

MODUL AJAR KURIKULUM MERDEKA

BAHASA INGGRIS FASE D KELAS VII

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	:
Instansi	:
Tahun Penyusunan	: Tahun 2023
Jenjang Sekolah	:
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: D / VII
Chapter 5	: This is My School
Elemen	: Menyimak – Berbicara
Capaian Pembelajaran	: – Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Elemen	:
Capaian Pembelajaran	:
Elemen	:
Capaian Pembelajaran	: Membaca - Memirsa – Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. Menulis - Mempresentasikan – Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan

Alokasi Waktu :	perkembangan dalam penggunaan kosa kata spesiik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. 7 Pertemuan atau setara 22 JP (3 x 40 menit)
B. KOMPETENSI AWAL	
Unit 1. School Buildings - Siswa harus dapat minta dan beri arah - Siswa harus dapat menggambarkan ekstrakurikuler kegiatan. - Siswa harus dapat menjelaskan festival sekolah Unit 2. Extracurricular Activities - Siswa harus dapat berbicara tentang ekstrakurikuler kegiatan. Unit 3. A School Festival - Siswa harus dapat menjelaskan festival sekolah - Siswa harus dapat menjelaskan kamar di sekolah.	
C. PROFIL PELAJAR PANCASILA	
Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.	
D. SARANA DAN PRASARANA	
- Sumber Belajar Utama : - Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis: Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3 (jil.1). - Laptop, LCD, PC - Sumber Alternatif : - Guru juga menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.	
E. TARGET PESERTA DIDIK	
Peserta didik reguler/tipikal	
F. JUMLAH PESERTA DIDIK	
Maksimal 32 peserta didik	
G. MODEL PEMBELAJARAN	
Model pembelajaran tatap muka,	
H. MATERI PEMBELAJARAN	
Unit 1. School Buildings	

- Asking for and giving directions at school.

Unit 2. Extracurricular Activities

- Talking about extracurricular activities.

Unit 3. A School Festival

- Describing a school festival.

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Alur Tujuan Pembelajaran :

1. Siswa harus dapat meminta dan memberi petunjuk;
2. Siswa harus dapat berbicara tentang kegiatan ekstrakurikuler; dan
3. Siswa harus dapat menggambarkan festival sekolah.

B. PEMAHAMAN BERMAKNA

Unit 1. School Buildings

- Berbicara tentang jadwal kelas dan mata pelajaran sekolah

Unit 2. Extracurricular Activities

- Berbicara tentang tip belajar online.

Unit 3. A School Festival

- Menggambarkan kebiasaan belajar seseorang.

C. PERTANYAAN PEMANTIK

- Seperti apa festival sekolahmu?

D. PERSIAPAN PEMBELAJARAN

- Menyiapkan bahan ajar/materi.
- Menyiapkan alat dan bahan.
- Menyiapkan rubric penilaian.
- Menyiapkan alat penilaian.

E. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. School Buildings

Pertemuan Ke-1 s/d Ke-7



Unit 1. School Buildings

Kegiatan Awal

- Guru mengulas kembali materi pada *Chapter 4*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam *Chapter 4*.
Bahasa guru:

“Good morning, everyone. Welcome back to our English class. In Chapter 4 we learned the school schedule and activities at school.”

- Guru menjelaskan tujuan *Chapter 5*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya. Bahasa guru:

“Today we are coming to a new topic. It is about areas and rooms we can find at school. The title is This Is My School. Are you familiar with the word classrooms, library, clinic, or laboratory? What do you think of it?”

Kegiatan Inti

Section 1 – Say What You Know

- Guru mengarahkan peserta didik untuk memperhatikan Picture 5.1

Bahasa guru:

“Let’s take a look at this picture. This is SMP Merdeka. What can you see in the picture?”

“Now, Give a check to the thing or area that you can see in the picture.”

Jawaban Worksheet 5.1

Flag	☒	Garden	☒
Classroom	☒	Library	☒
School yard	☒		

Section 2 – Listening

- Guru memperdengarkan Audio 5.1. Guru meminta peserta didik membaca percakapan sambil menyimak audio.

Bahasa guru:

“As you can see in the picture, there are Galang, Monita, and a new student named Pipit. I will play the audio twice. As for now, all you have to do is to listen to the audio. You can read the conversation while listening to the audio. You can take notes if you want to. Are you ready?”

Audio 5.1 Script:

Galang : Hi, Monita. How's your day?
 Monita : I'm great.
 Galang : Monita, this is Pipit. She is a new student. Pipit, this is Monita.
 Monita : Hi, Pipit. How do you do?
 Pipit : Hi, Monita. How do you do?
 Galang : What is our next subject after the school break?
 Monita : The next subject is science with Pak Romy. We will learn at the science laboratory.
 Pipit : Oh, really? Do you know where the science laboratory is?
 Monita : It's next to the library.
 Pipit : Ok, thank you Monita. I just can't wait to study with Pak Romy.

- Guru bertanya kepada peserta didik mengenai kata yang mungkin mereka dapat pahami. Guru meminta peserta didik untuk fokus kepada pelafalan sejumlah kata kunci.
- Guru meminta peserta didik untuk menyimak audio kembali, kemudian mengisi Worksheet 5.2.

“Now listen again to the audio. I want you to focus on the places, areas at school and the preposition of place. I will play the audio once more. While listening, you can circle T if the statement is true and F if the statement is false.”



Jawaban Worksheet 5.2

1. T	4. F
2. F	5. T
3. F	

- Guru memperdengarkan Audio 5.2. Guru meminta peserta didik membaca percakapan sambil menyimak audio.

Bahasa guru:

“As you can see in the picture, Galang, Monita, and Pipit Galang, Monita, and Pipit are in the science laboratory. I will play the audio twice. As for now, all you have to do is to listen to the audio. You can read the conversation while listening to the audio. You can take notes if you want. Are you ready?”



Audio 5.2 Script:

Galang	: Science is fun, right?
Monita	: Yes. I love science!
Pipit	: Hey, Galang, what room is that?
Galang	: Which one?
Pipit	: The one between the principal's office and the ninth graders' classroom?
Galang	: Oh, that is the clinic.
Pipit	: I see. What about the room beside the seventh graders' classroom?
Galang	: That is the art room. Usually Bu Irma, our art teacher, brings us there when we study art.
Monita	: Guys, I need to go to the toilet. You can go to the class first.
Pipit	: Alright. See you at the class Monita.

- Guru meminta peserta didik menyimak Audio 5.2 kembali untuk menjawab pertanyaan pada Worksheet 5.4.

Bahasa guru:

“Now, Listen again to Audio 5.2 and answer the questions.”



Jawaban Worksheet 5.4

1. It is between the principal's office and the third graders' classroom.
2. It is beside the first graders' classroom.
3. It is beside the clinic or It is beside the third graders' classroom.
4. It is beside the principal's office.
5. It is beside the clinic.

