



MODUL AJAR KURIKULUM MERDEKA

Nama Sekolah : MTs Babussalam Pagelaran Malang
Nama penyusun : Hj. Norma Ita Sholichah, M.Pd
NIK : _____
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : VII (Satu) / I (Ganjil)

**MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VII**

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Norma Ita Sholichah, M.Pd.
Instansi	: MTs Babussalam.
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: SMP/MTs
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: D / VII
Chapter 1	: About Me
Elemen	: Menyimak – Berbicara
Capaian Pembelajaran	: <ul style="list-style-type: none"> – 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.
Elemen	: Membaca - Memirsa
Capaian Pembelajaran	: <ul style="list-style-type: none"> – 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 spesiik 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.
Elemen	: Menulis - Mempresentasikan
Capaian Pembelajaran	: <ul style="list-style-type: none"> – Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesiik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi

Alokasi Waktu	: dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. 7 Pertemuan atau setara 20 JP (3 x 40 menit)
B. KOMPETENSI AWAL	
<p>Unit 1. Galang from Kalimantan</p> <ul style="list-style-type: none"> ▪ Peserta didik mampu menyapa orang-orang dan ucapkan selamat tinggal ▪ Peserta didik mampu memperkenalkan seseorang diri dan orang lain rakyat. <p>Unit 2. I Love Fishing</p> <ul style="list-style-type: none"> ▪ Peserta didik mampu memperkenalkan orang lain ▪ Peserta didik mampu menggambarkan hobi <p>Unit 3. My Friends and I</p> <ul style="list-style-type: none"> ▪ Peserta didik mampu mendeskripsikan orang ▪ Peserta didik mampu mendeskripsikan setiap hari kegiatan 	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> ▪ Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global. 	
D. SARANA DAN PRASARANA	
<ol style="list-style-type: none"> 1. Sumber Belajar Utama : <ul style="list-style-type: none"> ▪ Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis: Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3 (jil.1). ▪ Laptop, LCD, PC 2. Sumber Alternatif : <ul style="list-style-type: none"> ▪ Guru juga menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas. 	
E. TARGET PESERTA DIDIK	
<ul style="list-style-type: none"> ▪ Peserta didik reguler/tipikal 	
F. JUMLAH PESERTA DIDIK	
<ul style="list-style-type: none"> ▪ Maksimal 32 peserta didik 	
G. MODEL PEMBELAJARAN	
<ul style="list-style-type: none"> ▪ Model pembelajaran tatap muka, 	
H. MATERI PEMBELAJARAN	
<p>Unit 1 Galang from Kalimantan</p> <ol style="list-style-type: none"> 1. Introducing myself 2. Greetings & saying goodbye <p>Unit 2 I Love Fishing</p> <ol style="list-style-type: none"> 1. Introducing others 2. Describing hobbies <p>Unit 3 Galang and Friends</p> <ol style="list-style-type: none"> 1. Describing people 2. Describing daily activities 	

KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
<p>Alur Tujuan Pembelajaran :</p> <ol style="list-style-type: none"> 1. Peserta didik mampu memperkenalkan diri dan orang lain; 2. Peserta didik mampu berbicara tentang hobi; 3. Peserta didik mampu menggambarkan ciri-ciri fisik dan kepribadian orang, dan 4. Peserta didik mampu menggambarkan kegiatan sehari-hari mereka. 5.
B. PEMAHAMAN BERMAKNA
<p>Unit 1. Galang from Kalimantan</p> <ul style="list-style-type: none"> ▪ Memperkenalkan diri ▪ Salam & pamit <p>Unit 2. I Love Fishing</p> <ul style="list-style-type: none"> ▪ Memperkenalkan orang lain ▪ Mendeskripsikan hobi. <p>Unit 3. My Friends and I</p> <ul style="list-style-type: none"> ▪ Menggambarkan orang ▪ Menggambarkan kegiatan sehari-hari
C. PERTANYAAN PEMANTIK
<ul style="list-style-type: none"> ▪ Siapa nama kamu ? ▪ Kamu tinggal di mana ? ▪ Berapa usia kamu ? ▪ Apa hobi kamu ?
D. PERSIAPAN PEMBELAJARAN
<ul style="list-style-type: none"> ▪ Menyiapkan bahan ajar/materi. ▪ Menyiapkan alat dan bahan. ▪ Menyiapkan rubric penilaian. ▪ Menyiapkan alat penilaian.
E. KEGIATAN PEMBELAJARAN
<p>Kegiatan Pembelajaran Unit 1. Galang from Kalimantan</p> <p>Pertemuan Ke-1 s/d Ke-7</p>
<p>Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Guru memperkenalkan diri kepada peserta didik. Guru bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan Bahasa Inggris, setelah memperkenalkan diri, guru mengajak peserta didik untuk mengidentifikasi apa yang telah dikatakan guru dalam perkenalannya. <p>Bahasa guru:</p> <p><i>“Good morning, everyone. My name is [Teacher’s full name]. You can call me [Teacher’s name]. I’m from [Teacher’s origin]. I’m your English teacher. You will learn English with me for this academic year.”</i></p> <ol style="list-style-type: none"> 2. Guru menjelaskan bahwa untuk memulai pembelajaran Bahasa Inggris di SMP adalah dengan belajar perkenalan. Guru dan peserta didik akan saling berkenalan satu sama lain. Bahasa Indonesia dapat digunakan untuk memberi penjelasan jika diperkirakan peserta

didik akan kesulitan memahami penjelasan dalam Bahasa Inggris.

Bahasa guru:

“Today is our first meeting. You will learn about self-introduction. Self-introduction is when you say your identity to other people. Information related to your identity includes name, origin, age, job, etcetera.”

Kegiatan Inti

Section 1 – Say What You Know

Instruksi pada Buku Siswa:

1. What do you usually say to introduce yourself?
2. Write what you usually say when introducing yourself in Worksheet 1.1. One box has been completed for you.

Instruksi untuk guru:

1. Guru mengarahkan Peserta didik untuk membuka Worksheet 1.1.

Bahasa guru:

“Look at Worksheet 1.1.”

2. Guru meminta peserta didik untuk mengidentifikasi hal-hal yang biasa dikatakan saat memperkenalkan diri. Bahasa Indonesia bisa digunakan bila peserta didik belum memiliki kosakata jawaban dalam Bahasa Inggris.

Bahasa guru:

“When do you introduce yourselves? What do you do when you meet new people? Yes, when you meet new people, you sometimes introduce yourselves to them.”

“What do you usually say when you introduce yourselves to new people? Yes, you can say your names, your origins, your address, your ages, your hobbies, and numbers of siblings. What else do you say?”

3. Guru meminta peserta didik untuk menulis respon mereka di bagan. Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban. Guru dapat mengembangkan poin lainnya.

Bahasa guru:

“Write the things that you usually say when you introduce yourselves in the empty boxes.”

Contoh Jawaban Worksheet 1.1

Name	Age
Origin	Hobby
Address	Number of sibling(s)

Section 2 – Listening

Instruksi pada Buku Siswa:

- a. Listen to Audio 1.1, a boy is introducing himself.

Instruksi untuk guru:

1. Guru memperdengarkan Audio 1.1 tentang seorang anak laki-laki yang sedang memperkenalkan dirinya. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.

Bahasa guru:

“Listen to the audio. In the audio you will hear someone (a boy) who is introducing himself.”

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

Bahasa guru:

“Now, listen again and read the text.”

3. Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat disampaikan kepada peserta didik:
 - a. Siapa yang memperkenalkan diri?
 - b. Dari mana dia berasal?
 - c. Apakah dia dari Bali?
 - d. Apakah dia tinggal di Bali?
 - e. Apakah dia berumur 13 tahun?
 - f. Apa yang dia sukai?
 - g. Apakah dia memiliki saudara?

Audio 1.1 Script:

“Hi. My name’s Galang. I’m from Kalimantan. I live on Jalan Sumatera. I’m thirteen years old. I go to SMP Merdeka. I like fishing, and I have two sisters.”

Instruksi pada Buku Siswa:

- b. Listen again to Audio 1.1. Practice saying Galang’s introduction.

Instruksi untuk guru:

1. Guru meminta peserta didik untuk menyimak Audio 1.1 dan membaca teks tentang Galang lagi.

Bahasa guru:

“Listen to the audio again. Let’s practice saying Galang’s introduction.”

2. Guru membantu peserta didik berlatih melafalkan perkenalan Galang.

Bahasa guru:

“Let’s practise by imitating Galang’s introduction. I will say it sentence by sentence. Repeat after me.”

3. Ketika peserta didik dianggap sudah bisa mengucapkan dengan baik, guru mengucapkan secara keseluruhan, yang diikuti oleh peserta didik.

Bahasa guru:

“Now, I will say all of Galang’s introduction. Once I say it all, you say it all after me.”

Instruksi pada Buku Siswa:

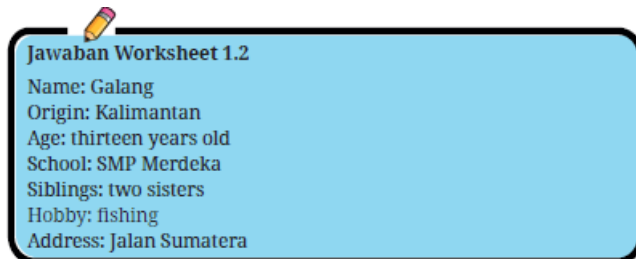
- c. Write his identity in the empty boxes in Worksheet 1.2. One box has been completed for you. See the **Wordbox** at the end of the chapter, to help you find the meanings of key wordings.

