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 2	**:**	**Culinary and Me**
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	**:**	**Membaca - Memirsa**
Capaian Pembelajaran	**:**	− Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesiik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentiikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Elemen	**:**	**Menulis - Mempresentasikan**
Capaian Pembelajaran	**:**	− 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. My Favorite Food
- Peserta didik mampu mendeskripsikan makanan kesukaan seseorang, minuman, snack, tekstur, dan rasa.

Unit 2. My Favorite Snack
- Peserta didik mampu mendeskripsikan bahan makanan belanja: kelontong, makanan, topping, satuan/berat/volume ukuran, tekstur, rasa
- Peserta didik mampu mengunakan artikel (a/sebuah)

Unit 3. Secret Recipe
- Peserta didik mampu memberitahukan resep: tujuan, bahan, tangga, peralatan.
- Peserta didik mampu mengunakan imperatif kalimat (positif dan negatif).

C. PROFIL PELAJAR PANCASILA

- Beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebinekaan global.

D. SARANA DAN PRASARANA

1. 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
2. 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. My Favorite Food
- Describing one's favourite meal food, drink, snack, texture, and taste.

Unit 2. My Favorite Snack
- Asking and giving information about food and ingredients

Unit 3. Secret Recipe
- Identifying tools and ingredients.
- Making a sequence of cooking step.

KOMPNEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Alur Tujuan Pembelajaran :
1. Peserta didik mampu menggambarkan makanan favorit seseorang;
2. Peserta didik mampu menanyakan dan memberi informasi tentang makanan;
3. Peserta didik mampu mengidentifikasi alat dan bahan dalam resep, dan
4. Peserta didik mampu membuat urutan langkah memasak.

B. PEMAHAMAN BERMAKNA

Unit 1. My Favorite Food
- Mendeskripsikan makanan kesukaan seseorang, minuman, snack, tekstur, dan rasa.

Unit 2. My Favorite Snack
- Menanyakan dan memberi informasi tentang makanan dan bahan-bahannya

Unit 3. Secret Recipe
- Mengenal alat dan bahan.
- Membuat urutan langkah memasak.

C. PERTANYAAN PEMANTIK

- Apa makanan favorit Anda ?

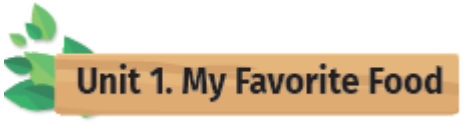
D. PERSIAPAN PEMBELAJARAN

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

E. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. My Favorite Food

Pertemuan Ke-1 s/d Ke-7



Kegiatan Awal

- Guru mengulas kembali materi pada Chapter 1. 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 1.

  Bahasa guru:

  "*Good morning, everyone. Welcome back to my English lesson. In Chapter 1 we have learned a lot about how to introduce ourselves, how to introduce someone, how to talk about hobbies, and how to write a description of a photograph.*"

- Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini. Makanan dan minuman khas Indonesia tidak perlu diterjemahkan ke dalam Bahasa Inggris, kecuali sudah ada padanan katanya.

  Bahasa guru:

  "*Today we are coming to a new topic. It is about food and drinks. It is in Chapter 2 of the book. The title is "Culinary and Me". Are you familiar with the word 'culinary'? Yes, I guess you often hear the word in Indonesian language 'kuliner'. What does it mean? Yes, it means food and drinks. So, what can culinary and me mean? Yes, it is about my favorite and not favorite food and drinks.*"

- Guru memperlihatkan gambar Monita pada halaman awal Chapter 2.

  Bahasa guru:

  "*Do you remember this girl? Yes, she is Monita. She is Galang's classmate. Look at what she is holding. Yes, her hands are busy holding food. Later on we will ind out what foods are on Monitas' hands.*"

Kegiatan Inti

Section 1 – Say What You Know

- Guru memperlihatkan setiap gambar pada Worksheet 2.1 yang dicetak cukup besar terlihat oleh seluruh peserta didik di dalam kelas. Kemudian guru meminta beberapa peserta didik untuk menempelkan nama-nama makanannya di bawah setiap gambar. Kemudian guru membahas mana makanan dan minuman yang pernah dimakan dan diminum peserta didik.

  Bahasa guru:

  "*I have some pictures of food and drinks. I post the pictures on the board. Do you recognise the food and drinks? Many of the food and drinks are around us. I have the names of the food in my hands. You just need to stick the name of the food under the picture. Who would like to give the name of the irst food?*"

  "*Now, which food and drinks have you ever eaten? Yes, [**Student's name**]? How about [**Student's name**]?*"

- Guru membagikan Worksheet 2.1 pada setiap peserta didik atau pada setiap kelompok peserta didik, dan meminta mereka memberi tanda pada makanan dan minuman yang pernah mereka makan dan minum.

  Bahasa guru:

  "*I have a worksheet of some food and drinks. I will distribute this to each of you/group. Then, you see the pictures and their names carefully. Put a tick to the pictures if you have ever eaten the food or drunk the drinks.*"

- Guru memperkenalkan konsep makan utama (sarapan, makan siang, makan malam). Guru menjelaskan kategori makanan (makanan berat dan makanan ringan) dan minuman. Guru meminta peserta didik mengerjakan Worksheet 2.2. Kemungkinan ada jawaban yang ambigu, bisa menjadi makanan berat maupun makanan ringan. Tergantung pada kebiasaan peserta didik.

  Bahasa guru:

  "*Some of the food can be called as main meals. It means that the food is eaten regularly, like in the morning as breakfast, in the afternoon as lunch, and in the evening as dinner. Some foods can be called snacks when they are not eaten as main meals. Now, categorize the pictures into main meals, snacks, and drinks. Which pictures belong to the main meal and snacks? Which pictures belong to drinks?*"

- Guru meminta peserta didik mengerjakan Worksheet 2.3.

  Bahasa guru:

  "Now, write your favorite meals, snacks and drinks in Worksheet 2.3."

  Catatan:

  Makanan khas Indonesia tidak perlu diterjemahkan kecuali ada padanan katanya.

Section 2 – Reading

- Guru memperdengarkan Audio 2.1. Guru meminta peserta didik membaca percakapan sambil menyimak audio.

  Bahasa guru:

  "*Listen to the conversation about Galang and Monita. They are talking about the food they brought from home to the school. While listening to the audio, you can read the conversation. I will play the audio several times (two times or more if the students need it).*"

Audio 2.1 Script:

Galang	: What are you having, Monita?
Monita	: I'm having banana fritters. Would you like to have some?
Galang	: Sure. Yum ... yum ... It's tasty!
Monita	: It's my favorite food for a snack. My mom made it for me. What are you having?
Galang	: It's fried rice for my breakfast.
Monita	: I woke up late. I hurried to school so that I didn't have time for having breakfast at home.
Galang	: Chew your food slowly. Do you have anything to drink?
Monita	: Oh, sure. I have a bottle of sweet tea.

- Guru membahas isi percakapan dengan peserta didik dengan menekankan pada kata-kata kunci.

  Bahasa guru:

  "*Where are Galang and Monita? What are they doing? Who made the banana fritters? What is Galang eating? Why is Galang eating at school? Does Galang have some water?*"

- Setelah peserta didik memahami isi percakapan, guru meminta peserta didik mengisi Worksheet 2.4.

  Bahasa guru:

  "*Now, you can circle the right answers.*"

- Guru dapat membahas jawaban bersama peserta didik.

