



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2013



Bahasa Inggris

When English Rings the Bell



SMP/MTs
Kelas
VII

Bahasa Inggris

When English Rings the Bell

Pembelajaran bahasa Inggris merupakan salah satu aspek pendukung dalam pengembangan diri peserta didik dalam menghadapi era globalisasi. Namun, terkadang kesiapan peserta didik dalam menerima pengetahuan baru, dalam hal ini bahasa asing, kurang diperhatikan sehingga peserta didik menjadikan bahasa Inggris sebagai pengetahuan hafalan, bukan sebagai pembiasaan dalam fungsi komunikasi.

Buku Bahasa Inggris Kurikulum 2013 memberikan pendekatan yang lebih bersahabat bagi para peserta didik. Materi yang berfokus kepada kehidupan peserta didik sehari-hari diharapkan dapat diaplikasikan secara langsung dalam komunikasi aktif kepada semua orang di sekitarnya. Beberapa pembiasaan positif pun diperkenalkan sehingga diharapkan dapat memperkenalkan sifat santun, peduli, dan juga kasih sayang dengan pendekatan bahasa Inggris.

Mari kita gunakan bahasa Inggris sebagai alat komunikasi, bukan lagi sebagai sebuah ilmu hafalan yang hanya ternilai secara tertulis. Sehingga pada akhirnya, bahasa Inggris dapat diaplikasikan dalam kehidupan peserta didik sehari-hari melalui pembelajaran kontekstual.

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MILIK NEGARA
TIDAK DIPERDAGANGKAN

Disklaimer: Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan "dokumen hidup" yang senantiasa diperbaiki, diperbarui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.

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I. Judul

420

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Kata Pengantar

Bahasa Inggris tidak dapat dipungkiri adalah bahasa utama komunikasi antarbangsa dan sangat diperlukan untuk berpartisipasi dalam pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara sebagai akibat datarnya dunia.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Di dalamnya terdapat pergeseran pembelajaran dari peserta didik diberi tahu menjadi peserta didik mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar dalam bahasa Inggris dibanding semua sumber belajar dalam semua bahasa lainnya digabungkan.

Sejalan dengan peran di atas, pembelajaran bahasa Inggris untuk SMP/MTs Kelas VII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan peserta didik menangkap makna yang terkandung dalam suatu teks maupun menyajikan gagasan dalam bentuk teks yang sesuai sehingga mudah dipahami orang lain. Mengingat bahasa Inggris baru secara resmi diajarkan mulai Kelas VII SMP/MTs, komunikasi yang disampaikan di sini adalah komunikasi sehari-hari. Bagi beberapa daerah yang telah mengajarkan bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disampaikan di sini perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan peserta didik, walaupun struktur pembelajarannya tetap mengacu pada model yang disampaikan dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan peserta didik untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, peserta didik diajak menjadi berani untuk mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap peserta didik dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Sebagai edisi pertama, buku ini sangat terbuka dan perlu terus dilakukan perbaikan untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca memberikan kritik, saran dan masukan untuk perbaikan dan penyempurnaan pada edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Mei 2013

Menteri Pendidikan dan Kebudayaan

Mohammad Nuh



Daftar Isi

| | |
|---|-----|
| Kata Pengantar | iii |
| Daftar Isi | iv |
| | |
| Chapter I. How are You? | 2 |
| Chapter II. It's My Birthday | 25 |
| Chapter III. I Love People around Me | 51 |
| Chapter IV. I Love Things around Me | 76 |
| Chapter V. I Love My Town | 102 |
| Chapter VI. She's so Nice | 125 |
| Chapter VII. What do They Look Like? | 146 |
| Chapter VIII. Attention Please! | 164 |
| | |
| Classroom Language for Students | 183 |
| Glosarium | 185 |
| Daftar Pustaka | 188 |

Please write down
your identity here!



This is Me!

Name :

Date of Birth :

Address :

School :

Class :

Hobbies :

Favorite Color :

Favorite Food :



Chapter

I

How are You?



From this chapter, I will learn to:

- greet,
- introduce myself, and
- take leave.

Did you say “Good morning” to your family this morning?





Let's sing a
song!

Good Morning

Anonym

| 1 2 1 4 | 3 - - 0 |

Good morning to you

| 1 2 1 5 | 3 - - 0 |

Good morning to you

1 5 3 1 1 6

Good morning dear my friends

4 3 1 2 1

Good morning to you

1 2 1 4 3

Good night to you

1 2 1 5 3

Good night to you

1 5 3 1 1 2

Good night dear my friend

4 3 1 2 1

Good night to you.



Good morning!



Goodbye!

Please practise the greetings below with your friends!



1



Goodbye!



Good morning!



3

Good morning!



Goodbye!

2



Goodbye!

Good morning!

Good morning!



4

Good morning!



5

Good morning!





I say good morning
when I meet...



Please practise the greetings
with people around you!





Today I said good morning to...

Please write down the names of the people you met this morning and where you met them!



| No | Name | Place |
|-----|----------|----------------|
| 1. | Nyoman | in the canteen |
| 2. | Mr. Erry | in his office |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |





How are you?

Please practise the greetings
with people around you!



I'm feeling great.
Thank you.
And you?

How are you,
Sir?

I'm fine too.
Thank you, Sir.



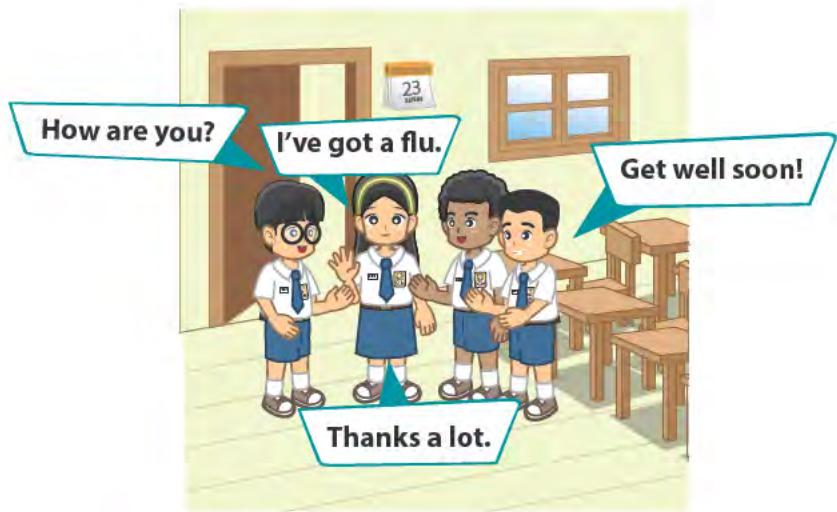
How are you?

SEKOLAH MENENG

I'm fine too.
Thank you.

I'm fine.
Thank you.
How about you?





Please make your own dialogue using the expressions above!



Here are my
classmates' feelings.



Please ask your classmates
about their feelings and write
them down here!



| No | Name | Feeling |
|-----|------|----------------|
| 1. | Edo | great |
| 2. | Sri | has a headache |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |





Hello...

Hello, my name is Edo.
I am twelve years old.
I am a student of SMP Negeri 2 Biak.
I live in Biak, West Papua.
I like swimming and reading books.
My favorite color is green.
My favorite food is fried rice.
Nice to meet you.



Please answer the questions below:

- Who is he?
- How old is he?
- Where does he study?
- Where does he live?
- What are his hobbies?
- What is his favorite color?
- What is his favorite food?



Let me introduce myself.

Please describe about yourself!



Hello, my name is

I am years old.

I am a student of

I live in

I like

My favorite color is

My favorite food is

Nice to meet you.





What is your favorite color?
What is your favorite food?

Please ask your classmates about
their favorite color and favorite food!



| No | Name | Favorite Color | Favorite Food |
|-----|-------|----------------|---------------|
| 1. | Siska | pink | fried chicken |
| 2. | Devi | blue | noodle |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |





This is
my library card.

Please fill in your
library card below!



Library of SMP _____

Name :

Student ID Number :

Date of Birth :

Address :





These are my
classmates' library
cards.

Please ask your classmates'
identity and fill the identity
cards below!



Library of SMP _____

Name :
Student ID Number:
Date of Birth :
Address :



Library of SMP _____

Name :
Student ID Number:
Date of Birth :
Address :



Library of SMP _____

Name :
Student ID Number:
Date of Birth :
Address :



- What is your name?
- What is your student ID number?
- When were you born?
- What is your address?



Good evening!

Please practise with
your parents the
expressions below!



Good evening,
Dad!

Good evening,
Sweet heart!



Good afternoon,
Mom!

Good afternoon,
Honey!





What should
you say?

Please tell the class
about each picture!





Goodbye!

Please practise these expressions
with people around you!



Goodbye,
Mom!

Bye, Honey!

1



2

See you later.

See you.
Take care!



Have a nice dream,
Beni.

3



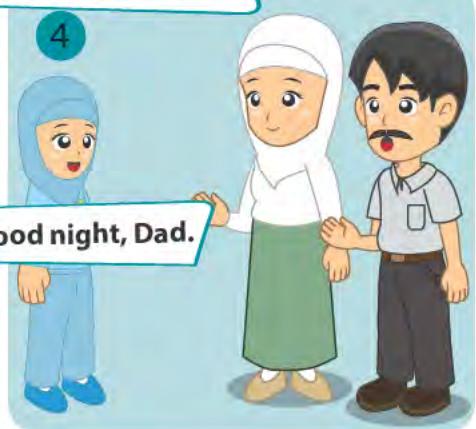
Have a nice dream too.

Good night, Mom.

Good night, Dear.

4

Good night, Dad.





Today I said goodbye to...

Please write the names of people
to whom you said goodbye
and where you said it!



| No | Name | Place |
|-----|---------|------------------|
| 1. | Ms. Sri | at school |
| 2. | Mira | in the classroom |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |





What should you say?



What kind of greetings
should you say?



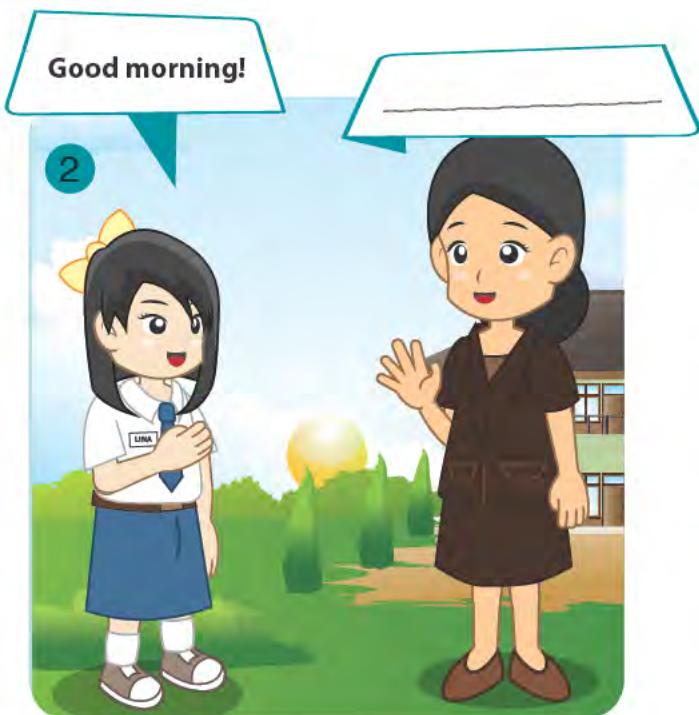


What are they saying?

Please choose the right answers
then fill in the bubbles
in each picture!



- I'm feeling good.
- See you later.
- Good night.
- I feel dizzy.
- Good morning.







I know now.



My Mother



My Father



My Friend



My Teacher

From now on, I will say “Good morning”, “Good afternoon”, or “Good evening” when I meet these people, and “Good night” or “Goodbye” when I leave them.



My Friend



My Teacher



My Brother



My Sister



My project is to make a
“This is Me” poster.

I live in

I am ... years old

My name is

There are ... people in my family.
They are

My friends are

My hobbies are



Attention please!

Please make a poster
to present your
personal information.

Thank you.





Let's sing a song.

How are You?

Traditional song

Good morning my friends, how are you?

I'm fine!

Good morning my friends, how are you?

I'm fine!

Good morning my friends,

Good morning my friends,

Good morning my friends how are you?

I'm fine!

Note: you can change

- Good afternoon – I'm great!
- Good evening – I'm good!

*the rhyme is the same as "If You're Happy and You Know It" song.



Chapter

It's My Birthday

II



In this chapter, I will learn to say:

- names of the days,
- time,
- names of the months,
- dates, and
- years.

When were you born?





What are the days in the week?

| JULY 2013 | | | | | | |
|-----------|---------|-----------|----------|--------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 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 | | | | |





What day is it?

| JULI 2013 | | | | | | |
|-----------|--------|------|-------|-------|-------|--------|
| Senin | Selasa | Rabu | Kamis | Jumat | Sabtu | Minggu |
| 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 | | | | |





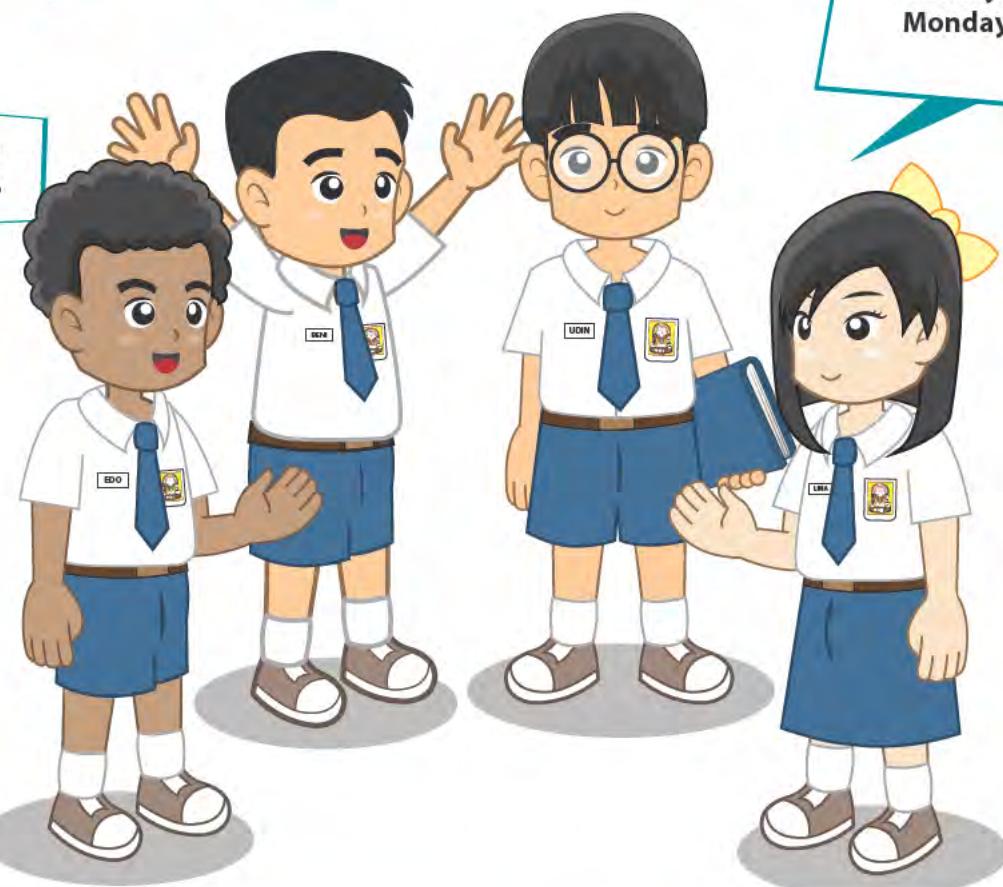
After Sunday is Monday.

After Monday is Tuesday.

Wednesday
is before
Thursday.

Before
Tuesday is
Monday.

Saturday is
after Friday.



Practise these expressions
with your friends!



Tomorrow is Saturday.



Today is Monday.
Tomorrow is Tuesday.
Yesterday was Sunday.