Instruksi untuk guru:

1. Guru menampilkan Worksheet 1.2. Guru bersama peserta didik menuliskan informasi yang ada pada rekaman audio dan menuliskannya pada Worksheet 1.2 (nama, asal, alamat, usia, hobi, sekolah, dan jumlah saudara kandung)

Bahasa guru:

“In the audio recording, you heard a boy introducing himself. What’s his name? Is he from Bali? Where does he live? How old is he? What’s his hobby? Does he have brothers?” “Write the boy’s identity on the blank box.”



Jawaban Worksheet 1.2
Name: Galang
Origin: Kalimantan
Age: thirteen years old
School: SMP Merdeka
Siblings: two sisters
Hobby: fishing
Address: Jalan Sumatera

Did You Know?

Mr., Mrs., Ms., or Miss are addresses that people can use in formal situations in English. These addresses are followed by complete names or last names, for example, Mr. Puji Darmawan or Mr. Darmawan, Mrs. Paula Alexander or Mrs. Alexander, and Miss Soraya Nasution or Miss Nasution. What addresses are there in your language? How are they used?

Instruksi untuk guru:

Jelaskan dalam Bahasa Indonesia terkait penggunaan kata sapaan dan bagaimana setiap budaya memiliki cara tersendiri untuk menyapa.

Section 3 – Your Turn: Speaking

Instruksi pada Buku Siswa:

- a. Complete Worksheet 1.3 with your identity. You can put or draw your picture in the box on the left.

Instruksi untuk guru:

1. Guru menayangkan Worksheet 1.3.

Bahasa guru:

“Look at Worksheet 1.3.”

2. Guru meminta peserta didik untuk menulis identitas mereka pada Worksheet 1.3.

Bahasa Guru:

“Write your identity in the Worksheet 1.3. Before that, you can put your picture or draw your picture in the box on the left.”



Contoh Jawaban Worksheet 1.3
Lihat jawaban Worksheet 1.2.

Catatan

Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban.

Guru dapat mengembangkan poin/informasi lainnya.

Instruksi pada Buku Siswa:

b. Write your introduction in Worksheet 1.4. Use the information from the chart above. See the **Wordbox**.

Instruksi untuk guru:

Guru meminta peserta didik untuk menulis perkenalan diri mereka pada Worksheet 1.4 mengikuti contoh transkrip Audio 1.1.

Bahasa guru:

“Write your introduction in Worksheet 1.4 using the information in Worksheet 1.3. You can use the example of Galang’s introduction.”



Contoh Jawaban Worksheet 1.4

Hello.

My name's Monita. I'm 13 years old. I'm from Manado. I go to SMP Merdeka. I live on Jalan Paduka. I have a sister and a brother. I love drawing manga.

Catatan:

Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban.

Guru dapat mengembangkan poin lainnya.

Instruksi pada Buku Siswa:

c. Practice introducing yourself.

Instruksi untuk guru:

Guru membantu peserta didik untuk berlatih menuliskan kalimat perkenalan diri mereka pada Worksheet 1.5. Pada kegiatan ini, guru dapat berkeliling kelas dan membantu peserta didik untuk berlatih di tempat masing-masing.

Bahasa guru:

“Let’s practice saying the introduction.”

Instruksi pada Buku Siswa:

d. Introduce yourself to the class.

Instruksi untuk guru:

Setelah dianggap siap, peserta didik dapat diminta untuk menampilkan perkenalan diri mereka dalam Bahasa Inggris kepada teman-temannya di kelas.

Bahasa guru:

“Now it’s time to introduce yourselves.”

Section 4 – Listening

Instruksi pada Buku Siswa:

a. Listen to Audio 1.2, Galang and Andre are introducing themselves to each other. The audio has two parts. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the **Wordbox**.

Instruksi untuk guru:

1. Guru menampilkan transkrip percakapan Audio 1.2 dan memperdengarkan rekaman Audio 1.2.

Bahasa guru:

“Read the conversation and listen to the audio recording. The conversation is about Galang and Andre who are introducing themselves to each other after English class.”

2. Rekaman percakapan dapat diputar beberapa kali. Bisa dilakukan bertahap: Part 1 lalu Part 2.

3. Guru memandu peserta didik membicarakan isi percakapan.

Bahasa Guru:

“So, in the conversation there are two boys who are introducing themselves during the recess after English class is over. One boy is named Galang. We talked about his identity earlier. What is the other boy’s name? Where’s he from? How old is he? What’s his hobby? How many sisters and brothers does he have?”

Audio 1.2 Part 1 Script:
At Recess
Part 1 (name, address, and age)

Galang	: Hi. Are you enjoying the first day of school?
Andre	: Well, yes. It’s great!
Galang	: By the way, I’m Galang. What’s your name?
Andre	: I’m Andre.
Galang	: Where do you live?
Andre	: I live in Jalan Bengawan. How old are you?
Galang	: I’m thirteen years old.
Andre	: Oh, I’m thirteen years old too.

Audio 1.2 Part 2 Script:

Part 2 (hobbies and siblings)

Galang : You know, I like school. But, I can't wait to go home.
Andre : Oh, why?
Galang : I want to go fishing. It's my hobby.
Andre : That sounds fun.
Galang : What's your hobby, Andre?
Andre : I like mobile gaming.
Galang : Oh, I like it too.
Andre : Maybe, we can play together.
Galang : Sure! Can I come to your house?
Andre : Yes. We can play with my siblings, too.
Galang : How many sisters or brothers do you have?
Andre : I have one sister and one brother.

Instruksi pada Buku Siswa:

b. Complete a mind map about Andre.

Instruksi untuk guru:

Guru menampilkan Worksheet 1.7, kemudian meminta peserta didik melengkapi Worksheet 1.7.

Bahasa guru:

“Look at Worksheet 1.7. Complete the mind map with the information you heard in Audio 1.2 about Galang and Andre.”

Jawaban Worksheet 1.7

Name : Andre
Age: thirteen years old
School: SMP Merdeka
Siblings: one sister and one brother
Hobby: mobile gaming
Address: Jalan Bengawan

Section 5 – Language Focus

Instruksi pada Buku Siswa:

a. Read aloud the expressions of asking and giving information about someone's identity. See the **Wordbox**.

Table 1.1

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby its ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

Instruksi untuk guru:

Guru menampilkan tabel pertanyaan dan jawaban ketika berkenalan.

Guru mengajak peserta didik melafalkan pertanyaan dan jawaban ketika berkenalan.

Bahasa guru:

“Look at Table 1.1. Let’s practice saying the questions and responses.”

Instruksi pada Buku Siswa:

b. Practice using the expressions in Table 1.1 with a friend.

Instruksi untuk guru:

1. Guru berkeliling memastikan peserta didik berlatih dengan teman sebangkunya.
2. Guru mengingatkan bahwa setelah berlatih, mereka akan melakukan survei.

Instruksi pada Buku Siswa:

c. Go around the room. Ask at least ive students about their identities.

Write their responses in Worksheet 1.8.

Instruksi untuk guru:

1. Guru meminta peserta didik melakukan latihan tanya jawab dengan teman sebangku menggunakan identitas masingmasing. Guru berkeliling mengecek latihan peserta didik dan memberi bantuan ketika diperlukan. Bila tidak memungkinkan dengan teman sebangku, peserta didik dapat melakukannya dengan salah satu temannya di dalam kelas.

Bahasa guru:

“Ask your desk mate’s identity using the expressions in Table 1.1.”

2. Guru meminta peserta didik berkeliling untuk saling memperkenalkan diri dengan menggunakan ungkapan dalam pertanyaan dan jawaban tentang perkenalan.

Bahasa guru:

“Ask at least ive classmates about their identities. Use the expressions in the table. Write their responses in the Worksheet 1.8.”

Contoh Jawaban Worksheet 1.8

Identity	Student 1	Student 2	Student 3	Student 4	Student 5
Name	Galang	Andre	Nita	Maria	Kevin
Origin	Borneo	Kutai	Bandung	NTT	Bali
Age	13	13	13	13	13
Hobby	Fishing	Playing mobile games	Cooking	Reading webtoon	Playing football
Siblings	One sister	One brother and one sister	No siblings	One brother and three sisters	No siblings

3. Guru meminta peserta didik menyimpan hasil survei dengan baik karena akan digunakan pada kegiatan selanjutnya.

Bahasa guru:

“Keep the worksheet. We will use it for the next activity.”

Section 6 – Listening

Instruksi pada Buku Siswa:

- a. Listen to Audio 1.3. Three students are introducing themselves. There are two parts in the audio. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the **Wordbox**.

Instruksi untuk guru:

1. Guru menampilkan dan memperdengarkan rekaman Audio 1.3. (Guru dapat memutar rekaman beberapa kali).

Bahasa guru:

“Read and listen to the conversation about three students, Andre, Galang, and Monita. You know about Andre and Galang. In the conversation Andre is introducing Monita to Galang.”

2. Guru memandu peserta didik berbicara tentang isi percakapan.

Bahasa guru:

“There are three students in the conversation: Andre, Galang, and Monita. Do they study in the same class? Why does Andre introduce Galang to Monita? What does Monita have in common with Andre?”

3. Guru memutar rekaman kembali. Guru dan peserta didik mengidentifikasi cara Andre memperkenalkan Monita kepada Galang.

Bahasa guru:

“Let’s listen to the conversation again. How does Andre introduce Galang to Monita? What do Galang and Monita respond to each other in the introduction?”