Jawaban Worksheet 2.4

1. a. banana fritters	3. b. at school
2. a. banana fritters	4. b. sweet tea

Section 3 – Your Turn: Listening

- Guru memperdengarkan Audio 2.2. Guru menulis di papan tulis: '*Special lunch, celebrating*.'

  Bahasa guru:

  "*I will play the audio of a conversation about Monita who is having lunch with her family. They are having a special lunch. Find out why the lunch is special and what the special lunch is. I will play the audio several times (2 times or more if the students need it).*"

- Guru membahas isi percakapan bersama peserta didik. Guru dapat meminta beberapa peserta didik merespon pertanyaan dan pernyataan guru.

  Bahasa guru:

  "*So why is it a special lunch? Yes, Monita 's father and mother are celebrating their wedding anniversary. Who are celebrating the special lunch? Yes, Monita's family including Monita, her mother, her father, and her little sister. Her little sister is special too. She's sitting on a wheelchair. What are they having as a special lunch? Yes, they are having some food and drinks like rica-rica chicken, pudding, fruit salad and orange juice. Don't forget the rice, too. When you are eating you have to say grace to our God, like what Monita's family does when they start their meals.*"

Audio 2.2 Script:

Monita's father : Today is special. I have cooked special food for our lunch.
Monita : Wow! What's so special, Dad?
Monita's father : Your mom has got a promotion from her office.
Monita : Congratulations, Mom!
Monita's mother : Thank you, Dear.
Monita : So, what's the special lunch?
Monita's father : They're rice, rica-rica chicken, orange juice, fruit salad, and pudding.
Monita : They look delicious! Let's eat then.
Monita's father : Let's say grace.

- Guru meminta peserta didik memperhatikan jenis-jenis makanan dan minuman pada gambar meja makan Monita dan pada gambar di dalam Worksheet 2.5.

  Bahasa guru:

"*Now, take a look closer to Monita's dining table. Then, look at the food in Worksheet 2.5. Which food and drinks are not found on Monita's dining table. Circle the names of the food in the worksheet.*"

Jawaban Worksheet 2.5

chicken soup, coffee, water

Kriteria Penilaian Worksheet 2.5

• 1 point untuk setiap jawaban yang benar.

• Total jawaban benar 3 = 100 points.

- Guru melakukan elisitasi tentang berbagai rasa makanan dan minuman dalam Bahasa Indonesia dan Bahasa Inggris. Guru memperdengarkan sisa percakapan pada Audio 2.3. Kemudian membahas isi percakapan.

  Bahasa guru:

  "*When you are eating some food, you will taste the food. For example, when I'm eating a piece of cassava chip, I taste salt on my tongue. The taste of the cassava chip is salty. Salty is a taste. Can you say other types of tastes? Yes, sweet like sugar, bitter like coffee, spicy like chilly, savory like soup, and sour like mango. Some kinds of food have no a signiicant taste. We can say plain. Listen to Audio 2.3. I will play it several times (two times or more if the students need it).*"

Audio 2.3 Script:

Monita's mother	: What does the rica-rica chicken taste like?
Monita	: You know the rice is plain, right? When we have it with rica-rica chicken, it tastes spicy and savory.
Monita's father	: How about the fruit salad?
Monita's mother	: The fruits are sour and the sauce is sweet and spicy. They make the fruit salad yummy.
Monita's father	: Now let's try the pudding. How is it, girls?
Monita's sister	: Hmm ... it's soft and sweet. Thank you for today's special lunch, Dad.

  Bahasa guru:

  "*The conversation is about the tastes of the food Monita's family is having.*

  What is the taste of the rice? What is the taste of the pudding? What is the taste of the Rica-Rica chicken? What is the taste of the orange juice? What is the taste of the fruit salad?"

- Guru meminta peserta didik memasangkan gambar dengan rasa makanan dan minuman pada Worksheet 2.6.

  Bahasa guru:

  "*Now, match the pictures and the tastes.*"

Jawaban Worksheet 2.6

Rica-rica chicken = Spicy and Savory
Rice = Plain
Fruit Salad = Sweet and Spicy
Pudding = Sweet
Orange Juice = Sweet

Kriteria Penilaian

• 1 point untuk setiap jawaban yang benar.

• Total jawaban benar 5 = 100 points.

Section 4 – Speaking

- Guru meminta peserta didik mendengarkan pengucapan makanan pada Audio 2.4 dan mengulang pengucapannya.

  Bahasa guru:

  "*Listen to Audio 2.4. Repeat what is heard.*"

Audio 2.4 Script:

1. It's rica-rica chicken. It's spicy and greasy.
2. It's coffee without sugar. It's bitter.
3. It's iced-sweet tea. It's cold and sweet.
4. It's rice. It's plain and sticky.
5. It's dried fish. It's crunchy and salty.

- Guru meminta peserta didik memikirkan dua jenis makanan (bisa makanan berat atau makanan ringan atau keduanya) dan dua jenis minuman.

  Bahasa guru:

  "*Think of two kinds of food and two kinds of drinks that have the tastes in Worksheet 2.7.*"

- 2. Guru meminta mereka mendeskripsikan makan dan minuman yang dipilihnya. Guru memberi contoh.Guru bias membacakan contoh pada Worksheet 2.7 dan memberi contoh makan dan minuman kesukaannya sendiri.

  Bahasa guru:

  "*Describe the kinds of food and drinks. Use the tastes in Worksheet 2.7 to your friend. I will give an example: 'It's tea with sugar. It's sweet.'*

Contoh Jawaban Worksheet 2.7

- They are banana fritters. They are sweet.
- It's water. It's plain.

Section 5 – Speaking

- Guru menjelaskan tentang cara menanyakan makanan dan minuman kesukaan.

  Bahasa guru:

  "*Lets learn about how to ask someone's favorite food and drink, and how to respond to the questions.*"

  "*What food do you like?*"

  "*I like banana fritters.*"

  "*What drink do you like?*"

  "*I love hot chocolate.*"

  "*Do you like fried ish?*"

  "*Yes, I like it." or, "No, I don't like it.*"

- Guru bertanya kepada beberapa orang peserta didik menggunakan pertanyaan makanan dan minuman kesukaan.

  Bahasa guru:

  "*Do you like fried rice?*"

  "*Do you like coffee?*"

  "*What food do you like?*"

  "*What drink do you like?*"

- Guru memperdengarkan beberapa ungkapan yang dapat digunakan untuk menanyakan makanan dan minuman kesukaan beserta responnya. Guru meminta peserta didik mengulang ungkapan yang didengarnya

  Bahasa guru:

  "*Listen to the audio. Repeat what is heard.*"

  Audio 2.5 Script:

  Table 2.1

Questions	Responses
What food/drink do you like?	I love corn soup. It's creamy. I like fruit salad. It's sour and spicy from the fruits and the sauce.
Do you like fried fish?	Yes. I like it very much. It's tasty. No. I don't like it. It's greasy.

- Guru meminta peserta didik menuliskan beberapa nama makanan dan minuman pada Worksheet 2.8. Guru meminta peserta didik berpasangan saling bertanya apakah mereka menyukai makanan dan minuman yang ada di dalam tabel dan menuliskan jawabannya di worksheet. Sebelum memulai mereka harus menuliskan nama orang yang ditanya.