Today is Friday.
Tomorrow is Saturday.
Yesterday was Thursday.



Practise the expressions above
using different days!



When do we have English?



I learn English on Monday and Thursday.

Please tell the class what you learn each day!



| Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|-------------|--------------|------------|------------|
| English | Indonesian | Social Study | Math | Science |
| Math | Science | Sport | English | Indonesian |
| Art | Citizenship | Religion | Science | - |
| Religion | Art | Art | Indonesian | - |



This is my schedule.



**Please write down
your schedule here!**

Monday

Tuesday

Wednesday

Thursday

Friday



When do you do these activities?



It's on Monday.



When do you do these activities?



5

$$a \times (b + c) = (a \times b) + (a \times c)$$

$$a \times (b - c) = (a \times b) - (a \times c)$$



6



7



8





These are my weekly activities.

Please tell the class about your daily activities!



On Monday, I play football.

On Tuesday, I learn to play the guitar.

On Wednesday, I go jogging.

On Thursday, I go to the library.

On Friday, I visit my grandmother.

On Saturday, I go swimming.

On Sunday, I go to the park.



- What do you do on Monday?
- When do you go jogging?
- What do you do on Wednesday?
- When do you go swimming?



How do you say these numbers?

| 1 | 2 | 3 | 4 | 5 |
|------------|--------------|--------------|--------------|-------------|
| one | two | three | four | five |
| 6 | 7 | 8 | 9 | 10 |
| six | seven | eight | nine | ten |
| 11 | 12 | 13 | 14 | 15 |
| eleven | twelve | thirteen | fourteen | fifteen |
| 16 | 17 | 18 | 19 | 20 |
| sixteen | seventeen | eighteen | nineteen | twenty |
| 21 | 22 | 23 | 24 | 25 |
| twenty one | twenty two | twenty three | twenty four | twenty five |
| 26 | 27 | 28 | 29 | 30 |
| twenty six | twenty seven | twenty eight | twenty nine | thirty |
| 40 | 50 | 60 | 70 | 80 |
| forty | fifty | sixty | seventy | eighty |
| 90 | 100 | 1000 | 10.000 | 1.000.000 |
| ninety | one hundred | one thousand | ten thousand | one million |



These are my daily activities.



Please tell the class
about each picture!



It's in the morning.



It's in the afternoon.



It's in the evening.



It's at night.



Please ask your classmates
about their activities in a day!



I go to school at six thirty.



I go to school
at six thirty
in the morning.



Please write down the activity and the time
in each picture!





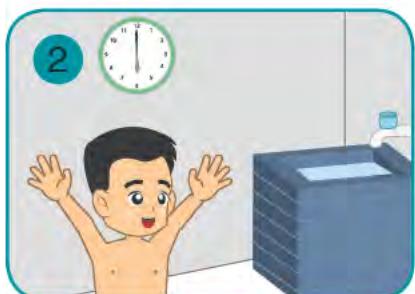
These are my daily activities.



Please write the time based on
the pictures below!



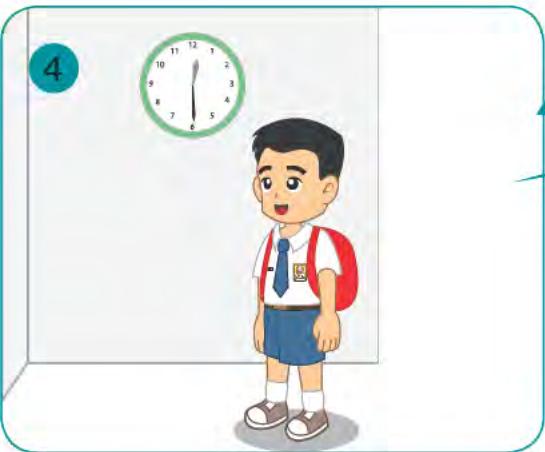
I get up at _____



I take a bath at _____



I go to school at _____



I go home at _____



I have dinner at _____



I go to bed at _____



These are my activities.



Please write down
your daily activities here!

Morning Activities

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

Afternoon Activities

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

Evening Activities

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

Night Activities

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



Please ask your classmates about
their activities in the morning, in the
afternoon, in the evening, and at night!



What month is it?



2013

January

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 | | |

February

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 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 |

March

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 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 |

April

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 | | | | |

May

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 | | |

June

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 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 |

July

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 |

August

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 |

September

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 | |

October

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 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 |

November

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |

December

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 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 |



February comes after January.

August is after July.

Before May is April.

June is after May.

Before November is October.



Please practise the expressions above with your friends with different months!



Let's sing a song!

The Names of the Months

1 2 3 1 | 1 2 3 1

January February

3 4 5 | 3 4 5

March April May and June

5 6 5 4 3 1

July August September

5 6 5 4 3 1

October November

1 5 1 | 1 5 1

December December

*the rhyme in this song is the same as
that in "Are You Sleeping" song.



How do you say these numbers?

| | | | | | |
|------------------|-------------|------------------|-----------------|------------------|--------------------|
| 1 st | the first | 11 th | the eleventh | 21 st | the twenty first |
| 2 nd | the second | 12 th | the twelfth | 22 nd | the twenty second |
| 3 rd | the third | 13 th | the thirteenth | 23 rd | the twenty third |
| 4 th | the fourth | 14 th | the fourteenth | 24 th | the twenty fourth |
| 5 th | the fifth | 15 th | the fifteenth | 25 th | the twenty fifth |
| 6 th | the sixth | 16 th | the sixteenth | 26 th | the twenty sixth |
| 7 th | the seventh | 17 th | the seventeenth | 27 th | the twenty seventh |
| 8 th | the eighth | 18 th | the eighteenth | 28 th | the twenty eighth |
| 9 th | the ninth | 19 th | the nineteenth | 29 th | the twenty ninth |
| 10 th | the tenth | 20 th | the twentieth | 30 th | the thirtieth |



It's my birthday.



My birthday is in July.
It is on the second of July.
It is on July the second.



When is your birthday?



Please ask your friends about
their birthday!

| No | Name | Date of Birth |
|-----|-------|----------------------------------|
| 1. | Dewi | 31 st of March 2000 |
| 2. | Randi | 15 th of October 2000 |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |



When do we celebrate Kartini's day?



R.A. Kartini
Source: koleksitempodoeloe.blogspot.com

When do we celebrate
Kartini's Day?

On 21st of April.





When do we celebrate these National days?



1



Proklamasi Kemerdekaan Republik Indonesia
Source: 30 Tahun Indonesia Merdeka

2



Burung Garuda
Source: 30 Tahun Indonesia Merdeka

3



Bung Tomo
Source: 30 Tahun Indonesia Merdeka



I know now.



**Now I know
how to say
the time and
the date.**





My project is to make a poster of
“Important Days in a Month”.

| OCTOBER 2012 | | | | | | |
|--------------|---------|-----------|----------|--------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 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 | | | | |

| National Days in Indonesia | |
|----------------------------|--------------------------------------|
| April 21 | Kartini Day |
| April 22 | Earth Day |
| May 1 | Labor Day |
| May 2 | National Education Day |
| May 20 | National Awakening Day |
| May 22 | Reformation Commemoration Day |
| June 1 | Pancasila Day |
| July 22 | National Children Day |
| August 17 | Independence Day |
| October 1 | Pancasila Sanctity Day |
| October 2 | Batik Day |
| October 5 | Indonesian National Armed Forces Day |
| October 28 | Youth Pledge Day |
| November 10 | Heroes' Day |
| December 22 | Mother's Day |

Attention please!

- Work in groups of four or five.
- Each group makes a one-month calendar.
- Each calendar should be different from group to group
- For that, you should do mini research about the National Days and International Days in every month.
- Decorate the calendar, and then put it in the classroom.

Thank you.





Let's play the calendar games!



Attention please!

- Please work in groups of four or five.
- Each group has a dice or a coin
- (number means 1, picture means 2).
- Each student has a token.
- Roll the dice or flip the coin.
- Move your token based on the numbers.
- Say the name of the day of the week and the date that you are on with your token. For example: **"Today is Monday. It is the eighth day of the month"**.
- The student who first reaches the end of the month will be the winner.

Thank you.



| sunday | monday | tuesday | wednesday | thursday | friday | saturday |
|--------|--------|---------|-----------------|----------|--------|----------|
| START | 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 | END OF THE GAME | | | |



Chapter

III

I Love People around Me



In this chapter, I will learn to introduce:

- myself and
- everybody in my family.

How many brothers or
sisters do you have?



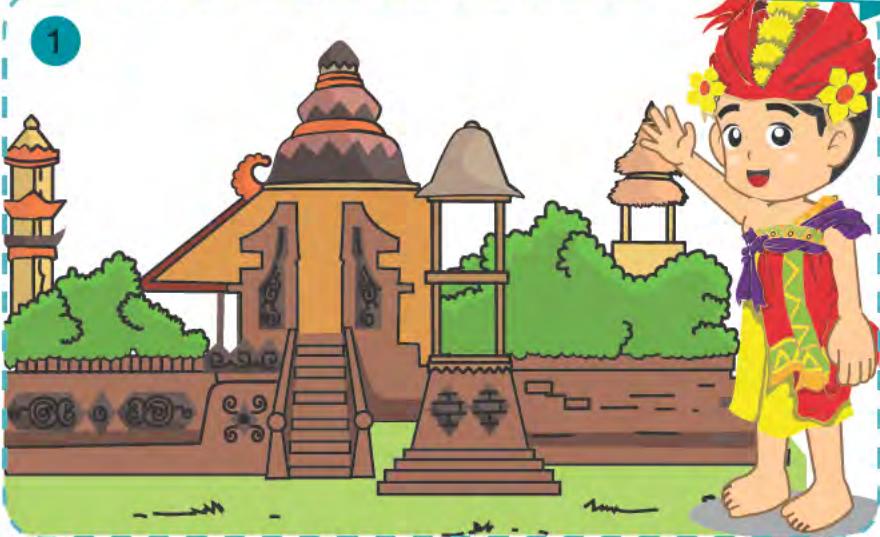


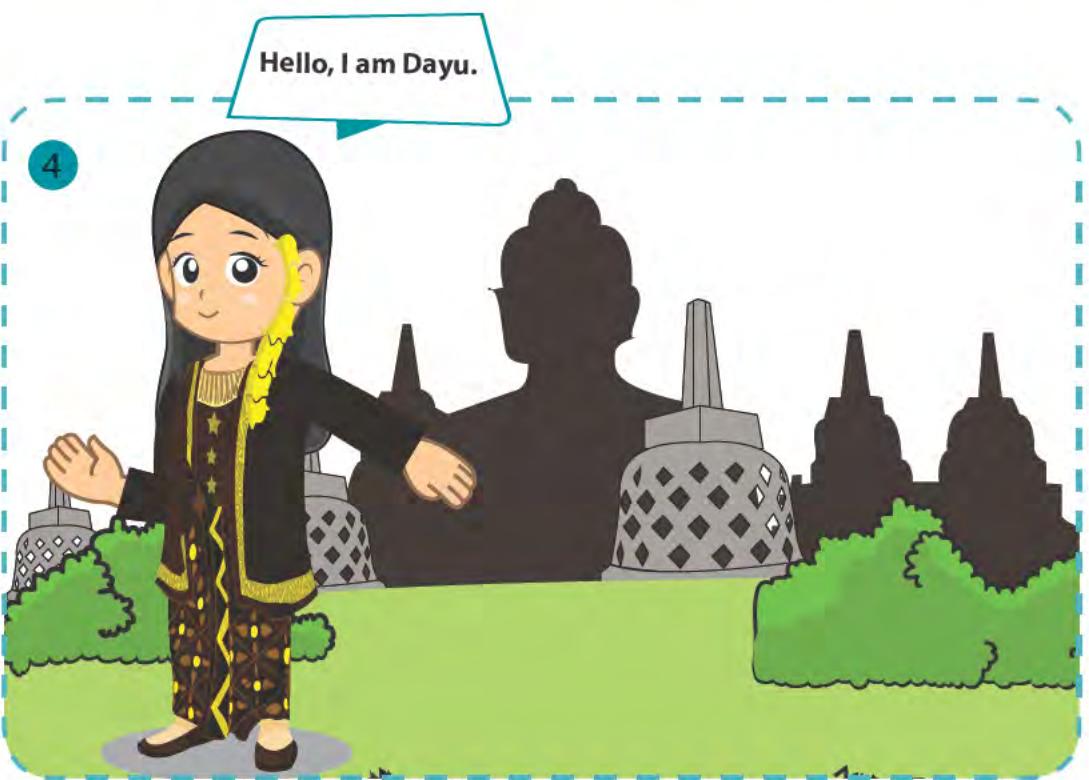
These are my friends.

Where do they come from?



Hello, my name is Beni.







What's your name?

Please practise with your classmates about the expressions below!





What's your name?



Please fill in the bubble with your own identity!



What is your name?

Where are you from?





Who am I?





Who are they?

What do you think about them?



He is _____
He comes from _____



He is _____
He is from _____



She is _____
She is from _____



She is _____
She comes from _____



How do you
say it?



A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z



How do you spell
your name?



My name is SITI.
S-I-T-I



How do you spell
your name?



My name is BENI.
B-E-N-I



Let's sing a song!

B I N G O

Traditional

There was a farmer had a dog, and Bingo was his name-o.

B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.

(Clap)-I-N-G-O! (Clap)-I-N-G-O! (Clap)-I-N-G-O!
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.

(Clap, clap)-N-G-O! (Clap, clap)-N-G-O!
(Clap, clap)-N-G-O!
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.

(Clap, clap, clap)-G-O! (Clap, clap, clap)-G-O!
(Clap, clap, clap)-G-O!
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.

(Clap, clap, clap, clap)-O!(Clap, clap, clap, clap)-O!
(Clap, clap, clap, clap)-O!
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.

(Clap, clap, clap, clap, clap)(Clap, clap, clap, clap)
(Clap, clap, clap, clap, clap)
and Bingo was his name-o!



These are my classmates.



Please ask your classmates about their names and how they spell them!



What is your name?

My name is Edo.

How do you spell it?



E-D-O

| No. | Name | Class |
|-----|-------|-------|
| 1 | Diana | VII-E |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

And I can spell their names well.

Please spell your classmates' names!





These are my teachers.

Please ask your teachers about
the lesson that they teach!



| No. | Name | Lesson |
|-----|----------|---------|
| 1 | Mr. Erry | English |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

And I can spell their names well.

He's Mr. Erry.
E-R-R-Y. He's my teacher.
He teaches English.



Please spell your
teachers' names!





How should I call you?



Hello, Mr. Erry.



Hello, Mrs. Yuli.



Hello, Mrs. Yuli.

Hello, Mr. Gunawan.



Hello, Edo.



Hello, Siti.



Please mention the members of the family that you can see in the picture!





This is my family tree.



Ridwan is Beni's grandfather.
Johan is Siti's uncle.



Sarah



Ridwan



Yuli



Johan



Hasanah



Didi



Indra



Beni



Siti



Please describe your family relation!



They are
my family members.



This is my mother.
Her name is Hasanah.
She is 40 years old.
She likes cooking.

This is my father.
His name is Didi.
He is 45 years old.
He likes reading.

This is my brother.
His name is Indra.
He is 5 years old.
He likes crying.





They are my family.

Please tell the class
about your family!



This is my mother.
She is 40 years old.
She is a teacher.

my mother



my
grandfather



my
grandmother



my sister



my brother



my aunt



my father



my uncle



These are my family members.

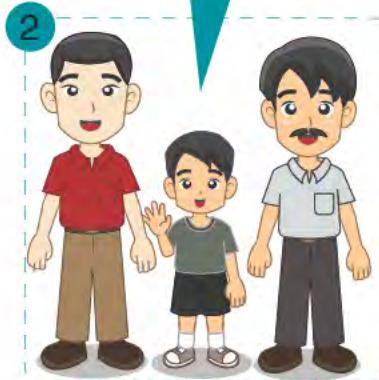
I have two sisters.



Please make sentences based on the pictures below!



1



2



3



4



These are my family members.