“

Audio 1.3 Part 1 Script:
Before class
Andre is introducing Monita to Galang

Andre : Hi, Galang. How are you?
Galang : Fine, thanks. How about you?
Andre : Yeah, I'm OK. By the way, this is Monita.
Galang : Hi Monita, nice to meet you.
Monita : Nice to meet you, too, Galang.
Andre : Monita is our classmate. Today is her first day at school.
Galang : Oh, I see.

“

Audio 1.3 Part 2 Script:
Before class
Talking about hobbies

Andre : Monita likes playing mobile games, too.
Monita : And, I also love drawing manga.
Galang : Cool! I love manga but I can't draw.
Andre : You know, we can play mobile games together.
Galang : The more, the merrier.
Monita : Right! By the way, I've got to find my seat. See you later, guys.

Instruksi pada Buku Siswa:


- b. Listen again to Audio 1.3. Circle the letters on Worksheet 1.9 that are correct based on the conversation.

Instruksi untuk guru:

Guru memutar rekaman kembali dan memerintahkan peserta didik membuka Worksheet 1.9.

Bahasa guru:

“Look at Worksheet 1.9. Let's listen to the conversation again and circle the letter on the picture that are correct based on the conversation.”

 **Jawaban Worksheet 1.9**

a. “Hi, Galang. How are you?”
d. “This is Monita.”
f. “See you later, Guys.”

Section 7 – Your Turn: Speaking

Instruksi pada Buku Siswa:

- a. Say the expressions of greetings, introduce someone, and partings. See the **Wordbox**.

Table 2

Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

Instruksi untuk guru:

1. Guru menampilkan ungkapan menyapa orang yang sudah dikenal dan memperkenalkan orang lain.

Bahasa guru:

"These are the expressions to greet people we know."

(pointing at Greetings column)

"These are the expressions to introduce someone."

(pointing at Introducing Someone column)

2. Guru menjelaskan ungkapan memberi salam.

Bahasa guru:

"You can greet people you know by saying Hi or Hello. These greetings are used informally to people at the same age. For greeting people that are older than you or you respect you can say Good morning, Good afternoon, or Good evening. These greetings depend on the time of the day. For example, in the morning you greet Good morning, etcetera." "You can also ask the people's condition by asking How are you? They can respond by saying I'm fine, thank you. 'or 'fine, thanks'".

3. Guru menjelaskan ungkapan dalam mengenalkan orang lain.

Bahasa guru:

"These expressions are used when you are introducing someone. For example, Andre is introducing Galang to Monita. He says This is Monita to Galang. And, he says This is Galang to Monita. In addition to the introduction, Andre adds some information about Galang and Monita. Then, both Galang and Monita say Nice to meet you."

Instruksi pada Buku Siswa:

- b. Practice the expressions in Table 1.2 with two of your friends.

Instruksi untuk guru:

1. Guru memandu peserta didik berlatih melafalkan ungkapan-ungkapan pada Table 1.2.
2. Guru menginformasikan bahwa ungkapan ini akan digunakan untuk kegiatan memperkenalkan teman di kelas.

Instruksi pada Buku Siswa:

- c. Introduce a classmate to another classmate in your class.

Instruksi untuk guru:

Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

Bahasa guru:

“Choose two names of your classmates in Worksheet 1.8. Greet one of them and introduce him/her to the other.”

Enrichment: Neighborhood Walk

Instruksi untuk guru:

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
2. Guru meminta peserta didik untuk melakukan ‘*Greet the people around you*’, kepada guru, teman, penjaga sekolah, penjaga kantin, dan lain-lain.
3. Peserta didik menyapa orang-orang yang dikenalnya di lingkungan sekolah atau rumah secara spontan menggunakan Bahasa Inggris. Orang-orang tersebut memiliki usia yang beragam: yang sebaya, lebih tua, dan lebih muda. Orang-orang yang disapa tidak perlu merespon dengan Bahasa Inggris.
4. Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

Instruksi pada Buku Siswa:

Greet people that you meet around the school neighborhood. Use appropriate expressions of greeting and parting. You can greet your friends, teachers, janitors, and all the other people at school.

Kegiatan Penutup

1. Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
2. Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan Pembelajaran Unit 2. I Love Fishing

Pertemuan Ke-1 s/d Ke-7

Kegiatan Awal

1. Guru memperkenalkan diri kepada peserta didik. Guru bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan Bahasa Inggris, setelah memperkenalkan diri, guru mengajak peserta didik untuk mengidentifikasi apa yang telah dikatakan guru dalam perkenalannya.

Bahasa guru:

“Good morning, everyone. My name is [Teacher’s full name]. You can call me [Teacher’s name]. I’m from [Teacher’s origin]. I’m your English teacher. You will learn English with me for this academic year.”

2. Guru menjelaskan bahwa untuk memulai pembelajaran Bahasa Inggris di SMP adalah

dengan belajar perkenalan. Guru dan peserta didik akan saling berkenalan satu sama lain. Bahasa Indonesia dapat digunakan untuk memberi penjelasan jika diperkirakan peserta didik akan kesulitan memahami penjelasan dalam Bahasa Inggris.

Bahasa guru:

“Today is our first meeting. You will learn about self-introduction. Self-introduction is when you say your identity to other people. Information related to your identity includes name, origin, age, job, etcetera.”

Kegiatan Inti

Section 1 – Say What You Know

Instruksi pada Buku Siswa:

- Look at Picture 1.1. Say what you know about the people’s activities in the park.

Instruksi untuk guru:

Guru meminta peserta didik untuk mengamati *Picture 1.1* pada Buku peserta didik.

Bahasa guru:

“Hello everyone, now let’s take a look at the Picture 1.1. Can you spot Galang in the picture? What is he doing? Yes, Galang is fishing.”

Instruksi pada Buku Siswa:

- Read the words in the bubbles. Point the relevant activities in Picture 1.1. See the **Wordbox**.

Instruksi untuk guru:

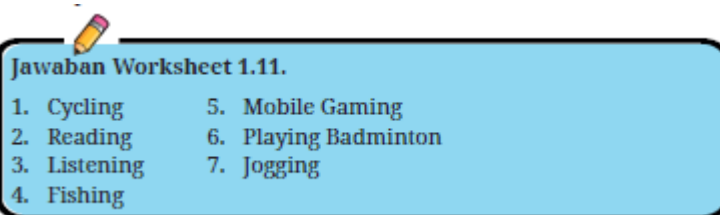
Guru meminta peserta didik membaca kata-kata dalam bubbles, kemudian menunjuk kegiatan yang sesuai pada Picture 1.1.

Bahasa guru:

“Ok, now read the words on the bubbles. Then point on the relevant activities in Picture 1.1.”

Instruksi pada Buku Siswa:

- Complete the sentences on Worksheet 1.11.



Jawaban Worksheet 1.11.

1. Cycling	5. Mobile Gaming
2. Reading	6. Playing Badminton
3. Listening	7. Jogging
4. Fishing	

Section 2 – Listening

Instruksi pada Buku Siswa:

- Listen to Audio 1.4 Part 1. Andre and Monita are talking about their hobbies.

Instruksi untuk guru:

Guru memperdengarkan Audio 1.4 Part 1 mengenai beberapa orang membicarakan tentang hobinya. Bila tidak tersedia alat pemutar audio, guru membacakan transkrip kepada peserta

didik.

Bahasa guru:

“Listen to Audio 1.4 Part 1. In the audio you will hear Andre and Monita talking about their hobbies.”

Audio 1.4 Part 1 Script:

“My name is Monita. My hobby is reading.”
“I’m Andre. I like mobile gaming.”

Instruksi pada Buku Siswa:

- b. Listen to Audio 1.4 Part 2. People are talking about their hobbies. Write their hobbies in the speech bubble on Worksheet 1.12.

Instruksi untuk guru:

Guru memperdengarkan rekaman Audio 1.4 Part 2 dan meminta peserta didik untuk menyimak dialog dua orang lainnya untuk mengerjakan Worksheet 1.12.

Bahasa guru:

“Now, you will hear other people talking about their hobbies. First, you will hear Pak Edo and then Sinta with her mum. Complete the callouts with hobbies mentioned in the audio for each person.”

Audio 1.4 Part 2 Script:

“I’m Pak Edo. I like cycling.”
“We are Sinta and Ibu Posma. We like playing badminton.”

Jawaban Worksheet 1.12

1. Cycling
2. Playing badminton

Section 3 – Listening

Instruksi pada Buku Siswa:

- a. Listen to Audio 1.5. Galang and Andre are talking about their hobbies, frequency, and tools for doing the hobbies. The audio has four parts. You may listen to each part and stop. Or, you may listen to all of the parts in one go. See the **Wordbox**.

Instruksi untuk guru:

1. Guru memperdengarkan Audio 1.5 dan menampilkan percakapan pendek antara Galang dan Andre tentang hobi mereka.

Bahasa guru:

“Listen to Audio 1.5. Galang and Andre talking about their hobbies. What are their hobbies? How often do they do their hobbies? What tools are needed?”

2. Guru menyampaikan bahwa percakapan ini bisa didengarkan secara bertahap dari Part 1 sampai dengan Part 4. Bila peserta didik dianggap mampu, maka percakapan bisa dilakukan tanpa jeda di setiap bagiannya.

Bahasa guru:

“There are four parts in the conversation. The first focuses on the frequency. Let’s listen to Part 1. What phrases do we use for asking and giving information related to the frequency?”

“The second focuses on the tools. Let’s listen to Part 2. What phrases do we use for asking and giving information related to the tools we need for our hobbies?”

“The third one focuses on Andre’s hobby. What is it? How often does he do it? What tools does he need for his hobby?”

“The last one is about parting or saying goodbye. Listen to how they say goodbye at the end of the conversation.”