  Bahasa guru:

  "*Write some kinds of food and drinks on Worksheet 2.8. Then, ask your friend if she/he likes the food and drinks in your worksheet.*"

Contoh Jawaban Worksheet 2.8

Name: Aldi		
No.	**Main Meal/Snacks/Drinks**	**Like/Don't Like**
1.	Chicken soup	Yes
2.	Cireng	No
3.	Coffee	Yes
4.		
5.		

Section 6 – Your Turn: Speaking

- Guru memperdengarkan percakapan pada Audio 2.6.

  Bahasa guru:

  "*Listen to the conversation between Andre and Galang. They are talking about their favorite food and drinks.*"

- Guru membahas isi percakapan bersama peserta didik.

  Bahasa guru:

  "*What is Galang's favorite food?"*

  "Why does he like it?"

  "What is the taste of the food?"

  "*What is Andre's favorite food?"*

  "Why does he like it?

  "What is the taste of the food?"

Audio 2.6 Script:

Andre : What do you like having for your main meal?
Galang : I like tempe bacem. It's sweet.
Andre : How about snack?
Galang : I love potato chips. They are crispy.
Andre : Do you like coffee without sugar?
Galang : No. It's bitter. I like it with sugar. It's sweet.

- Guru memperdengarkan kembali percakapan. Guru meminta peserta didik berlatih percakapan.

  Bahasa guru:

  "*Listen to the conversation."*

  "Let's practice the conversation."

  "Work with your friend to practice the conversation."

- Guru mengulang ungkapan-ungkapan yang dipelajari pada Unit 1.

  Bahasa guru:

"*We have learned different kinds of food and drinks.*

"Can you say some food?"

"What are their tastes?"

"Can you say some drinks?"

"What are their tastes?"

- Guru meminta peserta didik mengisi Worksheet 2.9. Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan.
  (Peserta didik bisa berganti pasangan dari pasangan sebelumnya)

  Bahasa guru:

  "*Complete Worksheet 2.9. Work with your friend to talk about the food and drink. You can use the expressions we have learn in this Unit.*"

Contoh Jawaban Worksheet 2.9

	Food and Drink	
	I like	Don't Like
Main Meal	Rice, chicken soup	Semur ayam
Snacks	Cassava chips	Serabi
Drinks	Milk	Coffee

- Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan. Peserta didik bisa berganti pasangan dari pasangan sebelumnya.

  Bahasa guru:

  "*Work with your friend to talk about the food and drink. You can use the expression in Section 3 and Section 4.*"

Section 7 – Speaking

- Guru meminta peserta didik mengidentiikasi makanan dan minuman kesukaan anggota keluarganya dan menuliskannya pada Worksheet 2.10. Bila menjadi pekerjaan rumah, minta mereka bertanya kepada anggota keluarganya di rumah masing-masing.

  Bahasa guru:

  "*Now, do you know your familys' favorite food and drink? What food does your father like? What drink does your mother like? How about your brother and sister's favorite food and drink? Ask them, what the textures and the taste of the food and drink are. That can become the reason why they like the food and drink.*"

Contoh Jawaban Worksheet 2.10

No.	Family Member	Favorite	
1.	Father	Food: soup	Drink: coffee without sugar
		Texture/Taste: watery, tasty/savory	Texture/Taste: watery, bitter
2.	Mother	Food: soup	Drink: coffee with sugar
		Texture/Taste: watery, tasty/savory	Texture/Taste: watery, sweet
3.	Brother	Food: banana fritters	Drink: water
		Texture/Taste: crunchy, sweet	Texture/Taste: watery, plain
5.	Sister	Food: fried tempe	Drink: boba drink
		Texture/Taste: crunchy, savory	Texture/Taste: watery, sweet

- Guru meminta peserta didik melaporkan hasil temuan makanan dan minuman kesukaan keluarganya. Peserta didik bisa melaporkannya dalam kelompok atau kepada seluruh kelas.

  Bahasa guru:

  "*Share your indings to the class/group.*"

Contoh Jawaban Worksheet 2.11

1. My father likes soup.
2. My mother likes coffee with sugar.
3. My sister doesn't like coffee without sugar.
4. My sister like boba drink.
5. _____

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. My Favorite Snack

Pertemuan Ke-1 s/d Ke-7

Unit 2. My Favorite Snack

Kegiatan Awal

- Guru mengulas kembali materi pada Chapter 1. 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 1.

  Bahasa guru:

  "*Good morning, everyone. Welcome back to my English lesson. In Chapter 1 we have learned a lot about how to introduce ourselves, how to introduce someone, how to talk about hobbies, and how to write a description of a photograph.*"

- Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini. Makanan dan minuman khas Indonesia tidak perlu diterjemahkan ke dalam Bahasa Inggris, kecuali sudah ada padanan katanya.

  Bahasa guru:

  "*Today we are coming to a new topic. It is about food and drinks. It is in Chapter 2 of the book. The title is "Culinary and Me". Are you familiar with the word 'culinary'? Yes, I guess you often hear the word in Indonesian language 'kuliner'. What does it mean? Yes, it means food and drinks. So, what can culinary and me mean? Yes, it is about my favorite and not favorite food and drinks.*"

- Guru memperlihatkan gambar Monita pada halaman awal Chapter 2.

  Bahasa guru:

  "*Do you remember this girl? Yes, she is Monita. She is Galang's classmate. Look at what she is holding. Yes, her hands are busy holding food. Later on we will ind out what foods are on Monitas' hands.*"

Kegiatan Inti

Section 1 – Say What You Know

- Tujuan dari kegiatan di Section 1 adalah untuk menambah penguasaan kosakata dan membantu peserta didik untuk mendapatkan gambaran umum tentang konteks yang dibangun pada unit ini.
- Peserta didik diminta memikirkan cemilan kesukaan mereka yang digunakan sebagai pengetahuan dasar dalam mempelajari Unit 2.

  Bahasa guru:

  "*What is your favorite snack?*"

  "*Do you like ....*"

- Peserta didik diminta untuk mencari tahu cara membuat cemilan kesukaan mereka.

  Bahasa guru:

  "*Do you make your own favorite snack?*"

  "*How do you make it?*"

Section 2 – Reading

- Guru meminta peserta didik untuk memperhatikan gambar pisang goreng.

- Guru meminta peserta didik untuk mencari tahu tekstur, rasa, warna, dan dekorasi dari pisang goreng lalu menuliskannya dalam Worksheet 2.12.

  Bahasa guru:

  "Look at the picture of banana fritters. Does it look good?"

  "What is the texture of banana fritters? How about the taste? Is it sweet? Or is it spicy?"

  "Look at the color of banana fritters. What is the color? Does it look appetizing?"

  "How about the decoration? What is on top of banana fritters?"

- Guru meminta peserta didik untuk membaca teks tentang cemilan favorit Galang.
- Guru membantu peserta didik lebih memahami teks dengan memberikan penjelasan lebih lanjut mengenai kosa kata yang asing bagi peserta didik.

  Bahasa guru:

  "*Let's read the text 'Galang's favorite snack' a text about Galang's favorite snack. Galang's favorite snack is banana fritters. Her mother makes banana fritters almost every afternoon. Almost means* hampir."

- Guru meminta peserta didik untuk mengisi Worksheet 2.13 dimana peserta didik diminta untuk mencari tahu apakah pernyataan yang tertulis sesuai dengan isi teks atau tidak.

