
5. If you can make three emoticons of your group in a line, your group wins.
6. You can block your opponent's group from creating three emoticons in a line.



## Instruksi untuk guru

Pada bagian ini, peserta didik akan bermain giant tic tac toe. Langkah-langkahnya adalah:

1. Peserta didik membuat kelompok yang beranggotakan 4 orang.
2. Guru menggambar kotak-kotak pada papan tulis.
3. Guru memberikan kalimat langsung pada tim yang bermain dan tim yang bermain harus mengubahnya menjadi kalimat tidak langsung.
4. Apabila tim yang bermain dapat membuat kalimat tidak langsung dengan tepat, maka kelompok tersebut bisa menggambar satu emoticon di kotak yang ia pilih.
5. Apabila ada kelompok yang dapat membuat tiga emoticon berurutan di dalam satu garis lurus (boleh vertikal atau horizontal) maka kelompok tersebut menang.
6. Kelompok lain dapat memblok kelompok lawan agar kelompok lawan gagal membuat tiga emoticon berurutan.



## Section 7 – Your Turn: Reading

### Instruksi pada Buku Siswa

- a. Read the end of the story and then answer the questions.

Excited: bersemangat  
Created: ciptakan  
Pressed: menekan  
Observed: mengamati  
Tiny: kecil





## Instruksi untuk guru

Peserta didik akan membaca bagian akhir dari cerita Monita yang melakukan perjalanan waktu.

Bahasa guru

*“Students, we are going to read the last part of the story. After reading the story, answer the questions.”*

### Time Travel Car (Part 4)

“I am Prof. Mahmud. Who are you? Why do you want to see me?”

“Prof. Mahmud, I am Monita. I come from 2022?”

“What? How did you get here?”

“I came in a flying car. Let me show you!”

Monita took Prof. Mahmud to the place where the car stopped.

When Prof. Mahmud saw the car, he was excited.

“This is the car that I created! I have dreamed of it, but I have not finished it yet. What did you do to get it started?”

“I pressed the red button,” answered Monita.

“Oh. it’s that simple.”

“But now I need to go back to the year 2022. I need you to help me Prof. Mahmud”

“Let’s go inside the car and find out how to get you back to 2022.”

Monita and Prof Mahmud got into the car. They observed the buttons on the dashboard panel.

Then, both of them saw a tiny pink button next to the red button with a mark: 2022.

Together, they pressed that button. And zap! The car flew again.



### **Jawaban Worksheet 3.17:**

1. She felt happy.
2. She went to the warehouse.
3. He is kind.
4. Back to 2022.
5. She would know how to get back to 2022.

#### **Instruksi pada Buku Siswa**

- b. Find the question in direct speeches in the last part of the story.  
Then, change them into indirect speech.

#### **Instruksi untuk guru**

Pada latihan selanjutnya, peserta didik diminta mencari kalimat langsung yang berupa kalimat tanya dan mengubahnya ke kalimat tidak langsung.

#### **Contoh Jawaban Worksheet 3.18**

1. Prof Mahmud said, “Who are you?”  
Prof Mahmud asked who Monita was.
2. Prof Mahmud asked, “Why do you want to see me?”  
Prof Mahmud asked why Monita wanted to see him.

#### **Instruksi pada Buku Siswa**

- c. Read the story in Section 2, 3, 5 and 7. Fill in the blanks in the diagram.

## Jawaban Worksheet 3.19

<b>Setting</b> Time: 1992 Place: Monita's room, a warehouse, a university	<b>Characters</b> Monita, Prof Mahmud, security officer.
<b>Problem</b> Monita travelled to 1992. She did not know how to get back to 2022	<b>Solution</b> Monita looked for the inventor of the time machine.

### Instruksi pada Buku Siswa

- d. Writing a possible prediction.

The last sentence in the story says:

*Together, they pressed that button. And zap! The car flew again.*

From this last sentence, can you write a prediction about what is going to happen next? You can use the picture below as a clue.

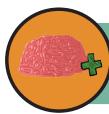
Write what will happen next based on your choice.

### Instruksi untuk guru

Peserta didik diminta membuat alternatif bagian akhir dari cerita Monita yang melakukan perjalanan waktu. Peserta didik dapat memilih salah satu dari akhir cerita yang ditampilkan pada Picture 3.6.

## Jawaban Worksheet 3.20

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



## Section 8 – Enrichment

### Instruksi untuk guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
2. Peserta didik diminta membaca sebuah cerita yang berisi petualangan.
3. Peserta didik lalu diminta membuat sketsa mengenai cerita tersebut dan menceritakannya di depan kelas.

### Instruksi pada Buku Siswa

Read a story about an adventure. You can read from a book, an internet source etc. If you don't have access to a book, you can watch a short movie about an adventure. Draw a sketch about the most interesting scene in the story. Retell the story to your classmates.



## Unit 3. The Multiverse Story of Timun Mas



### Pendahuluan

1. Guru mengulas kembali materi di Chapter 3 Unit 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan, guru dapat menggunakan Bahasa Indonesia.

Bahasa guru

*“Good morning, everyone. Welcome to our English class.”*

*“In Unit 2, we learned about narrative with the story of Monita in time travel.”*

2. Guru menjelaskan tujuan Chapter 3 Unit 3. 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

*“Today you will learn about narrative text, with the story entitled The Multiverse Story of Timun Mas. What comes into your mind when you first hear the word ‘Timun Mas’?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Study the following picture and answer the questions.



Picture 3.7 The Story of Timun Mas

- a. What characters can you see in the picture?
- b. In your opinion, what is the personality of each character?
- c. What do you think the story will be about?
- d. In your opinion, where and when did the story take place?



## Instruksi untuk guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai karakter yang akan menjadi tokoh dalam cerita Timun Mas. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
2. Peserta didik diminta melihat gambar berbagai karakter pada Section 1. Guru lalu bertanya pada peserta didik apa yang mereka lihat di gambar. Guru juga bertanya di mana latar cerita yang akan mereka pelajari. Dan yang terakhir, guru meminta peserta didik memprediksi kira-kira seperti apa cerita yang akan mereka pelajari.

Bahasa guru

*“Alright, students. Please take a look at the picture.”*

*“What do you see in the picture?”*

*“Who are they?”*

*“What do you think the story is about?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk guru

1. Pada bagian ini, guru meminta peserta didik untuk melihat *outline* cerita Timun Mas.
2. Guru berdiskusi dengan peserta didik mengenai gambaran umum cerita Timun Mas.
3. Guru menjelaskan bahwa elemen *setting*, *characters*, *problem*, dan *solution* merupakan elemen yang ada dalam teks naratif.
4. Pada pembahasan mengenai *solution*, guru meminta peserta didik untuk menebak perkiraan akhir cerita Timun Mas.

### Instruksi pada Buku Siswa

- a. You will read a story about Timun Mas. Read the outline of the story and predict the ending.

#### Setting :

Time : Once upon a time  
Place: In a village

#### Character :

Farmer couple, baby in golden cucumber, Green giant

#### Problem :

The farmer couple found a baby inside golden cucumber in the garden. The baby belongs to the Green giant.

#### Solution :

.....  
.....  
.....



### Jawaban Worksheet 3.21

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

### Instruksi pada Buku Siswa

- b. Read a story about Timun Mas (Part 1) and then complete the summary of the story.

### Instruksi untuk guru

1. Guru meminta peserta didik untuk membaca bagian pertama dari cerita Timun Mas.
2. Guru dapat membaca keras untuk peserta didik atau guru dapat meminta peserta didik untuk membaca keras. Jika guru meminta peserta didik untuk membaca keras, guru dapat memberikan koreksi pada *pronunciation* jika diperlukan.
3. Setelah membaca bagian pertama dari cerita Timun Mas, guru meminta peserta didik mengisi ringkasan cerita dengan kata-kata yang sesuai untuk masing-masing urutan cerita.

### Instruksi pada Buku Siswa

#### Timun Mas - Growing Up (Part 1)

Once upon a time, in a village, a couple was working in their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. "Look how beautiful she is!" said the husband. The couple was so happy because they wanted to have a child for so long.



"Wait! That baby is mine!" there was a voice behind them. It was the green giant.

"Oh mighty giant, can we keep her please?"

"Well, if you want her so badly, you can keep her but I will take her again when she is seventeen. I am going to make her work in my factory."

The wife cried happily while carrying the baby to their house. The couple named the girl Timun Mas. They raised her with love and care. Timun Mas grew up to be a very beautiful and smart girl.

A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the giant to take Timun Mas away. Timun Mas's mother asked Timun Mas whether she wanted to work at the giant's factory or not. Timun Mas said that she wanted to continue her study in a university instead of becoming a worker. Timun Mas's mother then gave Timun Mas three magical things. They were a pencil, a pen, and an eraser.

The mother said, "These items have special power to help you beat the giant."

In the morning, the couple quickly prepared the things in a bag.

- c. Complete the summary of Timun Mas – Part 1.

### Jawaban Worksheet 3.22

- saw
- wanted
- heard
- gave
- Raised
- Remembered
- didn't want
- prepared

### Instruksi untuk guru

Guru dan peserta didik mendiskusikan soal dan jawaban Worksheet 2.23.



## Section 3 – Viewing

### Instruksi untuk guru

1. Pada bagian ini, guru meminta peserta didik untuk melihat gambar yang ada pada Section 3a.
2. Guru dan peserta didik dapat mendiskusikan isi masing-masing gambar dalam panel.
3. Secara umum, guru dan peserta didik dapat mendiskusikan perkiraan jalannya cerita berdasarkan gambar.

### Instruksi pada Buku Siswa

- a. View the scenes and read the story of Timun Mas (Part 2). Then, match the scenes with the corresponding paragraphs.

### Instruksi untuk guru

1. Setelah melihat gambar yang ada di Section 3a, guru meminta peserta didik untuk membaca bagian kedua dari cerita Timun Mas.
2. Guru dapat membaca keras untuk peserta didik atau guru dapat meminta peserta didik untuk membaca keras. Jika guru meminta peserta didik untuk membaca keras, guru dapat memberikan koreksi pada *pronunciation* jika diperlukan.
3. Setelah membaca bagian kedua dari cerita Timun Mas, guru meminta peserta didik untuk melihat kembali gambar di exercise a.

- 
4. Guru dan peserta didik mendiskusikan gambar yang sesuai dengan urutan paragraf dalam cerita.

### Instruksi pada Buku Siswa

- b. Read the story of Timun Mas (Part 2).

#### **Timun Mas - Fighting the Giant (Part 2)**

Suddenly, the giant came to the couple's house and asked for their promise. The couple did not want to return Timun Mas and told her to run. The giant was so angry and he ran to chase Timun Mas.

“Where are you going?!” shouted the giant loudly. “I’m going to catch you!”

“Not so fast!” said Timun Mas.



She took the pencil out of her bag and threw it behind her. Suddenly, the pencil turned into a giant digital board that blocked the giant from chasing Timun Mas. The giant stopped and looked at the board. It said that the giant must answer the questions on the board if he wanted to continue chasing Timun Mas. He started answering the questions on the board while Timun Mas ran further. After he finished answering the



questions correctly, the giant ran to chase Timun Mas again. He was getting closer and closer.

“Where are you going?!?” shouted the giant strongly. “I’m going to catch you!”

“Not so fast!” said Timun Mas. She took the pen out of her bag and threw it behind her. Suddenly, the pen turned the land into a stage that blocked the way. The giant stood on the stage. Rows of audience were in front of him.



Then, an announcer said, “Now, we will listen to a speech from the giant.”



The giant was surprised because he must give a speech in English on the stage if he wanted to chase Timun Mas. Unfortunately, the giant’s English was very good. He made it and he ran to chase Timun Mas again. He got so close, he almost got her.

“Where are you going?!?” shouted the giant powerfully. “I’m going to catch you!”

“Not so fast!” said Timun Mas. Finally, she took the eraser out of her bag and threw it in front of her. The eraser turned the land into a labyrinth garden. Timun Mas and the giant were shocked. They would need to

escape from the labyrinth. They could see a few obstacles along the labyrinth.

"We must work together if we want to get out of the labyrinth. I have a smartphone in my bag," said Timun Mas.

"Alright, we should use a digital map. You can read the map for us. I will help you lead the way out," replied the giant.

Using his strong power, the giant destroyed the obstacles along the way out of the labyrinth.

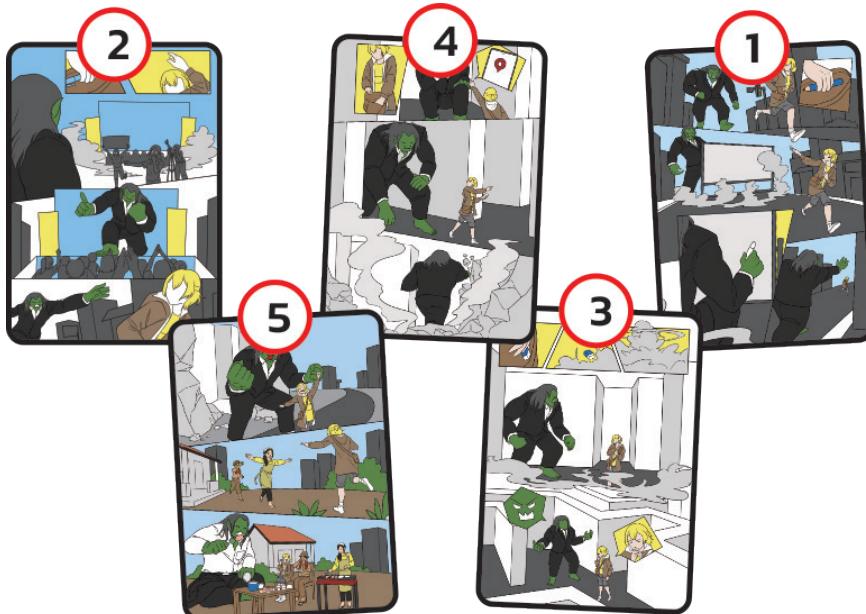
Timun Mas and the giant successfully found their way out of the labyrinth.



The giant then said, "Timun Mas, you are very smart. I think you should continue your studies at a university. You don't have to be a worker in my factory."

Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the giant for a nice dinner. They all lived happily ever after.

## Jawaban Worksheet 3.23



## Section 4 – Writing

### Instruksi untuk guru

1. Pada Section 4 ini, peserta didik akan mempelajari struktur paragraf naratif.
2. Guru menjelaskan mengenai struktur naratif menggunakan cerita Timun Mas.

### Instruksi pada Buku Siswa

A narrative entertains through dealing with unusual and unexpected development of events. They often convey messages about how people find solutions to their problems.



Table 3.1 Stages of a narrative text

Stages	Description
Orientation	<ul style="list-style-type: none"><li>Describes the setting in time and place.</li><li>Introduces the main characters or narrator.</li></ul>
Complication	<ul style="list-style-type: none"><li>Describes a sequence of events that may begin in a usual manner but then change to include events that are unusual or problematic.</li><li>Characters may express their reaction to or evaluation of these events.</li></ul>
Resolution	Deals with the attempts to solve or overcome the problem
Coda	Optional stage giving an overall evaluation of the events; may state how the character(s) have changed or what has been learned.

### Instruksi pada Buku Siswa

In the story of Timun Mas, the parts of the narrative are as follows.

Table 3.2 Stages of Timun Mas story

Stages	Timun Mas
Orientation	Once upon a time, in a village, a couple was working in their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. “Look how beautiful she is!” said the husband. The couple was so happy because they wanted to have a child for so long.



Complication	A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the giant to take Timun Mas away.
Resolution	Timun Mas's mother then gave Timun Mas three magical things. They were a pencil, a pen, and an eraser. The mother said, "These items have special power to help you beat the giant."
Coda	Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the giant for a nice dinner. They all lived happily ever after.



## Section 5 – Your Turn: Writing

### Instruksi untuk guru

1. Guru meminta peserta didik mengisi *outline* struktur naratif berdasarkan cerita Timun Mas.
2. Isi jawaban untuk bagian a dapat berupa kata-kata yang berhubungan dengan *setting, characters, problem, complication, dan resolution*.
3. Setelah mengisi *outline*, guru dan peserta didik dapat mendiskusikan jawaban peserta didik.

### Instruksi pada Buku Siswa

- a. Look at the Comic Strip on the previous page and list action verbs.  
Decide action verbs that are relevant to the panels in the comic.

## Contoh Jawaban Worksheet 3.24

<b>Setting:</b> A village, a farm	<b>Characters:</b> Mother, father, Timun Mas, Green giant	<b>Problem:</b> The couple wanted to have a child, and they found a baby in the farm.
<b>Event 1 - Complication and Resolution:</b> Green giant wanted to take the baby back when she was 17 years old. The Mother gave Timun Mas some magical items.	<b>Event 2 - Complication and Resolution:</b> Green Giant wanted to take Timun Mas to work in his factory. Timun Mas ran away.	<b>Event 3 - Complication and Resolution:</b> Green Giant chased Timun Mas. Timun Mas had magical items to help her.

### Instruksi pada Buku Siswa

- b. Write the orientation, complication, resolution and coda based on what you planned in the previous activity.

### Instruksi untuk guru

1. Guru meminta peserta didik peserta didik menulis isi cerita Timun Mas berdasarkan cerita yang telah dibaca. Isi jawaban untuk bagian b dapat berupa kalimat pendek.
2. Guru dapat menuntun peserta didik untuk menulis sesuai dengan petunjuk yang ada pada awal kalimat yang telah disediakan. Kata-kata ini berhubungan dengan setting, characters, problem, complication and resolution.
3. Setelah menulis, guru dapat meminta peserta didik untuk berbagi cerita yang telah ditulis.

## Jawaban Worksheet 3.25

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

### Did You Know?

People in the overall Indonesian archipelago are well known with their oral traditions of telling stories. Popular folk stories have been told from generation to generation in various themes, for example the famous adventures of mouse deer and cultural legends such as the story of Roro Jonggrang, Malin Kundang, Lutung Kasarung and Sangkuriang. While the vast majority of Indonesian people are oral history speakers, attempts have been made to record the stories into the written forms. Oral traditions belong to the intangible cultural heritage that is protected by UNESCO.

Sources:

The note is compiled from several sources including Zurbuchen, M. S. (2020). Introduction to Old Javanese language and literature: A Kawi prose anthology (p. 165). University of Michigan Press and <https://ich.unesco.org/en/what-is-intangible-heritage-00003>



## Section 6 – Fun Time

### Instruksi untuk guru

1. Pada bagian ini, guru meminta peserta didik untuk berandai-andai jika ibu Timun Mas memberikan item lain.
2. Guru meminta peserta didik untuk menggambar di tempat yang telah disediakan.
3. Setelah menggambar, guru dapat meminta peserta didik untuk berbagi cerita dari gambar yang telah dibuat oleh peserta didik.

## Instruksi pada Buku Siswa

Read part two of the story again. Imagine Timun Mas was given different items from her mother. Draw the item in the arrow and draw the possible scene in the box.



## Section 7 – Enrichment

### Instruksi untuk guru

1. Pada bagian ini, guru meminta peserta didik untuk mengingat atau membaca kembali cerita dari Unit 1, 2, dan 3.
2. Guru memimbing peserta didik untuk berpikir kreatif dan membuat cerita baru berdasarkan masing-masing *ending*.
3. Setelah menulis, guru dapat meminta peserta didik untuk berbagi cerita yang telah dibuat oleh peserta didik.

### Instruksi pada Buku Siswa

- a. Read the story in unit 1, 2 and 3 again. Think about an interesting story. Here are the scenes to remind you:



- 
- b. Present the ending of your story to the class. Compare your ending with your friend.