Section 3 – Listening

- Guru memperdengarkan Audio 5.3. Guru meminta peserta didik membaca percakapan sambil menyimak audio.

Bahasa guru:

“As you can see in Comic strip 5.2, there are Monita and Pipit at the garden. I will play the audio twice. As for now, all you have to do is to listen to the audio. You can read the conversation while listening to the audio. You can take notes if you want to. Are you ready?”

Audio 5.3 Script:

Pipit : Monita, can you tell me where the teachers' room is?
Monita : Why do you want to go there?
Pipit : Ibu Ayu wants to meet me there after the school break.
Monita : Just go straight forward. Walk past the science laboratory and the library. Turn left. Go straight down. The teachers' room is beside the canteen.
Pipit : Oh, ok, but before I go to meet Ibu Ayu, I must go to the toilet first. Do you know where is it?
Monita : Well, you know the science laboratory, right? Walk past the laboratory and the library. Turn right. The girls' toilet is on your left beside the boys' toilet.
Pipit : Oh, alright. Thank you.
Monita : You're welcome

- Guru meminta peserta didik untuk menyimak Audio 5.3 kembali.

Bahasa guru:

“Now listen to the Audio 5.3 again. Fill in the blanks to complete the paragraph. Use turn left, turn right, or go straight.”

Jawaban Worksheet 5.5

1. Go straight.
2. Turn left.
3. Turn right.

Section 4 – Language Focus

- Guru meminta peserta didik memperhatikan Picture --- dan perbedaan dari setiap gambar.

Bahasa guru:

“Now pay attention to the pictures. Can you mention the differences?”

- Guru meminta peserta didik melengkapi kalimat menggunakan kata beside, between, behind, in front of, atau across from.

Jawaban Worksheet 5.6

1. beside
2. between
3. across from
4. behind
5. in front of

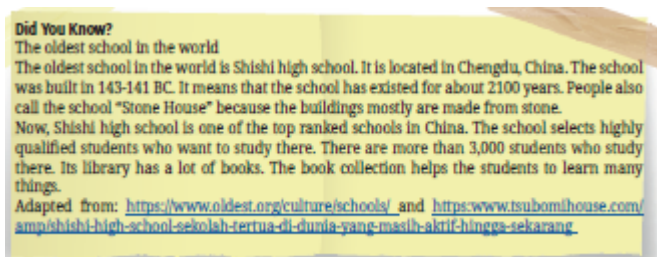
- Guru meminta peserta didik untuk mendengarkan dialog yang ada pada Audio 5.3 kembali. Kemudian guru meminta peserta didik untuk mempraktikkan dialog yang sudah diperdengarkan.

Bahasa guru:

“Listen to the Audio 5.3 again. Practice with a classmate to ask and give the directions.”

Section 5 – Fun Time: Speaking

- Peserta didik dibagi menjadi beberapa kelompok.
- Setiap kelompok menyiapkan satu benda untuk dijadikan harta karun. Harta karun dapat berupa pensil, penghapus, atau tempat pensil ataupun dapat dibuat sendiri (misalkan botol plastik bekas yang ditulis “harta karun”).
- Setiap kelompok menyimpan harta karun tersebut di sekitar sekolah.
- Setiap kelompok lalu membuat petunjuk arah pada dua carik kertas. Petunjuk pertama akan mengarahkan kelompok lawan pada petunjuk kedua. Petunjuk kedua akan mengarahkan lawan ke harta karun.
- Setiap kelompok memberikan petunjuk pertama pada salah satu kelompok yang menjadi lawannya.
- Apabila kelompok lawan dapat menemukan harta karun dalam 10 menit, mereka menang. Sebaliknya, apabila kelompok lawan tidak dapat menemukan harta karun dalam 10 menit, mereka kalah.
- Permainan ini dapat disesuaikan dengan situasi dan kondisi di sekolah. Permainan ini juga dapat dimainkan di dalam kelas. Apabila dimainkan di luar kelas, maka beberapa hal harus diperhatikan, seperti keamanan benda yang disimpan sebagai harta karun.
- Apabila memungkinkan, peserta didik dapat membuat petunjuk menggunakan QR code.



Section 6 – Your Turn: Speaking

- Guru meminta peserta didik untuk memperhatikan peta SMP Merdeka dan menggunakan peta sekolah tersebut untuk memberikan arah pada tempat yang dituju.

Bahasa guru:

“Look at the map of SMP Merdeka. Work with a classmate. Use the school map to ask and give directions of school buildings. Your position is at the school gate. Number one has been done for you.”



Picture 5.10 SMP Merdeka's map

Kegiatan Penutup

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

Kegiatan Pembelajaran Unit 2. Extracurricular Activities

Pertemuan Ke-1 s/d Ke-7



Unit 2. Extracurricular Activities

Kegiatan Awal

- Guru mengulas kembali materi pada *Chapter 4*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam *Chapter 4*.

Bahasa guru:

"Good morning, everyone. Welcome back to our English class. In Chapter 4 we learned the school schedule and activities at school."

- Guru menjelaskan tujuan *Chapter 5*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya.

Bahasa guru:

"Today we are coming to a new topic. It is about areas and rooms we can find at school. The title is This Is My School. Are you familiar with the word classrooms, library, clinic, or laboratory? What do you think of it?"

Kegiatan Inti

Section 1 – Say What You Know

- Tujuan kegiatan bagian ini adalah untuk membantu peserta didik menemukan gambaran umum tentang bahasan pada bab ini.
- Sebagai kegiatan pembuka, guru dapat mengawalinya dengan meminta peserta didik mengamati gambar, kemudian dilanjutkan dengan tanya jawab secara lisan untuk mengelaborasi gambar.

- Guru juga diberikan keleluasaan untuk mengajak peserta didik mengeksplorasi gambar dengan bantuan beberapa pertanyaan tambahan.

Bahasa guru:

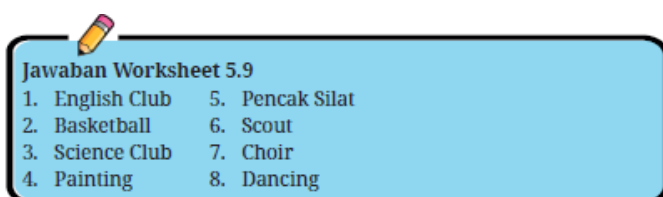
“Let’s take a look at the picture. What are they doing? Mention after school activities in your school. Discuss what students do in extracurricular activities? Where in the school do the students do the extracurricular activities?”

Section 2 – Viewing and Speaking

- Guru meminta peserta didik untuk mengamati gambar pada Worksheet 5.9. peserta didik diminta untuk menuliskan nama ekstra kurikuler sesuai dengan gambar yang ada.

Bahasa guru:

“Alright, we have learned some words related to extracurricular activities, now look at the following pictures. Label the pictures with the correct names of the activities.”