Please write down the members of your family!



| No | Name | Relation |
|-----|---------|-----------|
| 1. | Hasanah | my mother |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |





We are together.



We eat together.



We work together.



We laugh together.



We love each other.





The things I've done
with my family.



Please write down
your activities with
your family!



| No | Activities | Day and Time |
|-----|----------------|--------------|
| 1. | go to the park | every Sunday |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |





It's a love letter for my mom.



Dear Mama,

How are you Mom?

I hope you are in a good condition

I love you very much.

With Love

Dayu



**Please write a letter
for your mother,
then post it!**





I know now.

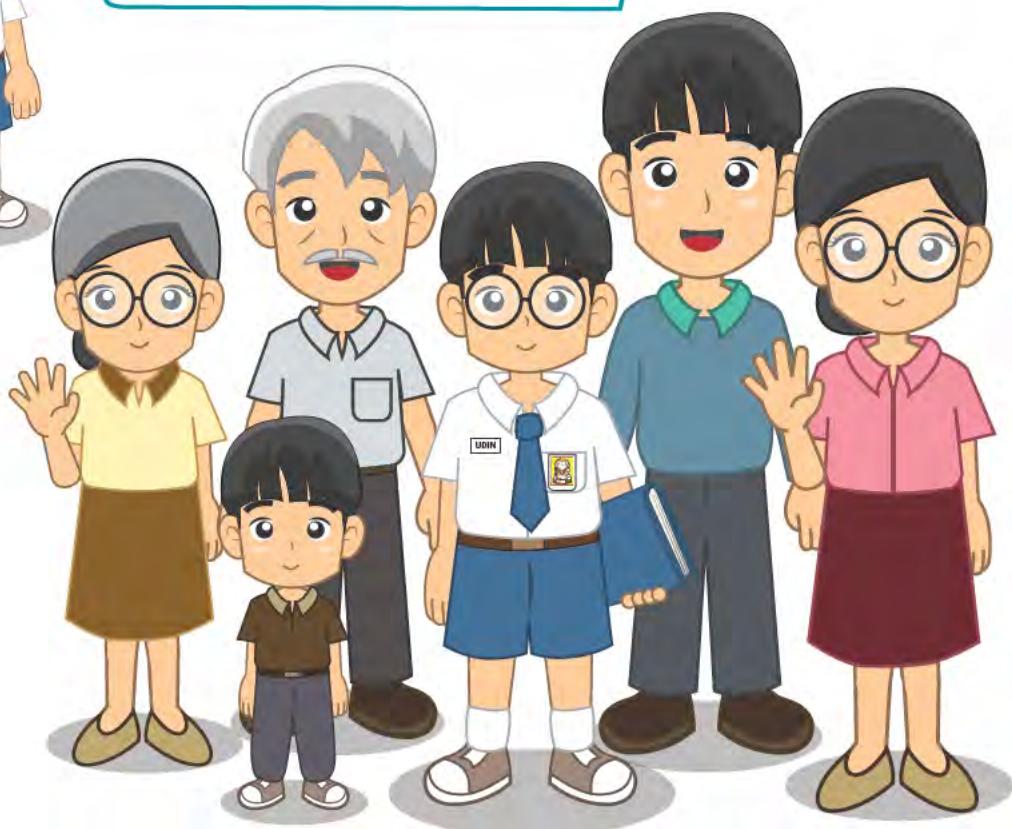


Now I know
the people around me.
I love them
very much.





**My project is to show you
the people in "My Family"
photo.**



Attention please!

- Bring your family picture of the postcard size.
- Make a frame from recycled things.
- Hold an exhibition with the theme "My Lovely Family".
- Present your picture to the visitors on the Exhibition.
- Mention each member of the family.

Thank you.





Let's sing a song!



Mother, How are You Today?

Maywood

3 3 2 3 2 1 1

Mother, how are you today?

5 5 5 4 3 3 2 1

Here is a note from your daughter.

2 2 2 2 3 4 5 6 4

With me everything is OK.

3 3 3 2 3 2 1

Mother, how are you today?

Mother, don't worry, I'm fine.

Promise to see you this summer.

This time there will be no delay.

Mother, how are you today?

* The rhyme is the same as above.

Chapter IV

I Love Things around Me



In this chapter, I will learn to name:

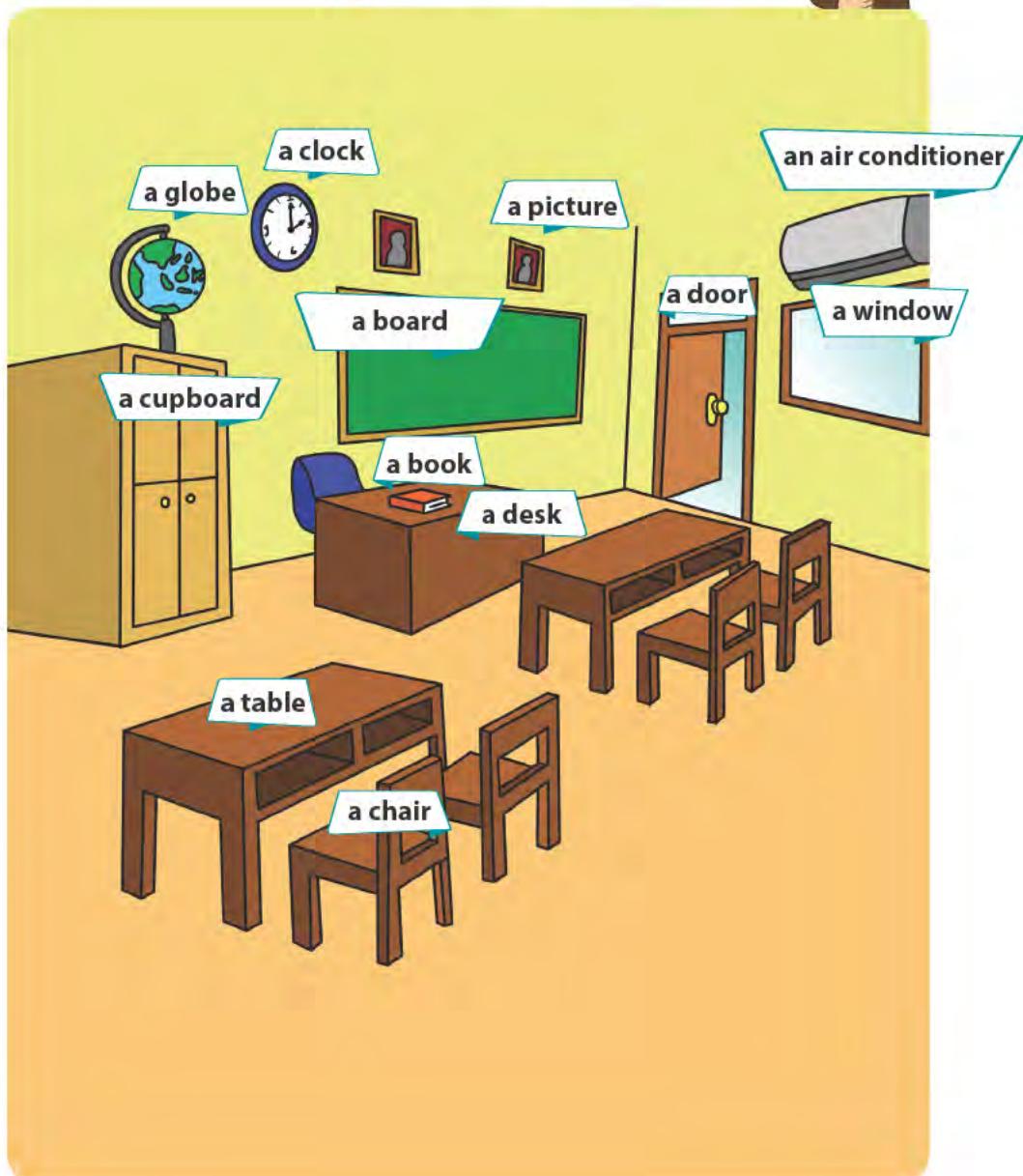
- things in the classroom,
- things in my bag,
- parts of the house, and
- animals in my school and my home.





This is my classroom.

Please describe the picture below!





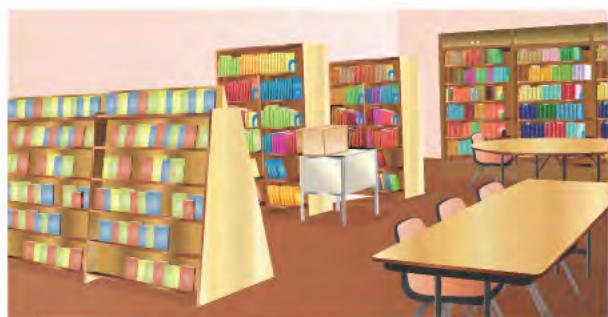
**There are many rooms
at my school.**



**Please go outside
the classroom then find
the rooms in the picture below!**



1. _____
2. _____
3. _____
4. _____





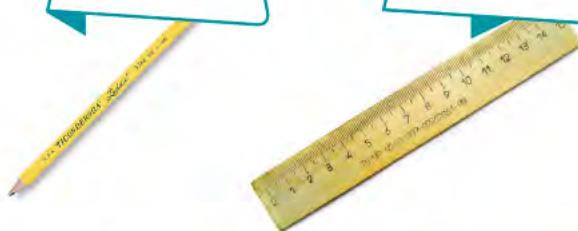
These are the things
in my bag.



Please describe each
picture below!



a pencil



a ruler

a glue



an eraser



some books



a bottle



a lunch
box



a sharpener



a pair of scissors





These are the things
in my bag.

Please write down
the things in your bag!



1.

2.

3.

4.

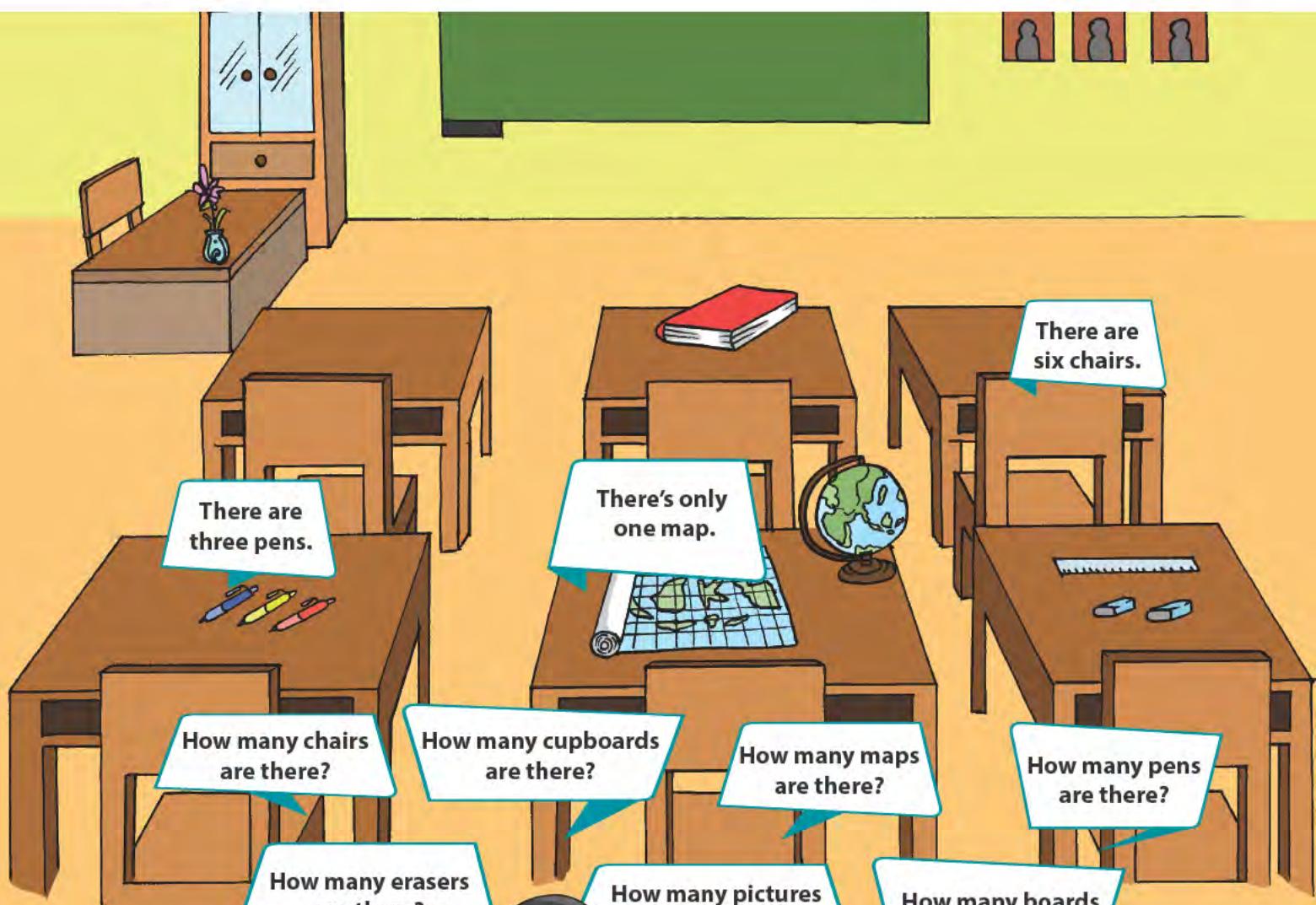


I have





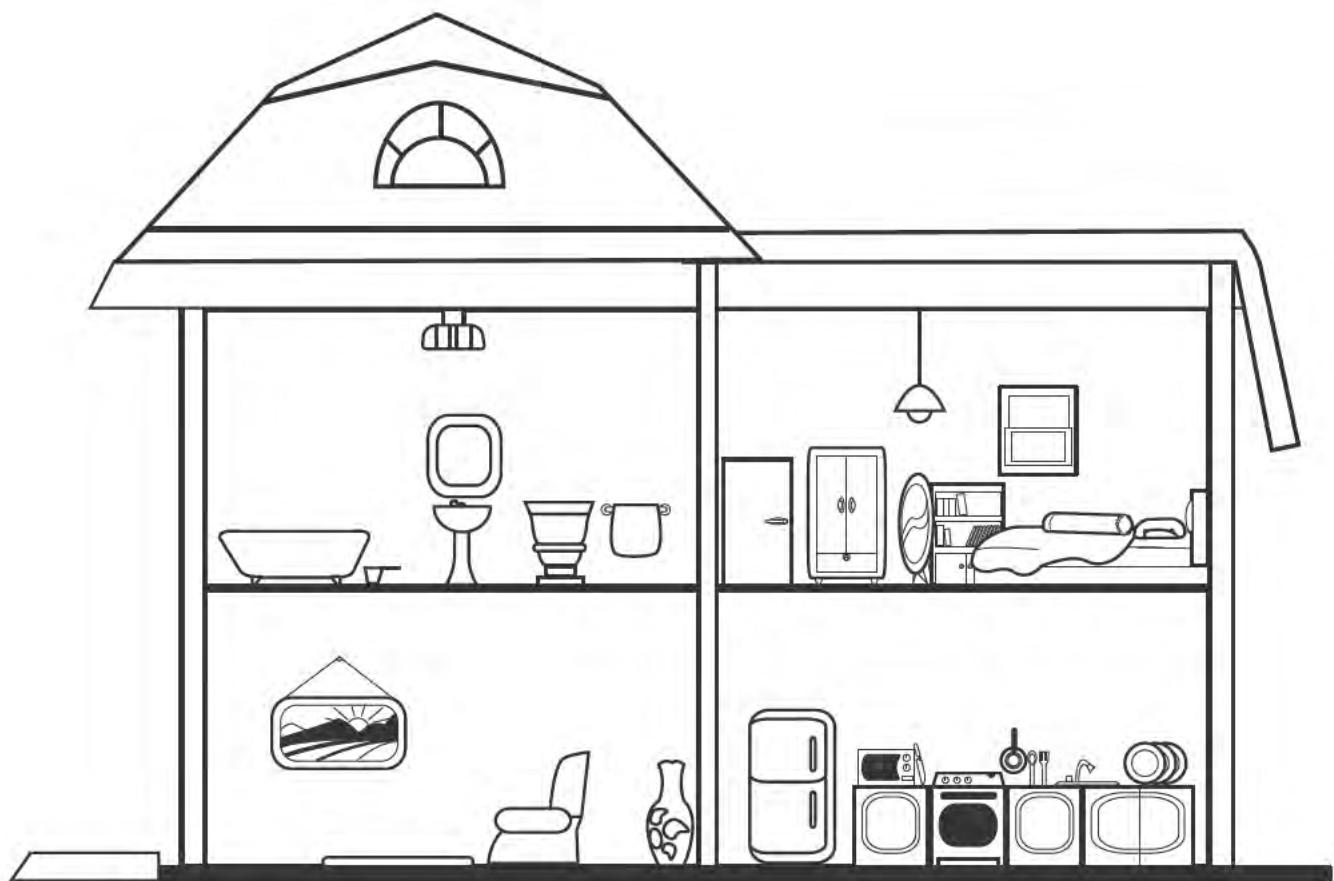
This is my classroom.