### **Jawaban Worksheet 3.26**

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



## Reflection

1. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
2. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*

Bahasa guru:

*“Let’s think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead.”*

- 
5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Bahasa guru:

*“We are coming to the end of the lesson. I’d like to give you some time to think about your learning. So, please now fill out the following sheet. If you don’t understand, please feel free to ask me any questions.”*

### Rubrics for Assessment

Contoh rubrik penilaian yang dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

## Marking Rubric for Speaking

Criteria	5-Excellent	4-Good	3-Fair	2-Poor	1-Bad
<b>Grammar</b>	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.
<b>Vocabulary</b>	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.
<b>Pronunciation</b>	Pronunciation is excellent; highly intelligible.	Pronunciation is good; mostly intelligible.	Pronunciation is sufficient; reasonably intelligible.	Pronunciation is okay; often unintelligible.	Pronunciation is lacking; hard to understand.
<b>Fluency</b>	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 and strained except for memorized phrases.	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>

## Marking Rubric for Oral Presentation

Criteria	4-Excellent	3-Good	2-Fair	1-Needs improvement
Display	Display is carefully and creatively organized using appropriate images and illustrations; information is complete.	Display is organized; some information is complete; some images and illustrations are included.	Display is cluttered; some information may be incomplete or unclear.	Display is cluttered; required information is missing.
Organization	Student presents information in a well thought out order and makes the presentation engaging.	Student presents information in order and the material is understandable.	Student presents some information in order.	Student presents information out of order and unclear.
Eye contact	Student maintains direct and consistent eye contact with entire audience.	Student makes eye contact with audience.	Student makes minimal eye contact with audience.	Student makes no eye contact with audience.
Enthusiasm	Shows strong enthusiasm about the topic being presented.	Shows some enthusiastic feelings about the topic being presented.	Shows little feelings about the topic being presented.	Shows no interest in the topic being presented.



Date: \_\_\_\_\_ Class: \_\_\_\_\_ Chapter/Unit: \_\_\_\_\_

Students	Display	Organization	Eye contact	Enthusiasm	Score _____ /16 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.					
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>					

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



## Peer-Assessment (Oral Presentation)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Presenting: \_\_\_\_\_ Topic: \_\_\_\_\_

Check (✓) how the presenter did in this task	Almost always 3	Sometimes 2	Never 1
The presenter spoke about the topic in a detail and showed that she/he had a clear understanding of the topic.			
The presenter made eye contact and tried to engage with audience.			
The presenter spoke clearly and loudly enough for everyone to hear.			
The presenter used appropriate pictures or materials to present.			
The presenter spoke at an appropriate pace for the audience to understand.			

Score: \_\_\_\_\_ /15 points

Adapted from:

<https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedback-au-l-2550132>



## Self-Assessment (Oral Presentation)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Check (✓) how you did in this task	Almost always 3	Sometimes 2	Never 1
I stayed on topic.			
I made eye contact with my audience.			
I spoke loudly and clearly.			
I used appropriate pictures or materials to present.			
I answered the questions from the audience.			

Score: \_\_\_\_\_/15 points

Adapted from:

<https://www.twinkl.co.id/resource/speaking-and-listening-peer-assessment-and-feedback-aul-2550132>



## Marking Rubric for Writing

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:

---

---

---

---

## 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		
<b>What else went well?</b>		
<b>What could have made this lesson even more effective?</b>		

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

# Panduan Khusus

## Chapter 4

# Upcycling Used Materials





## Chapter 4

# Upcycling Used Materials



Unit 1. Look at My New Creation



Unit 2. They're on Sale!



Unit 3. Let's Donate



Learning objectives

Upon completion of Chapter 4, the students should be able to:

1. talk about things by describing the materials and functions;
2. identify and categorise specific information about goods and their prices; and
3. describe an object with specific characteristics and details.



## Unit 1. Look at My New Creation



### Pendahuluan

1. Guru mengulas kembali materi pada Chapter 3. 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 3 tersebut.  
Bahasa guru

*“Good morning, everyone. Welcome to our English class. In Chapter 3 we learned about ...”*

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 4 ini.

Bahasa guru

*“Now in Chapter 4, we’ll be talking about upcycling used materials. We will start with the first unit, ‘Look at My New Creation. Let’s get ready.”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Look at the pictures and discuss the questions that follow. You can use Indonesian.



Picture 4.1 New creations

1. Are you familiar with those items? Can you name them?
2. What are those items made of?

### Instruksi untuk guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai hasta karya dari barang bekas, contohnya tempat pensil dari bekas botol plastik. Guru membangun konteks untuk mengantarkan peserta didik kepada materi inti.
2. Peserta didik diminta melihat gambar kreasi dari barang bekas, menebak nama kreasinya serta menyebutkan terbuat dari apa kreasi tersebut.



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Listening

### Instruksi untuk guru

1. Sebelum memulai bagian ini, guru memberitahukan peserta didik bahwa akan ada dua bagian dialog kreasi barang bekas yang dibuat Galang dkk. Peserta didik diminta menyimak komik dan audio yang tersedia secara bersamaan.

Bahasa guru

*“Alright, Students. In this section, you will have two different listening exercises. In the first listening practice, you will listen to three different dialogues talking about ideas for school bazaar. Please, pay attention to the comic strips while listening. In the second listening activity, you will listen to people talking about their art project.”*

2. Setiap dialog akan diikuti latihan soal sehingga peserta didik harus menyimak dengan baik serta boleh membuat catatan kecil.
3. Peserta didik diberitahu bahwa masing-masing dialog akan diputar beberapa kali sebelum peserta didik mengerjakan latihan soal.

### Instruksi pada Buku Siswa

- a. Look at the pictures in the box. Draw lines to match them with the words.

### Instruksi untuk guru

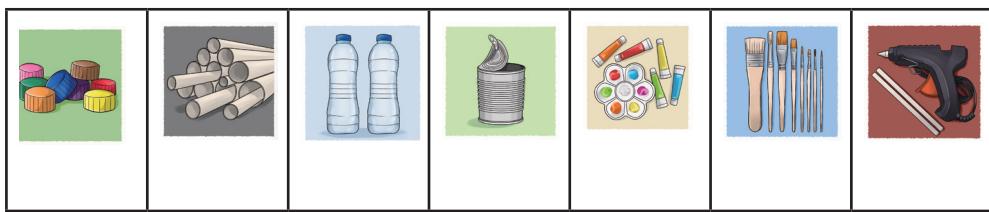
1. Bagian 2a merupakan *pre-activity* sebelum peserta didik menyimak audio pada kegiatan selanjutnya.

- 
- Peserta didik diminta memasangkan gambar dan kosa kata dengan cara menarik garis. Guru tidak perlu menterjemahkan setiap kosa kata, namun boleh mencontohkan pelafalannya.

### Instruksi pada Buku Siswa

- Look at the pictures in the box. Draw lines to match them with the words.

### Jawaban Worksheet 4.1



Bottle cap

pipes

water bottle tin can

paints paint brush

glue

### Instruksi pada Buku Siswa

- Listen to Audio 4.1 while looking at the following pictures. Galang and his friends are discussing the bazaar they are going to have next month. Then, circle the words that you hear. See the **Word Box**.



bazaar: pameran  
recycling: daur ulang  
used/preloved: bekas (pakai)  
used materials: barang bekas  
bottle cap: tutup botol

### Instruksi untuk guru

- Peserta didik menyimak Audio 4.1 sambil memperhatikan gambar dan kosakata pada Worksheet 4.2. Kemudian, peserta didik diminta



melingkari salah satu kosakata yang relevan dengan gambar dan berdasarkan percakapan.

Bahasa guru

*“Now, let’s listen to Audio 1.1. Galang and his friends are discussing the bazaar they are going to have next month. While you’re listening, pay attention to the following pictures. Please circle the words that you hear.”*

2. Percakapan dibantu dengan komik yang menceritakan Galang dan teman-teamannya sedang mendiskusikan rencana pameran yang akan mereka lakukan.
3. Audio dapat diputar 2-3 kali sesuai kebutuhan peserta didik sebelum mereka diminta untuk mengerjakan soal latihan menyimak pada Worksheet 4.3.

### **Audio 4.1 Script**

#### **Comic Strip 4.1**

- Galang : So, what are we going to sell at the bazaar? Any ideas?
- Monita : I think we can sell wall decorations or containers to keep our stationery. We can make them from **recycled** materials or preloved goods that are still in good condition.
- Andre : Do you mean things that we don’t use anymore?
- Monita : Yes.



### Comic Strip 4.2

Made : I have already got an idea in my mind. We can make use of the **water bottles** that we can find in our school.

Andre : How about using a piece of used pipe?

Made : I don't think everyone can find a piece of used pipe at school, Ndre.

Galang : Yep, I have the same opinion as Made.

Andre : Yeah, I think you're right.

### Comic Strip 4.3

Monita : Hey, I think we can create two products from water bottles. We can use the **bottle cap** and the bottle itself.

Andre : What do you mean?

Monita : What I'm trying to say is that we can create something from the cap, and we can create something else from the bottle. What do you think, guys?

Galang : Hey, I think we can try to use Monita's idea.

Andre : I agree.

Made : Sure, why not?

### Jawaban Worksheet 4.2

Recycled	Water Bottles	Bottle Cap
----------	---------------	------------



### Instruksi pada Buku Siswa

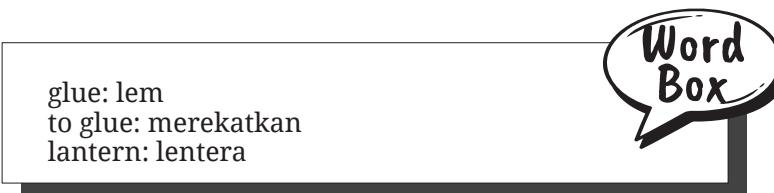
- c. Listen again to Audio 4.1 and then choose the correct answer.  
Number one has been done for you.

### Jawaban Worksheet 4.3

1. c. the project for the bazaar      4. a. disagree  
2. d. pipes                                5. A  
3. b. pipes are hard to find at home

### Instruksi pada Buku Siswa

- d. Listen to Audio 4.2 about Galang and his friends' project and then answer the questions. Number one has been done for you.



### Instruksi untuk guru

1. Peserta didik diminta menyimak Audio 4.2 yang menceritakan ide proyek kerajinan yang akan dilakukan Galang dkk.
2. Dialog dapat diputar 2-3 kali sesuai kebutuhan peserta didik sebelum mereka diminta untuk mengerjakan Worksheet 1.4.

Bahasa guru

*“Let’s listen to another dialogue. In this audio, Galang and his friends are talking about their art project. Listen to them carefully. You can take notes of important points while listening.”*



### Audio 4.1 Script

- Monita : Okay, so we agreed to make a wall decoration from plastic bottles and the caps. I've got an idea with the caps.
- Galang : What is it? Tell us.
- Monita : This is the thing that we are going to sell (showing the bottle cap fish).
- Andre : A fish?
- Made : It does look like a fish. What is it made of?
- Galang : Yeah, what is it made of?
- Monita : Well, this fish is made of a circular plastic cap. The cap is the head and the body of the fish. There is a toy eye on the cap. The body of the fish is also painted. The tail is made of triangular paper.
- Made : I see.
- Monita : Then we glue them onto blue paper. We can add some green ornaments from paper as the plants.
- Andre : Ah, I got it. Well, that's one idea. Galang, have you got another idea?

### Jawaban Worksheet 4.4

1. b. caps
2. a. circular plastic cap
3. d. the head of the fish
4. a. resembles the shape of a fish tail
5. a. will become the 'water'



## Did You Know?

### Plastic bottle caps for charity

People in several countries have been collecting plastic bottle caps for charity programs. They collect bottle caps and donate the money gained from recycling them to a fund that provides vaccines for children, wheelchairs for the disabled, food for the hungry, and so on. For example, a project in the Rocinha slum of Rio de Janeiro, Brazil, trades bottle caps for food donations. “Na Laje Designs” makes a skateboard out of recycled plastic waste, helping garbage collectors to earn food in exchange for the plastic bottle caps they have donated.

Source:

<https://www.reuters.com/world/americas/brazil-favela-skateboards-made-bottle-caps-promote-recycling-2021-10-25/>



## Section 3 – Language Focus

### Instruksi untuk guru

1. Pada bagian ini peserta didik diperkenalkan kepada aturan dan contoh *adjective orders*.
2. Pada bagian 3a, peserta didik terlebih dahulu diminta membaca frase pada kolom sebelah kiri.
3. Kemudian peserta didik diminta menuliskan kembali kosakata pada frase tersebut sesuai kategori kata sifatnya, seperti yang telah dicontohkan.
4. Pada bagian 3b, peserta didik diminta menuliskan frase sesuai urutan kata sifatnya berdasarkan kata benda pada gambar yang disediakan di kolom sebelah kiri.



## Instruksi pada Buku Siswa

- a. When we want to describe a thing, we usually need adjectives.

If more than an adjective is used, there is the order to put the adjectives. It follows the following order:

- 1) General opinion
- 2) Specific opinion
- 3) Size
- 4) Shape
- 5) Age
- 6) Color
- 7) Nationality
- 8) Material

However, it is **very unusual** to have **more than three adjectives** to describe a thing.

- b. Pay attention to the following phrases taken from the materials in this unit. Put the words into the correct column. Number one has been done for you.

### Jawaban Worksheet 4.5

Phrases	Size	Shape	Color	Material	Noun
circular plastic cap		circular		plastic	cap
triangular shape		triangular			shape
circular metal caps		circular		metal	caps



wooden stick				wooden	stick
plastic lantern				plastic	lantern

### Instruksi pada Buku Siswa

- c. Now think about the phrases that you can make using the nouns below. Look at the example.

### Jawaban Worksheet 4.6

Pictures	Size	Shape	Color	Material	Noun
		round		rubber	table
			silver	metal	pencil case
		round		plastic	container
			blue	cardboard	organizer
		cylindrical		metal	piggy bank



## Section 4 – Your Turn: Listening

### Instruksi untuk guru

1. Bagian ini merupakan bagian penilaian formatif untuk mengukur keterampilan menyimak peserta didik.
2. Peserta didik diminta menyimak Audio 4.3 dan mengerjakan soal latihan pada Worksheet 4.7.

### Bahasa guru

*“Okay, students. Now, listen to Audio 4.3. Andre is talking about his robotic arm. Please, listen carefully.”*

### Instruksi pada Buku Siswa

Listen to Audio 4.3. Andre is describing his robotic arm. Then, answer the questions that follow. Number one has been done for you.



Picture 4.4 Andre and his Robotic Arm



### **Audio 4.3 Script**

Good morning, my friends. I'm going to show you the thing that I have created from used materials. I call it "The Robotic Arm". This arm is made of cardboard, straws, elastic, and strings. With this arm, you can take things without really touching them.

The arm is just like our hand. I can say that it is the extension of our lower arm. We put it on our wrist. There is a piece of elastic to hold the robotic arm. It is designed to follow our hand's movement. The strings are attached to our fingers so we can move the robotic arm easily. We move the fingers by pulling the strings.

### **Jawaban Worksheet 4.7**

1. C
2. D
3. D
4. A
5. B
6. C



### **Section 5 – Listening**

#### **Instruksi untuk guru**

1. Bagian ini merupakan bagian penilaian formatif untuk mengukur keterampilan menyimak peserta didik.

- 
- Peserta didik diminta menyimak Audio 4.4 dan mengerjakan soal latihan pada Worksheet 4.8.

Bahasa guru

*"Let's move on to Section 5. In this section, you will hear a monologue from Made. He is talking about his plastic lantern. Please listen carefully."*

### Instruksi pada Buku Siswa

Listen to Audio 4.4. Made is talking about his creation. Then, answer the questions that follow. Number one has been done for you.



Picture 4.5 Made and his lampion creation

### Audio 4.4 Script

Good morning, everyone. Here's my creation: a plastic lantern (showing the plastic lantern). This lantern is not just like a common lantern, but I made it special. It is a round colorful lantern. I made it using a plastic bottle that I cut and shaped into a round lantern. As you can see, there is a lamp inside the lantern. I put the lamp near the neck of the bottle so the lantern could be brighter. There is also a string to hang the lantern.



The string goes through the hole that I made. I decorated it with ribbons and painted the lantern to make it more beautiful and colorful.

### Jawaban Worksheet 4.8

1. C
2. B
3. C
4. C
5. D
6. D



### Section 6 – Fun Time: Hot Seats

#### Instruksi untuk guru

1. Pada bagian ini peserta didik diajak melakukan permainan Hot Seats untuk mempelajari kosakata yang telah dipelajari.
2. Permainan ini pada dasarnya adalah permainan menebak kata.
3. Sebelum permainan ini dimulai, guru perlu mempersiapkan kotakata yang akan ditebak peserta didik, misalnya: circular, triangular, round, metal, plastic, robotic, colorful, recycled, bottle cap, lantern, dan lain-lain.
4. Guru menjelaskan aturan permainan:
  - Kelas dibagi menjadi dua tim besar;
  - Di depan kelas guru menyediakan dua buah kursi. Setiap



tim mengirim satu orang untuk duduk di kursi tersebut dan membelakangi papan tulis;

- Guru menuliskan sebuah kosakata pada papan tulis sehingga terbaca anggota tim;
  - Anggota tim harus menjelaskan kosakata dengan beberapa petunjuk (clue) tapi tidak boleh menyebutkannya secara langsung;
  - Pemain yang duduk pada hot seat harus menebak kosakata tersebut.;
  - Pemain yang lebih dahulu menebak kemudian mendapat poin dan bertukar posisi dengan anggota tim yang lain;
  - Pemain yang sebelumnya tidak dapat menebak kata harus tetap duduk sampai berhasil menebak kata;
  - Permainan berlanjut hingga kosakata yang disiapkan oleh guru dapat ditebak.;
  - Pemenang adalah tim yang memperoleh skor terbanyak.
5. Sebagai alternatif pembagian kelompok, guru dapat membagi kelas ke dalam jumlah kelompok sesuai keperluan, misalnya lima kelompok. Para pemain berdiri di dekat timnya masing-masing namun membelakangi papan tulis. Anggota tim yang duduk kemudian memberikan petunjuk agar pemain dapat menebak kosakata yang dituliskan guru di papan tulis.

### Instruksi pada Buku Siswa

You will play a describing game to revise the vocabulary you have



learned. Please follow the instructions:

1. Your teacher will divide the class into two teams.
2. Each team will send one player to sit on one of the two chairs at the front.
3. If you're a player, sit on the chair, facing your team members. Your teacher will write down a word on the board. For example he or she will write: circular.
4. Your team members will describe it for you but they are not allowed to say the word. For example, they might describe circular to you using words such as it's round; it's a moon-shaped; etc.
5. You will have to listen to your teammates and guess the word.
6. The first player to say the word scores a point for their team and swaps places with another player from their team.
7. The other player must continue to stay in the hot seat until they are the first to answer correctly.
8. The game continues with a new word, and so on.
9. At the end of the game, the team with the most points wins.



## Section 7 – Your Turn: Present

### Instruksi untuk guru

Bagian ini merupakan penilaian formatif untuk mengukur keterampilan berbicara peserta didik.

1. Peserta didik diminta membuat kerajinan tangan dari barang bekas



yang ada di sekitar mereka dengan petunjuk: nama kreasinya, fungsi, bahan, ukuran, warna dan bentuk kerajinan tangan tersebut.