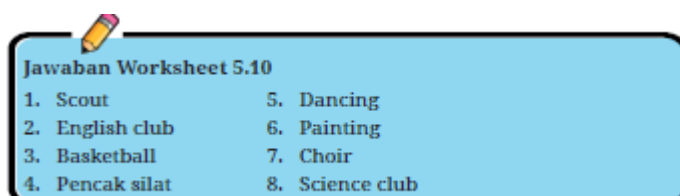
Jawaban Worksheet 5.9

1. English Club	5. Pencak Silat
2. Basketball	6. Scout
3. Science Club	7. Choir
4. Painting	8. Dancing

- Peserta didik diminta untuk menjodohkan kata kerja yang tepat yang sesuai dengan ekstrakurikuler yang ada.

Bahasa guru:

“There are so many activities that we can do when we join an extracurricular activity. Match the verbs in the left column with the corresponding extracurricular activities on the right column.”



Jawaban Worksheet 5.10

1. Scout	5. Dancing
2. English club	6. Painting
3. Basketball	7. Choir
4. Pencak silat	8. Science club

- Pada bagian ini, guru meminta peserta didik untuk memperhatikan dan membaca dialog yang ada pada buku peserta didik.

Leni : Hi, Pipit.

Pipit : Hi, Leni.

Leni : Pipit, do you join the pencak silat for your extracurricular activity?

Pipit : Yes, I do.

Leni : I think I am interested in joining the pencak silat club.

Pipit : So, join us then.

Leni : When do you usually practice pencak silat?

Pipit : I practice every Tuesday.

Leni : What time?

Pipit : At 3 o'clock in the afternoon.

Leni : Where is the venue?

Pipit : At the school yard.

Leni : What do you usually do when practicing pencak silat?

Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.

Pipit : Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.

- Setelah guru meminta peserta didik membaca dialog, peserta didik diminta untuk mempraktikkan dialog tersebut bersama rekannya.

Section 3 – Language Focus

- Peserta didik akan belajar mengemukakan tentang kegiatan yang rutin dilakukan. Guru memberikan penjelasan tentang penggunaan *Simple Present Tense* dengan keterangan tempat dan waktu
- Guru meminta peserta didik menulis kalimat sesuai dengan gambar
- berbagai kegiatan ekstrakurikuler pada Worksheet 5.9 di Section 2. Kata kerja yang akan digunakan juga dapat mengacu pada kegiatan di Section 2.
- Setelah kegiatan ini dilakukan, guru meminta peserta didik membacakan kalimatnya.

Section 4 – Listening

- Guru meminta peserta didik untuk mendengarkan dialog pada Audio 5.4. Audio dapat diputarkan lebih dari satu kali. Guru dapat menjelaskan kosakata yang sulit didengarkan dan/atau diucapkan setelah mendengar rekaman.

Bahasa guru:

“Let’s listen to Audio 5.4. It is a dialog between Monita and Pipit talking about the extracurricular activities schedule.”

- Guru memperdengarkan Audio 5.4 lagi, kali ini sambil mengarahkan peserta didik untuk melengkapi jadwal ekstrakurikuler pada Worksheet 5.12

Bahasa guru:

“Let’s listen to Audio 5.4 again, and takes a note to complete the Extracurricular Schedule in Worksheet 5.12”

Jawaban Worksheet 5.12

- | | | |
|-----------------------|-----------------|-------------|
| 1. English Club | 4. 3 PM to 5 PM | 7. Painting |
| 2. Science laboratory | 5. Thursday | 8. Saturday |
| 3. School Yard | 6. Art Room | |

Section 5 – Reading

- Guru meminta peserta didik untuk mengerjakan Worksheet 5.13

Jawaban Worksheet 5.13

- | | |
|------|------|
| 1. a | 4. b |
| 2. b | 5. a |
| 3. a | |

Section 6 – Your Turn: Reading

- Guru meminta peserta didik membaca dan memahami teks. Bantuan memahami teks diberikan seminimal mungkin.

Pipit Likes Pencak Silat

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing,

Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.

- Guru meminta peserta didik membaca jadwal harian Monita, Galang, Andre, dan Pipit.

Monita's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	English club
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir

Galang's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Wednesday	3 - 5 PM	Basketball
Thursday	3 - 5 PM	Scout

Andre's Daily Schedule

Day	Time	Activity
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir
Saturday	2 - 4 PM	Dancing

Pipit's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Tuesday	3 - 5 PM	Pencak silat
Thursday	3 - 5 PM	Scout

- Setelah selesai membaca dan memahami teks dan jadwal harian di atas, peserta didik menandai Worksheet 5.14 dengan melingkari huruf T jika benar dan F jika salah. Untuk jawaban F, peserta didik diharapkan mampu memberikan alasannya.

Jawaban Worksheet 5.14

- T
- F (Pak Amin teaches how to block an opponent in a pencak silat match).
- F (Pipit practices pencak silat on Tuesday, from 3 to 5 PM).
- T
- T
- T
- F (Monita also joins choir).
- T

Kriteria Penilaian

- Nilai yang diperoleh peserta didik = $\frac{\text{jumlah nomor benar} \times 100}{8}$

8

- Nilai maksimum yang diperoleh peserta didik = 100 poin.

Section 7 – Fun Time: Pictionary

- Pada bagian ini, guru dapat memimpin peserta didik untuk memberikan instruksi satu per satu dalam memainkan Pictionary.

Kegiatan Penutup

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

Kegiatan Pembelajaran Unit 3. A School Festival

Pertemuan Ke-1 s/d Ke-7



Unit 3. School Festival

Kegiatan Awal

- Guru mengulas kembali materi pada *Chapter 4*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam *Chapter 4*.

Bahasa guru:

“Good morning, everyone. Welcome back to our English class. In Chapter 4 we learned the school schedule and activities at school.”

- Guru menjelaskan tujuan *Chapter 5*. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya.

Bahasa guru:

“Today we are coming to a new topic. It is about areas and rooms we can find at school. The title is This Is My School. Are you familiar with the word classrooms, library, clinic, or laboratory? What do you think of it?”

Kegiatan Inti

Section 1 – Say What You Know

- Sebagai kegiatan pembuka, guru mengawalinya dengan meminta peserta didik mengamati Picture 5.8, kemudian dilanjutkan dengan tanya jawab secara lisan untuk mengelaborasi gambar.
- Guru diberikan keleluasaan untuk mengajak peserta didik mengeksplorasi gambar dengan bantuan beberapa pertanyaan tambahan. Jika peserta didik belum memiliki pemahaman/pengetahuan akan kosakata, guru dapat memberikan penjelasan singkat atas kosakata tersebut.

Bahasa guru:

“Today we are going to learn about the school festival. Now take a look at the picture. What event do you see in the picture? What are people doing in the event? Do you have a similar event in your school?”

Section 2 – Reading

- Guru meminta peserta didik untuk membaca teks mengenai festival di sekolah. peserta didik dapat diminta membaca nyaring teks ini.