  Bahasa guru:

  "*Please open Worksheet 2.13. In this worksheet, you have to read and match the statements with the text. If the statement matches with the text, you can write T in the bracket. Then, if you think that the statement does not match with the text, you can write F in the bracket.*"

Jawaban Worksheet 2.13

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

Section 3 – Reading

- Guru meminta peserta didik untuk membaca daftar belanjaan Monita dan menebak kue apa yang akan Monita buat berdasarkan daftar belanjaannya.

  Bahasa guru:

  "*Here's Monita's shopping list. What should Monita buy?*"

  "*From what Monita bought, can you guess what she will make with those ingredients?*"

- Guru meminta anak untuk membaca teks tentang deskripsi kue Black Forest yang dibuat Monita.

  Bahasa guru:

  "Look at the picture of Monita. In the picture, Monita describes her Black Forest cake."

- Guru meminta peserta didik untuk mengingat kembali isi teks '*Galang's Favorite Snack*' .
- Guru kemudian meminta peserta didik untuk mengisi Worksheet 2.14 sesuai dengan teks deskripsi tentang kue Black Forest.

  Bahasa guru:

"Do you still remember the taste of Black Forest cake? If you do not remember the taste of it, you can take a look again at the previous text and write it on the Worksheet 2.14. Please answer all the boxes based on the previous text."

Jawaban Worksheet 2.14

Taste	: super great and sweet
Colors	: white, red, and chocolate
Texture	: spongy and fluffy
Toppings	: white whipped cream, red cherries, and chocolate curls.

- Guru meminta peserta didik untuk menjawab semua pertanyaan pada Worksheet 2.15.

  Bahasa guru:

  "*Please take a look at Worksheet 2.15. There are some questions related to the previous text which you have to answer.*"

Jawaban Worksheet 2.15

1. Several layers.
2. White whipped cream, red cherries, and chocolate curls.
3. Super great.
4. Tea.
5. We can get the recipe by DMing her through her instagram @monichan.

Section 4 – Your Turn: Reading

- Guru meminta peserta didik untuk membaca teks yang tersedia tentang dua makanan favorit.
- Guru meminta peserta didik untuk mengisi semantic web sesuai dengan teks yang telah dibaca.

  Bahasa guru:

  "*Please read both of the text and do the task in Worksheet 2.16 with your group. Answer all the bubbles based on the second text which talk about rujak. As for the example, you can see the previous bubbles that have been answered for you.*"

Jawaban Worksheet 2.16

Origin	: Indonesia
Taste	: sweet, hot, and spicy
Ingredient	: various sliced fruits
Dressing	: spicy palm sugar

Kriteria Penilaian

• 25 poin untuk setiap jawaban benar.

• Total jawaban benar 4 = 100 poin.

Section 5 – Language Focus

- Guru meminta peserta didik untuk mengerjakan Worksheet 2.17 dengan cara memberi lingkaran pada jawaban yang benar.

  Bahasa guru:

  "*Open Worksheet 2.17. Please circle the right article for each number. You can take a look at your note that you have made.*"

Jawaban Worksheet 2.17

1. an	5. a
2. an	6. an
3. a	7. a
4. an	8. a

Did You Know?

Tea Time



Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.

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. Secret Recipe

Pertemuan Ke-1 s/d Ke-7

Unit 3. A Secret Recipe

Kegiatan Awal

- Guru mengulas kembali materi pada Chapter 1. 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 1.

  Bahasa guru:

  "*Good morning, everyone. Welcome back to my English lesson. In Chapter 1 we have learned a lot about how to introduce ourselves, how to introduce someone, how to talk about hobbies, and how to write a description of a photograph.*"

- Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini. Makanan dan minuman khas Indonesia tidak perlu diterjemahkan ke dalam Bahasa Inggris, kecuali sudah ada padanan katanya.

  Bahasa guru:

  "*Today we are coming to a new topic. It is about food and drinks. It is in Chapter 2 of the book. The title is "Culinary and Me". Are you familiar with the word 'culinary'? Yes, I guess you often hear the word in Indonesian language 'kuliner'. What does it mean? Yes, it means food and drinks. So, what can culinary and me mean? Yes, it is about my favorite and not favorite food and drinks.*"
- Guru memperlihatkan gambar Monita pada halaman awal Chapter 2.

  Bahasa guru:

  "*Do you remember this girl? Yes, she is Monita. She is Galang's classmate. Look at what she is holding. Yes, her hands are busy holding food. Later on we will ind out what foods are on Monitas' hands.*"

Kegiatan Inti

Section 1 – Say What You Know

- Guru meminta anak untuk menjawab beberapa pertanyaan sederhana tentang peralatan dan bahan-bahan yang digunakan ketika memasak.
- Tujuan dari diskusi ini adalah agar peserta didik dapat mencoba menyebutkan alat dan bahan yang dibutuhkan ketika membuat sesuatu.

  Bahasa guru:

  "*Do you help your parents in the kitchen?*"

  "*If yes, what food do you cook with your mom?*"

  "*What utensils do you need when you cook those foods?*"

  "*What ingredients do you need to cook it?*"
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Language Focus

- Guru menunjukkan Picture 2.7.
- Guru memberikan informasi umum mengenai Picture 2.7, misalnya menanyakan tentang nama peralatan yang sering mereka pakai ketika memasak.
- Guru meminta peserta didik untuk memberi nama pada peralatan yang tersedia dalam Picture 2.7 sesuai dengan kata kata yang tersedia di dalam tabel pada Tabel 2.2.

  Bahasa guru:

  "*Do you know the name of this utensil?*"

  "*Do you use this kind of utensil when you are cooking?*"

- Guru memberikan penjelasan singkat tentang fungsi dari peralatan yang tertulis dalam Tabel 2.2
- Guru meminta peserta didik untuk mengisi Worksheet 2.18 berdasarkan pengalaman atau background knowledge mereka.

  Bahasa guru:

  "*Let's take a look at the words on the table on Worksheet 2.18. We use these utensils to make something. Can you think of what these utensils are for? Write the answer on Worksheet 2.18.*"

Jawaban Worksheet 2.19

1. make soup.	2. Cut
scoop the rice.	turn on
wipe something.	put

- Guru meminta peserta didik untuk mengerjakan Worksheet 2.19.

  Bahasa guru:

  "*Look at worksheet 2.19. In this worksheet, you can see the action verb and the description. Please match the action verb and the description by making a line.*"

Jawaban Worksheet 2.19

1. c	5. g
2. b	6. d
3. h	7. f
4. e	8. a

Section 3 – Reading

- Guru menjelaskan makna kata yang tersedia dalam kotak.
- Guru meminta peserta didik untuk mengamati Picture 2.9
- Guru meminta peserta didik untuk melabeli gambar dengan kata yang tersedia dalam kotak.

  Bahasa guru:

  "*As you know, utensils are something that you use to make something.*"

  "*What about ingredients? Do you know what ingredients are?*"

  "*How about cooking steps?*"

  "*I'm sure that all of you know what utensils, ingredients, and cooking steps are. Now, it's your job to label the picture with the words on the box. Write utensils if you think that those are utensils.*"
- Guru meminta peserta didik untuk mengisi Worksheet 2.21 dengan temannya.