Audio 1.5 Part 1 Script:

Frequency

Andre: Hi, Galang. What’s up?

Galang: Hi! I’m about to go to the river for fishing.

Andre: Do you go fishing very often?

Galang: Yes, it’s my hobby. I go fishing once a week.

Audio 1.5 Part 2 Script:

Tools

Andre : You have a lot to bring. What do you need for fishing?

Galang: I need a fishing rod, a bucket, and a fishnet.

Andre : Hmm, fishing sounds interesting.

Galang: Do you want to join me?

Andre : Well, not today, I guess.

Audio 1.5 Part 3 Script:

Andre’s hobby

Galang: So, what’s your hobby?

Andre: I like mobile gaming.

Galang: How often do you play mobile gaming?

Andre: Only on weekends.

Galang: Nice!

Audio 1.5 Part 4 Script:

Parting

Galang: Well, I need to get going now.

Andre: Sure. Enjoy your fishing, Galang!

Galang: Thanks. Have fun with your mobile gaming, too!

Instruksi pada Buku Siswa:

- b. Identify Galang and Andre’s hobbies, tools, and frequency. Complete Worksheet 1.13 based on the conversation above. One box has been done for you.

Instruksi untuk guru:

1. Guru dapat memperkenalkan memberikan contoh ungkapan tamahan yang menunjukkan frequency, seperti **always, often, once a week, every weekend**, dan lain sebagainya.
2. Guru meminta peserta didik menuliskan jawaban pada kotak yang disediakan pada

Worksheet 1.13.

Bahasa guru:

“Ok, write ‘ishing’ for Galang’s hobby, ‘once a week’ for frequency.

Good.”

Jawaban Worksheet 1.13

Character	Hobby	Frequency (how often)	Tools
Galang	Fishing	Once a week	A fishing rod A bucket A fishing net
Andre	Mobile gaming	Every weekend	A smartphone

Instruksi pada Buku Siswa:

c. Write the letter (a, b, c, d, or e) for the relevant picture on Worksheet 1.14.

Instruksi untuk guru:

Peserta didik menjodohkan gambar (alat-alat yang digunakan untuk melakukan hobi) dengan jenis hobi pada Worksheet 1.14

Bahasa guru:

“To complete this worksheet, you have to draw a line from the pictures of tools to the suitable hobbies.”

 **Jawaban Worksheet 1.14**
b - d - e - a - c

Did You Know?

People around the world have unusual or extreme hobbies. Have you ever heard of stone skipping and Parkour? Stone skipping is the art of throwing flat rocks across the water. The goal is to see how many times a stone bounces off the surface of water before sinking
<https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping>.

Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas
<https://kids.kiddle.co/Parkour>.

Section 4 – Reading

Instruksi pada buku siswa:

a. Read the texts about people’s hobbies. See the **Wordbox**.

Instruksi untuk guru:

1. Guru menampilkan gambar Galang, Monita, Andre, Sintia, dan Ibu Posma yang berisi deskripsi singkat tentang gambar tersebut.
2. Guru mengingatkan peserta didik untuk memperhatikan cara pengucapan (*pronunciation*) serta membahas perbedaan karakter untuk membedakan penggunaan *He* dan *She* serta efeknya pada kata kerja yang menyertainya. Misalnya **He loves ...** dan

She likes ...

Bahasa guru:

“Let’s pay attention to the picture and the text. In this picture, we are going to see Galang, Monita, Andre, Ibu Posma, and Sinta doing their hobbies. The description of this picture also will tell us how often they do their hobby.”

3. Guru membantu peserta didik berlatih membaca deskripsi pada gambar.

Instruksi pada Buku Siswa:

b. Work with a classmate to complete Worksheet 1.15.

Instruksi untuk guru:

Guru meminta peserta didik mengisi Worksheet 1.15 sesuai dengan teks dan gambar sebelumnya.

Bahasa guru:

“Now, take a look at Worksheet 1.15. Please work with your friend to complete worksheet 1.15 based on the pictures and descriptions above.”

Jawaban Worksheet 1.15

Name	Hobby	Frequency	Tools Needed
Galang	Fishing	Once a week	Fishing rod, bucket, and a fishing net
Monita	Reading novels	Twice a week	Novels
Andre	Mobile gaming	Every weekend	Smart phone and internet connection
Ibu Posma and Sinta	Playing badminton	Sunday morning	Rackets and shuttlecock

Instruksi pada Buku Siswa:

c. Answer the questions based on the Text 1.1.

Instruksi untuk guru:

Guru memperlihatkan Worksheet 1.16 yang berisi pertanyaan pemahaman. Peserta didik dapat mengisi Worksheet 1.16 mengacu pada Worksheet 1.13 dan teks sebelumnya.

Bahasa guru:

“Now, look at Worksheet 1.16. As you can see, in this Worksheet, you should answer the questions based on your work on Worksheet 1.15 and Text 1.1.”

Jawaban Worksheet 1.16

1. Ibu Posma and Sinta.
2. She reads novels twice a week.
3. He needs to bring a fishing rod, a bucket, and a fishing net.
4. Galang, Ibu Posma, and Sinta.
5. Badminton.

Section 5 – Language Focus

Instruksi pada Buku Siswa:

- a. Read the description of Galang’s hobby. Look at the highlighted words referring to Galang. .

Instruksi untuk guru:

1. Guru meminta peserta didik untuk memperhatikan dan membaca deskripsi singkat tentang hobi Galang.
2. Guru meminta peserta didik untuk memperhatikan kata ganti yang merujuk kepada Galang.
3. Guru meminta peserta didik untuk memperhatikan dan membaca penjelasan Ibu Ida dalam komik strip 1.8.

Bahasa guru:

“Let’s pay attention to the picture and the text.”

4. Guru dapat menambahkan penjelasan tentang penggunaan nama dan kata gantinya dalam suatu kalimat.

Instruksi pada Buku Siswa:

- b. Read Ibu Ida’s explanations about pronouns (Part 1).
- c. Read the text 1.3 about hobbies. Underline pronouns referring to Monita, Andre, and Ibu Posma and Sinta. See the description of Galang’s hobby in Text 1.2 as an example.
- e. Complete Worksheet 1.17 with the pronouns you identified from the description of people’s hobbies in Text 1.3.

Instruksi untuk guru:

Guru meminta peserta didik melengkapi kata ganti pada tabel.

Bahasa guru:

“Now, complete the following table with suitable pronouns you’ve identified from the descriptions of people’s hobbies.”

Jawaban Worksheet 1.17

Pronouns	Personal	Possessive
Singular	I She He	My Her His
Plural	They	Their

Instruksi pada Buku Siswa:


- f. Complete the sentences with suitable pronouns.

Instruksi untuk guru:

Guru meminta peserta didik untuk melengkapi kalimat rumpang dengan kata ganti yang sesuai.

Bahasa guru:

“Let’s complete the sentences in worksheet 1.18 with suitable pronouns.”

 Jawaban Worksheet 1.16

- | | |
|------------------------|--------------------------|
| 1. (a) He
(b) His | 5. (a) He
(b) He |
| 2. (a) She
(b) Her | 6. (a) He
(b) His |
| 3. (a) She
(b) Her | 7. (a) They
(b) Their |
| 4. (a) They
(b) The | 8. (a) Her
(b) She |

Section 6 – Your Turn: Reading

Instruksi pada Buku Siswa:

- a. Read about Pak Edo’s Hobby. See the Wordbox.

Pak Edo’s Hobby

Pak Edo’s hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

Instruksi pada Buku Siswa:


Answer the questions on Worksheet 1.19 based on the texts.

Instruksi untuk guru:

1. Read the text about Pak Edo’s Hobby. See the **Wordbox**.
2. Guru meminta peserta didik untuk memperhatikan dan membaca teks singkat tentang hobi *Pak Edo*.
3. Guru meminta peserta didik untuk menjawab pertanyaan pemahaman pada Worksheet 1.19.

Bahasa guru:

“*Look at the text with the title ‘Pak Edo’s Hobby’. Please read the text and answer the questions on Worksheet 1.19.*”

 Jawaban Worksheet 1.19

1. The park.
2. Saturday and Sunday.
3. Pak Edo, his wife, and children.
4. Yes, I agree. Cycling can make us healthy and make our immune cells more active. It is also good for the environment.
5. For safety.

Kriteria Penilaian

- Satu nomor berbobot 20 poin.
- Nilai peserta didik = jumlah nomor benar x 20
- Nilai maksimal yang bisa didapatkan oleh peserta didik = 100

Enrichment: Miming and Guessing a Hobby

Instruksi pada Buku Siswa:

- a. Think of a kind of hobby. Act it out.
- b. Let your friends guess your hobby.

Instruksi untuk guru:

1. Guru meminta peserta didik untuk memikirkan salah satu hobi.
2. Guru meminta peserta didik untuk memperagakan hobi mereka tersebut.
3. Guru meminta peserta didik yang lain untuk menebak hobi yang sedang diperagakan oleh salah satu peserta didik.

Bahasa guru:

“Your friend will act out his/her hobby in front of you. You must guess what his/her hobby is. If you can guess the hobby, then it’s your turn to act out your hobby to your friends.”

“For example, your hobby is fishing. You should act as if you are fishing and let your friend guess your hobby.”

Kegiatan Penutup

1. Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
2. Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kegiatan Pembelajaran Unit 3. Galang and Friends

Pertemuan Ke-1 s/d Ke-7

Kegiatan Awal

1. Guru memperkenalkan diri kepada peserta didik. Guru bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan Bahasa Inggris, setelah memperkenalkan diri, guru mengajak peserta didik untuk mengidentifikasi apa yang telah dikatakan guru dalam perkenalannya.