Come to my house!

Please color the picture below
and tell the class about it!

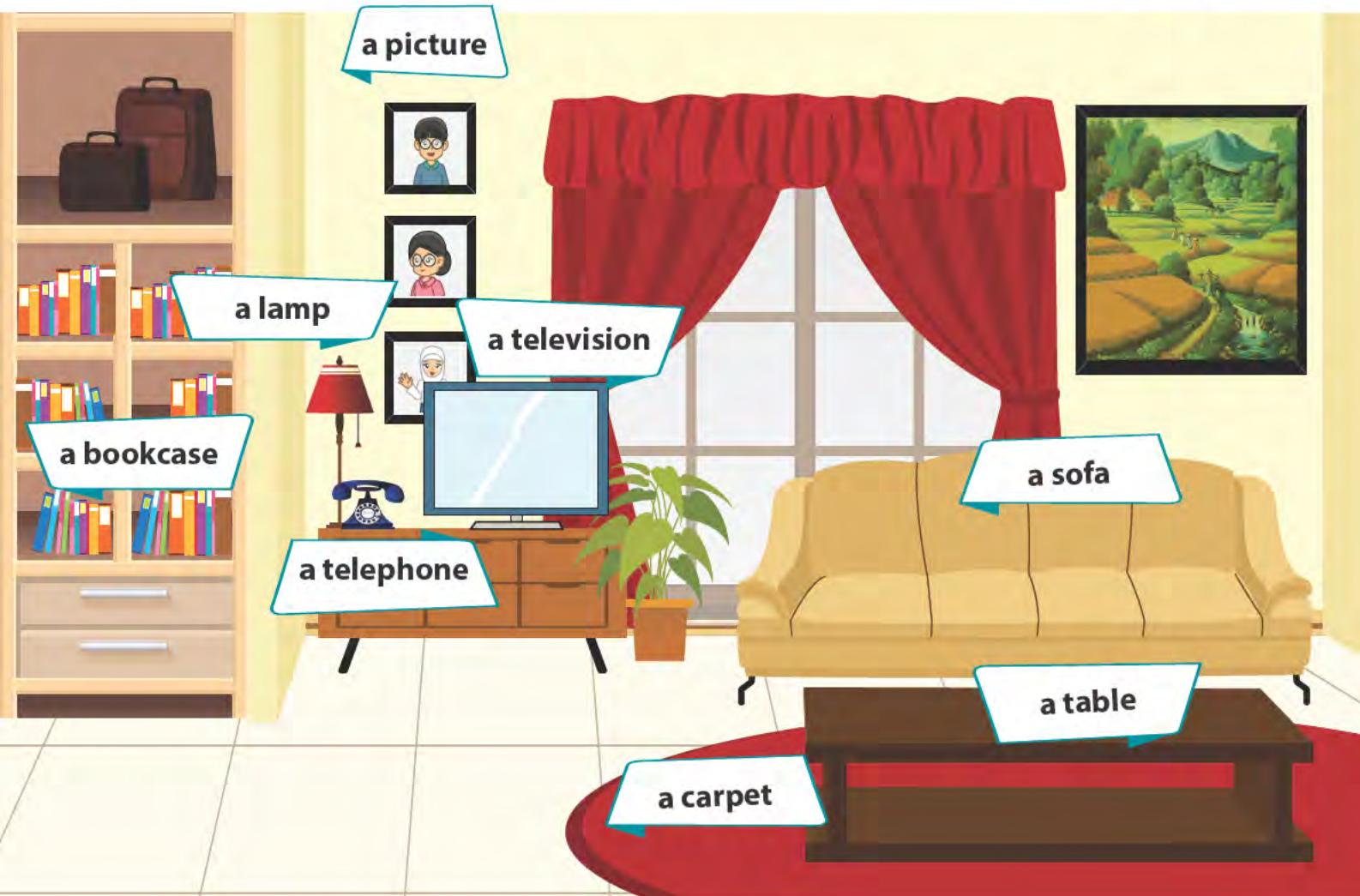




This is my living room.



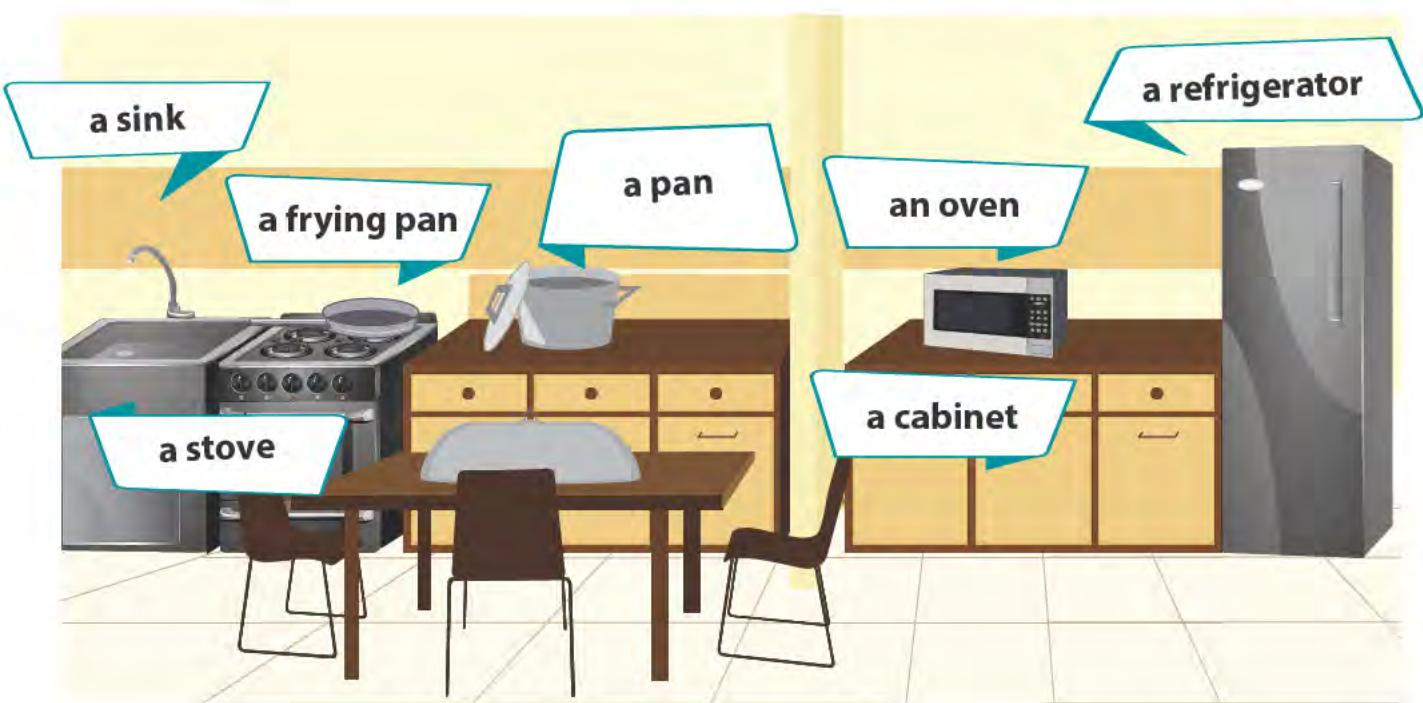
Please describe
the things that you can
see in the picture!





This is my kitchen.

Please describe
the things that you see
in the picture!





This is my dining room.

Please describe
the things that you can see
in the picture!



Things in the dinning room:

| | | | |
|-------|--------|-------|-------------|
| chair | bottle | mug | table cloth |
| knife | spoon | plate | lunch box |
| bowl | fork | table | |

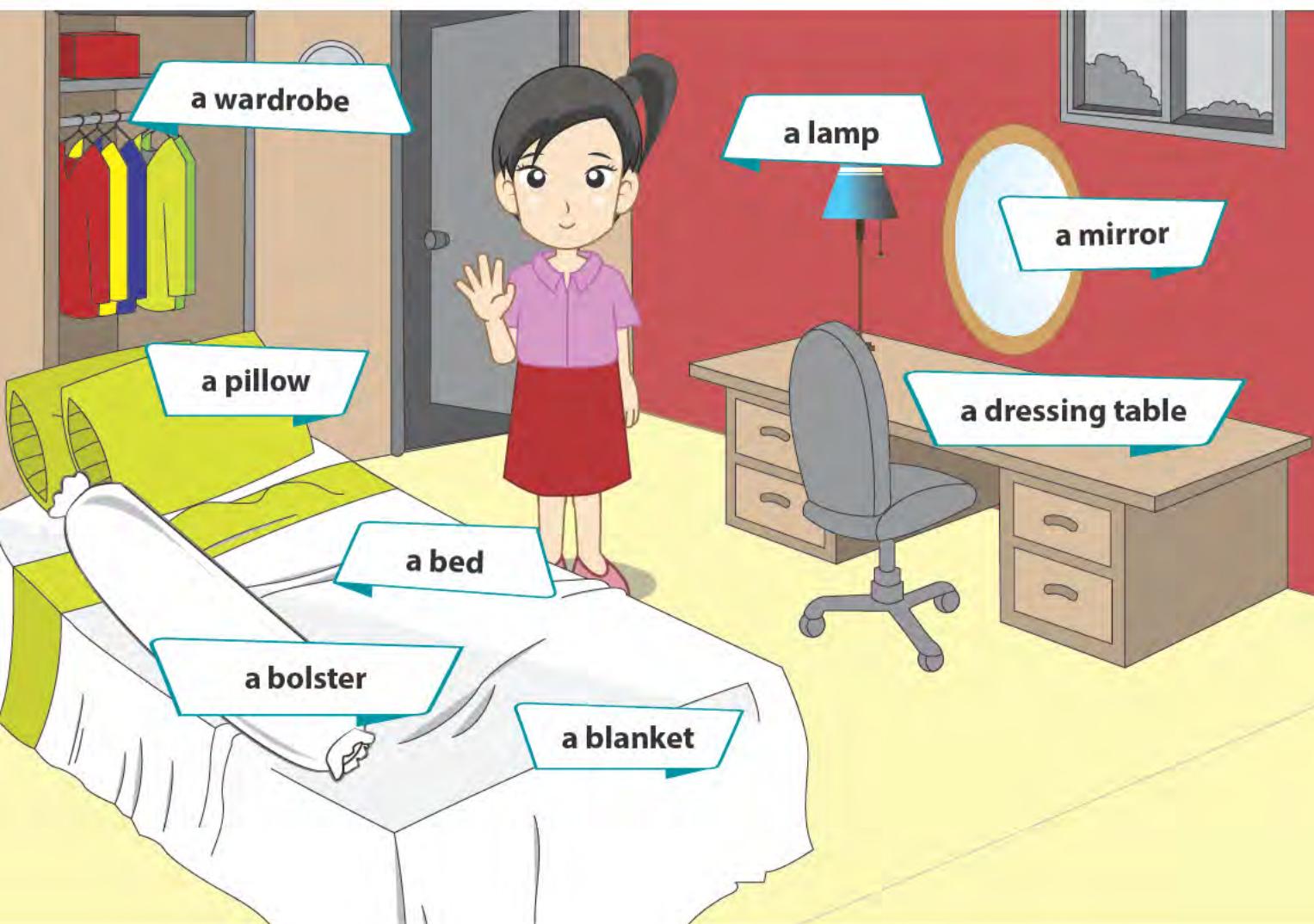




This is my bedroom.



Please describe
the things that you see
in the picture!

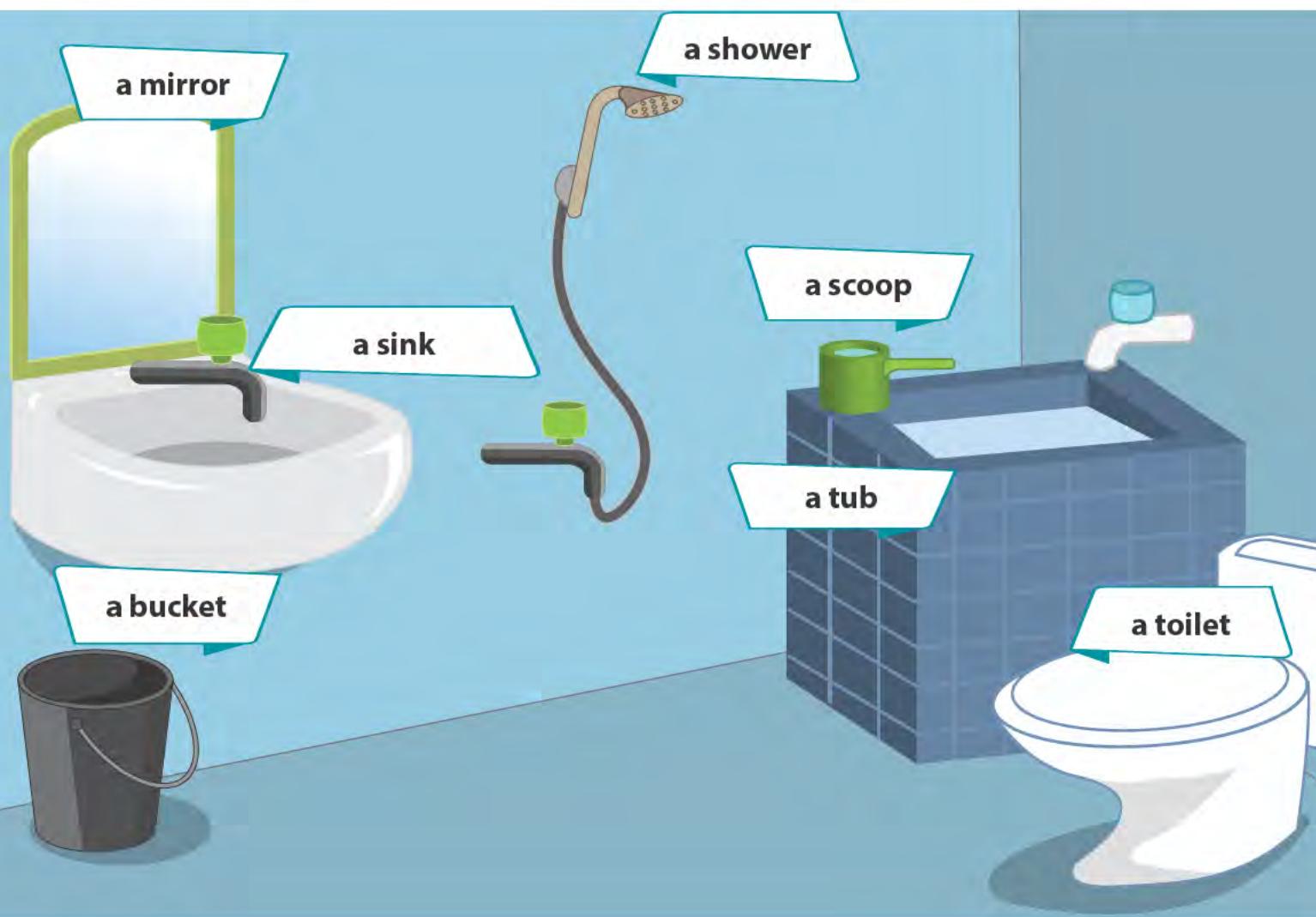




This is my bathroom.