  Bahasa guru:

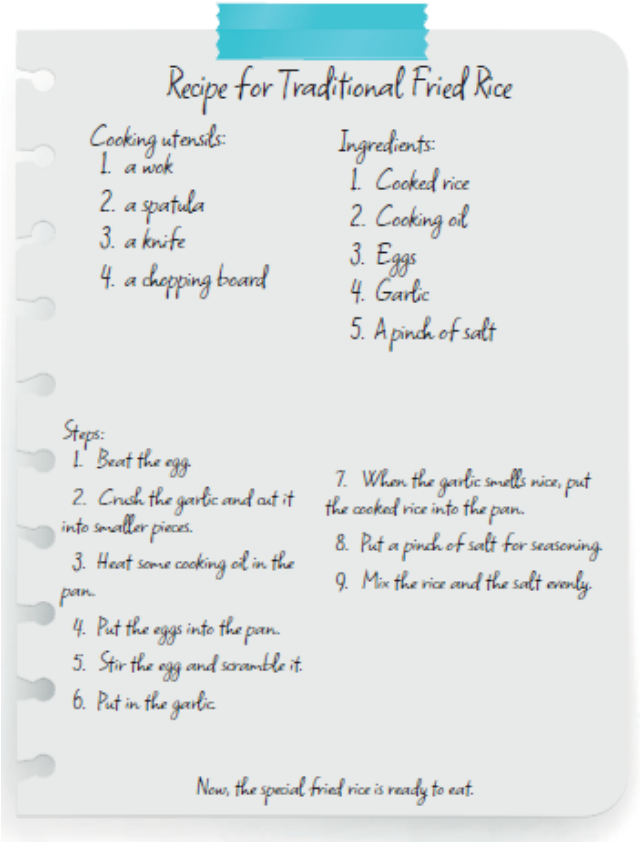
  "*Please work in pairs and answer the questions on the Worksheet 2.21.*"
- Guru meminta peserta didik untuk membuka Worksheet 2.23.
- Guru meminta peserta didik untuk menuliskan langkah langkah membuat bubur instan.

  Bahasa guru:

  "*After you and your friend answer the Worksheet 2.22, you have to write the steps on how to make an instant bubur. Write the steps of making instant bubur on the Worksheet 2.23.*"

Section 4 – Reading

- Guru meminta peserta didik untuk membaca teks dengan judul ‘Recipe for Indonesian Fried Rice’.
- Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih lanjut.



Recipe for Traditional Fried Rice

Cooking utensils:
1. a wok
2. a spatula
3. a knife
4. a chopping board

Ingredients:
1. Cooked rice
2. Cooking oil
3. Eggs
4. Garlic
5. A pinch of salt

Steps:
1. Beat the egg.
2. Crush the garlic and cut it into smaller pieces.
3. Heat some cooking oil in the pan.
4. Put the eggs into the pan.
5. Stir the egg and scramble it.
6. Put in the garlic.
7. When the garlic smells nice, put the cooked rice into the pan.
8. Put a pinch of salt for seasoning.
9. Mix the rice and the salt evenly.

Now, the special fried rice is ready to eat.

- Setelah membaca teks, guru meminta peserta didik untuk mengurutkan cara-cara membuat nasi goreng.

  Bahasa guru:

  “*After you inish reading the text, please open Worksheet 2.24. In this worksheet, you should arrange the steps based on what you have read.*”

Jawaban Worksheet 2.24

8 – 5 – 7 – 1 – 6 – 2 – 4 – 3

- Guru menjelaskan struktur dari teks prosedur.

  Bahasa guru:

  “*Procedural texts can be used to describe activities that include several steps to achieve the goal, such as cooking, making origami, and ordering online food. In the text, we have learned the steps of making fried rice.*

  Table 2.3 on shows the structure of a procedural text.”

- Setelah menjelaskan tentang teks prosedur, guru meminta peserta didik untuk mengobservasi sebuah teks prosedur pada Table 2.4.

  Bahasa guru:

  "*Now let's take a look at Table 2.4. Please observe the structure of the text.*"

- Guru membahas struktur teks pada Table 2.4.

  Bahasa guru:

  "*As we can see, the text has a structure. The goal of the activity is cooking fried rice, materials which include a list of ingredients or tools to make a fried rice, steps to make a fried rice, and we can also add some comments.*"

Section 5 – Language Focus

- Guru menjelaskan tentang kalimat imperatif.

  Bahasa guru:

  "*Imperative sentences can be used to give a command or instruction to tell us to do something. The form of an English imperative sentence uses the base verb with no subject. It may end with a full-stop/period (.) or an exclamation mark/point (!).Imperative sentences can be in positive or negative form, and can refer to present or future time.*

  Look at the Table 2.5 as examples."

- Guru meminta peserta didik untuk mengerjakan Worksheet 2.24.

  Bahasa guru:

  "*After you understand the imperative sentence, now it's time for you to make it.*"

Jawaban Worksheet 2.24

1. Take some eggs from the fridge.
2. Peel and cut the carrot.
3. Buy some vegetable oil.
4. Don't forget to prepare some plates for dinner.
5. Wash your hands.
6. Don't forget to get some spoons from the kitchen.
7. Wash the pan.
8. Eat your fried rice.

Section 6 – Writing

- Guru meminta peserta didik untuk membuka Worksheet 2.25 dan mengerjakannya.

  Bahasa guru:

  "*Please arrange the steps of how to make banana fritters on the Worksheet 2.25.*"

Jawaban Worksheet 2.25

3 – 2 – 1 – 6 – 4 – 5

- Setelah mengurutkan gambar tentang langkah-langkah membuat pisang goreng, guru meminta peserta didik untuk menulis langkah langkah untuk membuat pisang goreng.

  Bahasa guru:

  "*Now, everyone please take a look at Worksheet 2.26. You all have to write the process of making banana fritters.*"

Jawaban Worksheet 2.26

Structure	Text
The goal of the activity (Say what you are trying to do or make)	Making banana fritters
Materials (List ingredients or tools)	Cooking utensils: 1. Bowl 2. Pan Ingredients: 1. Banana 2. Flour 3. Sugar 4. Water 5. Topping
Steps (List steps of the activity)	Steps: 1. First, peel the banana 2. Put enough sugar and flour in the bowl. 3. Third, pour enough water into the bowl with sugar and flour. 4. Put the banana into the bowl. 5. Then, fry the banana. 6. Finally, add some topping to the banana fritters.
Comment	Now, special banana fritters are ready to eat.

Section 7 – Your Turn: Writing

- Guru meminta peserta didik untuk memberi tanda ceklis pada setiap bahan dan alat untuk membuat ubi goreng.

  Bahasa guru:

  "*Today we are going to make sweet potato fritters. Please put a tick on ingredients and tools that you need to make it.*"

Jawaban Worksheet 2.27

Ingredients:	Tools:
• sweet potato	• a spatula,
• Milk	• a shieve,
• flour	• a pan,
• Sugar	• a stove.
• Cooking oil	

- Guru mengarahkan peserta didik untuk memilih kata kerja yang mereka butuhkan ketika membuat teks prosedur tentang bagaimana cara membuat ubi manis goreng.

  Bahasa guru:

  "*After you choose the ingredients and tools that you need to make sweet potato fritters, you have to choose the action verb that you need to make a procedural text. You can choose the verb on Worksheet 2.26.*"



Jawaban Worksheet 2.28

pour, pour, put into, stir, fry, take out.

- Guru meminta peserta didik untuk menulis resep lengkap dalam membuat ubi manis goreng.