Bahasa guru:

“Good morning, everyone. My name is [Teacher’s full name]. You can call me [Teacher’s name]. I’m from [Teacher’s origin]. I’m your English teacher. You will learn English with me for this academic year.”

2. Guru menjelaskan bahwa untuk memulai pembelajaran Bahasa Inggris di SMP adalah dengan belajar perkenalan. Guru dan peserta didik akan saling berkenalan satu sama lain. Bahasa Indonesia dapat digunakan untuk memberi penjelasan jika diperkirakan

peserta didik akan kesulitan memahami penjelasan dalam Bahasa Inggris.

Bahasa guru:

“Today is our first meeting. You will learn about self-introduction. Self-introduction is when you say your identity to other people. Information related to your identity includes name, origin, age, job, etcetera.”

Kegiatan Inti

Section 1 – Say What You Know

Instruksi pada Buku Siswa:

In Picture 1.2, you can see Galang and his friends.

- Can you identify each of them?
- Point the pictures and say their names.
- What are their physical traits?

Instruksi untuk guru:

- Guru menunjukkan Picture 1.2 .

Bahasa guru: “Let’s have a look at the Picture 1.18 .”

“Who do you see in the picture?”

“Can you identify Galang’s friends in the picture?”

“Who are they?”

“Can you see (names of characters)?”

“Let’s identify Galang’s friends based on their physical features.”

“Who has curly hair?”

- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Writing

Instruksi pada Buku Siswa:

- In Section 1, you have learned a few words to describe people’s physical traits. Now, you may think about the words related to personality traits. Some words have been provided as examples in the Worksheet 20. See the **Wordbox**.

Instruksi untuk guru:

- Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat deskripsi orang di Section 1, 2 dan 3.

Bahasa guru:

“In the previous sections, we have learned some words to describe people.”

“Can you remember some of the words? What are they?”

- Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan

dengan deskripsi seseorang.

Bahasa guru:

“Now, we are going to list more words to describe people.”

“You can use your dictionary to find more words.”

3. Guru menunjukkan Worksheet 1.20 dan meminta peserta didik menuliskan kata-kata yang ditemukan ke dalam tabel.

Bahasa guru:

“Write the words that you find inside the Worksheet 1.20.”

Contoh jawaban Worksheet 1.20

Physical Features		Personality Traits	
Short	Petite	Friendly	Honest
Tall	Thin	Cheerful	Happy
Bald	Fat	Strict	Diligent
Tanned	Plump	Fun	Hardworking
Chubby	Handsome	Clumsy	Lazy
Skinny	Pretty	Confident	Generous

4. Guru meminta peserta didik untuk membandingkan jawabannya dengan jawaban temannya. Dengan demikian, peserta didik dapat saling menambah kosakata.

Instruksi pada Buku Siswa:

- b. Now, use the words in Part a to write a description about Galang and his friends. You can also look at the picture to write about their hobbies. Look at the example. See the **Wordbox**.

Instruksi untuk guru:

Guru meminta peserta didik untuk mendeskripsikan Galang dan teman-temannya dengan menggunakan kata-kata dalam Part a. Peserta didik juga dapat memperhatikan gambar untuk melihat hobby mereka.

Bahasa guru:

“Now, take a look at these pictures. There are Galang and his friends.”

“By using the words in Part a, describe Galang and his friends.”

“You can also look at the picture to write about their hobbies. Look at the example.”

Contoh Jawaban Worksheet 1.21

1. This is Galang. He has tanned skin. His hair is black and straight. He likes fishing.
2. This is Andre. He has a white skin. His hair is black and straight. He likes playing video game.
3. This is Monita. Her hair is long and straight. She has an oval face. She likes reading.
4. This is Sinta. She has wavy hair and fair skin. She likes playing Badminton
5. This is Ibu Ida. Her hair is black, long, and straight. She likes listening to music.
6. This is Pak Edo. He has tanned skin. His hobby is cycling.

Section 3 – Reading and Viewing

Instruksi pada Buku Siswa:

- a. Look at Picture 1.3. Observe the physical traits of each person in the picture. You can use the words in the box to describe each person. See the **Wordbox**.

Instruksi untuk guru:

1. Guru menunjukkan Picture 1.3.
2. Guru memberikan informasi umum mengenai Picture 1.3, misalnya menanyakan jumlah orang yang ada dalam gambar atau menanyakan apakah ada anak laki-laki dan perempuan dalam gambar.

Bahasa guru:

“Look at picture 1.3.”

“How many people are there in the picture?”

“How many boys and girls are there in the picture?”

3. Kemudian, guru mengajak peserta didik untuk memfokuskan pengamatan pada karakter isik masing-masing tokoh. Peserta didik dapat diarahkan untuk menggunakan kata-kata dalam *cloud*.

Bahasa guru:

“Now, let’s observe the physical features of each person in the picture.

You can use the words in the box to describe each person.

4. Guru kembali mengingatkan tentang kosakata yang sudah digunakan pada saat berdiskusi di Section 1.

Instruksi pada Buku Siswa:

- b. Complete the blanks with the correct words in the cloud.

Instruksi untuk guru:

1. Guru meminta peserta didik mengerjakan Worksheet 1.22 dengan mengisi bagian kosong pada teks dengan kosakata yang sesuai.

Bahasa guru:

“In Worksheet 1.22, we will complete the text based on the picture.

The text is about Galang’s father and his memory of his friends in a photograph. He identifies his friends based on their physical features, personality, and position in the photograph.”

2. Peserta didik diperbolehkan menggunakan kata yang terdapat dalam Clouds di Part b. Sebelum mengerjakan, guru dapat membahas makna kosakata yang terdapat dalam Clouds di Part b.

Bahasa guru:

“You can use the words provided in the box from Part a.”

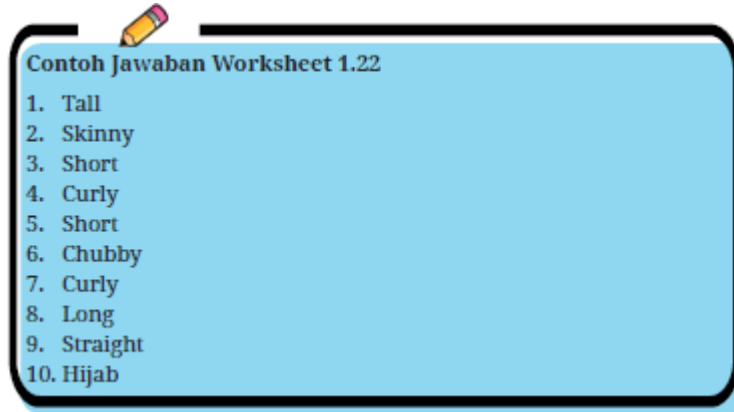
“Let’s see the words in the box and discuss the meanings.”

3. Guru membimbing peserta didik untuk membaca dan mengisi jawaban untuk setiap bagian dari teks dengan menggunakan petunjuk yang ada dalam Picture 1.3.

4. Bila dianggap mampu, peserta didik dapat mengerjakan setiap bagian dari teks ini secara keseluruhan. Bila diperlukan, guru dan peserta didik membahas setiap bagian secara bertahap.

Bahasa guru:

“Now, you can work individually or in pairs to complete the text.”



Instruksi untuk guru:

Guru membahas masing-masing jawaban untuk bagian kosong pada teks dengan membandingkan teks dengan gambar yang tersedia.

Bahasa guru:

“Let’s discuss the answer to each of the blanks in the text”.

“He is tall and skinny. Can you see in the picture that Leni is tall and skinny?”

Instruksi pada Buku Siswa:

- c. Read the text again. Point and say the name of the characters in Picture 1.3.

Instruksi untuk guru:

Setelah membahas jawaban untuk Worksheet 1.22, Guru membimbing peserta didik untuk memberi label pada Picture 1.3.

Bahasa guru:

“Now that we have the text complete, let’s points out who is who in Picture 1.3.”

Jawaban Label Picture 1.19



Section 4 – Reading

Instruksi pada Buku Siswa:

- Read a text about ‘*Made, the Basketball Player*’.

Instruksi untuk guru:

Guru meminta peserta didik untuk membaca teks yang berjudul *Made, the Basketball Player*.

Bahasa Guru:

“*Please, read the following text.*”

Instruksi pada Buku Siswa:

- Circle the best answer.

Instruksi pada Buku Siswa:

- Complete the Worksheet 1.24 with the correct information from the text ‘*Made, the Basketball Player*’.

Instruksi untuk guru:

- Guru meminta peserta didik untuk mengisi Worksheet 1.24 dengan informasi yang tepat sesuai dengan teks yang berjudul

‘*Made, the Basketball Player*’.

Bahasa guru:

“*Now, take a look at Worksheet 1.24. There are two parts, Regular Activities and Facts.*”

“*Please fill in the table with the correct information based on the text that you read.*”

Contoh Jawaban Worksheet 1.24

Regular Activities	Facts
1. He always wears a cap wherever he goes.	1. He is 14 years old.
2. He wears prosthetics and sometimes uses a wheelchair.	2. He has a lot of friends.
3. He likes playing basketball.	3. He has short black hair.
4. He plays for a basketball team called Borneo Wheelchair Basketball.	
5. He practices basketball once a week on Saturday.	

Instruksi untuk guru:

2. Guru membahas jawaban bersama peserta didik.

Section 5 – Language Focus

Instruksi pada Buku Siswa:

- a. Describing people.

Describing people typically contains information about their physical features, personality traits, their current condition or facts; such as age, hobby, and regular activities; or what they usually do.

