

**ALUR TUJUAN PEMBELAJARAN**

**JENJANG** : Kelas V  
**MATA PELAJARAN** : Bahasa Inggris  
**FASE** : E

| ELEMEN | CAPAIAN PEMBELAJARAN | TUJUAN PEMBELAJARAN | PROFIL PELAJAR PANCASILA | ALUR | ALOKASI WAKTU |
|--------|----------------------|---------------------|--------------------------|------|---------------|
|--------|----------------------|---------------------|--------------------------|------|---------------|

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |                                                                                                                       |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------|
| <p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• Menyimak – Berbicara.</li> <li>• Membaca – Memirsa.</li> <li>• Menulis – Mempresentasikan.</li> </ul> | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify the taste of foods and drinks.</li> <li>2. Ask and respond to questions related to the taste of foods and drinks.</li> <li>3. Write sentences describing the taste of foods and drinks.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 1</b></p> <ol style="list-style-type: none"> <li>1. Drink.</li> <li>2. Food.</li> <li>3. Taste.</li> </ol> | <p><b>8 JP</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                                   |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify food quantifiers.</li> <li>2. Ask and respond to question about food using food quantifiers.</li> <li>3. Write sentences related to food quantifiers.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 2</b></p> <ol style="list-style-type: none"> <li>1. Container.</li> <li>2. Drink.</li> <li>3. Food.</li> <li>4. Quantifier.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                |                                                                                                                                                      |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify Indonesian money (rupiah).</li> <li>2. Count Indonesian money (rupiah).</li> <li>3. Ask and respond to the prices related to foods and drinks.</li> <li>4. Create a restaurant menu design.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 3</b></p> <ol style="list-style-type: none"> <li>1. Indonesian money.</li> <li>2. Menu.</li> <li>3. Price.</li> <li>4. Rupiah.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |                                                                                                                                                            |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify health problems and medicines.</li> <li>2. Tell health problem using "have" and "has" in a sentence.</li> <li>3. Ask and respond to questions related to health problems.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 4</b></p> <ol style="list-style-type: none"> <li>1. Doctor.</li> <li>2. Has/Have.</li> <li>3. Health problems.</li> <li>4. Medicine.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                      |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify types of clothes.</li> <li>2. Ask and respond to questions related to what they are wearing.</li> <li>3. Write sentences related to types of clothes.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 5</b></p> <ol style="list-style-type: none"> <li>1. Clothes</li> <li>2. Description.</li> <li>3. I am wearing.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|        |                                                                                                                                                                |                     |                          |      |               |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------|------|---------------|
|        | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |                     |                          |      |               |
| ELEMEN | CAPAIAN PEMBELAJARAN                                                                                                                                           | TUJUAN PEMBELAJARAN | PROFIL PELAJAR PANCASILA | ALUR | ALOKASI WAKTU |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |                                                                                                                                                    |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• Menyimak – Berbicara.</li> <li>• Membaca – Memirsa.</li> <li>• Menulis – Mempresentasikan.</li> </ul> | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify body parts of a human.</li> <li>2. Identify the function of each body part of a human.</li> <li>3. Ask and respond to question related to function of body parts of a human.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 6</b></p> <ol style="list-style-type: none"> <li>1. Body parts.</li> <li>2. Function.</li> <li>3. Human.</li> <li>4. Senses.</li> </ol> | <p><b>8 JP</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                |                                                                                                                                                          |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify opposite adjectives (antonym).</li> <li>2. Use the conjunction (but) in a sentence to oppose two different adjectives.</li> <li>3. Describe things, animals, and plants using opposite adjectives.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 7</b></p> <ol style="list-style-type: none"> <li>1. Animal.</li> <li>2. Antonym.</li> <li>3. Conjunction (but).</li> <li>4. Plant.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                                               |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify comparative adjectives.</li> <li>2. Comprehend comparative adjectives.</li> <li>3. Ask and respond to questions related to description of two things.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 8</b></p> <ol style="list-style-type: none"> <li>1. Adjective.</li> <li>2. Comparative degree.</li> <li>3. Compare.</li> <li>4. Things.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                |             |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify superlative adjectives.</li> <li>2. Comprehend superlative adjectives.</li> <li>3. Ask and respond to questions related to a description of a group of things/ people.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 9</b></p> <ol style="list-style-type: none"> <li>1. Adjective.</li> <li>2. Comparing.</li> <li>3. Group.</li> <li>4. Superlative degree.</li> </ol> | <p>7 JP</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                                     |                    |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
|  | <p><b>Menyimak – Berbicara</b><br/> Pada akhir Fase A, peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam situasi sosial dan kelas seperti berkenalan, memberikan informasi diri, mengucapkan salam dan selamat tinggal. Mereka merespon instruksi sederhana (dengan bantuan visual) melalui gerakan tubuh atau menjawab pertanyaan pendek sederhana dengan kata, frase atau kalimat sederhana. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana. Mereka menggunakan alat bantu visual untuk membantu mereka berkomunikasi.<br/> <i>By the end of Phase A, students use basic English to interact in social and classroom situations such as introducing themselves, sharing personal information, greeting, and bidding farewell. They respond to simple instructions (with support from visual cues) with action-related language or answer to short, simple questions with simple words, phrases, or sentences. They identify key points of information in visually supported oral presentations containing familiar vocabulary. They use visual texts to help them communicate.</i></p> <p><b>Membaca – Memirsa</b><br/> Pada akhir Fase A, peserta didik merespon secara lisan terhadap teks pendek sederhana dan familiar, berbentuk teks tulis yang dibacakan oleh guru. Peserta didik menunjukkan pemahaman teks yang dibacakan atau gambar/ ilustrasi yang diperlihatkan padanya, menggunakan komunikasi non-verbal.<br/> <i>By the end of Phase A, students respond orally to short, simple, familiar texts in the form of print texts read by teachers. They show understanding of texts being read to or pictures/illustration being shown, using nonverbal communication.</i></p> <p><b>Menulis – Mempresentasikan</b></p> | <ol style="list-style-type: none"> <li>1. Identify ordinal numbers.</li> <li>2. Identify months in the year.</li> <li>3. Ask and respond to questions related to the date of an event.</li> </ol> | <ol style="list-style-type: none"> <li>1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.</li> <li>2. Berkebhinekaan global.</li> <li>3. Gotong royong.</li> <li>4. Mandiri.</li> <li>5. Kreatif.</li> <li>6. Bernalar kritis.</li> </ol> | <p><b>ALUR 10</b></p> <ol style="list-style-type: none"> <li>1. Date.</li> <li>2. Event.</li> <li>3. Ordinal Numbers.</li> <li>4. Month.</li> </ol> | <p><b>7 JP</b></p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

|  |                                                                                                                                                                |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Belum menjadi fokus pembelajaran pada fase ini, karena peserta didik belum diminta untuk mengungkapkan gagasan secara tertulis ( <i>composing/producing</i> ). |  |  |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|