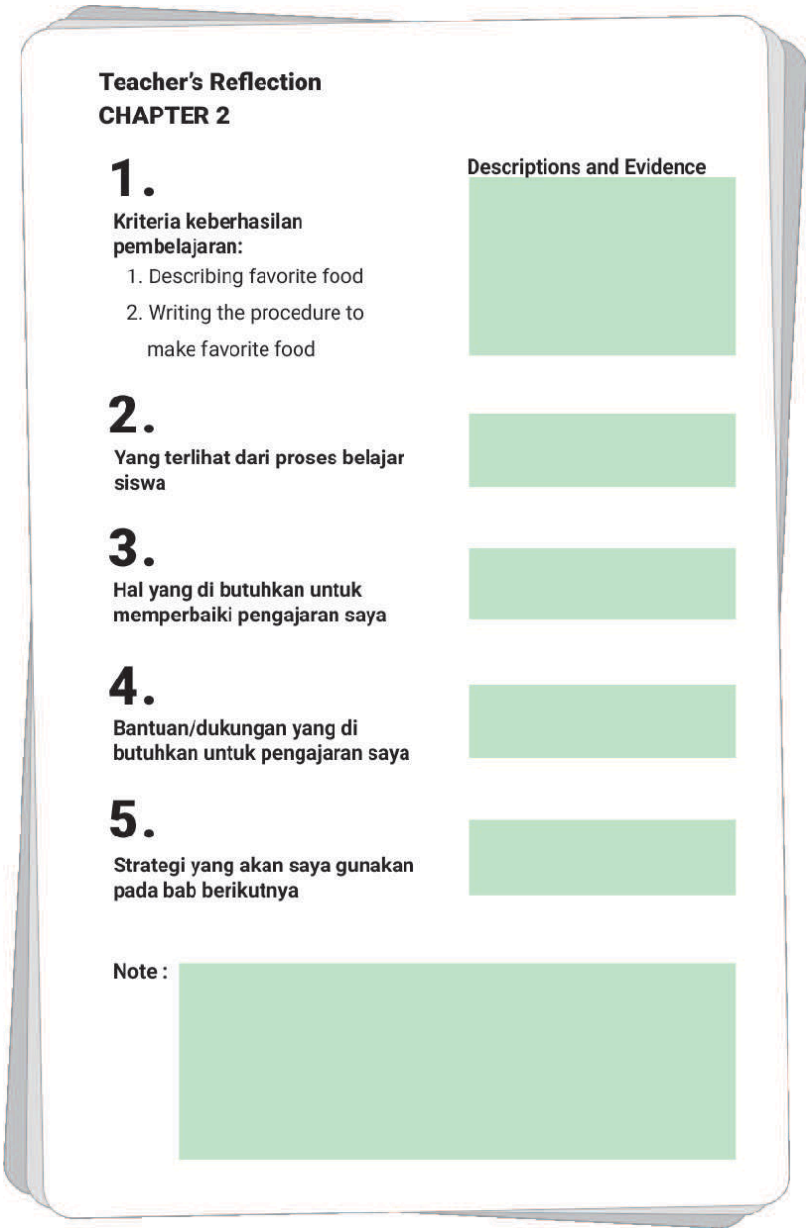
  Bahasa guru:

  "*Now, please write your own text on how to make sweet potato fritters on the Worksheet 2.29.*"

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

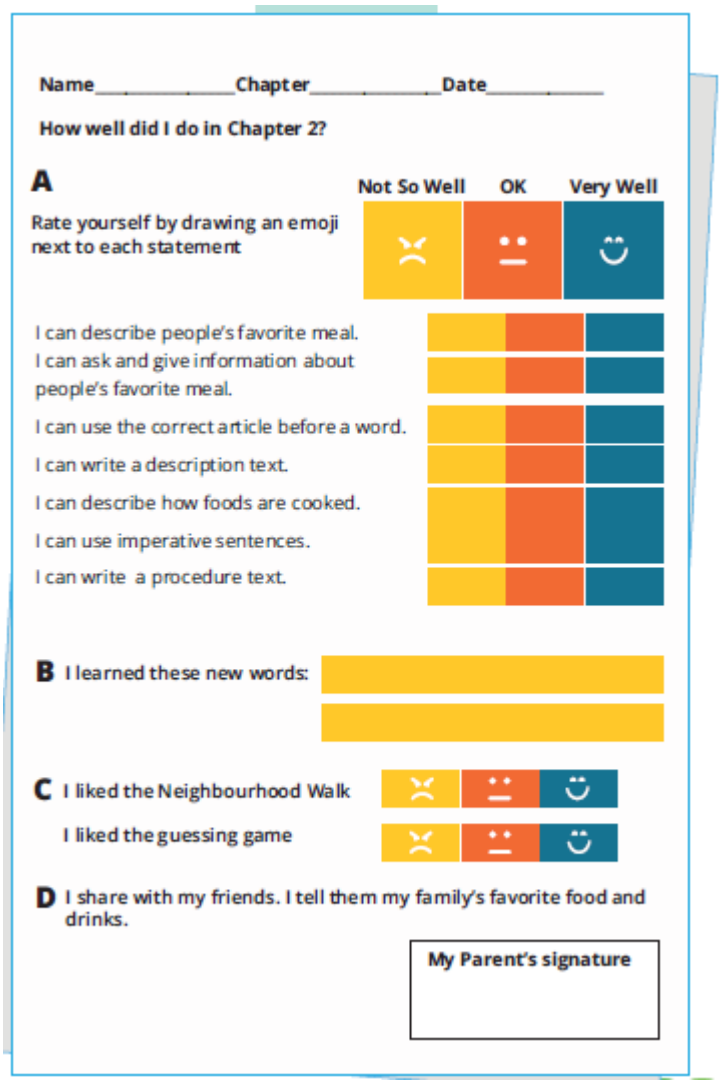


Teacher's Reflection
CHAPTER 2

	Descriptions and Evidence
1. **Kriteria keberhasilan pembelajaran:** 1. Describing favorite food 2. Writing the procedure to make favorite food	
2. **Yang terlihat dari proses belajar siswa**	
3. **Hal yang di butuhkan untuk memperbaiki pengajaran saya**	
4. **Bantuan/dukungan yang di butuhkan untuk pengajaran saya**	
5. **Strategi yang akan saya gunakan pada bab berikutnya**	

Note :

Learning Reflection



Name_____Chapter_____Date_____

How well did I do in Chapter 2?

A Rate yourself by drawing an emoji next to each statement

	Not So Well	OK	Very Well
I can describe people's favorite meal.			
I can ask and give information about people's favorite meal.			
I can use the correct article before a word.			
I can write a description text.			
I can describe how foods are cooked.			
I can use imperative sentences.			
I can write a procedure text.			

B I learned these new words:

C I liked the Neighbourhood Walk

I liked the guessing game

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

My Parent's signature

G. ASESMEN / PENILAIAN

Kriteria Penilaian

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

Rubrik Penilaian

1. Sikap

a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?

b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?

c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?

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

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				

2				
3				
4				

Jurnal Penilaian Sikap Spiritual

Nama Sekolah : SMP .....

Kelas/Semester : VII/I

Tahun Pelajaran : 2022/2023

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

Jurnal Penilaian Sikap Sosial

Nama Sekolah : SMP .....