School Festival at SMP Merdeka

SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.

Art exhibition is usually located in the art room. It shows students’ artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are

sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.

- Guru meminta peserta didik untuk memberikan tanda centang pada lokasi di peta sesuai dengan informasi dari Text ‘School Festival at SMP Merdeka’.

Bahasa guru:

“Put a tick on the map to show the correct room.”

“Check the information in the reading text.”



Jawaban Worksheet 5.15

1. Art Room
2. School Yard
3. Garden

- Guru meminta peserta didik membaca kembali Text ‘School Festival at SMP Merdeka’ dan menjawab pertanyaan berikut.



Jawaban Worksheet 5.16

1. June
2. art competition and sports competition
3. paintings, statues, and crafts
4. Crafts
5. soccer, basketball and badminton
6. singing, dancing
7. storytelling competition
8. decorations

Section 3 – Language Focus

- Guru memberikan penjelasan tentang menyusun teks deskriptif untuk menjelaskan sebuah ruangan atau sebuah tempat baik indoor maupun outdoor.
- Penjelasan dapat diberikan secara bertahap dengan memberikan penjelasan lebih detail pada contoh-contoh kalimat yang disediakan.
- Latihan menulis diberikan kepada peserta didik untuk mempelajari cara membuat deskripsi mengenai sebuah tempat.

Jawaban peserta didik bisa bermacam-macam, tetapi harus sesuai dengan pembuatan kalimat yang baik.

Bahasa guru:

“Make a short sentence to describe the picture.”

“What can you see there?”



Contoh Jawaban Worksheet 5.17

1. My school garden is beautiful.
2. It is small.
3. There are flowers, big trees, and two benches.
4. Students sit around the garden. They talk and have a chat with each other. Some students read books. The janitor waters the garden everyday.

- Guru meminta peserta didik untuk membaca text sebagai contoh paragraf untuk teks deskriptif.

Bahasa guru:

“Read the text.”

- Guru dapat meminta peserta didik untuk melihat apakah kalimat yang ada sudah sesuai dengan jenis kalimat yang telah dijelaskan pada bagian 3a.

Bahasa guru:

“Underline the description about the name of the room, and so on.”

- Guru meminta peserta didik untuk mempelajari isi tabel untuk menunjukkan susunan teks deskriptif.

Bahasa guru:

“Now, look at the table. This is the structure of a descriptive text.”

Section 4 – Viewing and Writing

- Guru meminta peserta didik untuk melihat gambar dan menyusun teks deskripsi yang sesuai dengan gambar.

Bahasa guru:

"Look at Picture 5.12."

"Can you write some words to describe the picture?"

"You can use the diagram to help you take notes on the suitable words."

- Peserta didik diarahkan untuk mengisi bagan dengan kata-kata yang sesuai untuk memudahkan menyusun teks deskriptif.
- Guru mengarahkan peserta didik untuk menyusun deskriptif teks di Worksheet 5.19 berdasarkan bagan yang telah diisi sebelumnya.

Section 5 – Your Turn: Writing

- Guru meminta peserta didik untuk menulis teks deskriptif secara mandiri.
- Guru dapat membantu peserta didik untuk menemukan ide yang sesuai untuk ruangan sekolah yang akan dijelaskan.

Bahasa guru:

"What room do you want to describe?"

"You can choose the room that you are familiar with."

- Guru meminta peserta didik untuk menulis secara bertahap sesuai dengan panduan tabel.

Section 6 – Fun Time: Chain Sentences

- Guru dapat memberikan instruksi secara bertahap.
- Guru memberikan contoh terlebih dahulu dengan menuliskan kata-kata di kertas kecil dan membuat kalimat.

Bahasa guru:

"We are going to play chain sentences."

"Prepare small pieces of paper."

"On the piece of paper, write one word related to the description of a room."

- Pada akhir permainan, guru memeriksa hasil chain sentences dari peserta didik.
- Jika hasil tulisan peserta didik belum maksimal, guru dapat memberikan saran untuk perbaikan.

Kegiatan Penutup

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

F. REFLEKSI

Teacher's Reflection
CHAPTER 5

1.

Kriteria keberhasilan pembelajaran:

1. Describing location dan giving directions.
2. Describing Extracurricular and scheduling activity

Descriptions and Evidence

2.

Yang terlihat dari proses belajar siswa

3.

Hal yang di butuhkan untuk memperbaiki pengajaran saya

4.

Bantuan/dukungan yang di butuhkan untuk pengajaran saya

5.

Strategi yang akan saya gunakan pada bab berikutnya

Note :

Learning Reflection

Name _____ Chapter _____ Date _____

How well did I do in Chapter 5?

A Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can ask and give directions at school.			
I can talk about extracurricular activities.			
I can describe a school festival.			
I can write a descriptive text			

B I learned these new words: _____

C I liked treasure hunting.   

I liked the Pictionary game.   

D I shared with my family. I read a descriptive paragraph about my school for my family. I ask them to tell the direction to place.

My Parent's signature _____

G. ASESMEN / PENILAIAN

Kriteria Penilaian

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

Rubrik Penilaian

1. Sikap

- Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?
- Apakah aku sudah mengumpulkan tugas secara tepat waktu ?
- Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?
- Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				

3				
4				

Jurnal Penilaian Sikap Spiritual

Nama Sekolah : SMP

Kelas/Semester : VII/ II

Tahun Pelajaran : 2022/2023

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Tidak mengikuti sholat dzuhur berjamaah di sekolah	Ketaqwaan
2				
3				
4				

Jurnal Penilaian Sikap Sosial

Nama Sekolah : SMP

Kelas/Semester : VII/ II

Tahun Pelajaran : 2022/2023

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan menyeberang jalan depan sekolah	Kepedulian
2				
3				
4				

Jurnal Penilaian Sikap

Nama Sekolah : SMP

Kelas/Semester : VII/ II

Tahun Pelajaran : 2022/2023

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket
1	26/09/2022	Nusaybah	Membantu seorang teman yang kesulitan	Ketaqwaan	

			menyeberang jalan depan sekolah		
2					
3					
4					

Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinilai :

Nama penilai :

Kelas/Semester : VII/ II

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

No	Pernyataan	Skor			
		1	2	3	4
1.	Saya berdoa sebelum melakukan kegiatan				
2.	Saya melaksanakan ibadah sholat tepat waktu				
3.	Saya berani mengakui kesalahan jika memang bersalah				
4.	Saya mengumpulkan tugas sesuai jadwal yang diberikan				
5.	Saya mengembalikan barang yang saya pinjam dalam kondisi baik				
6.	Saya meminta maaf jika melakukan kesalahan				
7.	Saya datang ke sekolah tepat waktu				

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama :

Kelas :

Semester :

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

No	Pernyataan	Skor
----	------------	------

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

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama :

Kelas :

Petunjuk:

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

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

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 :

Nama Teman 2 :

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (✓) pada kolom sesuai keadaan teman kalian selama proses diskusi.