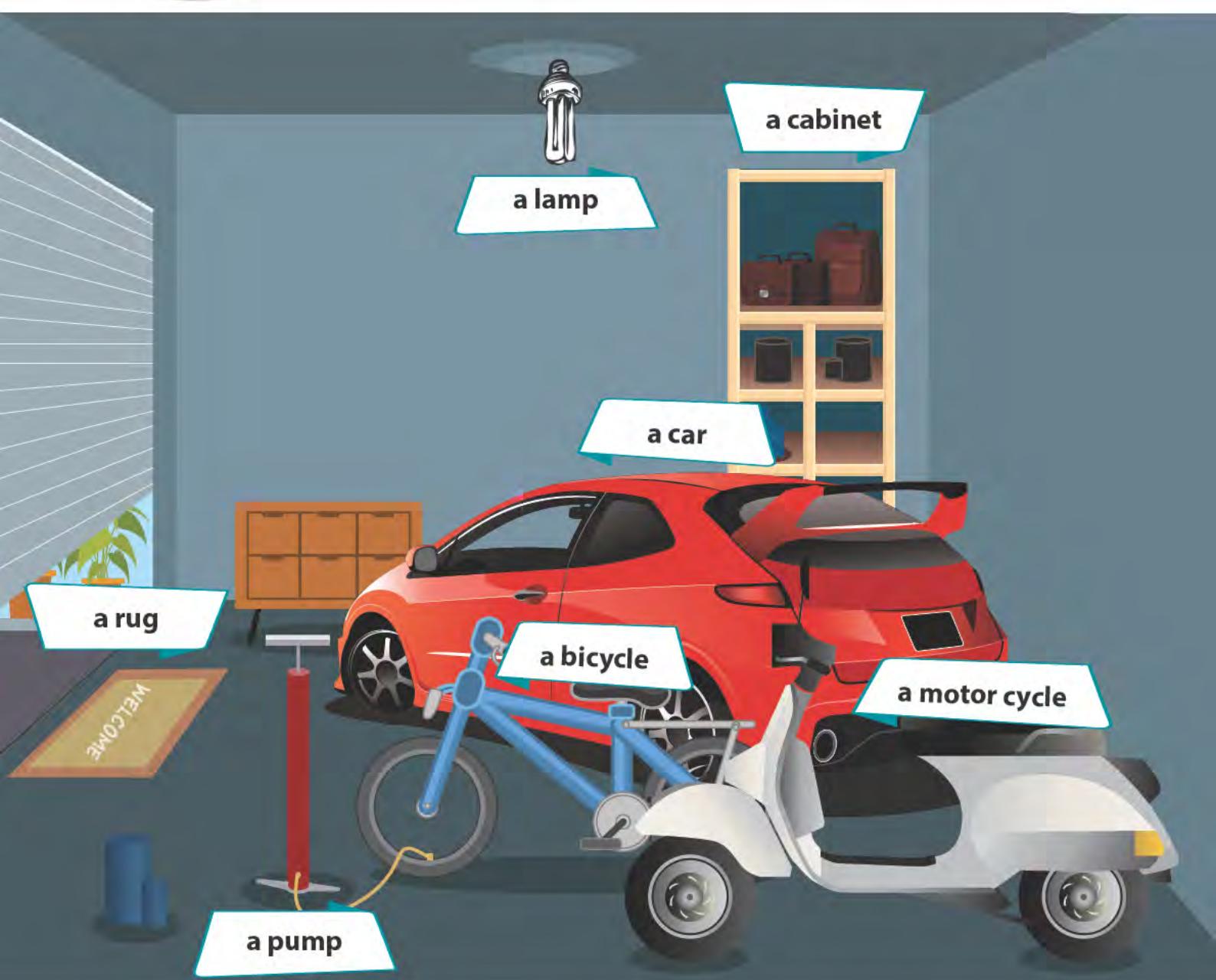
Please describe
the things that you can
see in the picture!





This is my garage.

Please describe
the things that you see
in the picture!

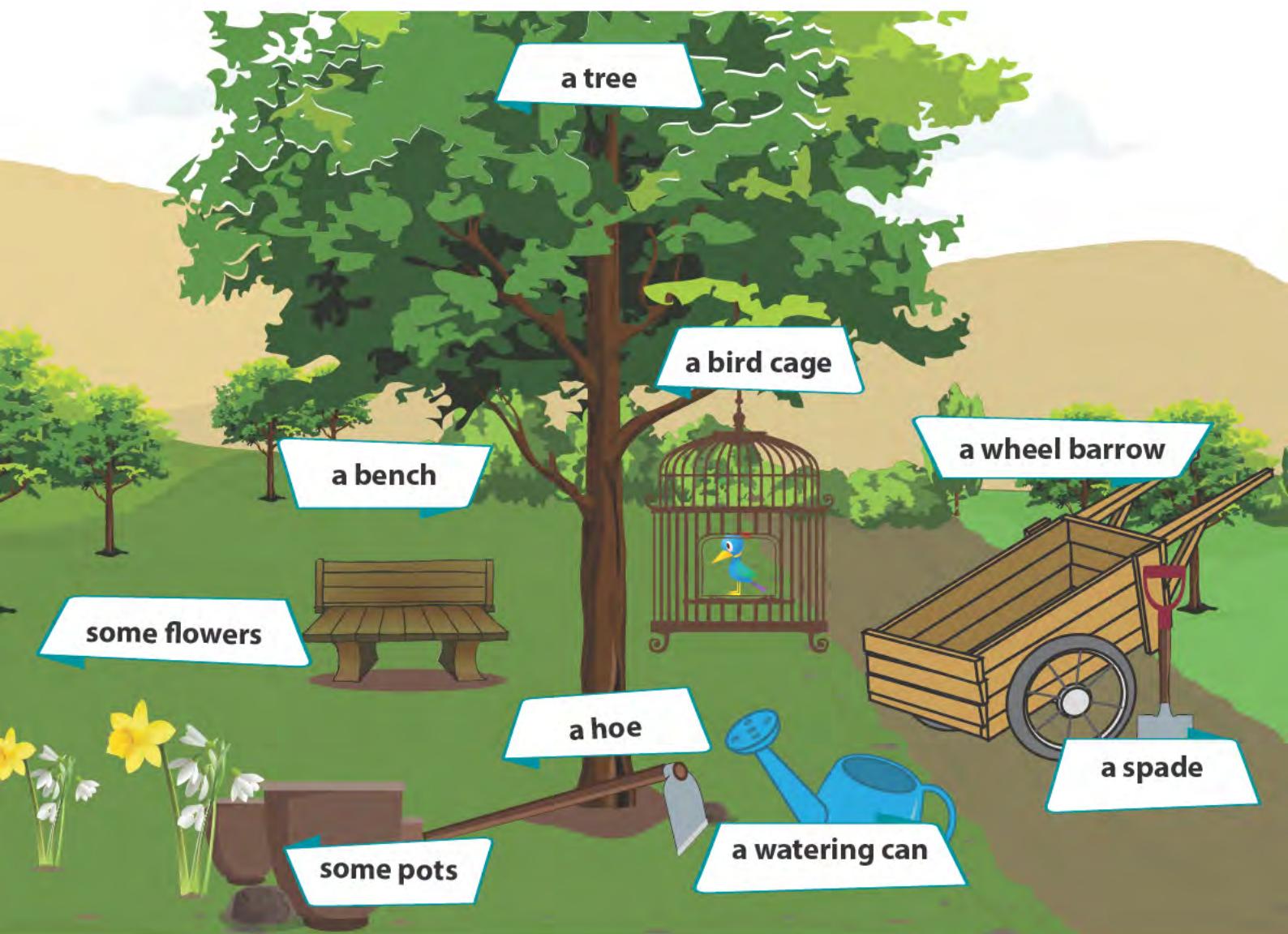




This is my garden.



Please describe
the things that you can
see in the picture!





I sleep in my bedroom.

Where do you do
these activities?







I find them at home.

Please describe the picture!



There are
five plates.

There is
a television.





I find a bolster in



Make sentences based on
the pictures below



I find a bolster in
my bedroom.



1



2



3



4



5





These things are in my house.



Please write down the things in your house!



| Things in my bedroom | Things in my kitchen |
|--------------------------|-----------------------|
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| Things in my living room | Things in my bathroom |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| Things in my garden | Things in my garage |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |



I have them at home
and at school.



What kinds of animals can
you find in your backyard?



a fly

a cocoon



a ladybug



a cricket



a worm





This is my backyard.

Please draw a picture of
your backyard!





What does it look like?

What does a bird look like?



It has feathers, a beak, and wings.

AH PERTAMA

What does a rabbit look like?



It has fur, two long ears, and a small tail.





What does it look like?

What does a house lizard
look like?

What does an ant look like?

What does a dog look like?

What does a cat look like?

What does a fish look like?





I know now.



From now on, I will pay
more attention to
the things around
my school and my home.





My project is to design “My Future Home”.



Attention please!

- Make a plan of your future home.
- You can draw it on a big poster.
- Present it in front of the class.

Thank you.





My project is to make labels for my school.



table

chair

cupboard

whiteboard

library

toilet

teacher's room

Attention please!

- Please make several labels for the things and the rooms around your school.
- Put each of them in the right place.

Thank you.



V

Chapter I Love My Town



In this chapter, I will learn to talk about what people do and where they do it

What does your mother do?





This is my family.



What are they?



My Grandfather

My Mother

My Grandmother

My Father



My father is a gardener.



**My father is a gardener.
He plants trees and flowers.
He waters the plants every day.**





He works at the green house.

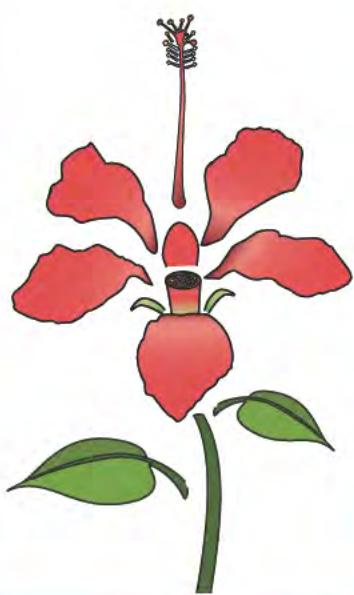




He is also a biology teacher.



This is a flower.



Would you like
to describe them, Sir?





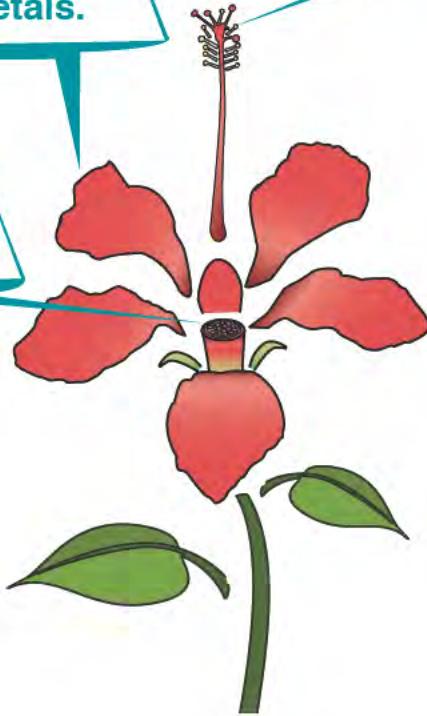
Now, he talks to the class about parts of a flower.

These are the pistils.

These are the stamens.

These are the petals.

This is the fruit will.





On Saturday, we play together.

Please describe
the picture below!





My grandmother is a cook.



My grandmother likes cooking.
She has a restaurant in the city.
She cooks Padang food.





She has a Padang restaurant.

Please ask your classmates
about traditional food
in each restaurant!



I want to eat fresh
vegetables and
sambal.

I want to eat coto
Makassar.

I want to eat
rendang.

I want to eat Manado
porridge.



In the morning, she goes to the traditional market.

Please mention what you can see in the traditional market!





Sometimes she goes to a supermarket.

What can you find
at the supermarket?





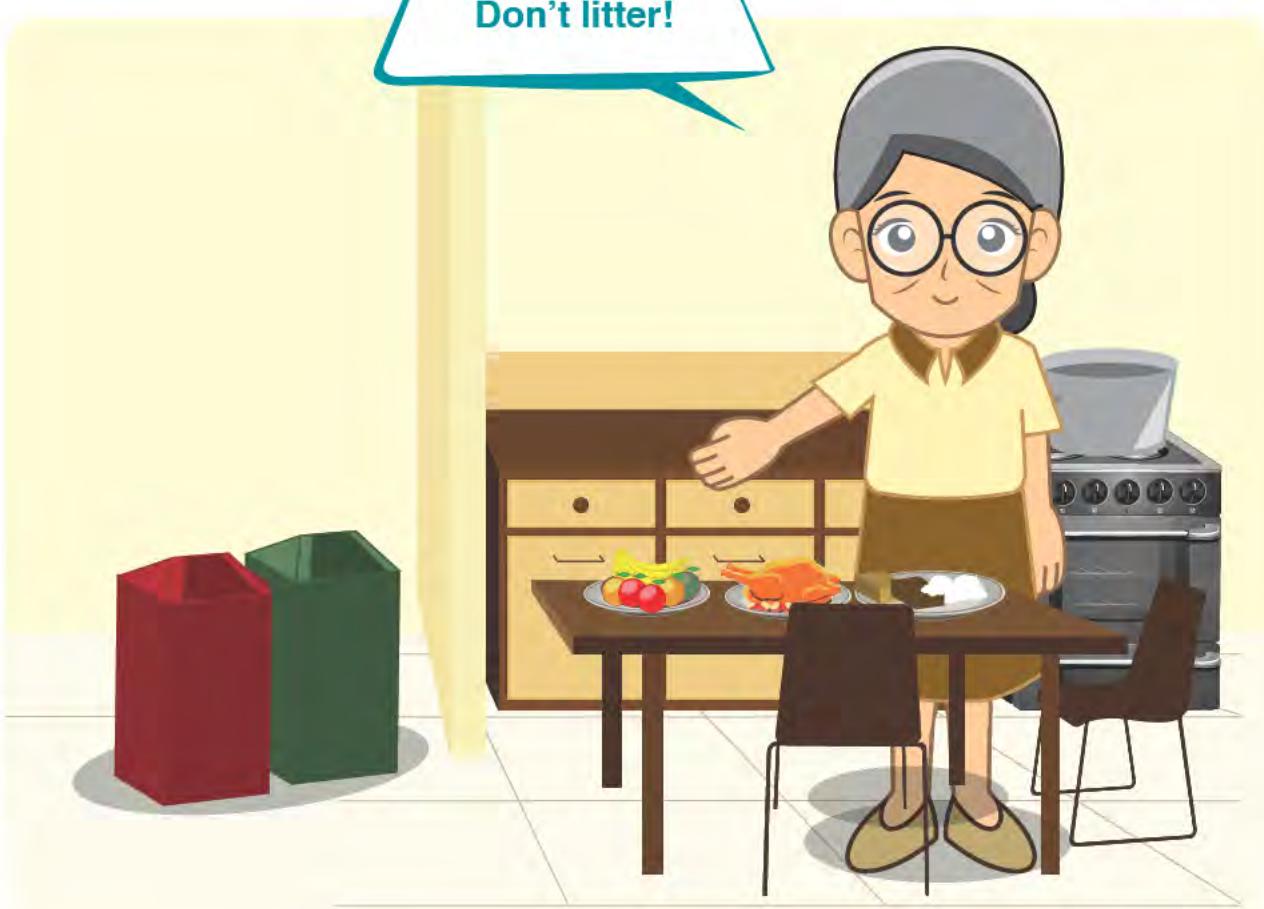
Her kitchen is very clean.



Please mention organic litter
and non-organic litter!



Don't litter!