Kelas/Semester : VII/I

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/I

Tahun Pelajaran : 2022/2023

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

Lembar Penilaian Diri Siswa (Likert Scale)

Nama Teman yang dinalai : .....

Nama penilai : .....

Kelas/Semester : VII/I

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

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

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Lembar Penilaian Diri Siswa (Likert Scale)

Nama : .....

Kelas : .....

Semester : .....

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

No	Pernyataan	Skor			
		1	2	3	4
1.	Teman saya berkata jujur kepada orang lain				
2.	Teman saya mengerjakan ulangan dengan jujur				
3.	Teman saya mentaati tata-tertib sekolah				
4.					
5.					

Keterangan:

1 = sangat jarang

2 = jarang

3 = sering

4 = selalu

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama : .....

Kelas : .....

Petunjuk:

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

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

Penilaian Antarteman Selama Kegiatan Diskusi Kelompok

Nama Teman 1 : .....

Nama Teman 2 : .....

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		

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. My Favorite Food

Enrichment: Show and Tell

Kegiatan ini adalah pengayaan bagi peserta didik yang siap untuk melakukannya. Kegiatan ini dapat diadaptasi sesuai dengan lingkungan dan peralatan yang dimiliki peserta didik.

- Peserta didik diminta untuk memilih salah satu makanan atau minuman yang sangat disukainya. Peserta didik memotret makanan atau minuman tersebut dan menempelkannya pada kertas karton.
  Bahasa guru:
  "Think of your most favorite food or drink. Take a picture of the food or the drink, and put it on a piece of paper so that your friends in the classroom can see it. You can decorate the paper."
- Guru meminta peserta didik menunjukkannya kepada kelas dan mendeskripsikan makanan atau minuman kesukaannya.

Unit 2. My Favorite Snack

Enrichment: Guessing Game

Jawaban Guessing Game

What is it?
It is an Indonesian traditional dessert.
It is made of banana, brown sugar, coconut milk, and pandanus leaf.
It is very popular in the holy month of Ramadan.
Kolak

What is it?
It is an Indonesian traditional snack.
It is made of banana.
It is deep fried in hot oil.
Some people add chocolate sprinkles on top of it.
Banana fritters

What is it?
It is one of the very popular chocolate cakes.
It is made of layered sponge cakes.
Usually, it is covered with whipped cream and topped with some cherries.
Black forest cake

What is it?
It is an Indonesian traditional iced dessert.
It contains rice flour jelly, coconut milk, and palm sugar syrup.
It tastes creamy and sweet.
Cendol

Unit 3. A Secret Recipe

Enrichment: Writing

- Guru meminta peserta didik untuk mencari tahu cara, alat, dan bahan untuk membuat *stir fry vegetable*.
  Bahasa guru:

"*Now you have inished writing the sweet potato fritters recipe. Today, I want you to ind out the utensils you use, the ingredients you need, and the steps of how to make stir fry vegetables.*"

- Guru meminta peserta didik untuk membuat kerangka teks dari hasil pencarian mereka.
  Bahasa guru:
  "*Now, please make an outline for your recipe.*"
- Guru meminta peserta didik untuk menulis teks prosedur.
  Bahasa guru:
  "*Write your own recipe based on the outlines that you made.*"

Remedial

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

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 1. My Favorite Food

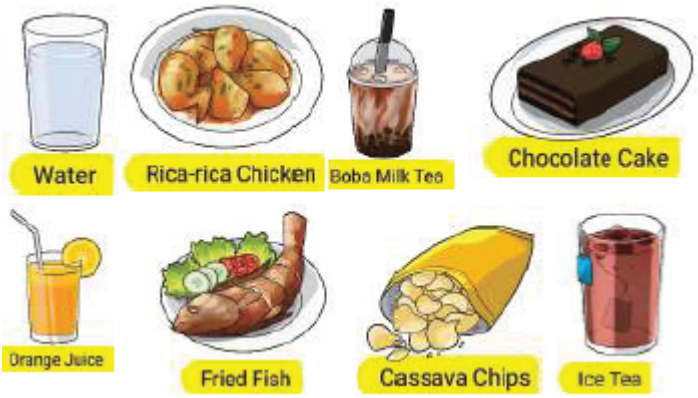
Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know

a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the **Wordbox**.





Worksheet 2.1

b. Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories. See the Wordbox.

Main meal	
Snack	
Drink	

Worksheet 2.2

c. What are your favorite food and drink? Write your answers in Worksheet 2.3.

Main meal	
Snack	
Drink	

Worksheet 2.3

Did You Know?

Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/

Section 2 – Reading

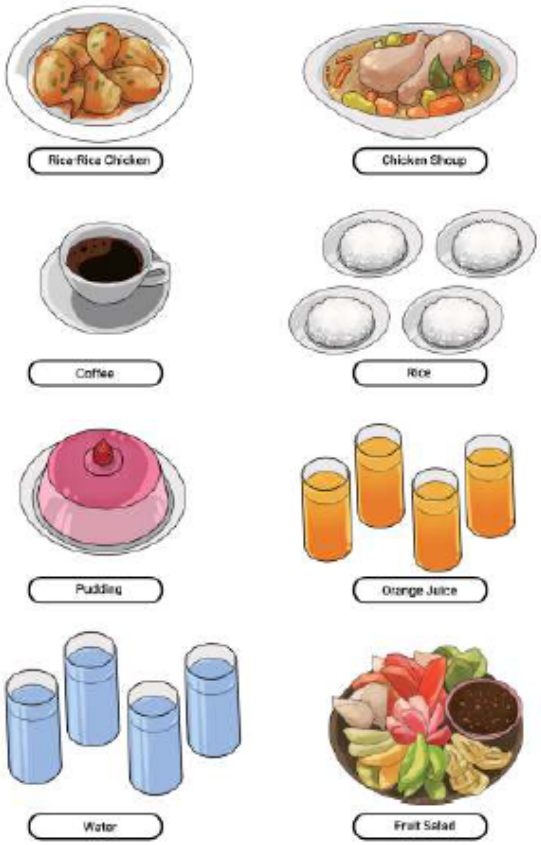
Circle the correct words to complete the sentences. Number one has been done for you.

1. Monita loves ... for snacks.
   a. Banana Fritters
   b. Fried rice.
2. Galang and Monita like ...
   a. Banana fritters
   b. Donuts
3. Galang is having breakfast ...
   a. At home
   b. At school
4. Galang has ... to drink.
   a. Water
   b. Sweet tea

Worksheet 2.4

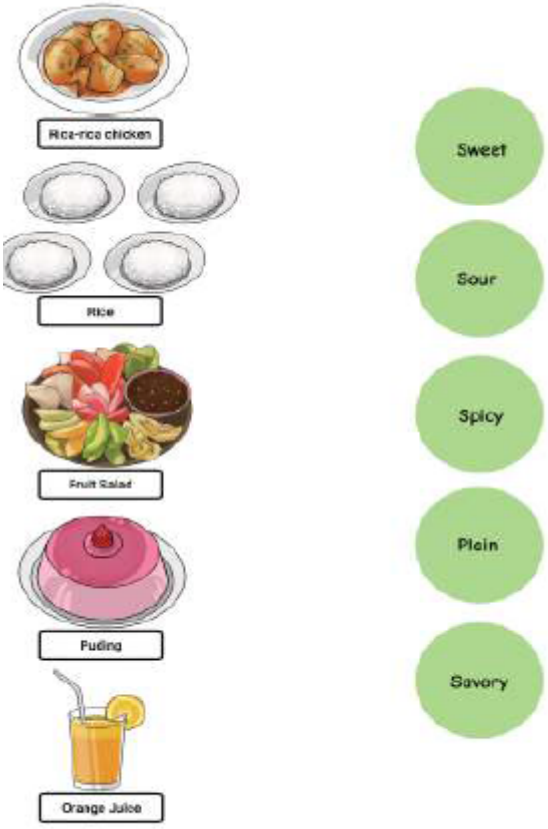
Section 3 – Your Turn: Listening

Listen again to Audio 2.2. Identify food and drinks that are not on Monita's dining table. Circle the words on Worksheet 2.5.