Look at the following examples:

1. His **name** is Made.
2. He **uses** a crutch.
3. Made **likes** playing basketball.
4. They **like** playing badminton.

When we talk about an activity that is done regularly, we can use words to show **action** (he **wears** ...) or **feeling** (he **likes** ...). These types of words are called **verbs**. The form of verbs can change depending on who is being described.

In example number 3, we use likes because the subject is singular and in example 4 we use like because the subject is plural. We can use information about regular activities and facts to describe someone.

- b. Now, complete the sentences with the correct form of the verbs. Number one has been done for you.

Instruksi untuk guru:

1. Guru meminta peserta didik untuk mengisi Worksheet 1.25 dengan informasi yang tepat sesuai dengan penjelasan pada Section 5.a.

Bahasa guru:

“Please correct the form of verbs in Worksheet 1.25.”

Jawaban Worksheet 1.25

- | | |
|--------------|-----------|
| 1. Go | 5. Bikes |
| 2. Play | 6. Walk |
| 3. Practices | 7. Win |
| 4. Swims | 8. Brings |

Instruksi untuk guru:

- Guru membahas jawaban bersama peserta didik.

Instruksi pada Buku Siswa:

- Observe the following structure of a descriptive text about Made presented in Section 4.

Table 1.4

Structure	Text
Identification: a general orientation to the topic.	Made is Galang's friend. He is 14 years old.
Description: Feature 1: Personality trait Extra information	He is very friendly. He has a lot of friends.
Feature 2: Physical trait Extra information	Made has short, black hair. He always wears a cap wherever he goes.
Feature 3: Physical trait Extra information	Made is special. He wears prosthetics and sometimes uses a wheelchair.
Feature 4: Regular activities	He likes playing basketball. He plays for the basketball team, Kalimantan Wheelchair Basketball. He practices basketball once a week every Saturday.
Comment	His teammates are proud of him. Together, they make a very good basketball team.

Instruksi untuk guru:

Guru meminta peserta didik untuk mengamati struktur paragraph dari teks berjudul 'Made, the basketball Player'.

Section 6 – Your Turn: Writing

Instruksi untuk guru:

- Section 6 merupakan latihan menulis bagi peserta didik. Kegiatan dapat dilakukan dalam satu pertemuan atau lebih. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraph deskriptif yang berterima.
- Guru dapat memberikan instruksi secara bertahap sesuai dengan tahapan kegiatan menulis di Section 6.

Instruksi pada Buku Siswa:

- Planning and brainstorming.
 - Think of one friend.
 - List the words to describe your friend.

Instruksi untuk guru:

Guru meminta peserta didik untuk memikirkan seorang teman, kemudian menuliskan kata-kata yang mendeskripsikan teman tersebut.

Bahasa guru:

“Think about a friend of yours, and write the words that describe him/her.”

b. Outlining and drafting.

Make an outline of your paragraph using the structure at Worksheet 1.27.

Instruksi untuk guru:

Guru meminta peserta didik untuk membuat kerangka teks dari hasil pemikiran mereka.

Bahasa guru:

“Now, please make an outline to describe your friend.”

c. Writing and editing.

Write your descriptive paragraph on Worksheet 1.28.

Instruksi untuk guru:

Guru meminta peserta didik untuk menuliskan paragraf yang mendeskripsikan teman tersebut.

Bahasa guru:

“Write the description text of your friend on Worksheet 1.28.”

Section 7 – Fun Time: Guess Who!

Instruksi pada Buku Siswa:

- When you finish, give your paragraph to a friend and let him/her read.
- Ask your friend to guess who you are describing and see if he/she has the correct guess.

Enrichment: Write Once More

Instruksi untuk guru:

- Section Enrichment* merupakan latihan pengayaan. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraf deskriptif yang berterima.
- Guru dapat memberikan instruksi secara bertahap sebagaimana tahapan kegiatan di Section 6.
- Sebagai variasi, guru dapat menggunakan latihan ini sebagai latihan berbicara. Peserta didik dapat diminta untuk membuat video pendek untuk deskripsi lisannya.

Instruksi pada Buku Siswa:

- Think of the name of a popular person. It can be a singer, actor, actress, gamer, or youtuber.
- Write a descriptive paragraph about this person.
- Ask your friend to guess who you are describing and see if he/she guessed it correctly.

Kegiatan Penutup

- Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.
- Guru Bersama siswa menutup kegiatan dengan doa dan salam.

F. REFLEKSI

Refleksi Guru:

Teacher's Reflection
CHAPTER 1

	Descriptions and Evidence
1. Kriteria keberhasilan pembelajaran: 1. Introduce yourself and others 2. Ask and give personal information 3. Describe people's physical traits and their daily activities	
2. Yang terlihat dari proses belajar siswa	
3. Hal yang di butuhkan untuk memperbaiki pengajaran saya	
4. Bantuan/dukungan yang di butuhkan untuk pengajaran saya	
5. Strategi yang akan saya gunakan pada bab berikutnya	
Note :	

Learning Reflection

Name _____ Chapter _____ Date _____

How well did I do in Chapter 2?

A

Rate yourself by drawing an emoji next to each statement

Not So Well OK Very Well



I can describe people's favorite meal.



I can ask and give information about people's favorite meal.



I can use the correct article before a word.



I can write a description text.



I can describe how foods are cooked.



I can use imperative sentences.



I can write a procedure text.



B I learned these new words:

C I liked the Neighbourhood Walk



I liked the guessing game



D I share with my friends. I tell them my family's favorite food and drinks.

My Parent's signature

G. ASESMEN / PENILAIAN

Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100

Rubrik Penilaian

1. Sikap

- Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?
- Apakah aku sudah mengumpulkan tugas secara tepat waktu ?
- Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?

c. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				
3				
4				

Jurnal Penilaian Sikap Spiritual

Nama Sekolah : MTs Babussalam

Kelas/Semester : VII/I

Tahun Pelajaran : 2024/2025

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2024	AISYAHTUZ ZAHROH	Tidak mengikuti sholat dzuhur berjamaah di sekolah	Ketaqwaan
2				
3				
4				

Jurnal Penilaian Sikap Sosial

Nama Sekolah : MTS BABUSSALAM

Kelas/Semester : VII/I

Tahun Pelajaran : 2024/2025

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2024	AISYAHTUZ ZAHROH	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Kepedulian

2				
3				
4				

Jurnal Penilaian Sikap

Nama Sekolah : MTS BABUSSALAM

Kelas/Semester : VII/I

Tahun Pelajaran : 2024/2025

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket
1	26/09/2024	AISYAHTUZ ZAHROH	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Ketaqwaan	
2					
3					
4					

Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinilai :

Nama penilai :

Kelas/Semester : VII/I

Berikan tanda ceklis (√) pada kolom ‘Ya’ atau ‘ Tidak’ sesuai dengan keadaan sebenarnya.

No	Pernyataan	Skor			
		1	2	3	4
1.	Saya berdoa sebelum melakukan kegiatan				

2.	Saya melaksanakan ibadah sholat tepat waktu				
3.	Saya berani mengakui kesalahan jika memang bersalah				
4.	Saya mengumpulkan tugas sesuai jadwal yang diberikan				
5.	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6.	Saya meminta maaf jika melakukan kesalahan				
7.	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama :

Kelas :

Semester :

Berilah tanda centang (√) pada kolom “Ya” atau “Tidak” sesuai dengan keadaan sebenarnya

No	Pernyataan	Skor			
		1	2	3	4

1.	Teman saya berkata jujur kepada orang lain				
2.	Teman saya mengerjakan ulangan dengan jujur				
3.	Teman saya mentaati tata-tertib sekolah				
4.					
5.					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama :

Kelas :

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom “ya” atau “tidak” sesuai keadaan kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
Selama proses diskusi saya :			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		
6.	Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri		

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 :

Nama Teman 2 :

- Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom sesuai keadaan teman kalian selama proses diskusi.
- Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Teman 1	Teman 2
1.	Teman saya aktif mengemukakan ide selama diskusi		
2.	Teman saya mendengarkan pendapat rekan lainnya		
3.	Teman saya mengerjakan tugas kelompok sesuai pembagian tugas yang disepakati bersama		
4.	Teman saya aktif membantu rekan lain yang mengalami kesulitan mengerjakan tugas		
5.	Teman saya menertawakan pendapat rekan lainnya pada saat diskusi kelompok		
6.	dst		

Kriteria Penilaian Perkenalan Diri

Students Name: _____

“Now it’s time to introduce yourselves.”

Focus	Very Good	Good (3)	Fair (2)	Poor (1)
-------	-----------	----------	----------	----------

	(4)			
Genre				
Text Structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				

Overall comments

Kriteria Penilaian

Students Name: _____

“Choose two names of your classmates in Worksheet 1.8. Greet one of them and introduce him/her to the other.”

Focus	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text Structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				

Overall comments

Nilai total 12 = 100 points

Kriteria Penilaian

Students Name: _____

“Write the description text of your friend on Worksheet 1.28.”

Focus	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text Structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				

Overall comments

Nilai total 12 = 100 points

H. KEGIATAN PENGAYAAN DAN REMEDIAL



Unit 1. Galang from Kalimantan

Enrichment: Neighborhood Walk

1. Kegiatan ini merupakan kegiatan pengayaan bagi peserta didik yang sudah mahir. Peserta didik dapat menggunakan teknologi alat perekam pada telepon pintar bila memungkinkan.
2. Guru meminta peserta didik untuk melakukan ‘*Greet the people around you*’, kepada guru, teman, penjaga sekolah, penjaga kantin, dan lain-lain.
3. Peserta didik menyapa orang-orang yang dikenalnya di lingkungan sekolah atau rumah secara spontan menggunakan Bahasa Inggris. Orang-orang tersebut memiliki usia yang beragam: yang sebaya, lebih tua, dan lebih muda. Orang-orang yang disapa tidak perlu merespon dengan Bahasa Inggris.
4. Peserta didik bisa saling membantu merekam kegiatannya menggunakan alat perekam pada telepon pintar bila memungkinkan.