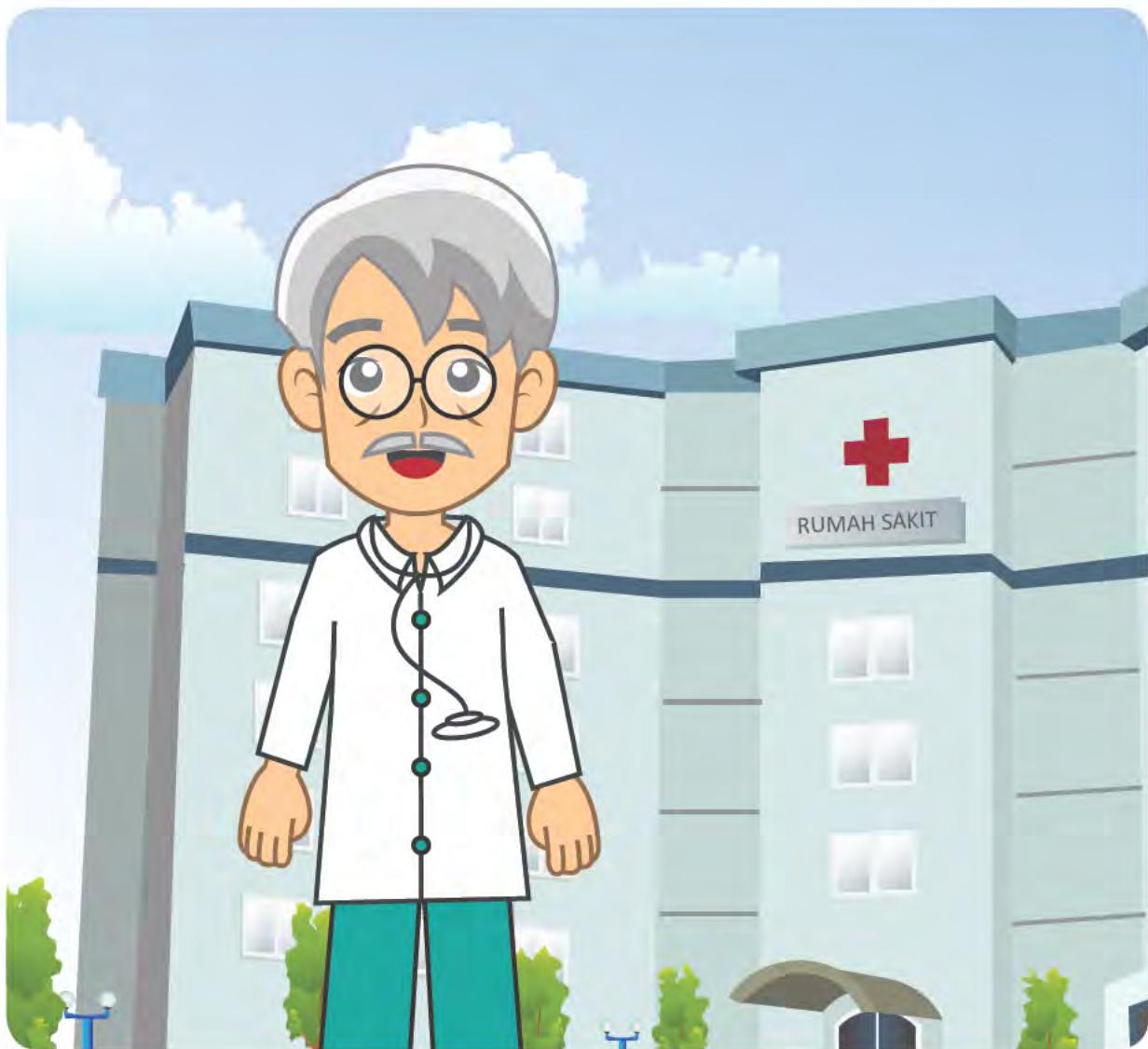
On Friday, she asks our family
to eat together there.

Do you usually eat together
with your family?





My grandfather is a doctor.





He explains about junk food.



Make sentences based on
the picture below!
Look at the example!



Hotdog is not good
for health.





He tells my grandmother
to cook healthy food.

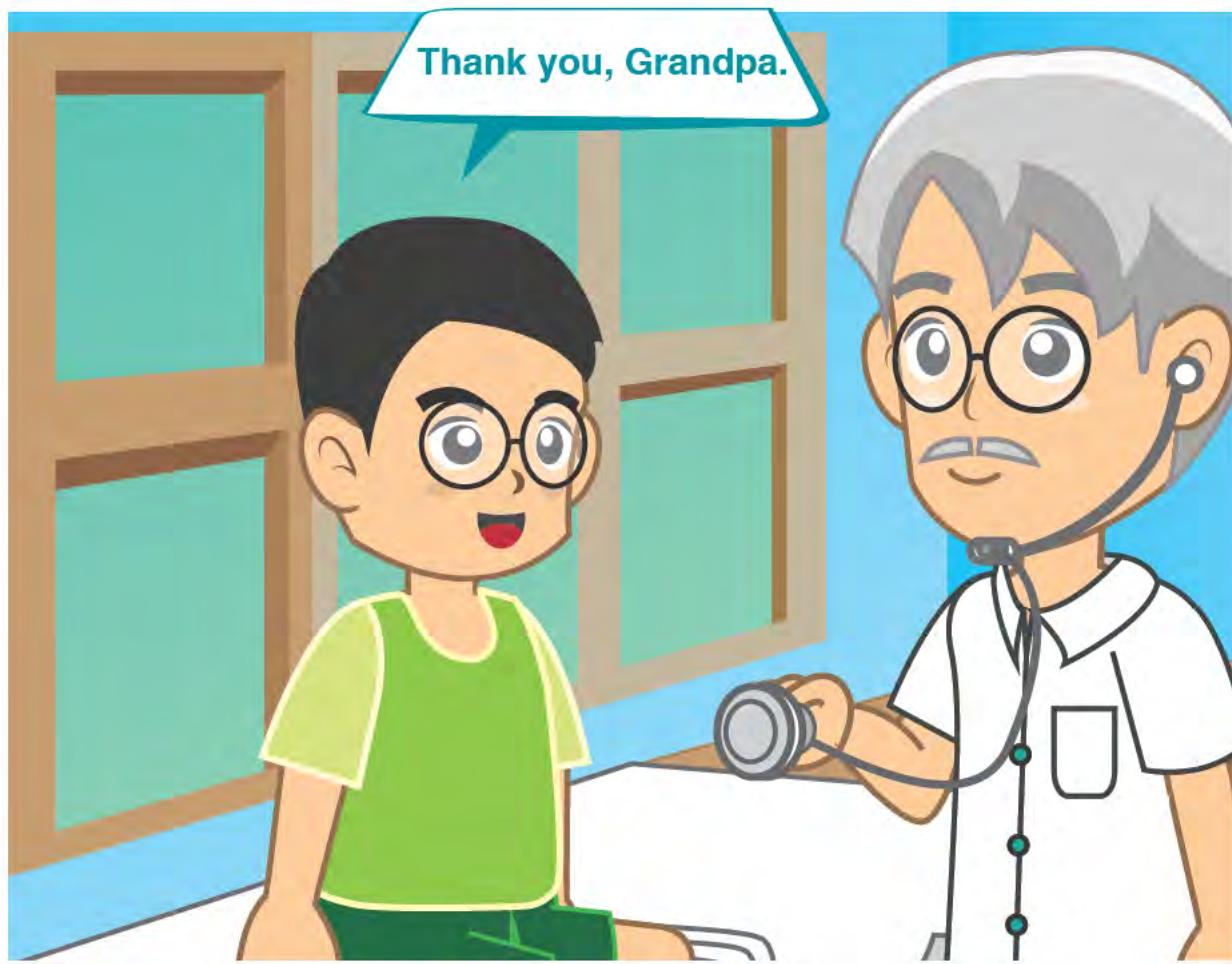


What kinds of healthy food
do you know?





He examines my brother
when he is sick.



Please describe
the picture above!





My mother is a policewoman.



Please describe
the picture above!



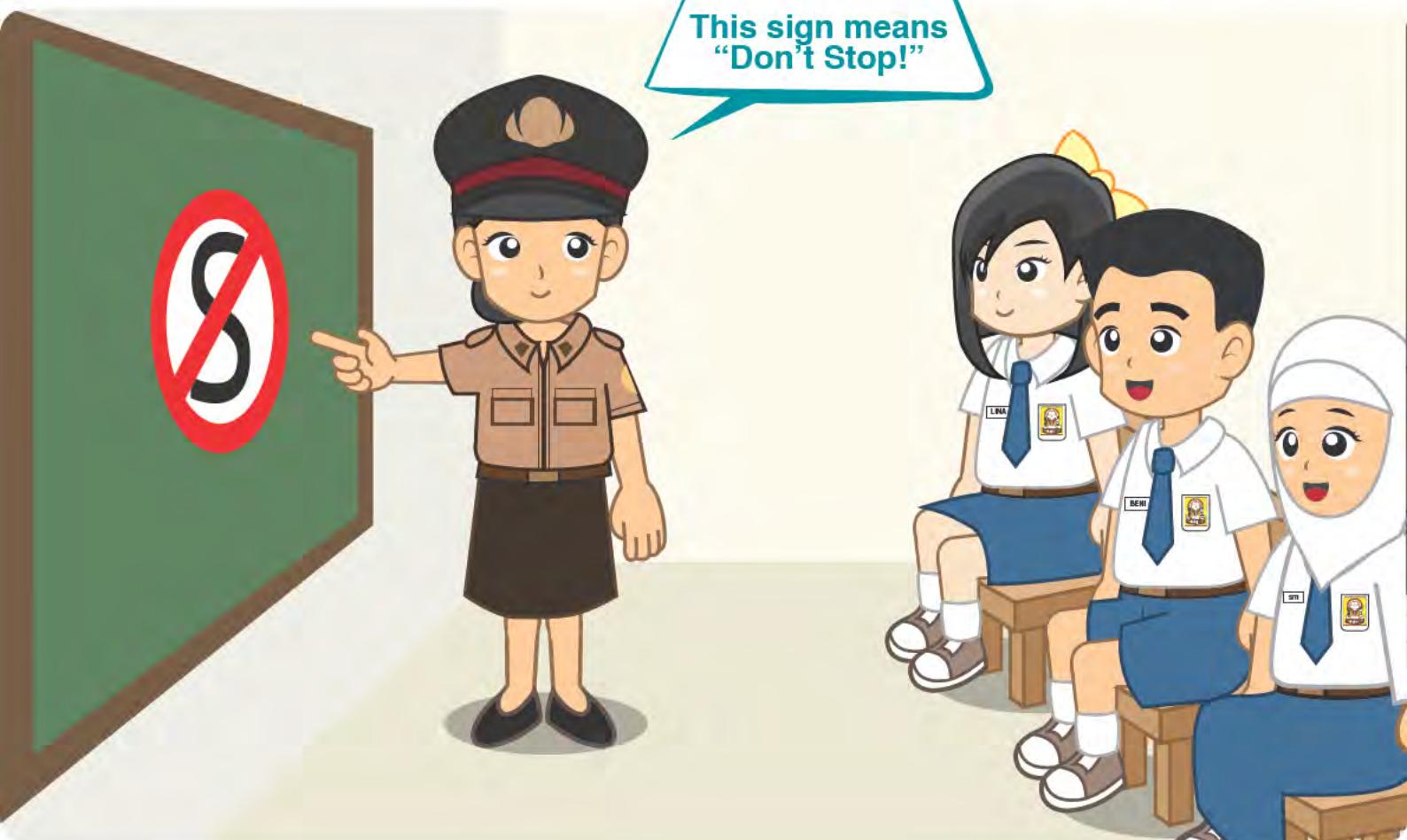


She joins the “The Police are Kids’ Best Friends” program.

What kinds of traffic signs do you know?



This sign means
“Don’t Stop!”





She protects the town from crime.





In her spare time,
she takes me to the cinema.

Please describe
the picture below!





I know now.



From now on, I will pay more attention to the occupations and public places around my school and my home.





My project is to make
a map of my town.



Attention please!

- In a group of four or five, please make a map of your town.
- If possible, put several pictures of public places in your town.
- Decorate your poster, then put it on the wall.

Thank you.



Chapter

She's so Nice

VI

In this chapter, I will learn to describe people and animals:



- what they are like and
- what they do.

Do you have a pet?





Let's sing a song!



Old McDonald

Traditional

1 1 1 5 6 6 5

Old MacDonald had a farm,

3 3 2 2 1

EE-I-EE-I-O.

5 1 1 1 5 6 6 5

And on that farm he had a COW,

3 3 2 2 1

EE-I-EE-I-O.

5 5 1 1 1

With a MOO MOO here

5 5 1 1 1

and a MOO MOO there

5 5 1 1 1

Here a MOO, there a MOO,

1 1 1 1 1

everywhere a MOO MOO

1 1 1 5 6 6 5

Old MacDonald had a farm,

3 3 2 2 1

EE-I-EE-I-O.



How nice they are!



Please describe
the picture below!





She's a helpful girl.



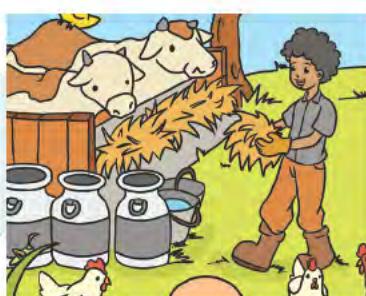
She is very kind.



He is very cheerful.



He is very diligent.





**What do you think about
your classmates?**



**Please ask your class
about your classmates'
characteristics!**



| No | Name | Characteristics |
|----|------|---------------------------|
| 1 | Sari | nice, helpful, easy going |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |



I have curly hair.
What about you?



He's tall. He has curly hair.
He has dark skin.



She's tall. Her hair is straight.
Her skin is smooth.



He's thin. He has sharp eyes.
He has a pointed nose.

Please describe
your family members!





They are people around me.

Please write down your
classmates' physical
appearance!



| No | Name | Physical Appearance |
|----|-------|---|
| 1 | Wulan | wavy hair, a pointed nose, smooth skin. |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |





What do they look like?



Please circle the words
you can find below!



| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| S | I | T | A | L | L | T | S | S | A | W |
| H | I | O | S | H | A | R | P | U | Y | A |
| O | O | P | P | O | I | N | T | E | D | V |
| R | S | L | I | G | H | T | I | I | V | Y |
| T | U | H | B | F | T | C | U | R | L | Y |





The elephant is big.



Please describe each animal below!



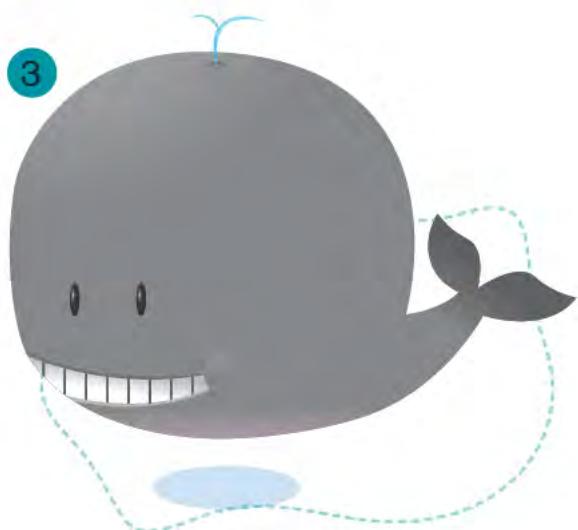
1



2



3



4





These animals are around me.

Please write down animals
you can find around you
and their physical appearance!



| No | Kind of Animals | Physical Appearance |
|----|-----------------|-------------------------|
| 1 | a butterfly | colorful, small, pretty |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |



Animals are different.



Please find other animals which have fur, feathers or scales!



Look at the picture!

**The dog has fur.
The cat has fur.**

**The duck has feathers.
The chicken has feathers.**

**The fish has scales.
The snake has scales.**





Animals are special.



Please practise with
your friends about
the expressions below!