2. Jika kesulitan membuat hasta karya dari barang bekas, peserta didik dapat membuat gambarnya saja.
3. Peserta didik didorong untuk menggunakan adjective orders yang telah dibahas di Section 3.
4. Peserta didik diberi kesempatan untuk menulis naskah presentasi terlebih dahulu sebelum mempresentasikannya dalam sebuah grup yang terdiri dari empat anggota.
5. Sebagai alternatif jika peserta didik belum mendapat ide, mereka dapat mendeskripsikan kerajinan tangan yang dibuat oleh Monita dkk. seperti pada contoh-contoh dialog diatas. Peserta didik memilih salah satu bagian pada dialog-dialog di atas lalu kemudian berlatih melakukan monolognya. Kemudian peserta didik mempresentasikannya di depan kelas atau membuat rekaman dalam bentuk video.

### **Instruksi pada Buku Siswa**

You have learned some used materials from the previous activities. Now, try to create something new from a used material you can find around your house. Use your imagination. If you think it is difficult to make the thing, you can draw it. The following questions might help you talk:



1. What is it called?
2. What is its function?
3. What is it made of?
4. What is the size, the color, and the shape of it?

Try to use the adjectives from Section 3 to describe the craft that you made. To prepare your talk, you can write a script first. Then, sit in a group of four to talk about it.

Notes: If you have not got any idea, you can try to describe things that Monita and her friends have made. Pick one of the things from the previous sections. Practice the monolog. Give a presentation in front of the class or record yourself in a form of a video.

### Jawaban Worksheet 4.9

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



### Section 8 – Enrichment: Chat Station

#### Instruksi untuk guru

1. Kegiatan chat station ini merupakan kegiatan opsional untuk melatih keterampilan berbicara peserta didik.
2. Peserta didik diminta duduk dalam kelompok yang terdiri dari empat orang.
3. Guru menempelkan gambar (karya peserta didik atau dari internet)



pada dinding kelas sejumlah total kelompok yang dibuat.

4. Tiap kelompok bergerak dari satu station ke station sambil mengamati gambar.
5. Di setiap station, peserta didik diberi waktu maksimal 15 menit untuk mendiskusikan deskripsi gambar. Mereka diperbolehkan membuat catatan penting.
6. Setelah seluruh kelompok selesai mengamati gambar pada setiap station, guru meminta seorang perwakilan dari setiap kelompok untuk maju ke depan kelas.
7. Peserta didik yang maju ke depan mewakili kelompoknya untuk mendeskpriskan gambar yang mereka lihat di setiap station.

### Instruksi pada Buku Siswa

This is a speaking group practice. You will work in a group of four to go around the classroom and describe some pictures. Follow the instructions below.

- a. On the classroom wall, your teacher will put some pictures.
- b. Your group will move around from one station to another to discuss the description of the pictures.
- c. You will be given 15 minutes to discuss in each station. Take notes of some important points from your discussion.

- 
- d. After you finish discussing the pictures in all stations, you have to send one person for a class discussion.
  - e. Lastly, your teacher will ask the representative of the groups to describe the pictures.

### **Jawaban Worksheet 4.10**

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



## Unit 2. They're on Sale!



### Pendahuluan

1. Guru mengulas kembali materi yang dipelajari di Unit 1 dengan menanyakan apa yang peserta didik ingat dari Unit 1. Usahakan guru memancing jawaban dari peserta didik.

Bahasa guru

*"Good morning/afternoon, class. Do you still remember what we learned in the previous unit, Unit 1? Can anybody tell the class?"*

2. Guru mengaitkan materi dari Unit 1 ke Unit 2.

Bahasa guru

*"Good, so in Unit 1 we discussed about things that we made from used materials that we could find easily. Now, in this unit, we are going to continue with other things that we no longer wear, prices, as well as promotions."*



### Section 1 – Say What You Know

#### Instruksi untuk guru

1. Di bagian ini, guru menggali pengetahuan peserta didik mengenai harga dan potongan pembelian. Guru mengajak peserta didik memahami arti dari kalimat promosi yang digunakan (literasi finansial).



Bahasa guru

*“Have you ever bought one of the items in the picture?”*

*“Did you check the discounts before you bought something?”*

*“Where do you usually find these kinds of advertisements?*

*“Do you understand what each picture means?”*

2. Guru memastikan peserta didik paham dengan bahasa promosi dengan meminta mereka menjawab latihan berikut.

Bahasa guru

*“Ok, class, you have answered all the questions about the pictures correctly. Now I’d like you to try to do the next activity. Pay attention to their meanings.”*

### Instruksi pada Buku Siswa

- a. Look at the advertisements below and then discuss the questions that follow.
  - Where do you usually find the advertisements?
  - What does the advertisement on each picture mean?



Picture 1	Picture 2	Picture 3
-----------	-----------	-----------

Picture 4.6 Things on sale

- 
- b. Match the advertisements with their correct meanings. Number one has been done for you.

### **Jawaban Worksheet 4.11**

1. 50% off: Pay only half price
2. Buy 2, get 1 free: Pay 2 for 3 items
3. 30% off for the second purchase: Pay 70% only for the second purchase
4. 50% + 20%: Get additional discount



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk guru

Di bagian ini, guru meminta peserta didik memperhatikan tampilan yang gambar yang ada di buku. Guru dapat bertanya kepada peserta didik mengenai gambar yang ada di buku sebelum meminta mereka membaca.

Bahasa guru

*“Okay, now, let’s take a look at the picture on your book.”*

*“What can you tell about the picture there? What do you see?”*

*“Now, I’d like you to read the text there and try to answer the questions there.”*

*“There is also an audio file that describes the bag. Listen to the audio 4.5.”*

### Instruksi pada Buku Siswa

Read the comics on the next page, and answer the questions that follow. Number one has been done for you.

Situation: Galang was selling his preloved items at his school’s marketplace. He was busy replying to chats from some people. They would like to know the details.



Preloved School bag  
Rp. 50.000

For sale!  
20 L Capacity 6 compartments total  
padded straps  
2 items left grab both at a special price

Ask Seller | Chart

Pretty Shanty  
How Much is it?

Golong  
It's 50,000 rupiah.

Aaliyah  
Is it still available?

Golong  
Yes, come and check it out.

Andianto  
How about the other item?

Golong  
The other one is smaller. It's black.

Masjidi  
What's special price?

Golong  
80,000 rupiah for two backpacks.

Andianto  
Can I have them for 70,000 rupiah?

Golong  
Sorry, it's 80. Besides, the money goes to  
Bhinneka Orpahnage.

I see. Ok, deal. I'll take them both.

Golong  
Great! Thank you.

Comic strip 4.4

## Audio 4.5 Script

This nice canvas backpack has a capacity of about 20 liters. This backpack is in two colors, the front is blue, while the main compartment is black. The main compartment is yellow inside and can fit 8 - 10 notebooks. The front compartment is usually for pencil cases, a wallet, or small books. You can put your water bottle in the side pockets. It has padded straps that feel comfortable on your shoulders.

## Jawaban Worksheet 4.12

1. a. he wanted to participate in the donation.
2. c. Pretty Shanty.
3. c. had four compartments
4. d. the two backpacks
5. c. save 20% for both backpacks
6. a. saved 20,000 rupiahs.
7. c. he wanted to contribute to the donation.



## Section 3 – Reading and Viewing

### Instruksi untuk guru

1. Untuk kegiatan sebelum membaca, guru dapat mengajarkan kosa kata yang kemungkinan akan sulit dipahami oleh peserta didik, misal:
  - raise
  - funds
  - orphanage
  - distinctive
2. Minta peserta didik membaca teks secara bergantian, misalkan: satu peserta didik satu paragraf.
3. Guru memeriksa pelafalan dari peserta didik dan memperbaiki secara klasikal.
4. Tanyakan kepada peserta didik mengenai kosa kata yang sulit. Jelaskan secara singkat makna kata tersebut di dalam teks dan ajarkan pelafalan kata tersebut dengan benar.
5. Guru meminta membaca teks secara individu dan mengerjakan soal pemahaman bacaan.

### Bahasa guru

*“Now, we are going to move to the next section. Before that, does anybody know the meaning of:*



- *raise*
- *funds*
- *orphanage*
- *distinctive?*

*“Let’s find out the meaning and how to pronounce the words correctly.”*

*“Now I’d like some of you to read the text. One student will read one paragraph. Any volunteers?”*

*“Okay, some difficult words are ...I want you to repeat the words after me. Let’s try.”*

*“Good. Now, do you still have difficult words?”*

*“Now that we have understood the meaning of some difficult words and the pronunciation, I want you to try to read the text and answer the questions.”*

### **Instruksi pada Buku Siswa**

Read the following text and answer the questions that follow. Number one has been done for you.

Galang was at the school bazaar. The bazaar was held to raise funds for Bhinneka Orphanage. He participated in the event by selling his preloved items, which were in a good condition. They were a pair of sneakers, two backpacks, a pair of jeans, a T-shirt, and a shirt.

Galang’s sneakers were in two different tones. The soles and the shoelaces were yellow. The upper parts were gray and made of canvas. Distinctive logos were embossed on the canvas. The size of the sneakers was 41. He was trying to sell them at 50,000 rupiah.

There were two backpacks; one was big and the other was small. The big one had six compartments. Two main compartments, two front pockets and two side pockets. It was mostly black with some blue. The blue color was for the side pockets. In contrast, the small one had four compartments; two main compartments and two side pockets. It came in black only. Galang wanted to sell

them at 50,000 rupiahs each. However, he would sell them at 80,000 rupiahs.

Galang felt excited about the school bazaar. Galang hoped to get 100,000 rupiahs for his preloved clothing items. He would donate all his money for the orphanage near his school.

### Jawaban Worksheet 4.13:



### Jawaban Worksheet 4.14

- |      |      |
|------|------|
| 1. c | 4. a |
| 2. b | 5. b |
| 3. c | 6. d |

### Did You Know?

**Bazaar**, originally, was a public market district of a Persian town. From Persia, the term spread to Arabia (the Arabic word *sūq* is synonymous), Turkey, and North Africa. In India, it came to be applied to a single shop, and in current English usage, it is applied both to a single shop or concession selling miscellaneous articles and to a fair at which such miscellany is sold, sometimes for charity.

Source:

<https://www.britannica.com/topic/bazaar>



## Section 4 – Language Focus

### Instruksi untuk guru

1. Di bagian ini, peserta didik belajar ungkapan untuk bertanya jawab mengenai harga.
2. Guru dapat meminta peserta didik untuk mengulang mengucapkan ungkapan-ungkapan yang dipelajari. Pastikan peserta didik memahami ungkapan yang dengan dan tanpa menggunakan cost.
3. Peserta didik kemudian diminta mengerjakan bagian b.

#### Bahasa guru

*“Remember that in Section 2 there was a girl asking the price. Do you still remember what she said? Yes, that’s correct, she asked: How much is it? And now we’re going to learn more expressions to ask for and say the price.”*

*“Let’s practice saying the expressions. Repeat after me.”*

*“Pay attention to the use of ‘cost’ in the expressions.”*

*“Now I’d like you to do the exercise on part b.”*

### Instruksi pada Buku Siswa

- a. Study how to ask and say how much something costs.

Table 4.1 Expressions to ask and say the price

Expressions to ask for price	Expressions to say the price
How much is it/the backpack/the book?	It’s 50,000 rupiahs.



How much are they/the backpacks/the books?	They are 100,000 rupiahs.
How much does it/the backpack/the book cost?	It costs 50,000 rupiahs.
How much do they/the backpacks/the books cost?	They cost 100,000 rupiahs.

- b. Complete the pictures with the correct expressions. Write down the questions or the responses. Number one has been done for you.

### Jawaban Worksheet 4.16

Q: How much is the jacket? R: It's 60.000 rupiahs.
Q: How much does it cost? R: It costs 20.000 rupiahs.
Q: How much are they? R: They are 30.000 rupiahs.
Q: How much are the jeans? R: They are 45.000 rupiahs.
Q: How much is the bottle? R: It is 15.000 rupiahs.
Q: How much do the shoes cost? R: They cost 30.000 rupiahs.



### Section 5 – Viewing

#### Instruksi untuk guru

Di bagian ini peserta didik diajak memperdalam materi penguasaan literasi finansial yang berhubungan dengan promo dan harga.

Bahasa guru

*After we learned how to understand advertisements and their meaning,*

now we move to the practice. In this section, you have a poster advertising some stuff. Read the advertisements on the poster and match them with the correct meanings.

### Instruksi pada Buku Siswa

- a. Look at the poster and the table below. Match the pictures with the correct statements in the table. Draw lines. Number one has been done for you.

### Jawaban Worksheet 4.17

1		Get two items for 60,000 rupiahs.	1
2		Get the item for as low as 10,000 rupiahs.	5
3		Get the item as you wish at a special price.	6
4		You can save 70% for the items.	2
5		You can purchase the item and pay only 20% of the price.	3
6		Get additional items when you purchase the item.	4



## Section 6 – Your Turn: Reading

### Instruksi untuk guru

1. Di bagian ini peserta didik disajikan poster tentang promo penjualan yang berbeda-beda dari beberapa toko. Ajak peserta didik untuk memahami bahasa promosi di setiap toko.
2. Bagian ini juga bisa menjadi contoh untuk tugas peserta didik di Section 8.

Bahasa guru

*“Now let’s take a look at the next poster from Grand Shopping Center. In this poster, there are several shops with different promotions. Read the advertisements of the stores carefully and answer the questions.”*

### Instruksi pada Buku Siswa

Look at the following poster about promotions and answer the questions that follow. Number one has been done for you.

The poster is titled "Grand Shopping Center Whole Sale!" and contains the following promotional offers:

- Rainbow Store:** 30% + 10% off
- GRAND STORE:** BUY 1 GET 1 10 AM to 02 PM
- Orlaz Store:** BUY 2 GET 1 FREE
- Star STORE:** Special Prices IDR 20.000
- DINA STORE:** SPECIAL OFFER 50% off Wednesday 11 AM - 3 PM

At the bottom, it says "Don't miss it!"



## Jawaban Worksheet 4.18

1. You will get another item if you purchase at 1 PM.

Grand Store

2. Buy 2 items and you will get 3 items.

Orlaz Store

3. Pay only half price at this store.

Dina Store

4. Get a discount for your concern about the environment.

XP Store

5. Get additional discounts for special items.

Rainbow Store

6. Get a special discount for purchasing on Wednesday at 12 PM.

Dina Store

7. You can get an item for as low as 25.000 rupiahs.

Star Store



## Section 7 – Fun Time

### Instruksi untuk guru

1. Di bagian ini, peserta didik diajak melatih penggunaan ungkapan bertanya jawab tentang harga.
2. Petunjuk:
  - a. Tunjuk 4 peserta didik sebagai penjual. Sediakan meja dan kursi di setiap sudut kelas sebagai tempat mereka berjualan.

- 
- b. Peserta didik yang lain akan berperan sebagai pembeli. Mereka diharuskan membeli perlengkapan tulis (lihat poin b. Buy the following things).
  - c. Setiap peserta didik mendapat “uang saku” sebesar 50.000 rupiah. Guru dapat menggunakan uang mainan supaya kegiatan ini lebih menarik.
  - d. Tentukan durasi kegiatan ( $\pm$  20 menit atau sesuaikan dengan kondisi kelas).
  - e. Peserta didik dengan sisa uang paling banyak adalah pemenangnya.
3. Pastikan peserta didik menggunakan ungkapan-ungkapan yang telah dipelajari sebelumnya.

Bahasa guru

*“Okay, now we’re going to have a fun activity in which you can practice saying the expressions we have learned.”*

This is how we do it:

- I need 4 of you to be the sellers. You are going to run your shops on the corners of the room. I will give you the things that you are going to sell.
- The 4 shops have different prices for the items.
- The rest of the class will be the buyers. You need to buy the items. You can find them in your book. Remember to buy all the things. I will give each one 50.000 rupiah to buy the items.
- You need to buy all the items and still save some money.



- The winner is the one who saves the most money or the Top Saver.
- I will give you 20 minutes.

### Instruksi pada Buku Siswa

- a. You are going to play a shopping game. You need to buy some items. Each of you get 50.000 rupiahs. Spend your money wisely and get all the things.

Buy the following items:

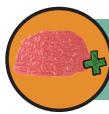
- 2 pencils
- 1 eraser
- 1 ruler
- 3 notebooks
- 2 pens

- b. Your teacher will ask some of you to be the sellers. Find the best shops to buy the items.

Remember that all shops have limited stocks.

Star shop	Price	Stock	Moon shop	Price	Stock
Pencil	Rp 1.500	12	Pencil	Rp 2.000	30
Eraser	Rp 1.000	35	Eraser	Rp 800	36
Ruler	Rp 700	20	Ruler	Rp 1.000	18
Notebook	Rp 4.000	18	Notebook	Rp 5.000	18
Pen	Rp 2.000	30	Pen	Rp 2.500	24

Sun shop	Price	Stock	Sky shop	Price	Stock
Pencil	Rp 2.500	20	Pencil	Rp 800	24
Eraser	Rp 1.000	36	Eraser	Rp 700	20
Ruler	Rp 1.500	12	Ruler	Rp 1.500	20
Notebook	Rp 4.500	36	Notebook	Rp 6.000	12
Pen	Rp 2.000	30	Pen	Rp 3.000	12



## Section 8 – Enrichment

### Instruksi untuk guru

Kegiatan ini merupakan rangkuman dari semua materi yang telah dipelajari pada Unit 2. Kegiatan ini bertujuan menghasilkan suatu produk, dapat berupa poster, poster digital, video, atau audio disesuaikan dengan kondisi sekolah masing-masing. Jika waktu memungkinkan, kegiatan ini bisa dilaksanakan secara berkelompok 3 atau 4 orang.

#### Bahasa guru

*“Now we have moved to the last part of this Unit. So far, we have learned expressions to ask for and say prices, advertisements, and promotions.*

*In this section, I want you to work in groups of 3 or 4 and create a poster to promote your bazaar. Read the situation in your book.”*

### Instruksi pada Buku Siswa

- a. Your school is going to hold a bazaar. You and your friends are going to sell some items made from recyclable materials or preloved goods.
- b. Make a poster about the items your group is going to sell. In your poster, you must include:
  - 1) Pictures of the things you are going to sell;
  - 2) The prices;
  - 3) Promo (discounts).
- c. Put your poster on the wall.



## Unit 3. Let's Donate



### Section 1 – Say What You Know

#### Instruksi untuk guru

1. Pada bagian ini, guru mengaktivasi pengetahuan awal peserta didik mengenai jenis sebuah toko berdasarkan gambar di bawah untuk membangun konteks yang akan dibahas pada unit ini.
2. Guru memberikan pertanyaan pemantik berkaitan dengan gambar tersebut.

#### Bahasa guru

*“Okay, students. Please take a look at this picture carefully. So, we know that this is a picture of a shop, or a store. But, what kind of shop is it? Can you guess? Any ideas?”*

*“If you have such a shop here in our school, then what items will you sell?”*

#### Instruksi pada Buku Siswa

Take a look at this picture, then answer the following questions.

1. What kind of shop is it?
2. If you have such a shop in your school, what items will you sell?



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk guru

1. Pada Section 2 ini peserta didik diperkenalkan kepada sebuah contoh teks deskriptif. Namun, peserta didik tidak perlu diberitahu terlebih dahulu bahwa ini adalah teks deskriptif. Peserta didik diberi kesempatan mengeksplorasi teks terlebih dahulu.
2. Bagian 2a merupakan pre-reading activity. Peserta didik diminta menjodohkan kosakata dan gambar dengan cara menarik garis.

Bahasa guru

*In this section, you will read a text about a charity shop that is run by students. Before you read, please take a look at part a. Draw a line to match the words and the pictures.*

### Instruksi pada Buku Siswa

- a. Draw a line to match the words and the pictures. Number one has been done for you.