2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

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

Kriteria Penilaian

Students Name: _____

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

Overall comments

Nilai total 12 = 100 points

Kriteria Penilaian

Students Name: _____

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

Mechanics				
TOTAL				
Overall comments				
Nilai total 12 = 100 points				

H. KEGIATAN PENGAYAAN DAN REMEDIAL



Unit 1. School Buildings

Enrichment: Speaking

- Ini adalah bagian pengayaan. Guru meminta peserta didik untuk menggambar peta/denah sekolah di tempat yang disediakan.
- Setelah peserta didik menggambar peta sekolahnya, peserta didik diminta mempresentasikannya tentang ruangan mana yang menjadi tempat favoritnya di sekolah. Ia juga diminta menjelaskan arah untuk menuju ruangan tersebut dari gerbang sekolah.

Bahasa guru:

"Draw your school's map. Label the name of each room in your school. What is your favorite room/facility in your school? Where is the room? Tell your friends how to go to your favorite room/facility from the school gate."



Unit 2. Extracurricular Activities

Enrichment: Favorite Extracurricular

- Guru dapat memimpin peserta didik untuk memberikan instruksi satu per satu dalam melaksanakan kegiatan.
- Guru memonitor peserta didik dalam mengerjakan tugas kelompok.
- Setelah diskusi selesai, guru meminta peserta didik untuk mempresentasikan hasilnya di depan kelas.



Unit 3. School Festival

Enrichment: Making Poster for School Event

- Pada bagian ini, guru meminta peserta didik untuk bekerja dalam kelompok.
- Guru dapat memberikan instruksi secara bertahap.
bahasa guru:
“Let’s make a poster for a school event.”
- Setelah selesai, guru meminta peserta didik untuk menunjukkan posternya di depan kelas.
Bahasa guru:
“Show your poster to the class.”

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)



Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know



Picture 5.1 SMP Merdeka

- What can you see in the Picture 5.1?
- Give a check to the facilities that you can see in the picture.

Flag	☐	Garden	☐
Classroom	☐	Library	☐
School yard	☐		

Worksheet 5.1

- What other facilities do you usually find at school?

Section 2 – Listening



- Listen to Audio 5.1. Galang and a new student, Pipit, meet Monita at the canteen during break time. See the Wordbox at the end of the chapter, to help you find the meanings of key wordings.



Comic strip S.1 At the canteen

- b. Circle **T** if the statement is **True** and **F** if the statement is **False**.

1	Galang, Pipit, and Monita are at the canteen.	T / F
2	Monita introduces Pipit to Galang.	T / F
3	Galang, Pipit, and Monita will learn English after the school break.	T / F
4	Pak Romy is an English teacher.	T / F
5	The laboratory is next to the library.	T / F



Worksheet 5.2

c. Listen to Audio 5.2. Monita, Galang, and Pipit are talking about the location of school facilities.



After science class at the laboratory

Science is fun, right?

Yes. I love science!

Hey, Galang, what room is that?

Which one?

The one between the principal's office and the ninth graders' classroom?

Oh, that is the clinic.

I see. What about the room beside the seventh graders' classroom?

That is the art room. Usually, Bu Irma, our art teacher, brings us there when we study art.

Guys, ...

I need to go to the toilet. You can go to the class first.

Alright. See you at the class, Monita.

Comic strip 5.2 School facilities

- d. Which picture is correct based on the dialogue? Give a check beside the correct picture, and an X beside the wrong picture. See the Wordbox.

1		☐
2		☐
3		☐
4		☐
5		☐

Worksheet 5.3

- e. Listen again to Audio 5.2 and answer the questions.

1. Where is the clinic?

2. Where is the art room?

3. Where is the principal's office?

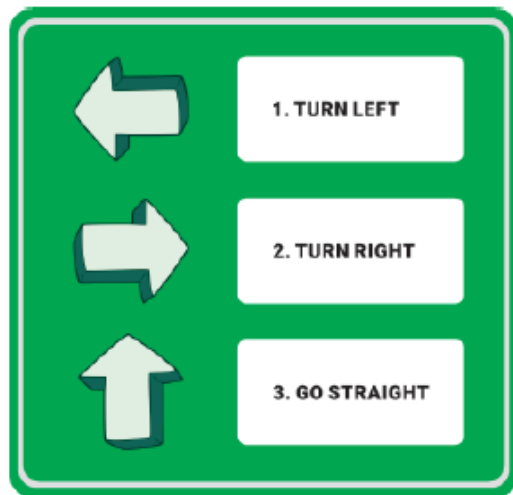
4. Where is the third graders' classroom?

5. Where is the first graders' classroom?

Worksheet 5.4

Section 3 – Listening

- a. Listen again to Audio 5.3 about giving directions. Fill in the blanks to complete the paragraph.
Use **turn left**, **turn right**, or **go straight**.



Pipit is in the garden. She must go to the teachers' room to meet Ibu Ayu. She should (1) _____. After she walks past the library, she should (2) _____. The teachers' room is beside the canteen. Before she meets Ibu Ayu, Pipit needs to go to the toilet. She should walk past the laboratory and the library. After that she should (3) _____. The girls' toilet is on her left.

Worksheet S.5

Section 4 – Language Focus

a. Now, complete the sentence using **beside**, **between**, **behind**, **in front of**, or **across from**.

1

Teachers' Room

Canteen

The canteen is ... the teachers' room.

2

Pak Edo is ... Ibu Ayu and Pak Romy

3

Library

Principal's Office

The library is ... the principal's office.

4

Andre is ... Monita.

5

Pipit is ... Gelang

Worksheet S.6

- b. **Giving directions.** There are some expressions we can use to ask and give directions. Listen to Audio 5.3 about the expressions of asking and giving directions.

Table 5.1 Ask & Give Directions

Ask directions	Give directions
Can you tell me where the teachers' room is?	Go straight forward until you find the library. Turn left. Go straight forward. The teachers' room is beside the canteen.
Where is the toilet?	Go straight forward until you find the library. Turn right. The toilet is on your left.
Can you show me the way to the clinic?	Go straight forward in the corridor until you find the ninth graders' room. Turn right. The clinic is beside the principal's office.

- c. Listen to the Audio 5.3 again. Practice with a classmate to ask and give the directions

Section 5 – Fun Time: Speaking



Treasure Hunt

Now, let's play treasure hunt. Make a team of five or six.

Tools:

- Paper
- A pencil or a pen
- A book or a pencil case (for the treasure)

How to play the game:



Picture 5.2



Picture 5.3



Picture 5.4

- Put something (a pencil case or a book) as the treasure. Choose any room in school and you can put it in front of that door. You can also stick your treasure on the door of a room that you chose or you can also put your treasure in a flower pot in front of the room that you chose.

- After that, write two clues using direction.