Why do you think
a horse is strong?

Because it can bring
heavy things.

Why do you think
a seal is clever?

Because it can play
with the ball.

Why do you think
a monkey is playful?

Because it can play
with the zookeeper.

Why do you think
a peacock is beautiful?

Because it can show
its colorful wings.





Thank you.

Ouch... my leg!

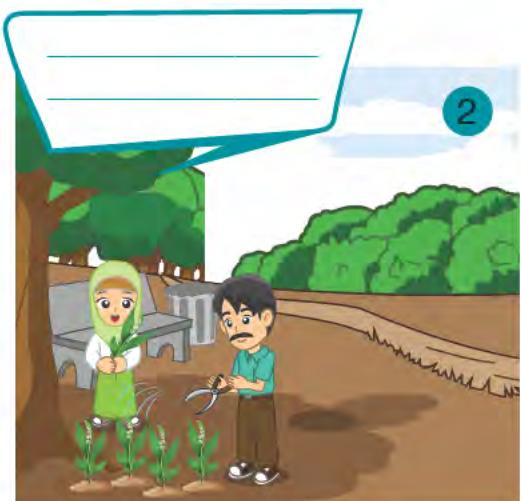
You are so kind.
Thank you.

Are you alright?
Let me help you to stand up.



Thanks a lot.

Please write down some expressions
for the pictures below!



2



4



Please make a dialogue
based on the picture below!





This week, I said “Thanks” to



Please write the names of people
to whom you said thank you
and where you said it.



| No | Name | Occasion |
|----|------|----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Thank you so much.





The box is heavy.



Please make a dialogue
based on each picture below!



Can you help me to carry
this heavy box?

Sure, Papa.

Thank you.



1



2





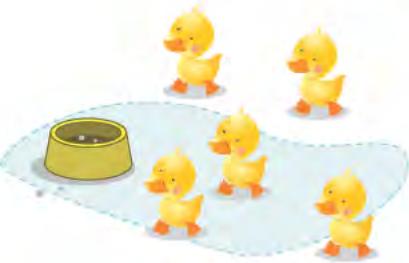
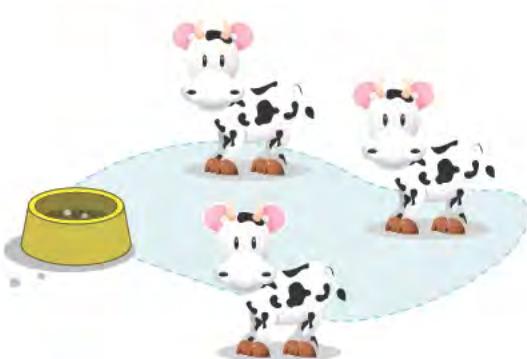
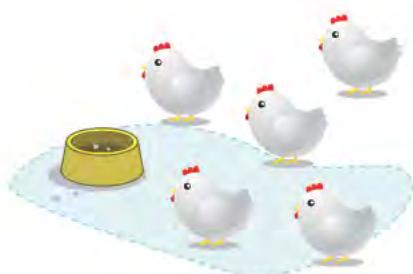
Would you like to feed animals?

Please make a dialogue
based on each picture below!



Would you like
to feed the cows?

I'm so sorry,
we run out of the grass.





**They look the same
but they are different.**

**Please find the differences
between the two pictures below!**





I know now.



From now on, I will pay
more attention to
the people and animals
around my school
and my home.





My project is to do a Mini Survey.



Family members

Characters

Animals around you

Attention please!

- Please work in groups of four or five.
- Observe the environment around you.
- Two groups observe the same objects.
- Here are the things to observe:
 1. the number of family members,
 2. their characters (in your opinion), and
 3. animal(s) around you.
- The families to observe:
 1. a teacher's family,
 2. Pak RT's family, and
 3. canteen owner's family.

Thank you.



Chapter

What do They Look Like?



In this chapter, I will learn to describe:

- people,
- animals, and
- things.



Who is your idol?



This is my backyard.



Please describe the picture!



What do you think
about the boy?

The boy is handsome.
He is diligent.
He is kind to animals.





This is my family.



Who is she/he? What do
you think about her/him?
What does she/he do?



This is my grandfather.
He is a hard worker.
He works at the farm.

She is Lina.
She is a pretty girl.
She always helps me.



This is my father.
He is very kind to me.
He mows the lawn.



I find them on my backyard.



What kind of things do you
find on your backyard?



This is a grasshopper.
It is green.
It hops on the grass.

These are cows.
They are big and strong.
They eat grass.



It is a hut.
It's made of bamboos.
We like sitting there.





What do you think about them?



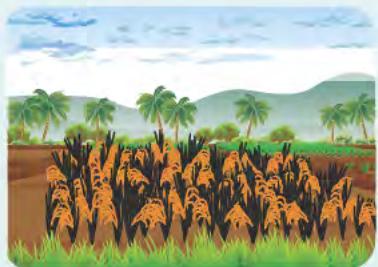
Please describe each picture
in the box below!



1



2



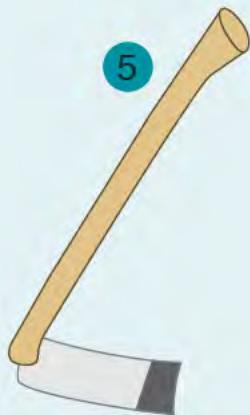
3



4



5



6





People around me



Please describe each picture below!



1



2



3



4



5



6



7



8





These are people around me.



This is my mother.
She is a beautiful woman.
She likes reading novels.



This is my teacher.
He is smart.
He helps people.



This is my friend.
She is beautiful.
We go to school together.

Who is she/he?
What do you think of her/him?
What does she/he do?





What do you think of them?



Please describe
each member of your family!



My Father



My Mother



My Little Brother

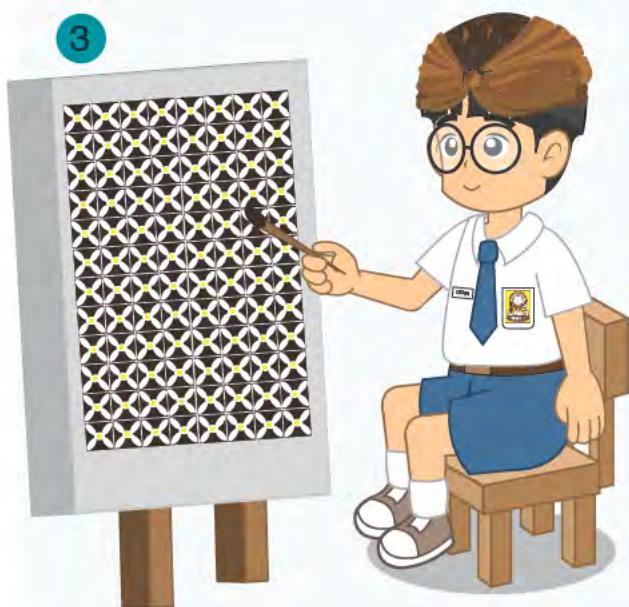


My Big Brother



What do they do?

Who is she/he?
What do you think of her/him?
What does she/he do?





Those are rats!

Please describe
this picture!



Look! The lady looks
very scared.

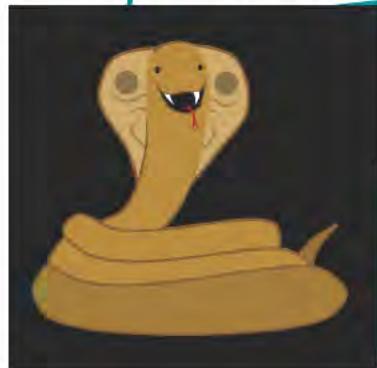


Those are rats.
They move very fast.
They eat bread.

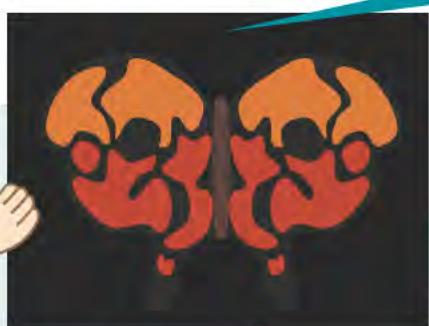


I love animals.

This is a snake.
It's a wild animal.
It bites!



This is a butterfly.
The color is pretty.
It flies.



This is my cat.
It has black fur.
It sleeps.



Please describe about
animals around you!



I find them in my house.



Please draw animals you usually find around you!



What is it?
What do you think about it?
What does it do?



These are public places in my town.



What is it?
What do you think about it?
What can we do there?





Home sweet home.



This is my sofa.
It is very comfortable.
I like sitting on it.



This is an English book.
It is an interesting book.
I read it everyday.

This is a bowl.
It's round.
We put soup in it.

Please describe about
things around you!





What do you think about him?



Please answer the questions below!

**He is Edo.
He helps his parents.
He prepares breakfast
in the morning.
He washes his father's
motorcycle in the afternoon.
He also feeds the fish.**



What do you think about Edo?

How does he help his mother?

How does he help his father?



What do you think of them?



Please describe the questions below!



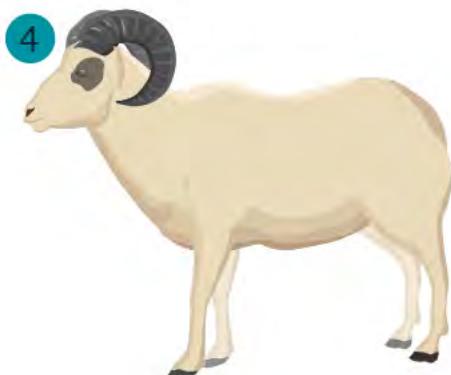
B.J. Habibie
Source: www.fanshare.com



Joko Widodo
Source: metro.news.viva.co.id

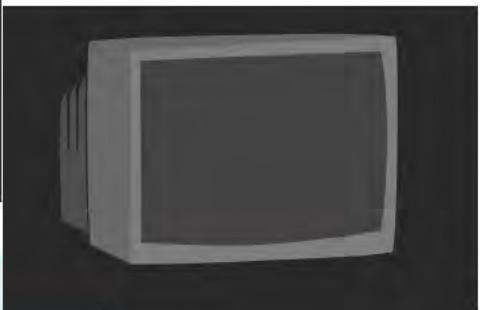


Cut Nyak Dien
Source: anakaselindonesia.wordpress.com





I know now.



**From now on,
I can describe everybody
in my family and
everything around me.**





My project is to describe my idols, my favorite animals and things in front of the class.



They are my idols.



They are my favorite animals.



They are my favorite things.



Attention please!
Put the pictures of your idol, favorite animals and things
on the wall in your class!
Thank you.



VIII

Chapter Attention, Please!



In this chapter, I will learn to make:

- instructions,
- short notices, and
- warnings/cautions.

Do you find signs
at your school?





Be quiet, please!



Please describe
this picture!





What should you do or not do
when you see these signs?



Please describe
the signs below!

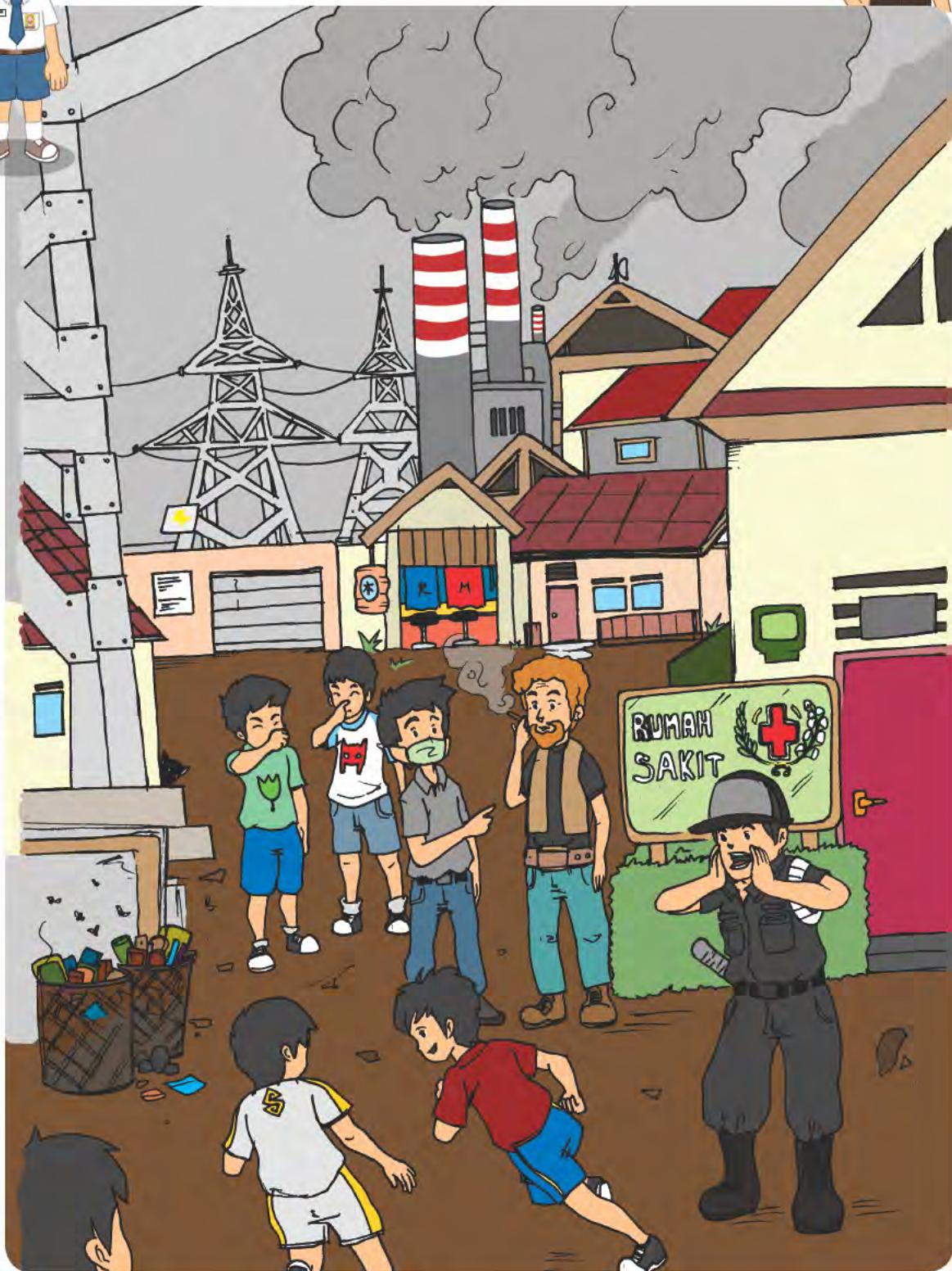


- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



Help me to put
the signs, please!

Please describe
this picture!





These are the signs I see along
the way from home to school.