### Jawaban Worksheet 4.19

a shopper	to donate
to purchase	charity
a volunteer	stationery



## Instruksi untuk guru

1. Bagian 2b merupakan contoh teks deskriptif. Bagian 2c, 2d, dan 2e merupakan soal latihan untuk menilai pemahaman membaca peserta didik.
2. Sebelum membaca, peserta didik dapat diajak memprediksi terlebih dahulu gambaran besar mengenai isi teks dengan bantuan gambar yang tersedia. Peserta didik dapat diberi pertanyaan prediksi tentang apa, siapa, dimana, sedang apa. Peserta didik pun dapat diajak skimming dan scanning kosakata dalam teks sebelum mereka melakukan kegiatan membaca.

## Instruksi pada Buku Siswa

- b. Read the following school website post about a charity shop that is run by students. Then, answer the following questions. Write the answers in the space provided. Number one has been done for you.

medication: obat-obatan  
jewelry: perhiasan  
passionate: bersemangat, tertarik  
unsafe: tidak aman  
in general: pada umumnya  
the hungry: orang-orang yang kekurangan/  
memerlukan makanan  
disabled students: peserta didik penyandang disabilitas



### SMP Merdeka Friday Shop

Students at SMP Merdeka are very passionate about charity and donations in general. The students' association of SMP Merdeka even has a charity shop. They name it Merdeka Friday Shop. It is run by student volunteers. The shop opens on Fridays at 10:00 AM and closes at 11:00 AM.



Merdeka Friday Shop is a small shop that sells a variety of items at a low price. The students can purchase high-quality used items from the shop. The price of the items in the charity shop is generally much cheaper than that in regular stores. For example, shoppers can buy a used backpack for only Rp. 15,000

Students can donate their preloved items to Merdeka Friday Shop. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop. However, there are things that cannot be donated, such as medicine, food, and jewelry. The charity shop is also not permitted to sell anything that is illegal, unsafe, or unhealthy.

All profits from Merdeka Friday Shop are donated to a good cause. The money is used to help students at the school or people around them, such as providing food for the hungry or free wheelchairs for disabled students.

### **Jawaban Worksheet 4.20**

1. The students' association of SMP Merdeka.
2. inexpensive, low-cost, cheap.
3. the students.
4. their preloved items (which might include second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac).
5. accept any possible answer, e.g. perhaps they are illegal, unhealthy, and unsafe.
6. they donate the profits to a good cause, e.g. helping students at the school or people around them, providing food for the hungry, providing free wheelchairs for disabled students.

### **Instruksi pada Buku Siswa**

- c. Match the following words with their meanings. Number one has been done for you.



## Jawaban Worksheet 4.21

1. preloved: not new; owned by somebody else before.
2. cutlery: knives, forks, and spoons, used for eating and serving food
3. bric-a-brac: ornaments and other small decorative objects of little value.
4. unhealthy: harmful to your health; likely to make you sick.
5. cause: an organization or idea that people support or fight for.
6. profits: the money that you make by selling things.

### Instruksi pada Buku Siswa

- d. Read the following statements. Write T if the statement is true and F if the statement is false according to the text above.

## Jawaban Worksheet 4.22

- |          |          |
|----------|----------|
| 1. False | 4. True  |
| 2. True  | 5. False |
| 3. True  | 6. False |



### Did You Know?

According to The Charity Retail Association, there are over 11,200 charity shops in the United Kingdom. Its capital city, London, is the most charitable city as it has more than 200 charity shops. One of the popular charity shops in the United Kingdom is managed by the British Red Cross. In this island nation, the British Red Cross organization runs over 300 charity shops. They accept donations from the general public which include second-hand furniture, clothes, bags, jewelry, cutlery, crockery, books, and other used items.

Adapted from:

<https://www.savoo.co.uk/resources/biggest-charity-cities>

<https://www.redcross.org.uk>



## Section 3 – Language Focus

### Instruksi untuk guru

1. Guru dapat mengulas materi language focus pada bab dan unit terdahulu yang membahas *passive voice* atau *passive forms*.
2. Guru dan peserta didik dapat bersama-sama mengidentifikasi *passive forms* pada teks yang telah mereka baca di Section 2.
3. Peserta didik diajak mengamati pola bahasa tanpa harus membedah rumus bahasa seperti subjek, predikat, dll.
4. Guru dapat menerangkan dengan bahasa Indonesia jika tidak memungkinkan dalam bahasa Inggris.
5. Contoh kalimat pada bagian language focus ini memiliki verb to be ‘is’. Guru dapat memberitahu peserta didik bahwa verb to be pada *passive forms* dapat mencakup was, were, has, have atau bahkan can.
6. Pada bagian 3b, peserta didik dapat diberitahu petunjuk urutan kata, misal jika kata diawali huruf kapital maka itu harus ditulis di awal kalimat. Jika kata berakhiran titik maka kata tersebut ditulis paling akhir pada urutan kalimat.

### Instruksi pada Buku Siswa

Study the following explanation about how to emphasize the important part of a sentence.



We use the passive to indicate that we are more interested in a specific part of the sentence. The passive is typically formed by the **verb to be** + **past participle**.

Here's a passive sentence:

It **is run** by student volunteers.

**It** or **charity shop** is the main focus of the sentence. The active form would be **Student volunteers run it**.

We also use passive when we don't know who did something.

The charity shop **is not permitted** to sell anything that is illegal, unsafe, or unhealthy.

The important thing is the charity shop, not the person who does not allow or permit the charity shop to sell illegal, unsafe, or unhealthy items. If we have to change the sentence into an active form, we might need to guess the subject of the sentence. The subject might be *the school principal*. Thus, the active form would be 'The school principal does not permit the charity shop to sell anything that is illegal, unsafe, or unhealthy.'

### Instruksi pada Buku Siswa

- Underline the verb to be + participle, then change the sentences into active forms. Number one has been done for you.



### Jawaban Worksheet 4.23

1. The students love SMP Merdeka Friday Shop.
2. Students can donate their preloved items to Merdeka Friday shop.
3. The (charity) shop accepts donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac.
4. You/People/Students can donate medication, food, and jewelry to the charity shop.
5. SMP Merdeka Friday Shop donates all the profits to a good cause.
6. They/SMP Merdeka Friday Shop uses the money to help students at the school or people around them.

### Instruksi pada Buku Siswa

- b. Put the words in the correct order to make passive sentences.  
Number one has been done for you. Start your sentence with the word in bold.

### Jawaban Worksheet 4.24

1. The sofa has been sold.
2. Second-hand chairs are sold in this local charity shop.
3. Her unwanted school uniforms are donated to an orphanage.
4. All profits are used to support adult cancer patients in hospitals.
5. Your used high-quality backpacks can be donated to the school charity shop.
6. Preloved jewelry and wristwatch are not accepted by his school charity shop.



## Section 4 – Writing



### Instruksi untuk guru

1. Pada bagian ini peserta didik mengidentifikasi bagian-bagian dari teks deskriptif.
2. Pada bagian 4a, peserta didik diminta menjodohkan struktur umum atau fitur teks deskriptif dengan deskripsinya yang paling tepat. Peserta didik diminta menebak terlebih dahulu tanpa dibantu menerjemahkan kosakata. Guru dapat membimbing peserta didik menemukan kata kunci pada deskripsi dan menebak kira-kira deskripsi tersebut ada di bagian mana.
3. Pada bagian kiri tabel, fitur teks deskriptif telah disusun berurutan dari judul hingga penutup.

Bahasa guru

*“Okay, Students. Let’s learn how to write a descriptive text. First, take a look at the table in part 4a.”*

*“On your left hand side, those are the features of a descriptive text. On your right hand side, those are the descriptions for each feature.”*

*“All you have to do now is to draw a line to match the features with the correct descriptions.”*

*“Let’s proceed to the example of a descriptive text. Pay attention to underlined and colored parts in each of the paragraphs.”*



### Instruksi pada Buku Siswa

- a. Look at the features of a descriptive text in the left column. Then, draw a line to match the features with the correct description in the right column.

### Jawaban Worksheet 4.25

Features of a descriptive	Description
Title	This is the very first thing to appear in our descriptive text. However, we can leave a line for it and write it once we've finished writing our descriptive text.
Identification	This is the opening paragraph. In this part, we usually introduce the topic that will be described or it's called a topic sentence.
Description	These are the body paragraphs of the text. In this part, we describe particular things in detail which include their qualities or characteristics. More body paragraphs may be added as needed.
Conclusion	This paragraph concludes the main topic, summarizes various points made in the text, and leaves the readers with something to think about.

### Instruksi untuk guru

1. Setelah peserta didik mengidentifikasi fitur atau bagian teks deskriptif, mereka mengamati contoh teks pada bagian 4b.
2. Peserta didik diberitahu bahwa teks tentang charity shop pada Section 2 dituangkan kedalam tabel pada bagian 4b. Setiap paragraf mewakili fitur teks deskriptif. Guru dapat memberitahu peserta didik bahwa bagian identification merupakan bagian pembuka



(*opening*), bagian *descriptions* merupakan bagian inti (*body*), dan bagian *conclusion* merupakan bagian penutup (*closing*).

3. Peserta didik diberitahu pada setiap paragraf sudah dicantumkan gagasan utama seperti: *a charity shop, how they set the price, what they accept and what they don't, how they donate*. Peserta didik pun dapat diajak mengidentifikasi bagian-bagian yang diberi warna dan digarisbawahi pada setiap paragraf yang merupakan elaborasi dari gagasan utama.
4. Peserta didik diberitahu jika jumlah paragraf pada bagian *descriptions* memungkinkan untuk lebih dari dua paragraf.
5. *Bagian conclusions* merupakan bagian penutup.

### Instruksi pada Buku Siswa

- b. Let's look again at SMP Merdeka's school website post about their charity shop.

Title	SMP Merdeka Friday Shop
Identification	<p><b>A charity shop</b></p> <p>Students at SMP Merdeka are very passionate about charity and donations in general. <b>The students' association of SMP Merdeka even has a charity shop. They name it <i>Merdeka Friday Shop</i>. It is run by student volunteers. The shop opens on Fridays at 10:00 AM and closes at 11:00 AM.</b></p>



	<p><b>Description 1 - How they set the price</b></p> <p><b>Merdeka Friday Shop</b> is a small shop that sells a variety of items at a <u>low price</u>. The students can purchase high-quality used items from the shop. The price of the items in the charity shop is generally <u>much cheaper than that in regular stores</u>. For example, <u>shoppers can buy a used backpack for only Rp. 15,000</u>.</p>
Description	<p><b>Description 2 - What they accept &amp; what they don't accept</b></p> <p>Students <u>can donate</u> their <u>preloved items</u> to <b>Merdeka Friday Shop</b>. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop. However, there are things that <u>cannot be donated</u>, such as medicine, food, and jewelry. The charity shop is not permitted to sell <u>anything that is illegal, unsafe, or unhealthy</u>.</p>
Conclusion	<p><b>How they donate</b></p> <p>All profits from <b>Merdeka Friday Shop</b> are <u>donated to a good cause</u>. The money is used to help students at the school or people around them, such as providing food for the hungry or free wheelchairs for disabled students.</p>



## Section 5 – Writing

### Instruksi untuk guru

1. Pada bagian ini peserta didik berlatih menulis teks deskripsi singkat berdasarkan gambar pamflet mengenai iklan charity shop yang berasal dari tempat tinggalnya karakter Pipit.



2. Peserta didik hanya akan menuliskan deskripsi sesuai gagasan utama yang diberikan.
3. Pada bagian 5a, peserta didik diminta menuliskan kosakata yang memiliki arti sama (sinonim) dengan *charity shop*, *preloved*, *low-priced*, dan *items*.
4. Jika memungkinkan, peserta didik tidak diajak menerjemahkan kosakata, namun peserta didik dapat mencari sinonimnya pada kamus cetak atau online. Jawaban peserta didik tidak terbatas pada kunci jawaban selama sinonim yang mereka tulis relevan.

Bahasa guru

*“Below is a picture of a charity shop called Garuda Village Charity Shop. Please look at the picture carefully and read the important information in the flyer. Then, write short descriptions about how Garuda Village Charity sets the price, what they accept and what they don’t accept as well as how they donate. Try to use any word you have learned along this unit especially what you wrote in part 5a.”*

#### Instruksi pada Buku Siswa

- a. Write one or more words that you can associate with the word in the box. You can look up a word in the dictionary.

#### Jawaban Worksheet 4.26

Charity shop	Preloved	Low-priced	Items
thrift store	used	low-cost	goods



thrift shop	old	low-priced	stock
second-hand shop	second-hand	inexpensive	piece

1. Pada bagian 5b, peserta didik diminta memperhatikan pamflet dan membaca detil informasi pada pamflet tersebut.
2. Jika sudah siap, peserta didik menuliskan deskripsi peserta didik tentang bagaimana Garuda Village Charity Shop menjual dan menentukan harga, barang bekas yang mereka terima dan tidak terima, serta bagaimana mereka mendonasikan penghasilannya.
3. Dalam menulis deskripsi singkat, peserta didik didorong untuk menggunakan kosakata yang mereka telah pelajari terutama sinonim pada bagian 5a.

#### Instruksi pada Buku Siswa

- b. Look at the following flyer about a charity shop in Garuda village where Pipit and her family live. Then, write a short description of the charity shop based on the information in the flyer.

#### Jawaban Worksheet 4.27

<b>Description 1:</b> How they set the price	Accept any possible and relevant answer
<b>Description 2:</b> What they accept and what they don't accept	Accept any possible and relevant answer
<b>Description 3:</b> How they donate	Accept any possible and relevant answer



## Section 6 – Your Turn

### Instruksi untuk guru

1. Pada bagian ini peserta didik diminta untuk membuat teks deskriptif masing-masing berdasarkan charity shop impiannya.
2. Guru dapat membimbing peserta didik untuk mengikuti tahapan dan templat menulis yang disediakan satu per satu secara berurutan.
3. Pada bagian 6a, peserta didik diajak menentukan topik untuk teks yang akan mereka tulis dengan mencurahkan gagasan melalui peta pikiran. Peserta didik diminta menuliskan idenya pada kolom yang tersedia.
4. Pada bagian 6b, peserta didik diminta menuangkan gagasan yang sudah ditentukan kedalam draf pertama sesuai dengan cues (petunjuk) atau bantuan pertanyaan dan templat yang telah disediakan.
5. Pada bagian 6c, peserta didik diminta menuliskan empat paragraf utuh teks deskriptif mereka ke dalam templat yang telah disediakan.
6. Pada bagian proofreading, peserta didik diajak membiasakan diri untuk melakukan kolaborasi memeriksa tulisan rekan sejawatnya dan memberikan komentar bisa ada yang masih memerlukan perbaikan/revisi.

- 
7. Penilaian keterampilan menulis peserta didik berdasarkan pada draf terakhir yang dibuat.

Bahasa guru

*“So, now let’s practice writing paragraphs about your dream charity shop. Please follow each of the steps below.”*

### **Instruksi pada Buku Siswa**

- Planning and brainstorming

Complete the following mind map.

- Outlining and drafting

Write an outline for your dream charity shop. Let’s dream big, dream very big. Remember, if you can dream it, you can do it. Then, start writing the first draft of your descriptive text in the following template.

- Writing and editing

After writing your first draft, write four whole paragraphs of your descriptive text consisting of one paragraph of identification, two paragraphs of descriptions, and one paragraph of conclusion. Don’t forget to write the title of your descriptive text.

- Proofreading

When you finish writing, show your work to a classmate. Let your classmate read your work. See what your classmate comments about your description.



## Jawaban Worksheet 4.28, 4.29, dan 4.30

Hasil tulisan apapun dari peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



## Section 7 – Fun Time: Think of Something

### Instruksi untuk guru

1. Pada bagian ini peserta didik melakukan kegiatan berpasangan untuk mencari asosiasi kosakata yang telah disediakan. Namun, sebagai alternatif kegiatan ini dapat pula dilakukan secara berkelompok.
2. Pada bagian 7a, peserta didik diminta menuliskan minimal satu kata yang berasosiasi/bersinonim/berkolokasi dengan kata pada kolom sebelah kiri.
3. Setelah selesai, peserta didik bertanya kepada pasangannya misalnya: *What do you think of when you think of something used?* Kemudian, peserta didik menuliskan jawaban pada pasangannya pada kolom *my partner thinks of*. Secara berpasangan peserta didik mendiskusikan persamaan dan perbedaan pada jawabannya.
4. Di akhir kegiatan, guru membimbing diskusi kelas dan memberikan umpan balik mengenai asosiasi kata yang peserta didik tuliskan.

Bahasa Guru:

*“Alright, Students. It’s fun time! In this activity, I want you to work in*



pairs.”

“Please take a look at this worksheet/handout. Here we have ten words in the left column. I want you to think of other words that are associated with these words. Write your words in the middle column. Then, ask your partner about what she/he thinks of those words. Write down their answers in the right column.”

What do you associate the following adjectives with?	I think of ....	My partner thinks of ....
used		
small		
regular		
low-priced		
illegal		
unsafe		
unhealthy		
hungry		
disabled		
generous		

Adapted from:

<https://www.teach-this.com/functional-activities-worksheets/describing-things>



## Section 8 – Enrichment

### Instruksi untuk guru

1. Kegiatan ini adalah kegiatan opsional. Pada bagian ini peserta didik diminta menuangkan ide charity shop impian yang mereka tulis pada bagian 6c kedalam sebuah pamphlet atau poster digital. Peserta



didik dapat melihat contoh pamflet di Unit 2 Section 5 dan 6 atau pada bagian 5b unit ini.

2. Peserta didik diminta mengunggah pamflet tersebut ke dalam platform kolaboratif kelas online mereka. Guru dapat memanfaatkan platform Padlet untuk kegiatan ini.

Bahasa guru

*"This is the end of this unit. Let's turn your descriptive text into a flyer or a digital poster. You can use any app such as Canva to create one. I'll give you one week to finish this. Are you fine with that? If you've finished, please post your poster to our class Padlet. I'll share the link with you."*

*"Create a flyer for your dream charity shop. See examples in Unit 2 Section 5 and Section 6 or in Section 5 of this unit. Then, post the flyer to your online class collaborative platform."*



## Reflection

1. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
2. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.



3. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: What did you do? What did you learn? How did you learn?

Bahasa guru

*“Let’s think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead.”*

4. Sekaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Bahasa guru

*“We are coming to the end of the lesson. I’d like to give you some time to think about your learning. So, please now fill out the following sheet. If you don’t understand, please feel free to ask me any questions.”*

## 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		
<b>What else went well?</b>		
<b>What could have made this lesson even more effective?</b>		

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

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2022  
Buku Panduan Guru English for Nusantara  
untuk SMP/MTs Kelas IX  
Penulis: Ika Lestari Damayanti, dkk.  
ISBN: 978-602-427-943-1 (jil.3)

# Panduan Khusus

## Chapter 5

# Digital Life





# Chapter 5 Digital Life



Unit 1. Let's Check the Facts!



Unit 2. Staying Safe in the Digital World



Unit 3. Turn Back Hoax!



Learning objectives

Upon completion of Chapter 5, the students should be able to:

1. ask and give information on how to use search engines;
2. identify specific information about ways to stay safe online; and
3. write a procedural text.