For example:

- This is your first clue. To find the second clue, go outside the classroom. Go straight ahead until you walk past the library. Turn right. The second clue is in front of the teachers' room.

Write each clue on a piece of paper.

- Put the second clue at the place based on the first clue.
- Give the first clue to your opponent's team.
- Your opponent must find the second clue using the directions from the first clue.



Picture 5.5

7. After they find the second clue, they must find the treasure using directions from the second clue.
8. If the opponent can find the treasure in ten minutes, they win. If they cannot find the treasure, they lose.
9. After that, the opponent will ask you to find their treasure using their clues.

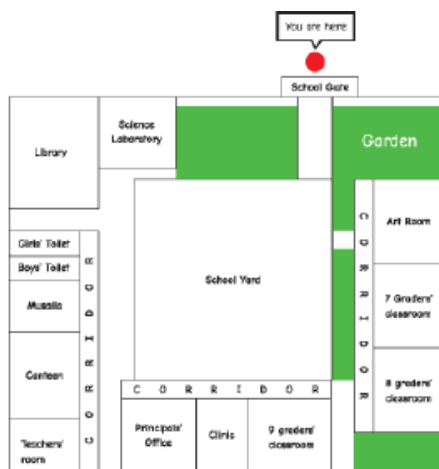
Note: You can also use QR code to make the clue.

Section 6 – Your Turn: Speaking



Asking for and Giving Directions

- a. Look at a school map at Picture 5.6.



Picture 5.6 SMP Merdeka's map

- b. Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate. Number one has been done for you.

1. The library	
Can you show me the way to the library?	Turn right. Go straight forward. The library is beside the science laboratory.
2. The clinic	
3. The boys' toilet	
4. The musalla	
5. The science laboratory	

Worksheet 5.7

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 2. Extracurricular Activities

Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know



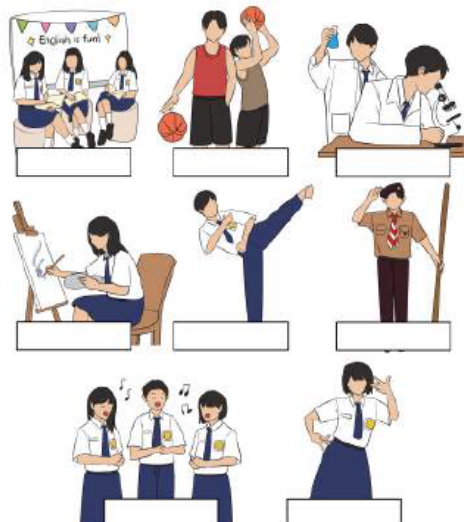
Picture 5.7 Andre and friends dancing

- What are they doing?
- Mention after school activities in your school.
- Discuss what students do in extracurricular activities?
- Where in the school do the students do the extracurricular activities?

Section 2 – Viewing and Speaking



- Look at the following pictures. Label the pictures with the correct names of the activities. See the Wordbox.



Worksheet 5.9

- b. Think about what students do in extracurricular activities. Match the verbs in the left column with the corresponding extracurricular activities on the right column.

- camp - explore - track		English club
- read - speak - present		Pencak silat
- dribble - pass - shoot		Basketball
- kick - punch - block		Scout
- move - wave - step		Choir
- draw - color - sketch		Science club
- sing - listen - rehearse		Dancing
- experiment - try - compare		painting

Worksheet 5.10

Section 3 – Language Focus

a. Regular activities

When we talk about regular activities, we can use Simple Present Tense. In the expression, we can include information about time and place. Look at the examples:

- Students attend scout activities every Thursday.
- Students in the dancing club practice in the art room.
- Pencak silat students practice in the school yard every Tuesday.

In example 1, 'every Thursday' is used as information about time.

In example 2, 'in the art room' is used as information about a place.

Then, example 3 has information about both time and place: 'in the school yard every Tuesday'.

- b. Now, look at the pictures in Section 2a again. Using the verbs that you have listed in Section 2b, write what students do in each extracurricular activity. Number one has been done as an example for you. Add information about time and place too.

1.	In an English club, students read books in English every week. They also practice speaking in English.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Worksheet 5.11

Section 4 – Listening



Listen again to Audio 5.4. Complete number 1 to 8 in the schedule.

Number one has been done for you.

Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club	Library
	Science Club	(2)
Tuesday, 3 PM to 5 PM	Pencak silat	(3)
Wednesday, (4) _____	Basketball	School Yard
	Volleyball	School Yard
(5) _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6) _____
(8) _____, 2 PM to 4 PM	(7) _____	Art Room
	Dancing	Art Room

Worksheet 5.12

Section 5 – Reading



Choose the correct answer based on the text ‘SMP Merdeka Basketball Club’

1. What kind of extracurricular activity does Galang join?
 - a. sport
 - b. art
 - c. music
2. What is the mascot of SMP Merdeka basketball club? It is a/an ...
 - a. lower
 - b. animal
 - c. fruit
3. How many days do SMP Merdeka basketball club members practice in a week?
 - a. one
 - b. two
 - c. three
4. When will SMP Merdeka basketball club join the basketball tournament in Banjarbaru?
 - a. next week
 - b. next month
 - c. next year
5. Who will join the selection for new players?
 - a. seventh grader students
 - b. eighth grader students
 - c. ninth grader students

Section 6 – Your Turn: Reading



Circle **T (True)** or **F (False)** based on the text in Section 6a and schedule in Section 6b. If the statement is incorrect, make the correction in the space provided.

- | | |
|--|-------|
| 1. Pipit likes pencak silat because she can kick and punch a lot. | T / F |
| 2. Pak Amin teaches how to kick an opponent in a pencak silat match. | T / F |
| 3. Pipit practices pencak silat on Tuesday, from 1 to 3 PM. | T / F |
| 4. Monita likes English. | T / F |
| 5. Monita, Pipit, Galang and Andre join Scout. | T / F |
| 6. Galang and Pipit join the same extracurricular activity. | T / F |
| 7. Only Andre is in the choir activity. | T / F |
| 8. Galang likes sports. | T / F |

Worksheet 5.14

Section 7 – Fun Time: Pictionary



Picture 5.8 Andre and friends talking about Basketball

How to play the game

1. Make a group of five or six.
2. Choose a member from your group to be the leader.
3. Your teacher will give the leader a word related to extracurricular activities, for example: basketball.
4. Your group leader will draw something related to the word on the white board in 30 seconds.
5. When drawing the picture, the group leader may not give clues using gestures, sounds, or signs.
6. The members of the team will try to guess the drawing.
7. If your group can guess the drawing in 30 seconds or less, your group will get 10 points.
8. If your group fails to guess when the time is up, your group will get no points.
9. The winner is the group that can get the most points.

(Note: You can change your group leader after every round.)