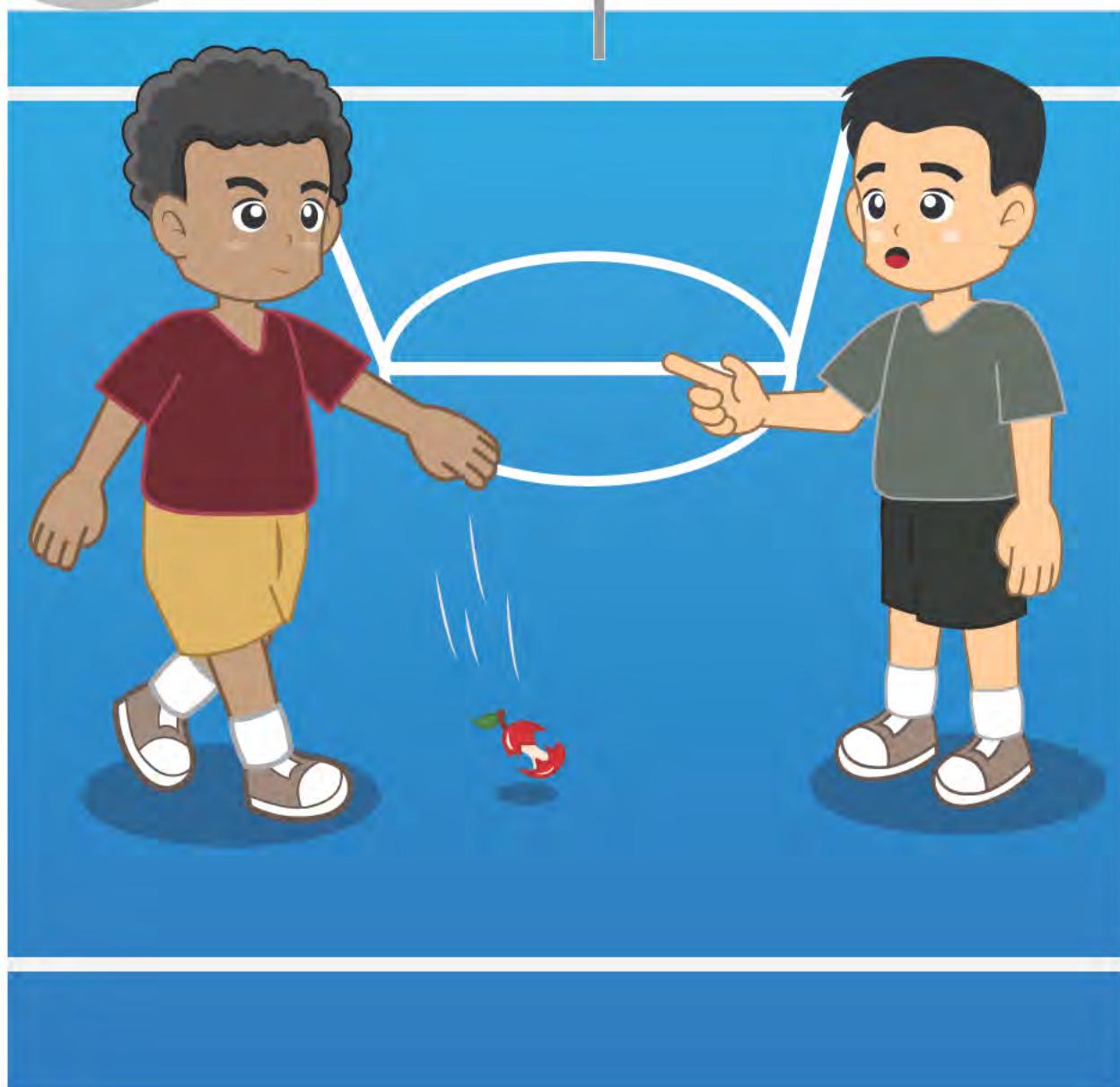


Please draw the signs that
you find from home to school!





Don't litter!





Be safe!

Please describe
the signs below!





Please describe
this picture!





Be careful!

Please describe
the signs below!



1



2



3



4



5



6



7



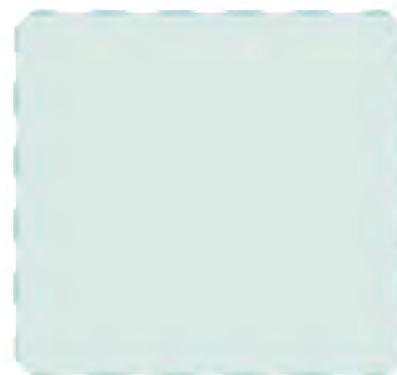
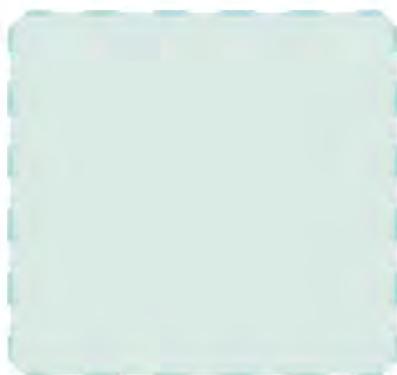
8





I see some warning signs.

Please draw some warning signs in the box below!





This is the zoo.



Look at the picture!



Do not take the chicken!

Do not play in the pond!



Do not feed the cow!



Stay away from the fence!



Can you find other
warning signs?





Raise your hand, please!





What are they doing?



1



2



3



4



5



6



7



8





What are they doing?



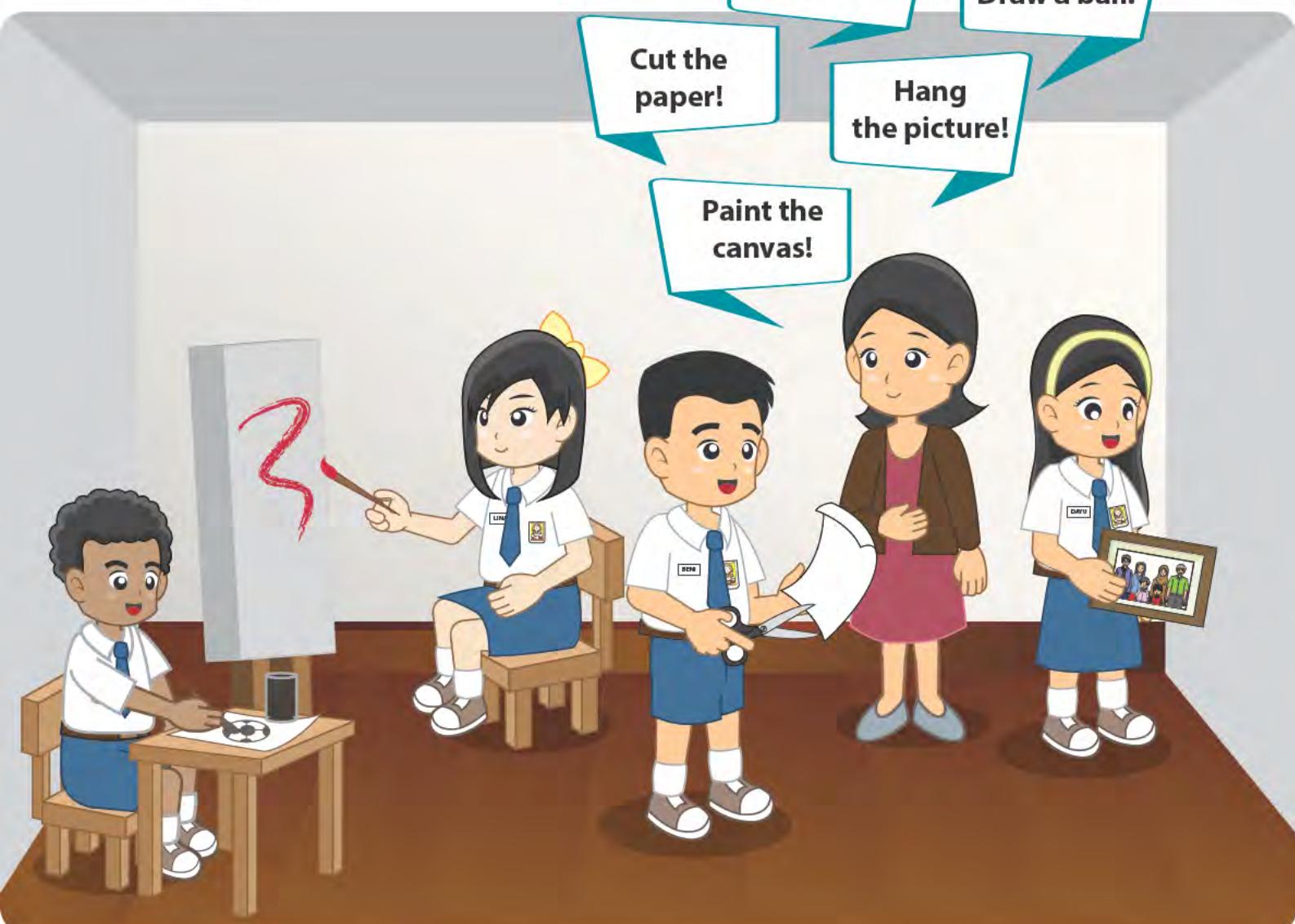
Color your picture!

Draw a ball!

Cut the paper!

Hang the picture!

Paint the canvas!





What kinds of signs
can I put there?



Please draw the signs
that you can find at
your school!





I know now.



From now on,
I will pay attention to
the signs around me.





My project is to make different signs for my school.

FOR STAFF ONLY

BE SAFE



Always Wash
Hands to



Attention please!

- Please make several signs you can use in your school.
- Put them in the right places.

Thank you.





Let's play guessing games!



Attention please!

- One student will come to the front of the class.
- The teacher will show "a word, a phrase or a picture."
- The other students should guess what it means.

Thank you.





My project is to display the things
my class has made.



Attention please!

- You should hold an exhibition to display the objects produced by your English class this year.
- You should collect the objects.
- You may also collect several photos of your activities in the classroom.
- Invite your parents to come.
- Tell them what you've done in English.

Thank you.



Classroom Language for Students

| Questions to ask your teacher | |
|---|---|
| English | Indonesian |
| How do you spell...? | <i>Bagaimana Anda mengeja ... ?</i> |
| "What does... mean?" | <i>Apa arti dari kata ... ?</i> |
| How do you pronounce.../this word? | <i>Bagaimana cara Anda mengucapkan kata ... / kata ini?</i> |
| Is this a noun or a verb/an adjective or an adverb? | <i>Apakah ini adalah kata benda atau kata kerja/ sebuah kata sifat atau kata keterangan?"</i> |
| Does ... mean the same as ...? | <i>Apakah ... memiliki arti yang sama dengan ?</i> |
| What's the difference between ... and ...? (in meaning/pronunciation/spelling) | <i>Apa perbedaan antara ... dan ... ? (dalam arti, pengucapan, atau cara mengeja)</i> |
| Can you repeat that please? | <i>Dapatkan Anda mengulanginya?</i> |
| Can you say that one more time please? | <i>Dapatkan Anda mengucapkannya sekali lagi?</i> |
| Can you play the CD one more time? | <i>Dapatkan Anda memutar CD-nya sekali lagi?</i> |
| What does _____ stand for? | <i>Apa arti dari kata ... ?</i> |
| Which syllable/ word is stressed? | <i>Suku kata/kata mana yang memiliki penekanan?</i> |
| How many syllables does it have? | <i>Berapa banyak suku kata yang dimilikinya?</i> |
| Sorry I missed the last class | <i>Maaf, saya tidak masuk di pertemuan sebelumnya.</i> |
| Can you tell me which part I missed? | <i>Dapatkan Anda memberi tahu bagian mana yang saya lewatkan?</i> |
| What was the homework? | <i>Apa pekerjaan rumah (pada pertemuan yang lalu)?</i> |
| What should I do to catch up? | <i>Apa yang dapat saya lakukan untuk mengejar ketertinggalan?</i> |
| Sorry, I'm late. | <i>Maaf saya terlambat.</i> |
| How can I improve my speaking/listening/ fluency/vocabulary? | <i>Bagaimana saya dapat mengingkatkan kemampuan berbicara/mendengarkan/ kelancaran/kosa kata?</i> |

Telling your teacher about classroom problems

| English | Indonesian |
|--|--|
| I'm afraid I can't see the board/read that word/hear the CD/understand the last part. | <i>Maaf, saya tidak dapat melihat papan tulis/membaca katanya/mendengar CD/mengerti bagian terakhir.</i> |
| I can't understand that grammar. | <i>Saya tidak dapat mengerti tata bahasa itu.</i> |
| I can't understand the difference between those two (words/sentences/examples/tenses). | <i>Saya tidak mengerti perbedaan antara kedua bagian ini (kata/kalimat/contoh/tenses).</i> |
| I can't understand that person's accent/that joke. | <i>Saya tidak dapat mengerti aksen orang ini/candaan ini.</i> |
| We don't understand how to play the game. | <i>Kami tidak mengerti bagaimana harus bermain permainan ini.</i> |
| What should we do? | <i>Apa yang harus kami lakukan?</i> |

| When playing games with your partner | |
|---|--|
| English | Indonesian |
| Who wants to go first? | <i>Siapa yang akan pergi terlebih dahulu?</i> |
| After you. | <i>Silakan kamu duluan.</i> |
| Ladies first. | <i>Perempuan terlebih dahulu.</i> |
| It's your turn./You're next. | <i>Silakan giliranmu./Kamu selanjutnya.</i> |
| Who's next?/Whose turn is it? | <i>Siapa selanjutnya?/Bagian siapa sekarang?</i> |
| Can you pass me the dice/pack of cards/ worksheet please? | <i>Dapatkankah kamu memberikanku dadu/ setumpuk kartu/lembar kerja?</i> |
| Do you understand what we have to do? | <i>Apakah kamu mengerti apa yang harus kita lakukan?</i> |
| Can you explain the grammar/game/vocabulary for me? | <i>Dapatkankah kamu menjelaskan tata bahasa/ permainan/kosa kata untuk saya?</i> |

| To continue conversations with your partner | |
|--|--|
| English | Indonesian |
| Really?/That's interesting. Tell me more. | <i>Benarkah?/itu sangat menarik. Beri tahu kan saya lebih banyak.</i> |
| Why do you think so? | <i>Mengapa kamu berpikir seperti itu?</i> |
| Do you want to ask me a question? | <i>Maukah kamu menanyakan beberapa pertanyaan?</i> |
| Ask me about my weekend/about my family/ about my hobbies! | <i>Silakan bertanya kepada saya mengenai akhir pekan saya/mengenai keluarga saya/mengenai hobi saya.</i> |

Glosarium

Activity, Activities/Aktivitas (Noun)

- (1) The condition in which things are happening or being done.
- (2) Busy or vigorous action or movement.

Attention/Perhatian (Noun)

- (1) Notice taken of someone or something; the regarding of someone or something as interesting or important.
- (2) The mental faculty of considering or taking notice of someone or something: "he turned his attention to the educational system".

Classmates/Teman Sekelas (Noun)

A fellow member of a class at school or college.

Collect/Mengumpulkan (Verb)

Bring or gather together (things, typically when scattered or widespread)

Describing/Menggambarkan (Verb)

- (1) Give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.
- (2) Indicate; denote.

Event/Peristiwa, Pertandingan (Noun)

- (1) A thing that happens, esp. one of importance.
- (2) A planned public or social occasion.

Exhibition/Pameran (Noun)

- (1) A public display of works of art or other items of interest, held in an art gallery or museum or at a trade fair.
- (2) A display or demonstration of a particular skill.

Identity/Identitas (Noun)

- (1) The fact of being who or what a person or thing is: "he knows the identity of the bombers".
- (2) The characteristics determining this: "a Canadian identity".

Idol/Idola (Noun)

- (1) An image or representation of a god used as an object of worship.
- (2) A person or thing that is greatly admired, loved, or revered: "movie idol Robert Redford".

Introducing/Memperkenalkan (Verb)

- (1) Bring (something, esp. a product, measure, or concept) into use or operation for the first time.
- (2) Bring a subject to the attention of (someone) for the first time.

Important/Penting (Adjective)

- (1) Of great significance or value; likely to have a profound effect on success, survival, or well-being: "important habitats for wildlife".
- (2) (of a person) Having high rank or status.

Leave taking/Berpisah (Web definitions)

farewell: the act of departing politely; "he disliked long farewells"; "he took his leave"; "parting is such..."

Observe/Mengamati (Verb)

- (1) Notice or perceive (something) and register it as being significant.
- (2) Watch (someone or something) carefully and attentively.

Present/Hadiah, sekarang ini (Verb)

Give something to (someone) formally or ceremonially.

Product/Hasil (Noun)

- (1) An article or substance that is manufactured or refined for sale.
- (2) A substance produced during a natural, chemical, or manufacturing process: "waste products".

Recycle/Mengembalikan, untuk dipakai lagi (Verb)

- (1) Convert (waste) into reusable material.
- (2) Return (material) to a previous stage in a cyclic process.

Schedule/Jadwal (Noun)

- (1) A plan for carrying out a process or procedure, giving lists of intended events and times: "we have drawn up an engineering schedule".

Schedule/Menjadwalkan (Verb)

- (1) Arrange or plan (an event) to take place at a particular time.

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