## Unit 1. Let's Check the Facts!



### Pendahuluan

1. Guru mengulas kembali materi di Chapter 4. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia.

Bahasa guru

*“Good morning, everyone. Welcome to our English class. In Chapter 4 we learned about describing something.”*

2. Guru menjelaskan tujuan Chapter 5. 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.

Bahasa guru

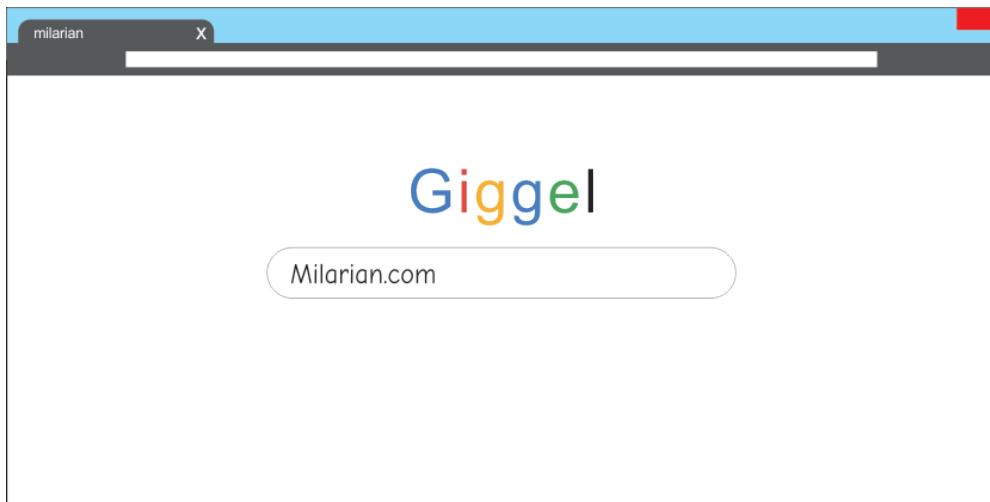
*“Today you will learn about procedure. The title of this chapter is Digital Life. What comes into your mind when you first hear the word ‘digital life’?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Study the picture and then answer the questions.



Picture 5.1 A Search Engine in the Internet

- Do you use a search engine on the Internet?
- What information do you usually search for?
- Do you know how to access the right information from the Internet?

### Instruksi untuk Guru

- Pada bagian ini guru menggali pengetahuan peserta didik mengenai gambar mesin pencari di internet.
- Peserta didik diminta melihat gambar mesin pencari. Guru lalu bertanya pada peserta didik apa yang mereka lihat di gambar, apa yang sering mereka cari dari internet, dan apakah para peserta didik bisa mencari informasi yang tepat menggunakan internet.



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Listening

### Instruksi untuk Guru

Pada bagian ini, guru meminta peserta didik untuk mendengarkan percakapan antara Galang dan teman-temannya. Setelah mendengarkan percakapan pada audio 5.1, peserta didik diminta menjawab pertanyaan terkait dialog.

Bahasa guru

*“Listen to Audio 5.1 You will hear a conversation between Galang, Monita, Andre, and Pipit talking about famous people for their school project. Listen to the dialogue and answer the questions.”*

### Instruksi pada Buku Siswa

- Listen to Audio 5.1 and answer the questions.

### Audio 5.1 Transcript

#### Part 1

- Galang : I still have no idea what to do for Ibu Ida Ayu’s assignment.
- Pipit : Oh, we should write a short biography of a famous person. And we write it on a pocket book.
- Andre : I know right. The pocket book is the easy part. But, writing the biography is not.
- Monita : I don’t think so. I already started to write about Amelia Earhart.
- Galang : Who?



- Monita : Amelia Earhart! She was a female American aviator.
- Galang : Aviator?
- Pipit : Pilot.
- Galang and Andre : I see.
- Andre : Ehm, actually I will write about Ki Hajar Dewantara.
- Pipit : Ki Hajar Dewantara was the founder of Taman Peserta didik, wasn't he?
- Andre : Yes, he was. He's the pioneer of Indonesian education.
- Galang : Cool. But, how can we find the information about these people?
- Pipit : Use the search engine, Galang.
- Monita : Let's go to the computer lab and I will show you how to use it.

### Jawaban Worksheet 5.1

3. Writing a short biography of a famous person in the pocket book.
4. She was the first female American aviator who flew across the Atlantic Ocean.
5. The biography of Ki Hajar Dewantara.
6. He's the pioneer of Indonesian education.
7. [Student's answer]



## Instruksi untuk Guru

Setelah menyelesaikan *listening comprehension Part 1*, peserta didik kembali diperdengarkan audio yang berisi lanjutan dari Audio 5.1. Setelah mendengarkan Audio 5.2, guru meminta peserta didik mengerjakan Worksheet 5.2.

## Instruksi pada Buku Siswa

- b. Listen to Audio 5.2, then answer the questions.

## Audio 5.2 Transcript

### Part 2

Monita and Galang are searching for information about famous people for their school project.

- Monita : Here, let me show you how to search information from the search engine.
- Galang : Ok. What should I do?
- Monita : First, go to a search engine.
- Galang : Like this?
- Monita : That's right. Now, type the information that you are looking for in the search bar.
- Galang : [typing]
- Monita : Ok, now you can press the enter button.
- Galang : Wow, there are so many websites that provide information about B.J. Habibie.
- Monita : Well, rephrase your keywords.



Galang : Ok, what about if I change into “Biography of B. J. Habibie?”

### Jawaban Worksheet 5.2

1. Go to a search engine.
2. In the search bar.
3. He pressed the enter button.
4. B. J. Habibie.
5. He would choose one of the results.

### Instruksi untuk Guru

Setelah peserta didik mengerjakan latihan, mereka diminta mempraktikkan dialog tersebut bersama teman sekelasnya.

Bahasa guru

*“Alright, now you may practise the dialogue with your friends.”*

### Instruksi pada Buku Siswa

- c. Practice the dialogue with your friend.



### Section 3 – Listening

### Instruksi pada Buku Siswa

- a. Listen to Audio 5.3 and practise the dialogue with your friend.

### Instruksi untuk Guru

1. Pada bagian ini, peserta didik akan mendengarkan dialog lanjutan dari bagian sebelumnya. Setelah itu, peserta didik diminta



mempraktikkan dialog tersebut bersama salah satu teman sekelasnya.

### **Audio 5.3 Transcript**

#### *Part 3*

- Galang : Hmm ... Which one should I choose? There are more than three million results here.
- Monita : Well, first you can check the date of the article.
- Galang : I'm sorry but I'm not sure that I understand.
- Monita : You can check the date. If it is out of date then you should not use it.
- Galang : Oh, I see. Let me check it first.
- Monita : After that, use the article that gives you full information.
- Galang : Why should I do that?
- Monita : You should do that in order to avoid using false information.
- Galang : What else should I do?
- Monita : Check the source of the information.
- Galang : Sorry. I'm not sure that I know what you mean.
- Monita : You can check whether the website is from an official organization or not. For example, the website ending .gov means that it is operated by the government.



Galang : Alright. Thank you Monita.

Monita : Anytime.

### Instruksi pada Buku Siswa

- b. Circle T if the statement is true and F if the statement is false according to Comic Strip 5.3.

### Instruksi untuk Guru

Setelah mempraktikkan dialog, para peserta didik diminta untuk memilih apakah pernyataan benar atau salah berdasarkan Audio 5.3.

### Jawaban Worksheet 5.3

1. True
2. False
3. True
4. False
5. False

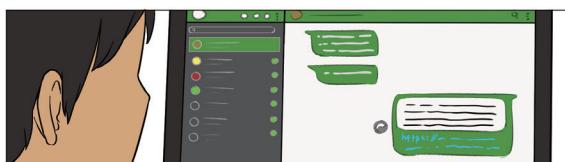
### Instruksi pada Buku Siswa

- c. Give a check to the picture that Galang should do to choose the correct information from the internet.

### Instruksi untuk Guru

Setelah mengerjakan latihan benar atau salah, peserta didik diminta memberi tanda check (v) pada gambar yang tepat sesuai informasi yang didapat dari dialog.

## Jawaban Worksheet 5.4



## Section 4 – Speaking

### Instruksi untuk Guru

Pada bagian ini, peserta didik diminta melengkapi dialog dengan contoh dialog yang ada pada bagian 3. Setelah itu, peserta didik diminta mempraktikkan dialog yang sudah dilengkapi bersama teman sekelasnya.



## Instruksi pada Buku Siswa

Complete the dialogue and then practise it with your friend.

### Jawaban Worksheet 5.5

- Ibu Posma : Galang, I want to search for information from the internet. Can you teach me?
- Galang : Sure. It's very easy. **First check who made the article.**
- Ibu Posma : Sorry, but I'm not sure I understand.
- Galang : I mean you must check the author.
- Ibu Posma : I see.
- Galang : After that, check the facts.
- Ibu Posma : Could you be more specific?
- Galang : **Well, you should find whether the information is correct or not.**
- Ibu Posma : I got it. Thank you.
- Galang : Lastly, check the web address.
- Ibu Posma : Can you give me an example?
- Galang : For example, if the domain is using .go or .gov, it means that the web is from the government.
- Ibu Posma : Now I understand. Thanks a lot.



## Section 5 – Listening

### Instruksi untuk Guru

1. Pada bagian ini, peserta didik diminta mendengarkan audio 5.4. Audio ini berisi penjelasan Ibu Ida Ayu tentang cara membuat buku saku (*pocket book*).

### Instruksi pada Buku Siswa

- a. Listen to Audio 5.4 and answer the questions.

### Audio 5.4 Transcript

- Galang : Monita, do you know how to make a pocket book?
- Monita : I don't know. What about if we search on the internet?
- Galang : Ok.
- Monita : Wow, there are more than three hundred million websites that provide information about how to make a pocket book.
- Galang : Hmm... What about if I click the videos tab?
- Monita : Well, which one should we watch? Galang, is that Bu Ida Ayu in the video?
- Galang : I think so. She has her own channel. The title of the video is how to make a pocket book.
- Monita : Let's watch the video then.



## Jawaban Worksheet 5.6

2. No, they don't.
3. They search on the internet.
4. There are more than three hundred million websites that provide information about how to make a pocket book.
5. Galang clicks the videos tab.
6. They feel happy.

### Instruksi pada Buku Siswa

- b. Listen to Ibu Ida's explanation (Audio 5.5) on how to make a pocket book. On the next page, complete the paragraph by choosing the correct word from the box.

### Instruksi untuk Guru

Peserta didik lalu diminta mendengarkan audio 5.5 tentang cara membuat buku saku. Setelah itu, peserta didik diminta untuk melengkapi paragraf yang rumpang.

### Audio 5.5 Transcript

“Okay students, I will show you how to **make** a pocket story book. You will **need** a piece of paper and scissors. First, **fold** the paper into eights. Make sure you fold the paper evenly. After that, **unfold** the paper. You will **see** eight panels that will be the pages of the book. Fold the paper again from the short edge to the other. **Cut** the vertical fold in the middle of the paper using scissors. Unfold the paper again. Fold the paper from

the long edge to the other. **Unfold** the two ends. Fold the paper until it becomes a book. Voila! Now, you **have** a pocket book.”

### Jawaban Worksheet 5.7

make	see
need	Cut
fold	Unfold
unfold	have

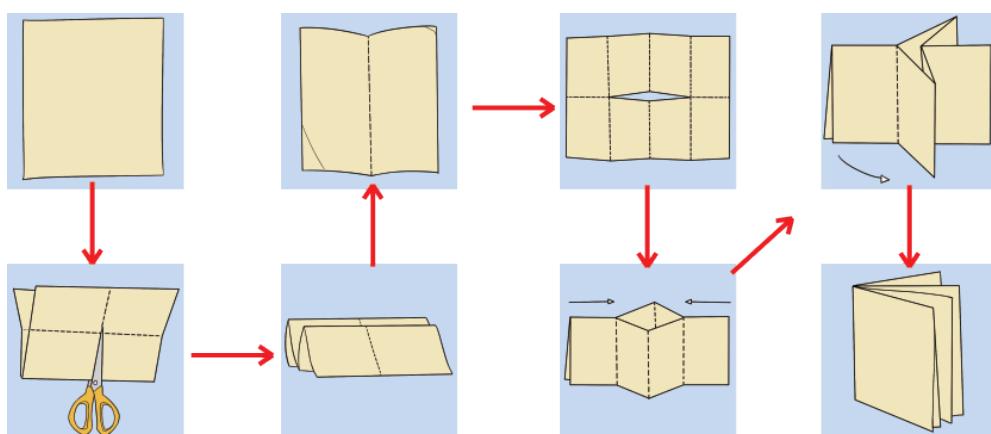
### Instruksi pada Buku Siswa

- c. Look at the process of making a pocket book. Draw an arrow from one picture to another to show the correct order. Number one has been done for you.

### Instruksi untuk Guru

Pada bagian ini, peserta didik diminta untuk memberi tanda panah pada urutan gambar yang tepat.

### Jawaban Worksheet 5.8





## Instruksi untuk Guru

Setelah peserta didik mengurutkan gambar, peserta didik diminta menjawab pertanyaan terkait penjelasan Ibu Ida Ayu.

## Instruksi pada Buku Siswa

- d. Answer the questions based on Ibu Ayu's explanation.

## Jawaban Worksheet 5.9

1. A piece of paper and scissors.
2. Fold the paper.
3. Eight.
4. Scissors.
5. It is easy.



## Section 6 – Language Focus

### Instruksi untuk Guru

Pada bagian ini, peserta didik akan mempelajari kalimat imperatif.

### Instruksi pada Buku Siswa

#### Imperative Sentence

Study the following explanation about how to express a command or instruction in a sentence.

When we ask, give command or instruction, we use imperative sentences. There is no subject in imperative sentences. Basically, imperative sentences tell other people what to do.

For example:

1. Fold the paper into eights.

- 
2. Cut the vertical fold in the middle of the paper using scissors.
  3. Unfold the paper again.

### Instruksi pada Buku Siswa

Fill in the blanks using the correct command or instruction.

### Jawaban Worksheet 5.10

1. Open a web browser on your laptop.
2. Type the key words in the search box.
3. Click the search tab beside the search box.
4. Rephrase your search to get different results.
5. Choose one of the results that you want to read.



### Section 7 – Fun Time: Search Engine Race

### Instruksi pada Buku Siswa

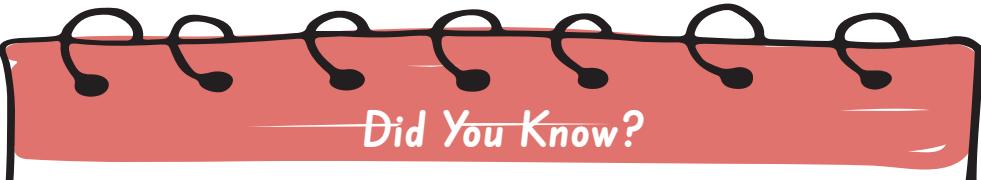
1. Prepare your smartphone and your internet connection. You can also use the laptop or PC at the computer lab.
2. Open your internet browser.
3. Your teacher will give you ten questions, for example: *Who was the inventor of scissors?*
4. Find the answer from the search engine.
5. Write your answers on a piece of paper.
6. The winner is the fastest student that can answer all the questions correctly.



## Instruksi untuk Guru

Pada bagian ini, peserta didik akan bermain menggunakan mesin pencari. Guru menginstruksikan peserta didik untuk:

1. Menyiapkan telepon pintar dan koneksi internet. peserta didik juga boleh menggunakan laptop.
2. Membuka peramban.
3. Mendengarkan guru memberikan 10 pertanyaan. Pertanyaan dapat berupa hal-hal yang jarang diketahui peserta didik. Misalnya: Siapa penemu gunting.
4. Menemukan jawabannya di mesin pencari.
5. Menuliskan jawabannya di secarik kertas.
6. Pemenangnya adalah peserta didik tercepat yang dapat menjawab 10 pertanyaan dengan tepat.



### Did You Know?

#### Facts about Google

The most visited website on the internet is Google. There are over one billion search requests that Google handles every single day. 20 petabytes (20,000 terabytes) of information is processed by Google every 24 hours.

Google has the ability to analyze a person's behavior. The user's behavior will be used by Google to inform its advertiser.

Oxford English Dictionary added Google as a verb in 2006. It means that you can use Google as a predicator in your sentence.

Adapted from:

50 Amazing and interesting facts about Google - Spinfold



## Section 8 – Your Turn: Listening

### Instruksi untuk Guru

Pada bagian ini, peserta didik diminta untuk mendengarkan penjelasan Ibu Ida Ayu tentang cara menghias buku saku.

### Instruksi pada Buku Siswa

Listen to Ibu Ida's explanation of decorating the pocket book and fill in the blanks.

### Audio 5.6 Transcript

- Monita : Galang, what about if we decorate the cover of the pocket book.
- Galang : That's a good idea.
- Monita : Let's search the video then.
- Galang : Look! There is also a video from Ibu Ida Ayu on her channel explaining how to decorate the book.

### Jawaban Worksheet 5.11

1. Choose
2. Measure
3. Cut
4. Put
5. Fold
6. Draw
7. Add



## Section 9 – Enrichment

### Instruksi untuk Guru

1. Ini adalah bagian pengayaan bagi kelas yang siap melakukannya.
2. Peserta didik diminta untuk membuat buku saku berisi biografi dari salah satu orang ternama dengan mencari informasinya melalui internet.
3. Setelah itu, mereka diminta menghias buku sakunya dan mempresentasikannya di kelas.

### Instruksi pada Buku Siswa

Make your own pocket book by following the steps below.

1. Identify a famous person whose biography you will write.
2. Find the information on the Internet.
3. Check the facts.
4. Write the biography.
5. Decorate your pocket book.
6. Present your pocket book to the class.



## Unit 2. Staying Safe in the Digital World



### Pendahuluan

1. Guru mengulas kembali materi yang dipelajari di Unit 1 dengan menanyakan apa yang siswa ingat dari Unit 1. Usahakan guru memancing jawaban dari siswa.

Bahasa guru

*“Good morning/afternoon, class. Do you still remember what we learned in the previous unit, Unit 1? Can anybody tell the class?”*

2. Guru mengaitkan materi dari Unit 1 dengan materi Unit 2.

Bahasa guru

*“Good, so in Unit 1 we learned how to search information on the Internet. Now, in this unit, we are going to continue with how we protect ourselves from any bad experiences when using the Internet. First of all, please take a look at these pictures.”*

3. Untuk membuat kegiatan membaca bervariasi, guru dapat menggunakan kegiatan-kegiatan yang dipaparkan pada situs berikut ini:

- 1) <https://englishpost.org/examples-of-pre-reading-activities/>
- 2) <https://busytteacher.org/14912-how-to-check-comprehension-10-creative-ways.html>



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Look at the pictures and answer the questions that follow.



Picture 5.2 On Social Media

- Have you ever done one of the above?
- Why are those people doing that?
- What is your opinion?

### Instruksi untuk Guru

Pada bagian ini peserta didik diajak menggali pengetahuan atau pengalamannya mengenai keamanan berinternet atau bersosial media.



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk Guru

Pada bagian 2a, peserta didik diminta mendiskusikan bagaimana pengaturan pada profil mereka ketika berselancar di internet. Jawaban peserta didik dapat beragam, tidak harus sama dengan yang ada pada kunci jawaban. Kunci jawaban merupakan pengaturan internet yang ideal bagi peserta didik.

Bahasa guru

*Okay, class. Before we read, first, I want you to take a look at this list. Did you know that keeping our personal information online is really important? Tell me whether you keep your personal information public or private when you use the Internet.*

### Instruksi pada Buku Siswa

- When using the Internet, determine whether you make the following information public or private.

### Jawaban Worksheet 5.12

Your information	Public or Private?
Your real name	private
Your mobile number	private
Your favorite food	public
Your school	private
Your real address	private



Your nickname	public
Your birthday	private/public
Your photo	private/public

### Instruksi untuk Guru

Pada bagian 2b, peserta didik diminta mengidentifikasi kosakata dan gambar yang akan muncul pada teks.

Bahasa guru

*“Next, look at the following pictures. Match the words in the box with the pictures that follow.”*

### Instruksi pada Buku Siswa

- b. Write the words under each picture.

### Jawaban Worksheet 5.13

web address	online scam	a web link
privacy settings	password	online identity



## Instruksi untuk Guru

Pada bagian 2c, peserta didik diajak membaca teks mengenai cara berinternet dengan aman.