Greet people that you meet around the school neighborhood. Use appropriate expressions of greeting and parting. You can greet your friends, teachers, janitors, and all other people at school.



Comic strip 1.6 Greetings around the school



Unit 2. I Love Fishing

Enrichment: Miming and Guessing a Hobby

1. Guru meminta peserta didik untuk memikirkan salah satu hobi.
2. Guru meminta peserta didik untuk memperagakan hobi mereka tersebut.
3. Guru meminta peserta didik yang lain untuk menebak hobi yang sedang diperagakan oleh salah satu peserta didik.

Bahasa guru:

“Your friend will act out his/her hobby in front of you. You must guess what his/her hobby is. If you can guess the hobby, then it’s your turn to act out your hobby to your friends.”

“For example, your hobby is fishing. You should act as if you are fishing and let your friend guess your hobby.”

Unit 3. My Friends and I

Enrichment: Write Once More

1. *Section Enrichment* merupakan latihan pengayaan. Peserta didik diberikan latihan secara bertahap hingga dapat menuliskan sebuah paragraf deskriptif yang berterima.
2. Guru dapat memberikan instruksi secara bertahap sebagaimana

tahapan kegiatan di Section 6.

Remedial

- Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas.
- Guru memberi semangat kepada peserta didik yang belum tuntas.
- Guru akan memberikan tugas bagi peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 1. Galang from Kalimantan

Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know

Write what you usually say when introducing yourself in **Worksheet 1.1**. One box has been completed for you.

Worksheet 1.1

Section 2 – Listening



a. Listen to Audio 1.1. A boy is introducing himself.



Comic strip 1.1 Galang's introduction

b. Listen again to Audio 1.1. Practice saying Galang's introduction.

c. Write his identity in the empty boxes in Worksheet 1.2. One box has been completed for you. See the Wordbox at the end of the chapter, to help you find the meanings of key wordings.

Name: Galang

Origin:

Age:

School:

Sibling:

Hobby:

Address:

Worksheet 1.2

Did You Know?
Mr., Mrs., or Miss are addresses that people can use in formal situations in English. These addresses are followed by complete names or last names, for example Mr. Puji Darmawan or Mr. Darmawan, Mrs. Paula Alexander or Mrs. Alexander, and Miss Soraya Nasution or Miss Nasution. What addresses are there in your language? How are they used?

Section 3 – Your Turn: Speaking

a. Complete the chart below with your identity. You can put or draw your picture in the box on the left.

YOUR PHOTO

Name:

Origin:

Age:

School:

Sibling:

Hobby:

Address:

Worksheet 1.3

- b. Write your introduction in Worksheet 1.4. Use the information from the chart in Worksheet 1.3. See the **Wordbox**.

Hello.

My name's _____ I go to _____ school. I come from _____ I live on Jalan _____ I like _____ I have _____ sister(s)/brother(s).

Worksheet 1.4

- c. Practice introducing yourself.



Worksheet 1.5

d. Introduce yourself to the class.



Worksheet 1.6

Section 4 - Listening



- a. Listen to [Audio 1.2](#). Galang and Andre are introducing themselves to each other. The audio has two parts. You can listen to Part 1 and then Part 2. Or, you can listen to both Parts in one go. See the [Wordbox](#).



Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other.



Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.

b. Complete a mind map about Andre.



Worksheet 1.7

Section 5 – Language Focus

a. Read aloud the expressions of asking and giving information about someone's identity. See the **Wordbox**.

Table 1.1

	Questions	Responses
Name	What's your name?	My name's ... I'm ...
Origin	Where are you from? Where do you come from?	I'm from ... I come from ...
Address	Where do you live?	I live on Jalan ...
Age	How old are you?	I'm ... years old.
Hobby	What's your hobby? What do you like doing in your free time?	My hobby is ... I like ...
Siblings	How many siblings do you have? How many brothers and sisters do you have?	I have ... siblings. I have ... brothers. I have ... sisters. I'm an only child.

b. Practice using the expressions in Table 1.1 with a friend.



Comic strip 1.3 Introduction

c. Go around the room. Ask at least five students about their identities. Write their responses in **Worksheet 1.8**.

Identity	Student 1	Student 2	Student 3	Student 4	Student 5
Name					
Origin					
Address					
Age					
Hobby					
Siblings					

Worksheet 1.8

Section 6 – Listening



a. Listen to **Audio 1.3**. Three students are introducing themselves. There are two parts in the audio. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the **Wordbox**.



Comic strip 1.4 Three students are introducing themselves

b. Listen again to Audio 1.3. Circle the letters on Worksheet 1.9 that are correct based on the conversation.



Worksheet 1.9

Section 7 – Your Turn: Speaking



a. Say the expressions of greetings, introducing someone, and partings.

See the **Wordbox**.

Table 1.2

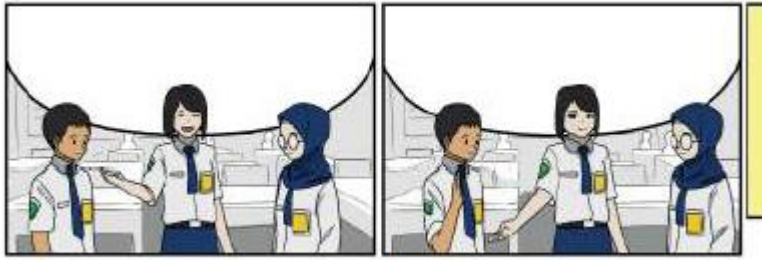
Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from ... He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Good bye. See you later.

b. Practice the expressions in Table 1.2 with two of your friends.



Comic strip 1.5 Greeting and introducing someone

c. Introduce a classmate to another classmate in your class.



Worksheet 1.10

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 2. I Love Fishing

Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know

a. Look at **Picture 1.1**. Say what you know about the people's activities in the park.



Picture 1.1 People's activities in the park

b. Read the words in the bubbles. Point the relevant activities in Picture 1.1. See the **Wordbox**.

Cycling
Fishing

Reading
Mobile gaming
Jogging

Listening
Playing Badminton

c. Complete the sentences on Worksheet 1.11.

1 Pak Edo is

2 Monita is a book.

3 Ibu Ida is to music.

4 Andre is

5 Ibu Posma and Sinta are

6 Galang is

7 Tamara and Pak Rahmansyah are

Worksheet 1.11

Section 2 – Listening



a. Listen to [Audio 1.4](#) Part 1. Andre and Monita are talking about their hobbies.

1 I'm Andre. I like playing mobile game.

2 My name's Monita. My hobby is reading novels.

Comic strip 1.7 Talking about hobbies

- b. Listen to **Audio 1.4 Part 2**. People are talking about their hobbies. Write their hobbies on **Worksheet 1.12**.



Worksheet 1.12

Section 3 – Listening



- a. Listen to Audio 1.5. Galang and Andre are talking about their hobbies, frequency, and tools for doing the hobbies. The audio has four parts. You may listen to each part and stop. Or, you may listen to all of the parts in one go. See the **Wordbox**.





Comic strip 1.8 Galang and Andre hobbies

b. Identify Galang and Andre's hobbies, tools, and frequency. Complete **Worksheet 1.13** based on the conversation in Audio 1.5. One box has been done for you.

Character	Hobby	Frequency (how often)	Tools
Galang		once a week	
Andre			

Worksheet 1.13

c. Write the letter (a, b, c, d, or e) for the relevant picture on Worksheet 1.14.



- a. Blogging b. Swimming c. Cycling d. Reading e. Fishing

Worksheet 1.14

Did You Know?

People around the world have unusual or extreme hobbies. Have you ever heard of stone skipping and Parkour? Stone skipping is the art of throwing flat rocks across the water. The goal is to see how many times a stone bounces off the surface of water before sinking (<https://www.surfertoday.com/skimboarding/the-science-and-art-of-stone-skipping>).

Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (<https://kids.kiddle.co/Parkour>).

Section 4 – Reading

Work with a classmate to complete **Worksheet 1.15** based on the Text 1.1.

Name	Hobby	Frequency	Tools Needed

Worksheet 1.15

Answer the questions based on **Text 1.1**.



1. Who loves playing badminton?

2. How often does Monita read novels?

3. What tools does Galang need to go fishing?

4. Mention the people who do their hobbies outdoors.

5. Mention the hobbies that support physical health.

Worksheet 1.16


Section 5 – Language Focus

Complete **Worksheet 1.17** with the pronouns you identified from the description of people's hobbies in Text 1.3.

Pronouns	Personal	Possessive
singular	I she he	my
plural	...	their

Worksheet 1.17


Complete the sentences with suitable pronouns.