LEMBAR KERJA PESERTA DIDIK (LKPD)



Unit 3. School Festival

Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know



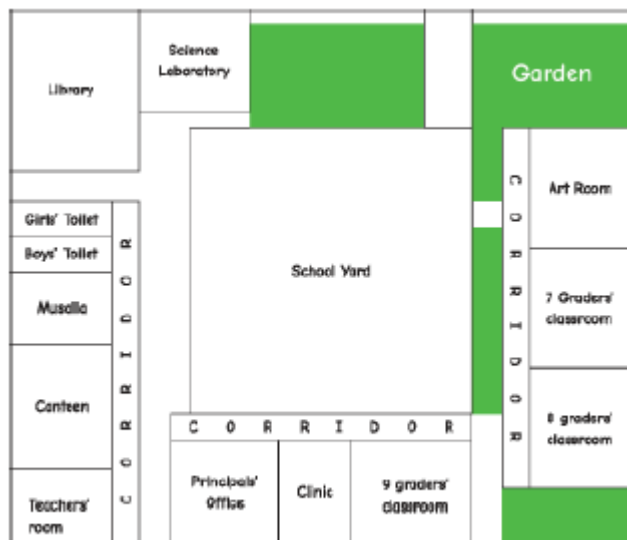
Picture 5.10 School festival

- What event do you see in the picture?
- What are people doing in the event?
- Do you have a similar event in your school?

Section 2 – Reading



- Put a tick in the map based on text 'School Festival at SMP Merdeka for:
 - The location for art exhibition.
 - The location for the sports competition.
 - The location for the art competition.



Worksheet 5.15

b. Read the 'School Festival at SMP Merdeka. Then, answer the questions.

1. School festival in SMP Merdeka happens in _____
2. In the school festival, students participate in activities such as _____
3. Arts exhibition shows students' artwork such as _____
4. Some students are in the stalls to sell _____
5. The sports competitions are _____, _____ and _____
6. Some students perform _____ and _____
7. Students who like reading can join _____
8. Students prepare _____ for the stage before the school festival.

Section 3 – Language Focus

- a. Write sentences for the following place. Use the words to help you. The words can be used in some sentences. You can also use your own words



Picture 5.11 my school garden



1. my school garden

2. small

3. flowers - big trees - two benches

4. sit around - talk/have a chat - read - water

Worksheet 5.17

Section 4 – Viewing and Writing

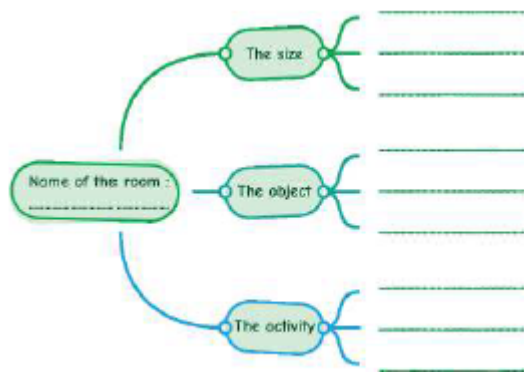


a. Look at the Picture 5.12



Picture 5.12 School exhibition

b. Complete the chart based on the picture



Worksheet 5.18

- c. Write the details about the room in Worksheet 5.19.

Structure	Text
Identification: The name of the room	
Description: Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Worksheet 5.19

Section 5 – Your Turn: Writing



- a. Planning and brainstorming
- 1) Think of one room in your school.
 - 2) List the words to describe the room.

1. The name of the room	
2. The size	
3. The object	
4. The activity	

Worksheet 5.20

- b. Outlining and drafting

Make an outline of your paragraph using the following structure:

Structure	Text
Identification: The name of the room	
Description: Feature 1: The size	
Feature 2: The object	
Feature 3: The activity	

Worksheet 5.21

c. Writing and editing

Write your descriptive paragraph here.

Worksheet 5.22

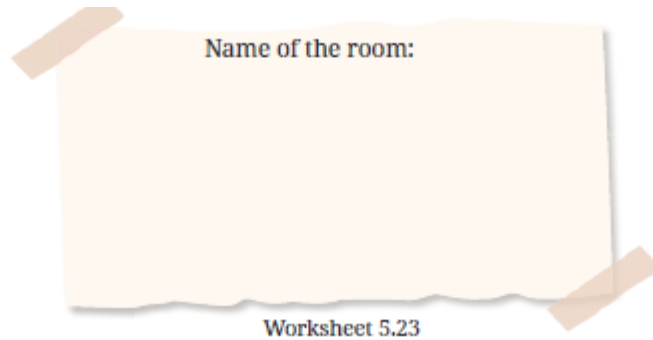
Section 6 – Fun Time: Chain Sentences



- Divide the class in groups.
- Discuss in your group what room you want to describe.
- Each member of the group should write three words related to the description of a room on a piece of small paper. One word is written on one piece of paper.
- When everyone is inished writing, roll the small papers and collect them in a cup.
- The first person in the group will take a piece of rolled paper and see the word inside. He or she should make the first sentence to describe the room using the word from the rolled paper. For

example, if the word in the rolled paper is 'science laboratory', he or she can say: This is our science laboratory.

- f. The second person in the group will take another piece of rolled paper, see the word and continue with the next description.
- g. Continue the chain until all the members make a description of the room.
- h. Write the chain sentences on a piece of paper.
- i. Check if the chain sentences that you make make a good descriptive text.
- j. If it does not make a good descriptive text, can you reorder the sentences to make it better?



Progress Check 2

Text 1

Today, there is a school event in SMP Merdeka. There are many competitions to join in. There is a basketball competition in the school field. There are also other competitions that are held in some classes. Galang and his friends want to join the basketball competitions. They will compete against another class. Sinta likes to sing. She wants to join the singing competition. Her voice is so beautiful. Monita wants to join the storytelling competition. She is registering for it in the library. There is also an art exhibition. There are many handicrafts like keyrings and paintings to sell. Andre wants to buy a painting. He is going to the art exhibition now. For numbers 1-5, choose the best answer for each question.

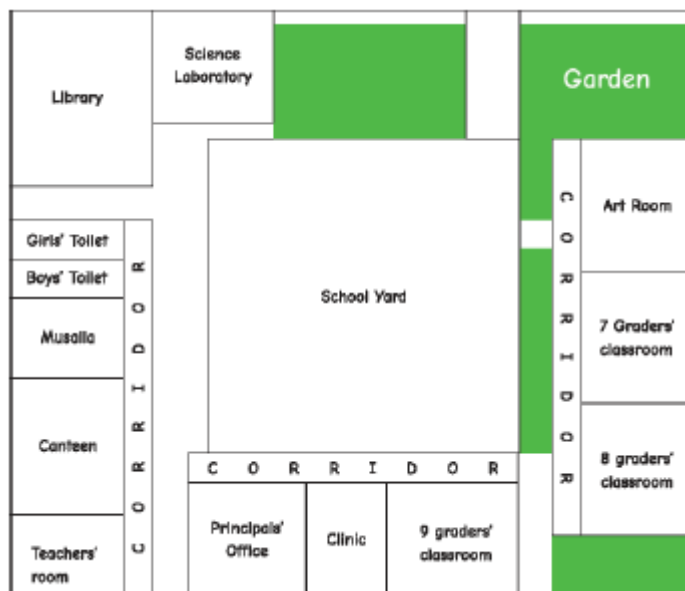
For numbers 1-5, choose the best answers.