Bahasa guru

*“Now, please read the text about Internet safety rules and what you can do to stay safe online. You may look up your dictionary if you find any unfamiliar word.”*

*“After you read, answer the questions that follow.”*

## Instruksi pada Buku Siswa

- c. Study the words in Worksheet 5.13 and then read the text to answer the questions that follow. You don't have to write in full sentences.

Number one has been done for you.

verify: memeriksa  
hover: mengarahkan kursor tetikus  
embed: melekatkan  
impostor: penipu  
mouse: tetikus  
scam: penipuan  
recipient: penerima  
unsolicited: yang tidak diminta  
digital devices: perangkat digital  
social network: jaringan/pertemanan sosial

Word Box

### Internet Safety Rules and What to Do Online

Internet safety is the practice of following actionable guidelines, understanding modern technology, and protecting your digital devices. There are six behavior ideas to be safe online:



## 1. Verify someone's identity

What to do: always check someone's identity. If someone seems very into themselves but doesn't have online friends to show for it, that person may be an imposter!

## 2. Verify a link is safe

What to do?

- First, always understand web addresses. They should begin with https.
- Second, know about hovering. Hovering is when you place your mouse cursor over a link (without clicking it) to see the link embedded in the text. If the link shows a different web when hovering with your mouse cursor, never click it!

## 3. Identify an online scam

Online scams often take the form of unsolicited emails, instant messages, or text messages and they tell the recipient to do something, like click a link. What to do: Never click the link! If you do, it will cause your digital device in trouble.

## 4. Protect your privacy

How?

- Always hide your phone numbers.
- Always keep your addresses and contact information secret, even from social networks that ask for them.

## 5. Create passwords

How? Always create strong passwords that should be:

- 10+ characters long
- Including letters, numbers, and other characters
- Unrelated to personal information
- Easy to remember
- Hard to guess
- Unique

## 6. Become a good digital citizen

What to do:

- Always make safe choices when using the Internet.
- Know how the Internet works, and warning signs that something may have gone wrong.

Source:

<https://www.aeseducation.com/computer-applications/what-is-internet-safety>



## Jawaban Worksheet 5.14

1. The practice of following actionable guidelines, understanding modern technology, and protecting your digital devices.
2. By checking his/her online identity.
3. When the web address begins with http.
4. A link.
5. To click on a link they send.
6. Accept any possible answer.



## Section 3 – Viewing

### Instruksi untuk Guru

1. Untuk kegiatan sebelum membaca, guru dapat mengajarkan kosakata yang kemungkinan akan sulit dipahami oleh peserta didik, contoh:
  - unsolicited emails
  - malware
  - firmware
  - privacy settings
  - permission settings

Bahasa guru

*“Now, we are going to move to the next section. Before that, does anybody know the meaning of: unsolicited emails; malware; firmware; privacy settings; permission settings”*



*“Let’s find out the meaning and how to pronounce the words correctly.*

*Repeat after me.”*

*“Now I’d like some of you to try to pronounce the words. Any volunteers?”*

*“Be careful with the words like ‘unsolicited’ and ‘privacy’. This is how you pronounce them: ... Let’s find out how those words are used in sentences.”*

2. Guru dapat mengajak peserta didik untuk menirukan pelafalan dari kosakata yang sulit termasuk menjelaskan secara singkat mengenai arti dan cara penggunaan kata dalam kalimat sederhana.
3. Guru memeriksa pelafalan dari peserta didik dan memperbaiki secara klasikal.

### **Instruksi pada Buku Siswa**

Look at the infographic below and answer the questions that follow.

suspicious: mencurigakan  
vulnerable: rentan  
software: perangkat lunak  
malware: perangkat lunak perusak  
factory default: (setelan) bawaan pabrik  
firmware: perangkat tegar/terpadu (terdapat dalam perangkat lunak)  
to opt out: menyingkirkan/membuang



### **Jawaban Worksheet 5.15**

1. b. keeping it private.
2. a. Ignore them and block the emails if possible.

- 
3. b. Nobody can misuse your smartphones.
  4. a. It protects from the latest threats.
  5. d. It's a standard password that everyone knows.
  6. c. Accept only apps' required settings.



## Section 4 – Language Focus

### Instruksi untuk Guru

1. Pada bagian ini, peserta didik mempelajari bentuk kalimat perintah dengan menggunakan kata *always* dan *never*.
2. Peserta didik diminta memperhatikan contoh kalimat. Guru juga dapat mengajak peserta didik mengidentifikasi contoh lain kalimat perintah yang muncul pada teks-teks sebelumnya.

### Instruksi pada Buku Siswa

Study the following explanation about how to express a command or advice using ***always*** and ***never***. Then, complete the following sentences.

When we tell people what to do, we can use always or never, as in:

***Always*** verify someone's identity.

***Always*** hide your phone numbers.

***Never*** click it!

***Always*** and ***never*** often come first before the main verb. Look at the examples below.

Table 5.1 Examples of always and never

When you use the Internet,	<b><i>always</i></b> <u>keep</u> your personal information private.
	<b><i>never</i></b> <u>give out</u> your personal information.

### Instruksi untuk Guru

1. Pada bagian 4b, peserta didik diminta mengisi soal-soal isian singkat. Latihan ini ditujukan untuk menguatkan pemahaman peserta didik mengenai penggunaan *always* dan *never* dalam kalimat perintah.
2. Jika kegiatan 4b dirasa terlalu mudah, guru dapat memodifikasi soal atau mengganti/menambah kegiatan dengan *game* yang lebih interaktif. Guru dapat mengadaptasi/memodifikasi permainan yang disediakan oleh situs web berikut:  
<https://www.teach-this.com/grammar-activities-worksheets/imperatives>

### Jawaban Worksheet 5.16

- |           |           |           |            |
|-----------|-----------|-----------|------------|
| 1. Always | 4. Always | 7. Never  | 10. Always |
| 2. Always | 5. Always | 8. Always | 11. Never  |
| 3. Never  | 6. Never  | 9. Never  |            |



### Section 5 – Reading

### Instruksi untuk Guru

1. Peserta didik diminta membaca sebuah teks yang berkaitan dengan cara-cara melindungi diri dari kejahatan siber ketika menggunakan internet.



2. Pada bagian 5a, peserta didik diberi kesempatan untuk mengidentifikasi sejumlah kosakata yang akan muncul pada teks. Kemudian peserta didik diminta menuliskan apa yang mereka ketahui mengenai kosakata tersebut dan jawaban mereka tidak perlu berurutan sesuai *wordle*.

Bahasa guru

*“Before we read, please take a look at this wordle.”*

*“Some of you might have been familiar with the words.”*

*“In this activity, I want you to write down anything you know about the words. You can see the example in number one.”*

3. Jika mampu, peserta didik dapat menuliskan definisinya dalam Bahasa Inggris sesuai pemahaman sendiri. Jika tidak, peserta didik dapat menuliskannya dalam Bahasa Indonesia. Guru dapat merekomendasikan situs web berikut kepada peserta didik untuk melihat arti kosakata:

<https://www.oxfordlearnersdictionaries.com/>

*“Please use your own language. You can also use Bahasa Indonesia to define the words.”*

### **Instruksi pada Buku Siswa**

- a. Look at this wordle and write down what you know about the words in the space provided below. You may use Indonesian. Number one has been done for you.



## Jawaban Worksheet 5.17

1. **attachments:** any kind of file we add or send with an e-mail message.
2. **safeguard:** to protect.
3. **nickname:** an informal name.
4. **cyberbullying:** the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody.
5. **avatar:** a picture or image representing a person used in an online game or on social media.
6. **identity theft:** using somebody else's name and personal information to take money out of the person's bank accounts.
7. **cybercrime:** any crime that occurs on the Internet, e.g by stealing somebody's personal information or infecting their computer with a virus.
8. **passwords:** a series of letters, numbers, etc. that be typed into a computer or computer system before we can use it.

### Instruksi untuk Guru

1. Pada bagian 5b, peserta didik diminta membaca teks dan menggarisbawahi poin-poin penting tentang 10 cara melindungi diri dari kejahatan siber. Guru dapat memberikan contoh satu frase yang perlu digarisbawahi, misalnya:
  - First, make sure you keep your personal facts to yourself.
  - Never give out any personal information such as your full name, address, phone number, or school name.

2. Pada bagian 5c, peserta didik diminta mengerjakan isian singkat.

Jika kegiatan ini terlalu mudah bagi sebagian peserta didik, guru dapat memodifikasi kegiatan setelah membaca dengan kegiatan lain yang lebih variatif, misalnya seperti yang tercantum pada tautan berikut:

- <https://www.rit.edu/ntid/sea/processes/readingwriting/incorporating/after>
- <https://www.readingrockets.org/article/103-things-do-during-or-after-reading>

### Instruksi pada Buku Siswa

b. Read the text on the next page, and underline the important points of the text. See the **Word Box**.

offensive: menyinggung  
concerning: mengkhawatirkan  
trusted adult: orang (dewasa) yang dipercaya  
stranger: orang asing  
to give out: memberikan/membagikan  
to fill out: mengisi  
disrespectful: tidak sopan  
to take place: terjadi  
button: tombol  
to come across: menemukan; mengalami  
confused: bingung

**Word Box**

### 10 Ways to Protect Yourself Against Cybercrimes

It is quite common for us to hear or see something offensive or concerning while playing games or socializing online. There are at least 10 things you can do to safeguard yourself against cybercrimes such as cyberbullying and identity theft.



First, make sure you keep your personal facts to yourself. Never give out any personal information such as your full name, address, phone number, or school name.

Second, use a nickname and include an avatar of yourself on your profile.

Third, visit safe websites that a trusted adult has checked first.

Fourth, never talk to strangers or send them a picture of yourself.

Fifth, never meet someone you met on the Internet even if you think you know them well or they seem nice.

Sixth, never give out your passwords to anyone other than your parents. Keep your password safe by changing it regularly.

Seventh, don't fill out forms online without asking an adult first.

Eighth, block and delete any emails from anyone you don't know. Also, never open attachments from people you don't know as they could contain a dangerous virus.

Ninth, only download things from the Internet after asking an adult.

Tenth, many games and apps include 'Report' or 'Block' buttons. If you are in a situation where disrespectful behavior is taking place or something that worries you, press one of these buttons.

To stay safe, always talk to an adult before using the Internet. If you come across anything that makes you worried, confused, unsafe, or unhappy, always tell a trusted adult.

Source:

<https://www.safewise.com/resources/internet-safety-for-teens/>

<https://www.twinkl.co.id/resource/t-t-2567122-eyfs-online-internet-safety-display-posters>

<https://www.twinkl.co.id/resource/t2-i-013-internet-safety-display-posters>

<https://www.twinkl.co.id/resource/safer-internet-day-activity-booklet-au-t-1637805287>

<https://www.twinkl.co.id/resource/safer-internet-day-2022-differentiated-reading-comprehension-au-t-1636520984>

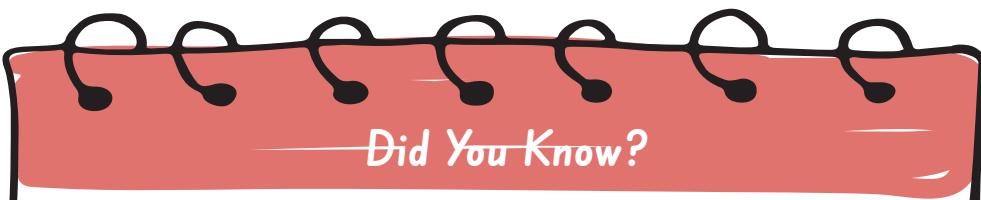


## Instruksi pada Buku Siswa

- c. Fill in the blanks with the best answers. Number one has been done for you.

### Jawaban Worksheet 5.18

- |                 |             |
|-----------------|-------------|
| 1. Cybercrimes. | 7. Forms    |
| 2. Keep         | 8. Delete   |
| 3. Avatar       | 9. Download |
| 4. Send         | 10. ‘Block’ |
| 5. Meet         | 11. Adult   |
| 6. Changing     |             |



### Did You Know?

#### Online bullying in Indonesia

According to a survey in 2019, of 2,777 Indonesian young people aged 14-24, 45% have experienced cyberbullying. Interestingly, boys had slightly higher rates than girls (49%-41%). The most common type of cyberbullying include harassment through chatting applications, unauthorized personal photos/videos, and other types of harassment.

Source:

<https://www.unicef.org/indonesia/media/5606/file/Bullying%20in%20Indonesia.pdf>

<https://indonesia.ureport.in/v2/opinion/3454/>



## Section 6 – Your Turn: Reading

### Instruksi untuk Guru

1. Pada bagian ini peserta didik diajak lebih mengenali salah satu kejahatan siber yakni perundungan siber (*cyberbullying*).
2. Pada bagian 6a, peserta didik diajak bervisualisasi jika dihadapkan pada situasi atau pengalaman perundungan siber. Peserta didik diminta berdiskusi dan menuliskan apa sikap dan tindakan mereka jika mengalami perundungan siber. Pada kegiatan ini, peserta didik diberi kebebasan mengeluarkan pendapatnya.

Bahasa guru

*“In this section, we’re going to get to know more about cyberbullying. First of all, take a look at this picture. Suppose you receive this kind of nasty message. How would you react? How do you feel?”*

*“Please work in pairs and write down what you can do to respond to this sort of message.”*

*“After you finish, let’s discuss your thoughts on that.”*

### Instruksi pada Buku Siswa

- a. Look at the picture on the next page. Work in pairs and write down what you can do if you receive such a message.

### Jawaban Worksheet 5.19

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



### Instruksi untuk Guru

Pada bagian 6b, peserta didik diminta membaca sambil melengkapi teks pendek mengenai kampanye cara menghadapi perundungan siber. Setelah teks lengkap, peserta didik dapat diminta membaca nyaring satu persatu teks dalam kotak. Guru pun dapat mengoreksi pelafalan peserta didik.

### Instruksi pada Buku Siswa

- b. Read and complete the flyer for the Anti-Bullying Campaign run by SMP Merdeka by using the words in the box below.

log off: mengakhiri akses (internet)  
take place: terjadi  
mute: membisukan  
screenshot: tangkapan layar  
nasty: menjijikan; menyakitkan  
self-blame: (sikap) menyalahkan diri sendiri  
abusive: kasar

**Word Box**

### Jawaban Worksheet 5.20

messages	screenshots	posts	sites
change	block	yourself	adult

### Instruksi untuk Guru

Pada bagian 6c, peserta didik diminta menuliskan jawaban berdasarkan teks yang sudah mereka baca.



### Instruksi pada Buku Siswa

- c. Answer the following questions by choosing the right tips on how to deal with cyberbullying on the flyer above. Number one has been done for you.

### Jawaban Worksheet 5.21

1. Don't reply to it immediately.
2. Taking screenshots and saving the messages.
3. On certain (unsafe) websites
4. To report, block, or mute the message or the person.
5. *[Accept any possible and relevant answers.]*
6. To any trusted adult.



### Section 7 – Fun Time: Word Search

#### Instruksi untuk Guru

Pada bagian ini peserta didik diajak mencari kata yang pernah mereka temui pada bagian-bagian sebelumnya.

Bahasa guru

*"Please find the ten hidden words in the following Word Search puzzle horizontally, vertically, or diagonally."*

*"You can recall the words you learned in Section 1 to Section 6."*

*"I'll give you three minutes to do this. Are you ready?"*

## Instruksi pada Buku Siswa

### Online Safety Word Search

Find the hidden words.

The words can be **horizontal**, **vertical**, and **diagonal**.

Then, write the words in the box.

### Jawaban Worksheet 5.22



PRIVACY  
REPORT  
PASSWORDS  
BLOCK  
SAFETY  
AVATAR  
IDENTITYTHEFT  
EMAILS  
CYBERBULLYING  
SCAM  
MALWARE



## Section 8 – Enrichment

### Instruksi untuk Guru

1. Bagian ini merupakan bagian pengayaan dan bersifat pilihan.
2. Pada bagian 8a, peserta didik diminta menuliskan lima hal yang dapat mereka lakukan dalam melindungi diri ketika berselancar di internet.
3. Peserta didik dapat diajak mengingat kembali kosakata dan frase yang telah dipelajari pada Section 2 hingga Section 6.
4. Pada bagian 8b, peserta didik diminta mendesain pembatas buku menggunakan aplikasi yang relevan di internet. Jika tidak memungkinkan, peserta didik dapat membuat pembatas buku secara manual dengan menggunakan kertas kartos, spidol, dan lain-lain.
5. Pada bagian 8c, peserta didik diajak melakukan kampanye *online safety* dengan menggunakan pembatas buku yang telah mereka buat. Peserta didik dapat membagikan desain pembatas bukunya secara daring melalui akun media sosial mereka ataupun membagikannya langsung kepada teman sekelas jika pembatas buku tersebut dibuat secara manual atau telah dicetak terlebih dahulu.

Bahasa guru

*In this activity, we will make an online safety bookmark. Before that, I want you to write down five things you can do or have done to stay*



*safe when using the Internet. Then, turn your list into bookmarks. You can create a bookmark using an online design tool. See the example.*

### **Instruksi pada Buku Siswa**

- a. Write down five things you can do or have done to stay safe when using the Internet.
- b. Turn your list into bookmarks. You can create a bookmark using an online design tool. See the example on the right.
- c. Print out your bookmark and exchange it with your classmates. Alternatively, you can just share your bookmark online with your social media friends.

### **Jawaban Worksheet 5.23**

Seluruh hasil kreasi peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



## Unit 3. Turn Back Hoax!



### Pendahuluan

#### Instruksi untuk Guru

1. Guru mengulas kembali materi di Unit 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia.

Bahasa guru

*“Good morning, everyone. Welcome to our English class. In Unit 2 we learned about how to stay safe in a digital world such as the internet.”*

2. Guru menjelaskan tujuan Unit 3. 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 Unit ini.

Bahasa guru

*“Today you will learn about procedure. The title of this unit is ‘Turn Back Hoax!’. ”*

*“What comes into your mind when you first hear the word ‘hoax’?”*



## Section 1 – Say What You Know

### Instruksi pada Buku Siswa

Study the picture and then answer the questions.

Work in a group of four.



Picture 5.10 Reading a Newspaper

- What do you see in the picture?
- What do you know about a hoax?
- How do you know that a message is a hoax?
- Why are you interested in reading the news?



## Instruksi untuk Guru

1. Pada bagian ini guru menggali pengetahuan peserta didik mengenai gambar berita-berita hoax di internet.
2. Peserta didik diminta melihat gambar yang merupakan contoh berita-berita yang kemungkinan merupakan hoax. Guru lalu bertanya pada peserta didik apa yang mereka lihat di gambar.
3. Guru juga bertanya apa dan bagaimana yang dimaksud dengan hoax, mengapa berita-berita hoax tampak menarik untuk dibaca.

Bahasa guru

*“Alright, students. Please take a look at the picture.”*

*“Can you see the titles of the news in the picture?*

*“What do you think about the titles?”*

*“What news do you think they are reporting?”*

*“Do you think that the news is real?”*

*“What do you see in the picture?”*

*“What do you know about a hoax?”*

*“How do you know that they are a hoax?”*

*“Why are you interested in reading the news?”*



## 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.				
<b>Comment:</b> <hr/> <hr/> <hr/> <hr/> <hr/>				



## Section 2 – Reading

### Instruksi untuk Guru

1. Pada bagian ini, guru meminta peserta didik untuk membaca teks tentang bagaimana mengenali berita hoax.
2. Setelah membaca, peserta didik diminta menjawab pertanyaan terkait text.