- 
1. Pak Edo likes cycling. (a) ____ goes cycling almost every morning. (b) ____ bicycle is very expensive.
 2. Ibu Ida Ayu loves listening to music. (a) ____ likes KPop very much. (b) ____ favorite boy band is BTS.
 3. Monita likes watching movies. (a) ____ loves watching KDrama. (b) ____ favorite actor is Hyun Bin.
 4. Sinta and Tamara love playing badminton. (a) ____ always play badminton on Sunday morning. (b) ____ want to be a professional badminton players one day.
 5. Pak Rahmansyah likes jogging. (a) ____ jogs once a week. (b) ____ jogs at the park on Sundays.
 6. Ibu Komang's husband likes photography. (a) ____ usually takes pictures using (b) ____ smartphone.
 7. Monita and her father love hiking. (a) ____ like to walk in the countryside. (b) ____ preferred hiking trail is Matang Kaladan Hill.
 8. Andre's mother likes cooking. (a) ____ soto banjar is very delicious. (b) ____ wants to join the Master Chef competition one day.

Worksheet 1.18

Section 6 – Your Turn: Reading

Answer the questions on **Worksheet 1.19** based on the texts.

- 
1. Where are *Pak Edo* and his family's favorite places for cycling?

 2. What day do *Pak Edo* and his family go cycling?

 3. They ride their bicycles together on weekends. What does the word 'they' refer to?

 4. Do you agree with *Pak Edo* that cycling is useful for health and the environment? Explain.

 5. Why does *Pak Edo* wear his helmet whenever he goes cycling?

Worksheet 1.19

LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 3. My Friends and I

Nama :

Kelas :

Petunjuk!



Picture 1.2 Galang and his friends

In Picture 1.2, you can see Galang and his friends. Can you identify each of them?

- Point the pictures and say their names.
- What are their physical traits?

Section 2 – Writing





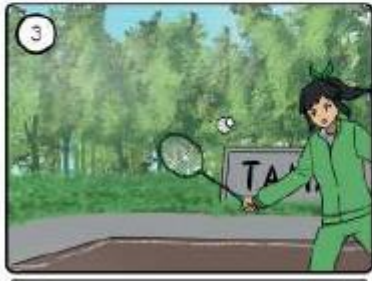

- In Section 1, you have learned a few words to describe people's physical traits. Now, you may think about the words related to personality traits. Some words have been provided as examples in the table. See the **Wordbox**.

Physical Features	
Short	
Tall	

Personality Traits	
Friendly	Honest
Cheerful	

Worksheet 1.20

- b. Now, use the words in Part a to write a description about Galang and his friends. You can also look at the picture to write about their hobbies. Look at the example. See the **Wordbox**.

	
<p>1 This is Galang. He has tanned skin. His hair is black and straight. He likes fishing.</p>	<p>2</p>
	
<p>3</p>	<p>4</p>

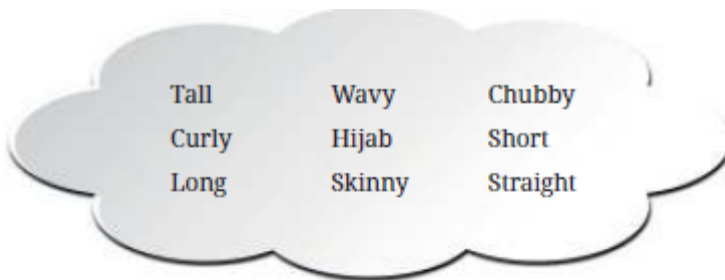


worksneet 1.21

Section 3 – Reading and Viewing



Complete the blanks with the correct words in the clouds.



Galang and Friends

Galang shows a picture of his friends at home to Monita and Andre. In this picture, Galang wears a black jacket. Lenny is standing in the far left. She is (1) _____ and (2) _____. She likes sewing.

Next to Lenny is Tono. He is popular because of his (3) _____, (4) _____ hair. The boy sitting in the front row is Ahmad. He is (5) _____ and (6) _____. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (7) _____ hair. He likes playing soccer.

There are two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina (8) _____, (9) _____ hair. Salma wears a (10) _____ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.

Worksheet 1.22

Section 4 – Reading



Answer the questions based on the text.

1. Who is Made?

2. How old is he?

3. Describe Made’s physical and personality traits.

4. What is special about Made?

5. How often does he practice?

6. How do the teammates feel about Made?

Complete Worksheet 1.24 with the correct information from the text.

Regular Activities	Facts
Example: 1. He always wears a cap wherever he goes. 2. _____ 3. _____ 4. _____ 5. _____	Example: 1. He is 14 years old. 2. _____ 3. _____ 4. _____ 5. _____

Worksheet 1.24

Section 5 – Language Focus

Now, complete the sentences with the correct form of the verbs.

Number one has been done for you.

1. Galang and his friends (go) to school every day.

Answer: **go**

2. Sinta and Tamara (play) badminton in the park every Sunday.

Answer: _____

3. Made (practice) basketball in the school basketball court.

Answer: _____

4. Tono (swim) with his friends every Sunday.

Answer: _____

5. Ahmad (bike) to the soccer field to watch his friends play.

Answer: _____

6. Nina and Salma (walk) together to school everyday.

Answer: _____

7. They (win) the sport competition for junior high school students.

Answer: _____

8. Dani (bring) a bottle of water to prepare for his soccer training.

Answer: _____

Section 6 – Your Turn: Writing



a. Planning and brainstorming.

1. Think of one friend.
2. List the words to describe your friend.

Regular Activities	Facts
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Worksheet 1.26

b. Outlining and drafting.

Make an outline of your paragraph using the structure at Worksheet 1.27.

Structure	Text
Identification: a general orientation to the topic.	
Description: Feature 1: Personality trait <i>Extra information</i>	

Feature 2: Physical trait <i>Extra information</i>	
Feature 3: Physical trait <i>Extra information</i>	
Feature 4: <i>Regular activities</i>	
Comment	

Worksheet 1.27

c. Writing and editing.

Write your descriptive paragraph on Worksheet 1.28.



Worksheet 1.28

Section 7 – Fun Time: Guess Who!



- a. When you finish, give your paragraph to a friend and let him/her read.
- b. Ask your friend to guess who you are describing and see if he/she has the correct guess.

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 **Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VII**, Penulis: Ika Lestari Damayanti, dkk. ISBN: 978-602-244-887-7 (jil.1)
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C. GLOSARIUM

Unit 1 - Section 2.c

origin = *asal*

address = *alamat*

age = *umur*

siblings = *saudara kandung*

Unit 1 - Section 3.b

“I have sister(s)/brother(s)” = “*Saya mempunyai ... (saudara perempuan/saudara laki-laki)*”

Unit 1 - Section 4.a

enjoy = *senang/menikmati*

live = *tinggal*

irst day = *hari pertama*

ishing = *memancing*

mobile gaming = *bermain game di ponsel*

by the way = *omong-omong*

Unit 1 - Section 5.a

identity = *identitas*

“Where do you come from?” = “*Dari mana kamu berasal?*”

“What do you like doing in your free time?” = “*Apa yang kamu suka lakukan di waktu luangmu?*”

“How many siblings do you have?” = “*Berapa banyak saudara yang kamu punya?*”

“How many brothers and sisters do you have?” = “*Berapa banyak saudara laki laki dan*

saudara perempuan yang kamu punya?"

"I'm an only child" = *"Saya anak tunggal"*

Unit 1 - Section 6.a

before = *sebelum*

classmate = *teman sekelas*

"I also love drawing manga" = *"Saya juga suka menggambar manga"*

"Cool! I love manga but I can't draw" = *"Hebat! Saya suka manga tetapi saya tidak bisa menggambar."*

The more, the merrier = *Semakin banyak, semakin meriah*

"I've got to find my seat. See you later, Guys" = *"Saya harus menemukan tempat dudukku. Sampai nanti, Teman-Teman"*

Unit 1 - Section 2.c

Good morning = *Selamat pagi*

Good afternoon = *Selamat siang*

Good evening = *Selamat sore*

Unit 1 - Section 3.b

cycling = *bersepeda*

playing badminton = *bermain badminton*

Unit 2 - Section 3.a

week = *minggu*

weekends = *akhir pekan*

ishing rod = *pancingan*

bucket = *ember*

ishnet = *jaring ikan*

often = *sering*

once = *sekali*

"What's up?" = *"Apa kabar?"*

"Do you go ishing very often?" = *"Wah kamu sering memancing?"*

"I go ishing once a week" = *"Saya pergi memancing sekali dalam seminggu."*

"You have a lot to bring. What do you need for ishing?" = *"Kamu membawa banyak barang. Apa yang kamu butuhkan untuk memancing?"*

"I need to get going now" = *"Saya harus pergi sekarang."*

Unit 2 - Section 4.a

shuttlecock = *kok*

favorite = *kesukaan*

twice = *dua kali*

Unit 2 - Section 5.a

forget = *lupa*

healthy = *sehat*

ride = *mengendarai*

sometimes = *kadang-kadang*

helmet = *helm*

never = *tidak pernah lupa*

short = *celana pendek*

air = *udara*

immune cells = *sel imun*

environment = *lingkungan*

pollution = *polusi*

Unit 3 - Section 2.a

physical features = *ciri-ciri isik*

personality traits = *ciri-ciri kepribadian*

friendly = *ramah*

cheerful = *ceria*

honest = *jujur*

Unit 3 - Section 2.b

tanned skin = *kulit sawo matang*

Unit 3 - Section 3.a

tall = *tinggi*

curly = *keriting*

long = *panjang*

wavy = *ikal*

hijab = *kerudung*

skinny = *kurus*

chubby = *gemuk*

short = *pendek*

straight = *lurus*

Unit 3 - Section 3.b

standing = *berdiri*

sewing = *menjahit*

sitting = *duduk*

wear = *menggunakan*

far = *jauh*

left = *kiri*

right = *kanan*

front row = *baris depan*

prosthetic = *organ gerak buatan*

because of = *karena*

next to Lenny is Tono = *setelah Lenny adalah Tono*

D. DAFTAR PUSTAKA

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