1. These are some competitions in SMP Merdeka's school event, **except** ...
 - a. A basketball competition.
 - b. A storytelling competition.
 - c. A painting competition.
 - d. A singing competition.
2. What competition do Galang and his friends want to join?
 - a. A soccer competition.
 - b. A basketball competition.
 - c. A volleyball competition.
 - d. A badminton competition.
3. Why does Sinta want to join the singing competition?
 - a. Singing is her hobby.
 - b. The competition is held in the class.
 - c. The competition is held in the field.

- d. Sinta is registering for it in the library.
4. What is Andre going to do?
- Watch the basketball competition.
 - Register for the art exhibition.
 - Buy a handicraft.
 - Join the painting competition.
5. Where do competitions take place?
- In some classes, art exhibition, and library.
 - In the library, the school ield, and art exhibition.
 - In the art exhibition, some classes, and school ield.
 - In the school ield, some classes, and library.

For numbers 6-10, complete the dialogue with appropriate words.

Use the school layout to help you complete the dialogue.



Andre : How's your first day at school?

Pipit : It's fun, but I want to go around the school. There are many school areas that I want to know more about.

Andre : I can show you some.

Pipit : Thank you.

Andre : You're welcome. Well, where should we start?

Pipit : There! What room is that?

Andre : That is the principal's oice. It is (6) _____ to the clinic.

Pipit : How about that room (7) _____ the library?

Andre : That is the science laboratory. We always go there on Thursday for science class.

Pipit : That's interesting. By the way, (8) _____ the canteen?

Andre : The canteen is (9) _____ the musalla and the teachers' room. There is also a school yard (10) _____ of it. Many students play basketball there after school.

Pipit : Well, I'm quite hungry now. Should we grab something at the canteen before going home?

Andre : Okay, let's go!

Text 2

Monita is going to make her own class schedule. She tries to remember the class subjects, the day, and the time she does it. However, she remembers it in the wrong order. Help Monita arrange the schedule in the correct order.

Monita's Class Schedule

1. On Wednesday, she has English to learn.
2. Monita studies at school from Monday to Friday. Her school usually starts at 7 o'clock in the morning.
3. She usually goes home by 3 o'clock. It is different on Friday because she only has two classes. On Friday, she goes back home before noon.
4. On Monday, she usually has Maths, Bahasa Indonesia, and Natural Science. The three subjects are also learned on Thursday.
5. On Tuesday, she learned Religious Education, Social Sciences, and a local language. While on Friday, she learned Arts and Sports. She has a really nice weekend on Saturday and Sunday.

Write the numbers to arrange Monita's Class Schedule.

11. () - () - () - () - ()

Complete the table with Monita's school subjects.

Monita's Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday

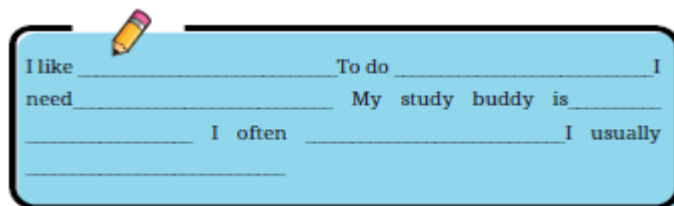
Text 3

Galang attends an online class this afternoon. Before joining the online class, he prepares a book and a pen to write the learning material. He also wears a school uniform. He joins the online class on time. He turns on his camera and turns off his microphone. One of Galang's friends, Andre, forgets to turn off his microphone. He speaks very loudly and it is very noisy. Then, the teacher tells him to turn off his microphone when it is not used. After he turns it off and the class begins. The students are enjoying the lesson. However, Galang has a question to ask. He clicks the raise hand button and the teacher allows him to speak. The class goes well and Galang is happy with it.

For numbers 16-20, choose the best answers.

12. What do Galang prepare before joining the online class?
 - a. A book, a pen, and an eraser.
 - b. A book, a pen, and a learning material.
 - c. A school uniform, a book, and a pen.
 - d. A pen, a book, and a microphone.
13. What does Andre forget to do?
 - a. Turn on his camera.
 - b. Turn off his computer.

- c. Turn off his microphone.
 - d. Turn on the raise hand button.
14. Which activity is NOT right when joining an online class?
- a. Prepare a book.
 - b. Click the raise hand button before speaking.
 - c. Wear a school uniform.
 - d. Turn on the microphone when it is not used.
15. What does Galang do when he wants to ask a question?
- a. Turn on his microphone and ask the question.
 - b. Click the raise hand button and ask the question .
 - c. Ask the question and turn on his camera.
 - d. Turn on his camera and his microphone.
16. How does Galang feel about today's online class?
- a. The online class is fun. Galang is happy with it.
 - b. The online class is not well. Galang is happy with it.
 - c. The online class goes fast. Galang is not happy with it.
 - d. The online class goes slow. Galang is not happy with it.
17. Think about your study habits. Describe what you usually do when you study, what you need to prepare before studying, who your study buddy is, and how often you do your study habits. To describe your study habits, you may use the sentences below.



I like _____ To do _____ I
 need _____ My study buddy is _____
 I often _____ I usually _____

Jawaban Final Progress Check 2

- 1. C
- 2. B
- 3. A
- 4. C
- 5. D
- 6. Next
- 7. Beside
- 8. Where is
- 9. Between
- 10. In front
- 11. (2) – (3) – (4) – (1) – (5)

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Religious Education	English	Maths	Arts
Bahasa Indonesia	Social Sciences		Bahasa Indonesia	Sports
Natural Science	A local language		Natural Science	

12. C
13. C
14. D
15. B
16. A
17. Galang loves to study. He likes to do it after school in his own bedroom. Before studying, he usually prepares a glass of water and a timer on his phone. He studies for 25 minutes and takes a break for 5 minutes before continuing his study. He writes down all the tasks that his teachers give him in a small book that he always carries around to school. He also writes the due date right beside the tasks so that he will never forget to give it to his teachers. He usually studies alone, but sometimes he also studies with his best friend, Andre. Even though there are a lot of tasks to do, he always has the time to play with his friends and have a good rest. He manages his time well.

B. BAHAN BACAAN GURU & PESERTA DIDIK

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 **Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VII**, Penulis: Ika Lestari Damayanti, dkk. ISBN: 978-602-244-887-7 (jil.1)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022, **English for Nusantara untuk SMP/MTs Kelas VII**, Penulis : Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3 (jil.1)

C. GLOSARIUM

Worksheet Link



Audio Link



D. DAFTAR PUSTAKA

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