### Instruksi pada Buku Siswa

Read the following text and answer the questions.

#### Word Box

belong to: bagian dari; milik  
guarantee: menjamin  
dig deeper: menggali (misalnya menggali informasi)  
fake: palsu  
critical: kritis  
commercial: komersial (untuk tujuan memperoleh  
keuntungan  
berupa uang)  
current: terbaru  
purpose: tujuan  
goods: barang  
services: jasa  
educational: pendidikan  
institutions: lembaga  
source: sumber  
broadcast: siaran  
experts: ahli  
reliability: dapat diandalkan  
trustworthiness: dapat dipercaya  
author's name: nama penulis  
publication date: tanggal terbit  
in the field: pada bidangnya



## Steps to Spot Fake News

### 1. Be Critical

Every time you read, see or hear a piece of news you must ask questions – and lots of them! For example, you can ask: who said it?; what did they say?; where did they say it?; when did they say it?; why did they say it?; or how did they say it? These questions are a good starting point to make sure that we can verify the trustworthiness of a news source.

### 2. Check the source

When you see news on the internet, you should check the website address. You should identify the URL address based on the type. For example, the popular .com ending usually belongs to a commercial site which means that the website's main purpose is to sell goods or services. A website ending in .edu is used by educational institutions.

### 3. Check if it is current

In the old times, we read news from newspapers or watched them on TV. Daily newspapers and TV broadcasts are somewhat disposable. However, news articles published online can remain out there in the virtual world permanently. So, it is important to always check the publication dates of the news article. Usually, you can find it under the article's title. If you find news in social media, you may find a repost or re-share of old news articles. You should check when the article was initially published and if the story has been modified or updated since that original publication.

### 4. Ask the experts

When you are not sure about some news, try to ask the experts in the field. These experts can be parents, teachers, librarians, researchers, scientists, and journalists. Overall, you need to be critical about any stories or news that you see on the internet.

Adapted from:

<https://literacyideas.com/how-to-spot-fake-news/>



## Jawaban Worksheet 5.24

1. Who said it?; what did they say?; where did they say it?; when did they say it?; why did they say it?; or how did they say it?
2. Identifying the URL address.
3. Daily newspapers and TV broadcasts are somewhat disposable. However, news articles published online can remain out there in the virtual world permanently.
4. Experts can be parents, teachers, librarians, researchers, scientists, and journalists.
5. Answers may vary, for example: To get accurate information OR to stay safe in the internet.



## Section 3 – Viewing

### Instruksi untuk Guru

1. Pada bagian ini, guru meminta peserta didik untuk melihat *flowchart* yang berisi infografis tentang bagaimana menimbang agar dapat menyaring berita sebelum membagi berita.
2. Setelah membaca, peserta didik diminta menulis informasi yang sesuai dengan pilihannya.
3. Guru dapat membimbing peserta didik untuk menandai pilihan *flownya* dengan angka 1, 2, 3 dan seterusnya agar mudah untuk menuliskannya.



Bahasa guru

*“Look at the flowchart. You can begin answering the questions from ‘start here’. You may choose yes or no to go on to the next step. After you finish doing the flowchart, write the steps that you do in the writing exercise b.”*

### Instruksi pada Buku Siswa

Look at the infographic. Then, write the steps of filtering news based on the information in the infographic. You may complete the steps by following the YES or NO arrows. When you are done, read your friends' steps. See if they use the same flow as yours.

### Instruksi untuk Guru

1. Guru meminta peserta didik untuk menuliskan langkah-langkah untuk menyaring berita sebelum berbagi mengikuti templat yang sudah diberikan.

Bahasa guru

*“Before you start writing, read the template. Then, check with the infographic. Follow the steps that you have chosen.”*

*“Write the steps of filtering news based on the information in the infographic. You may write the information following the YES or NO arrows.”*

2. Setelah peserta didik selesai menulis, guru meminta beberapa orang saling bertukar hasil pekerjaan dan membacakan hasil pekerjaannya bergantian.



Bahasa guru

*“When you finish writing, check your classmate’s work. Read their work and comment on it.”*

### Jawaban Worksheet 5.25

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



### Section 4 – Language Focus

#### Instruksi untuk Guru

1. Pada bagian ini, guru menjelaskan tentang penggunaan *procedural text*. Sebagai catatan, *procedural text* telah diberikan sebagai materi dalam buku kelas 7 dan 8 serta pada buku 9 Unit 4. Dengan demikian, penjelasan untuk *procedural text* bersifat sebagai pengulangan.
2. Pada pembahasan *procedural text* di Unit 5, *goal* atau tujuan penulisan teks bukan pembuatan suatu produk. Tetapi, tujuan penulisan *procedural text* pada Unit ini adalah untuk melakukan beberapa langkah kegiatan sehubungan dengan norma atau etika dalam penggunaan internet dan penyebaran berita.
3. Guru dapat memberikan penjelasan dengan merujuk pada teks bacaan yang ada pada Section sebelumnya.

Bahasa guru

*“Okay students, we have read a text in Section 1 and did an exercise*



*in Section 3. Do you see that there are several steps that we need to do to spot the fake news or to think before we share news? To talk about steps, a procedural text is useful.”*

### **Instruksi pada Buku Siswa**

Sometimes we need to talk about the process to achieve a certain goal.

A procedural text contains the following elements.

Table 5.2 Elements of a procedural text

<b>Procedural Text</b>	
The goal of the activity	An indication of what you are trying to do or make
Materials	A list of materials (or ingredients/equipment etc.) needed to achieve the goal
Steps	The sequence of steps that need to be followed

In Section 2, we learn that a procedural text contains steps in achieving one goal. For example: Steps to spot fake news. In the text, the steps are mentioned using numbers, 1, 2, 3 and 4. Alternatively, we can use other sequencing indicators such as:

- First, second, third, fourth and so on.
- First, then, next, after that and so on.

To mention the last step, we can use ***finally*** or ***lastly***.

### **Instruksi untuk Guru**

1. Guru dapat memfokuskan penjelasan pada penggunaan penanda



sekuens pada penulisan langkah-langkah aktivitas dalam procedural text.

Bahasa guru

*“To talk about steps in a procedural text, we can use some useful signposts such as first, second, third, fourth and so on.”*

2. Guru dapat meminta peserta didik berlatih menggunakan penanda sekuens dengan meminta peserta didik untuk menjelaskan sebuah prosedur kegiatan sehubungan dengan teks yang telah dibaca maupun prosedur sederhana lainnya.



## Section 5 – Writing

### Instruksi untuk Guru

Pada bagian ini, guru meminta peserta didik untuk memperhatikan potongan berita dari sebuah media sosial.

Guru dapat meminta peserta didik untuk melihat gambar secara kritis dengan memperhatikan caption dan gambar yang ada pada postingan sosial media yang ditunjukkan.

Bahasa guru

*“Let’s look at the social media post below. What is being informed in the post? What do you think about the caption and picture?”*

*“Look at the internet news. Then, follow the steps in Section 2 and write how you can check whether the news is fake or not.”*

## Instruksi pada Buku Siswa

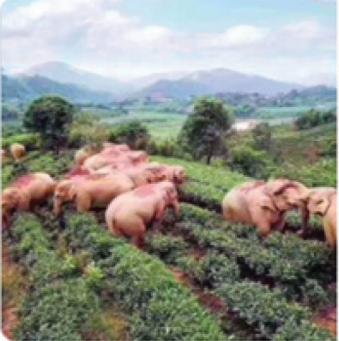
Look at the internet news. Then, follow the steps in Section 2 and write how you can check whether the news is fake or not.

This news shows a picture of a group of elephants in China. It says that they got drunk on corn wine and passed out on the farm.

Social media posts claimed that, in the absence of humans, elephants came into a village in China, got drunk on corn wine, and passed out. The story has since been debunked.

 **Meh**  
@Spilling\_The\_T · Follow 

While humans carry out social distancing, a group of 14 elephants broke into a village in Yunan province, looking for corn and other food. They ended up drinking 30kg of corn wine and got so drunk that they fell asleep in a nearby tea garden.  

4:21 AM · Mar 19, 2020 

Source: Meh @Spilling\_The\_T/Twitter

## Instruksi untuk Guru

1. Guru meminta peserta didik untuk membaca kembali teks pada Section 2 untuk mengetahui langkah-langkah yang harus dilakukan untuk memeriksa apakah sebuah teks merupakan berita yang benar atau palsu.



2. Guru meminta peserta didik untuk menuliskan langkah-langkah dan memeriksa apakah sebuah teks merupakan berita yang benar atau palsu pada Worksheet 5.26.

### Jawaban Worksheet 5.26

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

#### Did You Know?

If you use social media, the chances are you see (and forward) some of the more than 3.2 billion images and 720,000 hours of video shared daily.

With that amount of information, it is often difficult to differentiate which one is real and which one is not. Therefore, it is important to understand how to use digital content verification tools. It is also important to boost our digital media literacy. Ultimately, one of the best lines of defence — and the only one you can control — is you.

Source:

<https://theconversation.com/3-2-billion-images-and-720-000-hours-of-video-are-shared-online-daily-can-you-sort-real-from-fake-148630>



### Section 6 – Fun Time: Real or Fake?

#### Instruksi pada Buku Siswa

**Let's play a game!**

1. This is a team game. Divide the class into groups of four or five.
2. Each group should prepare four pieces of paper. On each piece, students can write a goal of an activity. For example, you can write:



making a kite, making a fried banana, painting our room, etc.

3. Roll up the paper and put them into one container.
4. One student will take a rolled paper and make a description about the goal written on the paper. The student can make a hyperbolic description for the other students to guess the goal written on the paper.

For example:

### Making a Kite

For this named goal, students can make a description such as:

- It is a super fun activity.
  - Prepare a two-kilometer long string.
  - Get a big piece of paper.
  - Prepare some paints or marker to draw pictures.
5. Other students should try to guess the goal of activity written on the rolled paper.



### Section 7 – Your Turn: Writing

#### Instruksi untuk Guru

Guru mengulas kembali cara memeriksa berita sesuai dengan Section 1. Guru meminta peserta didik untuk menuliskan langkah-langkah pemeriksaan berita dalam template yang telah disediakan.



## Instruksi pada Buku Siswa

### a. Planning and Brainstorming

Match the paragraphs with the headings provided in the box.

### How to be an Expert Fact-Checker

Professional fact-checkers are people who make sure newspaper articles and magazine stories are correct before they are published. These are a few tips to know if what you're reading is for real.

### Jawaban Worksheet 5.27

Search the exact headline	Look for other articles on the same topics
Check the date	Verify it
Go straight to the source	

## Instruksi untuk Guru

Guru meminta peserta didik untuk memilih salah satu topik dari tiga pilihan yang ada.

Bahasa guru

*“Choose one of the three topics. Then, think about the steps to check whether the news is real or fake.”*

## Instruksi pada Buku Siswa

### b. Outlining

Write the steps that you would do to check whether the news is real or fake. You can choose one piece of news in the box.



<b>News 1</b> Stop using chopsticks to save the trees!	<b>News 2</b> Pandas are no longer endangered.	<b>News 3</b> Indonesian students do not have to go to school on Saturday.
---	---	---

c. Drafting

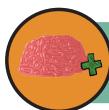
Start writing a first draft of your procedural text in the following template.

d. Writing and Editing

Write your procedural text here.

### Jawaban Worksheet 5.28, 5.29, dan 5.30

Hasil tulisan apapun dari peserta didik dapat diterima selama masih sesuai dengan materi yang disampaikan.



## Section 8 – Enrichment

### Instruksi untuk guru

1. Bagian ini merupakan pengayaan yakni bersifat opsional. Jika waktu masih tersedia, maka peserta didik dapat melanjutkan ke proyek berikut.
2. Guru meminta peserta didik membentuk kelompok beranggotakan 5-6 orang. Masing-masing kelompok mencari sebuah berita di internet. Setelah itu, mereka diminta untuk mendiskusikan apakah berita tersebut benar atau tidak.

- 
3. Kemudian setiap kelompok membuat poster untuk mendorong peserta didik mengecek fakta suatu berita sebelum menyebarluaskannya.

### **Turn Back Hoax campaign!**

In small groups, create a poster to promote the awareness of checking facts.

1. With your classmates, find and read some news in online media that use clickbaits.
2. Verify whether the news is real or fake.
3. Based on the news that you have read, create a poster to encourage students to check facts before they share it.



## Reflection

1. Untuk membantu peserta didik melakukan refleksi, besar kemungkinan perlu dilakukan latihan secara eksplisit bagaimana melakukan refleksi pembelajaran dan mengisi lembar refleksi. Hal ini dapat dilakukan pada awal semester (bersamaan dengan pengenalan *classroom language*). Contoh latihan eksplisit adalah dengan mengajak peserta didik mendiskusikan pertanyaan refleksi untuk mengukur apa yang mereka pahami mengenai hal tersebut.
2. Peserta didik diharapkan dapat terbiasa melakukan refleksi pembelajaran setidaknya sekali dalam sepekan. Hal ini agar dapat membantu mereka menjadi lebih mengetahui proses belajarnya yang kemudian menjadikan mereka lebih mandiri dan bertanggung jawab.
3. Refleksi dapat dilakukan pada setiap akhir pertemuan atau pun pada setiap akhir bab, baik secara lisan maupun tulisan.
4. Ketika melakukan refleksi secara lisan, guru dapat bertanya kepada peserta didik dengan pertanyaan berikut: *What did you do? What did you learn? How did you learn?*

Bahasa guru:

*“Let’s think about what we did. So, let me ask you some questions. First, what did you do? Please raise your hand and share your experience. Do you want to try? Okay, go ahead.”*

- 
5. Sekaitan dengan refleksi secara tulisan, guru dapat memberikan kesempatan kepada peserta untuk mengisi lembar refleksi belajar. Target dari pengisian lembar refleksi ini adalah agar peserta didik mengetahui seberapa baik mereka dalam belajar dan mengidentifikasi apa yang mereka harus lakukan selanjutnya.

Bahasa guru:

*“We are coming to the end of the lesson. I’d like to give you some time to think about your learning. So, please now fill out the following sheet. If you don’t understand, please feel free to ask me any questions.”*

### Rubrics for Assessment

Contoh rubrik penilaian yang dapat digunakan di kelas terdapat pada bagian akhir Chapter. Rubrik ini dapat disesuaikan dengan kondisi dan kebutuhan peserta didik di sekolah masing-masing.

## 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		
<b>What else went well?</b>		
<b>What could have made this lesson even more effective?</b>		

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



## KUNCI JAWABAN PROGRESS CHECK 2

### Bagian I -Text 1

1. Andre asked what you wanted to buy in the supermarket.
2. Galang asked where the toilet was.
3. Pipit asked if she could see your notes.
4. Andre asked if you wanted to go to the library.
5. Monita asked if you like the moon orchid or not.

### Bagian II

6. C
7. B
8. C
9. B
10. B

### Bagian III -Text 2

11. Unused clothes are donated (by us) for the charity event.
12. Many things, such as shirts, pants, and skirts in this thrift sale are anticipated (by all students)
13. The waste from school is recycled (by the students).
14. The zero plastic waste campaign is promoted (by Galang and Monita).

- 
15. Her beloved novel is given (by Pipit) to her friend.
  16. Helmtd hornbills are seen by us in the jungle of Kalimantan.

#### **Bagian IV – Text 3**

17. Always

18. Never

19. Never

20. Always

21. Never

#### **Skoring**

Setiap jawaban benar: Skor 5.

Total maksimal skor: 100.



## GLOSSARIUM

<b>abusive</b>	kasar
<b>accompany</b>	menemani
<b>all set</b>	segalanya/semuanya sudah siap
<b>approach</b>	mendekati
<b>author's name</b>	nama penulis
<b>avoid</b>	menghindari
<b>bamboo shoots</b>	tunas bambu; rebung
<b>bazaar</b>	pameran
<b>belong to</b>	bagian dari; milik
<b>bluish white</b>	putih kebiru-biruan
<b>bottle cap</b>	tutup botol
<b>branches</b>	dahan pohon
<b>brave</b>	pemberani
<b>breathing</b>	tube tabung pernafasan
<b>broadcast</b>	siaran
<b>button</b>	tombol
<b>come across</b>	menemukan; mengalami
<b>commercial</b>	komersial (untuk tujuan memperoleh keuntungan berupa uang)
<b>concerning</b>	mengkhawatirkan
<b>confused</b>	bingung
<b>conservation programs</b>	program konservasi/pelestarian
<b>consume</b>	mengonsumsi; memakan
<b>convince</b>	meyakinkan
<b>coral reefs</b>	terumbu karang
<b>created</b>	ciptakan
<b>critical</b>	kritis
<b>curiosity</b>	rasa penasaran
<b>current</b>	terbaru
<b>curtain t</b>	irai
<b>dare</b>	berani, memberanikan diri
<b>depart (base verb) - departed (past verb)</b>	berangkat
<b>destruction</b>	perusakan
<b>dig deeper</b>	menggali (misalnya menggali informasi)

<b>digital devices</b>	perangkat digital
<b>disabled students</b>	siswa penyandang disabilitas
<b>disappear</b>	menghilang; punah; hancur
<b>disrespectful</b>	tidak sopan
<b>dizzy</b>	pusing
<b>educational</b>	pendidikan
<b>electrical engineering</b>	teknik elektro
<b>embed</b>	melekatkan
<b>endangered</b>	terancam punah
<b>excited</b>	bersemangat, senang, gembira
<b>excited</b>	bersemangat / senang
<b>excitement</b>	kegembiraan
<b>excursion</b>	karya wisata
<b>experts</b>	ahli
<b>fake</b>	palsu
<b>famous</b>	terkenal
<b>fastened</b>	mengencangkan
<b>feather</b>	bulu
<b>featherless patch</b>	area kulit tak berbulu
<b>featherless patch</b>	kulit tak berbulu
<b>figs</b>	buah ara
<b>fill out</b>	mengisi
<b>founder</b>	pendiri
<b>future</b>	masa depan
<b>gear</b>	perlengkapan
<b>give out</b>	memberikan/membagikan
<b>glue</b>	lem
<b>go down</b>	turun
<b>goods</b>	barang
<b>government</b>	pemerintah
<b>graying black</b>	hitam keabu-abuan
<b>green sea turtle</b>	penyu laut hijau
<b>guarantee</b>	menjamin
<b>habitat loss</b>	kerusakan habitat
<b>hang</b>	menggelantung;bergelantung(an)
<b>harbor</b>	pelabuhan
<b>head towards/to</b>	menuju (ke)
<b>height</b>	tinggi badan
<b>holes</b>	lubang



**hollow reeds**  
**house reef**

tumbuhan buluh berongga  
rumah karang atau terumbu  
karang terdekat dari **resor**  
menyelam/snorkeling, dapat  
diakses dari bibir pantai dengan  
hanya berenang.

**hover**  
**illegal hunting**  
**important**  
**impostor**  
**in general**  
**institutions**  
**intelligence**  
**interesting**  
**in the field**  
**invent**  
**it takes longer**

mengarahkan kursor tetikus  
perburuan liar  
penting  
penipu  
pada umumnya  
lembaga  
kecerdasan  
menarik  
pada bidangnya  
menciptakan  
memerlukan waktu yang lebih  
lama

**jewelry**  
**knight outfit**  
**lantern**  
**lecturer**  
**limbs tangan**  
**log off**  
**lose track (of)**

perhiasan  
pakaian ksatria  
lentera  
dosen  
dan kaki  
mengakhiri akses (internet)  
tak dapat mengingat atau  
menghitung

**lychee**  
**mammal**  
**mangosteen**  
**mangrove**  
**medication**  
**membrane**  
**motorboat**  
**mouse**  
**mute**  
**nasty**  
**native (to)**  
**neck**  
**north**  
**observe**

leci  
hewan beranak, mamalia  
manggis  
hutan mangruf  
obat-obatan  
selaput  
perahu motor  
tetikus  
membisukan  
menjijikan; menyakitkan  
berasal/khas (dari)  
leher  
utara  
melihat, mengamati

<b>observed</b>	mengamati
<b>offensive</b>	menyinggung
<b>offer</b>	menawarkan
<b>ordinary person</b>	orang biasa
<b>pack (base verb) - packed (past verb)</b>	mengemas, berkemas
<b>pardon</b>	maaf (mohon diulangi)
<b>passionate</b>	bersemangat, tertarik
<b>pioneer</b>	pelopor
<b>predator</b>	pemangsa
<b>pressed</b>	menekan
<b>primate</b>	hewan primata
<b>publication date</b>	tanggal terbit
<b>purpose</b>	tujuan
<b>put on</b>	memakai
<b>rainforest</b>	hutan hujan tropis
<b>reasonable</b>	harga yang wajar
<b>recipient</b>	penerima
<b>recycling</b>	daur ulang
<b>reddish-brown</b>	(berwarna) coklat kemerah
<b>reliability</b>	dapat diandalkan
<b>retrieve</b>	mengambil
<b>revved</b>	menyalakan
<b>reward</b>	hadiah, penghargaan
<b>scam</b>	penipuan
<b>scary</b>	menakutkan
<b>scientific</b>	ilmiah
<b>screenshot</b>	tangkapan layar
<b>search engine</b>	mesin pencari
<b>self-blame</b>	(sikap) menyalahkan diri sendiri
<b>services</b>	jasa
<b>social network</b>	jaringan/pertemanan sosial
<b>sophisticated</b>	mutakhir
<b>source</b>	sumber
<b>specifically</b>	terutama
<b>sponge</b>	bunga karang laut
<b>stranger</b>	orang asing
<b>submarine</b>	kapal selam
<b>submerged</b>	menyelam; terendam; tenggelam
<b>tail</b>	ekor



<b>take place</b>	terjadi
<b>the hungry</b>	orang-orang yang kekurangan/ memerlukan makanan
<b>thrilling</b>	mendebarkan, menggembirakan
<b>tiny</b>	kecil
<b>to glue</b>	merekatkan
<b>to spend more time</b>	memiliki/menghabiskan waktu lebih banyak
<b>to stay overnight</b>	bermalam, menginap
<b>to surf</b>	berselancar
<b>trusted adult</b>	orang (dewasa) yang dipercaya
<b>trustworthiness</b>	dapat dipercaya
<b>underwater</b>	bawah air
<b>unsafe</b>	tidak aman
<b>unsolicited</b>	yang tidak diminta
<b>up to</b>	hingga
<b>used/preloved</b>	bekas (pakai)
<b>used materials</b>	barang bekas
<b>verify</b>	memeriksa
<b>warehouse</b>	gudang
<b>was sucked</b>	tersedot
<b>weight</b>	berat badan
<b>wildlife</b>	margasatwa
<b>with reference to</b>	mengacu kepada



## DAFTAR PUSTAKA

- Calabrese, I., & Rampone, S. (2015). *Cross-curricular resources for young learners*. Oxford University Press
- Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.
- Pinter, A. (2017). *Teaching young language learners (Second ed.)*. Oxford University Press.
- <https://www.nationalgeographic.com/animals/mammals/facts/proboscis-monkey#:~:text=Proboscis%20monkeys%20have%20an%20unusual,cross%20rivers%20to%20find%20food>.
- <https://www.rekoforest.org/field-stories/5-main-differences-between-apes-vs-monkeys/>
- <https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkid=26256016d06b11eca2f6547d404146b0>
- <https://westpapuastory.com/cenderawasih-bird-paradise/>
- <https://worldbirds.com/what-is-birding/>
- <https://www.silentforest.eu/projects/bali-myna/>
- <https://www.worldwildlife.org/species/orangutan>
- <https://www.mongabay.co.id/2017/09/04/konservasi-orangutan-masih-hadapi-kendala-apa-saja/>
- [https://www.worldwildlife.org/species/gorilla?pc=AVB014005&ds\\_rl=1262308&gclsrc=3p.ds](https://www.worldwildlife.org/species/gorilla?pc=AVB014005&ds_rl=1262308&gclsrc=3p.ds)
- <https://www.oxfordlearnersdictionaries.com/>



[https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/  
passive-forms](https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/passive-forms)

[https://literacyideas.com/how-to-write-a-descriptive-  
text/#:~:text=Paragraph%205%3A%20The%20purpose%20of,their%20  
descriptive%20text%20before%20writing.](https://literacyideas.com/how-to-write-a-descriptive-text/#:~:text=Paragraph%205%3A%20The%20purpose%20of,their%20descriptive%20text%20before%20writing.)

[https://www.teach-this.com/functional-activities-worksheets/  
describing-things](https://www.teach-this.com/functional-activities-worksheets/describing-things)

[https://www.twinkl.co.id/resource/  
teacher-evaluation-sheet-za-kps-1646300132](https://www.twinkl.co.id/resource/teacher-evaluation-sheet-za-kps-1646300132)

<https://www.liveworksheets.com/er1340466cm>



## INDEX

### A

Advertisements 274, 275, 285, 286, 290  
Animal 19, 36, 40, 41, 42, 51, 55, 56, 57, 58, 66, 67, 77, 81  
Apes 61, 63, 66, 74, 87, 385  
Arboreal 45, 54, 55, 85, 175  
Armor 192

### B

bazaar 249, 250, 251, 252, 280, 281, 282, 283, 290, 387  
beach 118, 128, 130, 131, 143, 145, 146, 152, 155, 157  
Behaviors 48, 62  
Bekantan vi, 19, 36, 37, 39, 41, 42, 43, 44, 45, 46, 47, 49, 50, 57, 68, 85, 86, 173  
birds 19, 80, 81, 82, 83, 87, 90, 152, 385  
Borneo 45, 46, 54, 55, 62, 63, 64, 73, 173, 174, 175  
button 202, 203, 212, 213, 329, 355, 387

### C

Cave 130  
Cendrawasih 19, 83  
Charity 299, 306, 307



Charity shop 307  
conservation 53, 55, 72, 128, 388  
coral 122, 123, 130, 131, 388  
Creation vii, 22, 244, 245  
Cyberbullying 356, 360  
cybercrimes 356

## D

dragon 194, 196, 197

## E

electrical engineering 204, 206, 388  
excursion 107, 114, 115, 130, 131, 388

## F

Fauna vi, 19, 35, 36  
Fins 141  
fish 48, 123, 130, 255, 256, 257  
forest 19, 46, 48, 50, 55, 63, 82, 85, 90, 101, 173, 174, 175, 191, 192, 194

## G

golden cucumber 221, 228  
goods 22, 244, 251, 277, 290, 307, 369, 389  
gorilla 19, 52, 61, 66, 68, 69, 71, 74, 75, 175, 385



## H

habitat 42, 44, 45, 49, 53, 54, 55, 63, 68, 72, 85, 174, 389

Helmeted Hornbill 52, 55

Hoax 23, 364

holiday 20, 115, 119, 122, 123, 124, 133, 134, 176, 177

house reef 145, 146, 147, 155, 389

## I

illegal hunting 53, 54, 55, 82, 84, 389

Internet safety 345, 346

## J

Java 123

## K

Karimunjawa 121, 122, 123, 124, 128

Komodo dragons 52

## M

mangrove 45, 50, 51, 52, 186, 188, 190, 390

Mangrovia 185, 186, 187, 188, 189, 190, 191, 192, 200

marine 128, 157

Marine Park 128, 140, 142, 143, 145, 146, 153, 155

message 25, 142, 155, 186, 190, 354, 358, 360



mobile game 186, 187, 188  
monkeys 45, 52, 63, 66, 87, 173, 174, 385  
motorboat 143, 145, 147, 152, 153, 155, 390

## N

National Park vi, 20, 96, 97, 100, 107, 108, 109, 114, 128

## O

Orangutans 52, 55, 63, 64, 65, 66, 67, 68, 85, 175  
orchids 101

## P

physical features 42, 44, 77  
plants 63, 100, 102, 103, 104, 106, 107, 108, 256, 257  
predators 47, 48, 50  
preloved 22, 250, 251, 280, 281, 282, 290, 296, 297, 298, 301, 305, 306, 391  
price 22, 122, 124, 276, 277, 278, 282, 284, 287, 296, 297, 304, 305, 306,  
308, 390  
primate 43, 44, 52, 54, 390  
proboscis monkey 43, 44, 173  
professor 204, 209

## R

rainforest 45, 81, 390



recycle 383  
recycled materials 251, 290  
reproduction cycle 83, 84

## S

sale vii, 148, 244, 272, 275, 383, 384  
scientific name 43, 44, 55, 63, 74, 391  
Search engines 332  
second-hand 297, 299, 301, 305, 307  
security officer 205, 206, 208, 209, 210, 211  
sharks 121, 123, 124, 125, 130, 131  
snorkeling 123, 125, 127, 142, 143, 144, 145, 146, 147, 148, 152, 154, 155,  
156, 157, 158, 389  
speedboat 157, 159  
stationery 251, 295, 297, 299, 301, 305  
Sumatra 57, 62, 63, 64, 73, 175  
sunset 121, 123, 124, 128, 133, 157  
sword 191, 192

## T

Threats 54, 55, 62, 72, 89  
time travel 205, 209, 216  
Timun Mas vii, 21, 180, 216, 218, 219, 220, 221, 222, 223, 224, 225, 226,  
227, 228, 229, 230, 232



tour 133, 134, 135, 145, 152, 155

trip 97, 100, 104, 106, 107, 108, 123, 130, 133, 140, 142, 143, 144, 145, 146,  
147, 148, 155, 156, 158, 159, 162

## U

underwater 118, 130, 137, 145, 146, 147, 155, 257, 391

university 204, 222, 227

used 22, 45, 85, 106, 125, 126, 148, 150, 157, 170, 171, 188, 189, 192, 240,  
241, 245, 250, 251, 252, 253, 258, 261, 262, 265, 269, 272, 296,  
297, 298, 299, 302, 303, 305, 307, 309, 310, 318, 348, 354, 391

## V

Village 306, 307

volunteer 56, 295

## W

warehouse 203, 205, 213, 391

wildlife 19, 36, 40, 41, 53, 130, 391

windshield 203

## PROFIL PELAKU PERBUKUAN

### PROFIL PENULIS

**Nama Lengkap** : Ika Lestari Damayanti, S.Pd., M.A., Ph.D

**Email** : ikalestaridamayanti@upi.edu

**Instansi** : Universitas Pendidikan Indonesia

**Alamat Instansi** : Jalan Dr Setiabudi 229 Bandung

**Bidang Keahlian** : Genre Pedagogy, Multimodal Literacy,

Storytelling



#### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Pendidikan Indonesia (2001 – sekarang).
2. Sekretaris Balai Bahasa Universitas Pendidikan Indonesia (2019 – 2021).
3. Anggota tim pengembang kurikulum PPG Prajabatan, GTK, Dit PPG (2021-sekarang)
4. Tutor (Literacy courses), School of Education, The University of Wollongong (2017-2018)

#### Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Education and Literacy – The University of Wollongong (Lulus tahun 2020)
2. S2 – Teaching English to Young Learners – The University of Warwick (Lulus tahun 2006)
3. S1 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2001)

#### 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

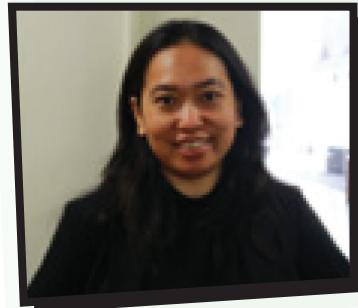
**Nama Lengkap** : Yusnita Febrianti, S.Pd, MA, PhD

**Email** : yusnita.febrianti.fs@um.ac.id

**Instansi** : Universitas Negeri Malang

**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

**Nama Lengkap** : Pipit Prihartanti Suharto, M.A.

**Email** : pipitprihartanti@unper.ac.id

**Instansi** : Universitas Perjuangan Tasikmalaya

**Alamat Instansi** : Jl. PETA 177 Tawang  
Tasikmalaya 46115

**Bidang Keahlian** : Teaching English to Young Learners



### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Prodi Pendidikan Bahasa Inggris, Universitas Perjuangan Tasikmalaya  
2017 s.d. sekarang

### Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia  
(2021- Sekarang)
2. S2 – English Language Teaching (with Specialism in English for Young Learners)  
– University of Warwick (2015- 2016)

### 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

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Looking into metacognitive strategies used in young Indonesian EFL learners' online learning (2022) - The 20th AsiaTEFL-68th TEFLIN-5th iNELTAL International Conference
2. Exploring learning to learn: Metacognitive strategies covered in the Indonesian EFL textbooks (2021) - Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN)

## PROFIL PENULIS

**Nama Lengkap :** Iyen Nurlaelawati, M.Pd.

**Email :** iyenn@upi.edu

**Instansi :** Universitas Pendidikan Indonesia

**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

## PROFIL PENULIS

**Nama Lengkap** : Aji Jehan Fellani  
**Email** : ajijehanfellani@gmail.com  
**Instansi** : SMPN 1 Batujajar  
**Alamat Instansi** : Jalan SMP Kec. Batujajar  
Kab. Bandung Barat  
**Bidang Keahlian** : Bahasa Inggris



### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Pengajar Bahasa Inggris SMPN 1 Saguling (2009-2019)
2. Pengajar Bahasa Inggris SMPN 1 Batujajar (2019-sekarang)

### Riwayat Pendidikan dan Tahun Belajar:

S-1 Pendidikan Bahasa Inggris Universitas Pendidikan Indonesia (2000-2005)

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English for Nusantara (2022)
2. English for Nusantara: Buku Panduan Guru (2022)
3. Love, Life, and Lies (2021).
4. Menolak Menyerah : Kisah Kami di Masa Pandemi (2021)
5. Sukses UN SMP/MTs 2019 (2019)

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Peningkatan Kemampuan Berbicara Menggunakan Kalimat Perintah Pada Materi Procedure Text Melalui Metode TPR Prosiding Seminar Nasional Guru Dikdas Berprestasi Kementerian Pendidikan dan Kebudayaan (2018)

### Pelatihan yang pernah diikuti (10 tahun terakhir):

1. Instruktur Nasional Guru Pembelajar Kemdikbud (2016)
2. Training of Trainers Guru Inovatif Microsoft 365 (2020)
3. Inovasi Pembelajaran Bahasa P4TK Bahasa Kemdikbud (2021)
4. Virtual Coordinator Training Jawa Barat (2021)
5. Pengembangan Metode Pengajaran Berbasis Teks (2021)
6. Pendidikan Guru Penggerak Angkatan 4 Kemdikbudristek (2022)

## PROFIL PENULIS

**Nama Lengkap** : Hendra, S.Pd

**Email** : stefanushendra19@gmail.com

**Instansi** : SMP 3 Bahasa Putera Harapan  
Purwokerto

**Alamat Instansi** : Komplek Stadion Mini, Jl. S. Parman,  
Karangbawang, Purwokerto Kulon,  
Kec. Purwokerto Sel., Kabupaten  
Banyumas, Jawa Tengah 53141

**Bidang Keahlian:** Bahasa Inggris

### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SMP 3 Bahasa Putera Harapan Purwokerto (2015 s.d. sekarang)
2. Guru LBPP LIA Purwokerto (2008 – 2021)

### Riwayat Pendidikan dan Tahun Belajar:

1. S1 – Pendidikan Bahasa Inggris – Universitas Terbuka (2010 – 2015)
2. D3 – Program Diploma Bahasa Inggris – Universitas Jenderal Soedirman (1999 – 2002)



## PROFIL PENELAAH

**Nama Lengkap** : Dr. Diah Royani Meisani, M.Pd.

**Email** : meisani\_diah.r@ub.ac.id

**Instansi** : Universitas Brawijaya

**Alamat Instansi** : Jl. Veteran, Kota Malang, Jawa Timur

**Bidang Keahlian** : Teaching English to Young Learners,  
Parental Involvement, English for Specific  
Purposes



### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Universitas Brawijaya, Malang, 2019 s.d. sekarang.
2. UIN Sunan Ampel, Surabaya, 2016 s.d. 2019.
3. SMA Negeri 10 Malang (Sampoerna Academy), 2011 s.d. 2014.

### Riwayat Pendidikan dan Tahun Belajar:

1. Universitas Pendidikan Indonesia, Bandung. S-3 Pendidikan Bahasa Inggris, 2020.
2. Universitas Negeri Malang, S-2 Pendidikan Bahasa Inggris, 2010.

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sekolah Daringku. Dalam Antologi Pendidikan Masa Pandemi Jilid 2, 2021.
2. ‘Read-to-Me’ story books: Parent-child home English reading activities. Dalam ELT in Asia in the Digital Era: Global Citizenship and Identity, 2018.

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Improving Students’ Writing Skills through Writing Workshop: An Action Research, NOBEL: Journal of Literature and Language Teaching, 13(1), 35-49, 2022.
2. The Use of E-Resources for Young Learners English Teaching Materials, LLT Journal: A Journal on Language and Language Teaching, 24(2), 640-649, 2021.
3. A Retrospective Case Study of EFL Instruction in Elementary Schools: A Critical Language Policy Perspective, The Journal of Asia TEFL, 17(4), 1158-1177, 2020.

## PROFIL PENELAAH

**Nama Lengkap** : Joko Priyana, Ph.D,

**Email** : Joko.priyana@uny.ac.id

**Instansi** : FBS UNY

**Alamat Instansi** : Karangmalang Yogyakarta

**Bidang Keahlian** : Pend. Bahasa Inggris

### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen di Juridik Bahasa Inggris FBS UNY
2. Konsultan peningkatan mutu pembelajaran, Dit. SMP Kemdikbud (2003-2017)



### Riwayat Pendidikan dan Tahun Belajar:

1. S3 - Applied Linguistics, Macquarie University – Sydney, 2003
2. S2 - TESOL, University of Canverra, 1994
3. S1 - Pendidikan Bahasa Inggris, IKIP Yogyakarta, 1989

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Maritime English For Merchant Ship Nautical Program (co-author, 2019)
2. English For Study Skills Development (co-author, 2019)

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Language Learning Activities in the Scientific-Method-Step-Based Classroom Proceedings, The 61st TEFLIN International Conference 2014
2. Incorporating Higher Order Thinking Skills in Developing Reading Materials and Tasks for EFL Learners Advances in Social Science and Humanities Research, Vol. 279 (Atlantis Press)
3. Redesigning English Learning Materials for Maritime Vocational Schools Advances in Social Science and Humanities Research, Vol. 326 (Atlantis Press)
4. Exploring Ways of Using Facebook and Instagram in Teaching English Advances in Social Science and Humanities Research, Vol. 165 (Atlantis Press)
5. Developing Reading Tasks for autonomous Learning for Grade X Students of SMA 1 Sleman, Journal of Education, Volume 6, Number 1, November 2013

## PROFIL ILUSTRATOR

**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

## PROFIL ILUSTRATOR

**Nama Lengkap** : Febrylia Sasmita, S.Pd.

**Email** : febryliasasmita512@gmail.com

**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 ILUSTRATOR

**Nama Lengkap** : Zainul Rozikin

**Email** : zainrozikin99@gmail.com

**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 ILUSTRATOR

**Nama Lengkap** : Fernando Ghazalba S.Ds

**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 EDITOR

**Nama Lengkap :** Kristine Ann M. Capa

**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

Nama Lengkap : Rinaldi A.Md. S.A.N

Email : naldi.rinaldi@gmail.com

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 (2005-2021.)

### 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 - 2022 )

### 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