Worksheet 2.5

Draw a line from each taste to the food.



Worksheet 2.6

Section 4 – Speaking

Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.

1. It's tea with sugar. It's sweet.
2. _____
3. _____
4. _____
5. _____

Worksheet 2.7

Section 5 – Speaking

Make a list of your favorite food and drinks. Ask your friend if she/he likes the same food. Write Yes if she/he likes it and No if she/he doesn't like it. Listen to the Audio 2.5 for example.



No	Main Meal/Snacks/Drinks	Like/Don't Like
1.		
2.		
3.		
4.		
5.		

Worksheet 2.8

Section 6 – Your Turn: Speaking

Write the food and drinks you like and you don't like in the table below.

	Food and Drink	
	I like	Don't Like
Main Meal		
Snacks		
Drinks		

Worksheet 2.9

Section 7 – Speaking

Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

Worksheet 2.10

Share your indings with your friends.

1. My father likes _____
2. My mother likes _____
3. My sister doesn't like _____
4. My sister likes _____
5. _____

Worksheet 2.11

LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 2. My Favorite Snack

Nama :

Kelas :

Petunjuk!

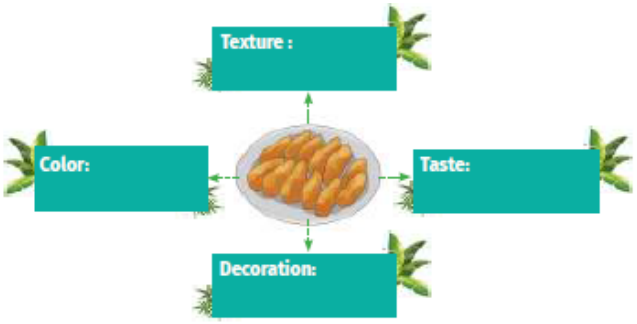
Section 1 – Say What You Know

a. What is your favorite snack?

b. Do you make your own favorite snack?

Section 2 – Reading

a. Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?



Worksheet 2.12

b. Write true or false for each statement based on the text.

1. Banana fritters taste savory. (___)
2. Banana fritters are very soft outside. (___)
3. Galang loves grated cheese for topping. (___)
4. Galang's mom makes banana fritters for breakfast. (___)
5. Galang's mom uses a frying pan to make banana fritters. (___)

Worksheet 2.13

Section 3 – Reading

Fill in the blanks in the mind map based on the text in Picture 2.6.



Worksheet 2.14

Answer the questions based on the text in Picture 2.6.

1. How many layers does Monita's cake have?
   _____
2. What are the toppings?
   _____
3. How does the cake taste?
   _____
4. What kind of drinks does she have when she eats the cake?
   _____
5. Where can we get the recipe?
   _____

Worksheet 2.15

Section 4 – Your Turn: Reading

Work with a classmate. Mind map the texts below. See the Wordbox.

My favorite food is Pecel.
Pecel is a traditional Javanese salad.
It consists of various boiled vegetables.
It uses peanut sauce as a dressing.
The taste is a combination of sweet and spicy.



Origin: Java

Dressing:
Peanut Sauce

Ingredients:
various boiled
vegetables

Taste:
a Combination of
sweet and spicy

My Mom loves Rujak.

Rujak is a well-known dish in Indonesia.

It is a mixture of various sliced fruits.

It uses spicy palm sugar as a dressing.

The taste is sweet, hot, and spicy.



Origin:

Dressing:

Ingredients:

Taste:

Worksheet 2.16

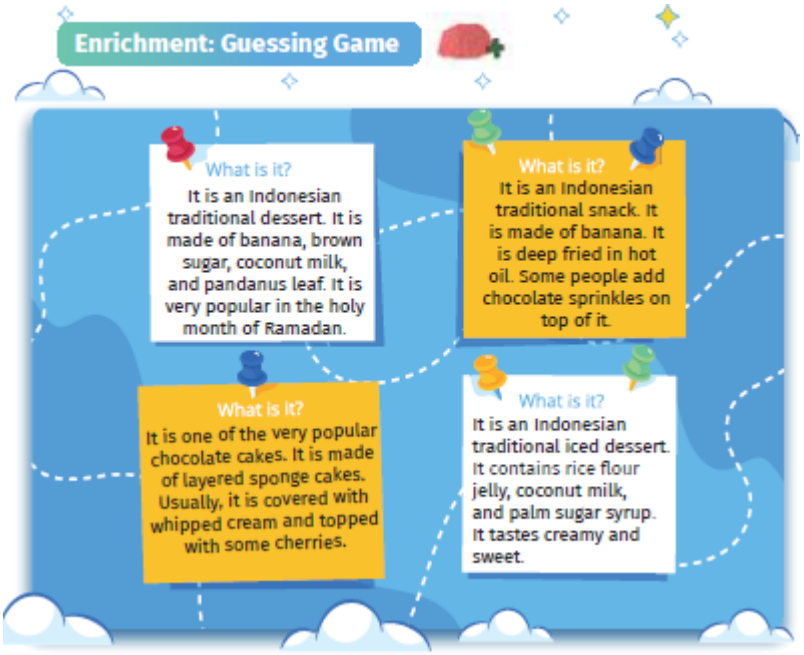
Section 5 – Language Focus

Circle the article in the brackets *(a/an)* that completes each sentence correctly. See the Wordbox.

1. Monita needs (a/an) oven to bake the cake.
2. It takes (a/an) month for Monita to learn to make a black forest.
3. Would you like (a/an) pack of cassava chips?
4. There is (a/an) orange in the fridge.
5. Can I have (a/an) bowl of soup, please?
6. There is (a/an) egg in the basket.
7. Monita's father makes (a/an) plate of fried rice for breakfast.
8. Monita is reading (a/an) recipe.

Worksheet 2.17

Enrichment: Guessing Game



LEMBAR KERJA PESERTA DIDIK (LKPD)

Unit 3. A Secret Recipe

Nama :

Kelas :

Petunjuk!

Section 1 – Say What You Know



Picture 2.7 Cooking

a. Do you help your parents in the kitchen?

b. Name three cooking utensils you can ind in the kitchen.

c. Name three cooking ingredients you can ind in the kitchen

Section 2 – Language Focus

Work with a friend and discuss the following questions

1. What do you do with the utensils in the kitchen?
   I use the ladle to _____
   I use the spoon to _____
   I use a napkin to _____
2. What do you do with the ingredients in the kitchen?
   I _____ the vegetable into small pieces.
   I _____ the stove to start cooking.
   I _____ the oil into the pan.

Worksheet 2.18

Now, match the action verbs on the left column and the suitable description on the right column. See the Wordbox.

1. heat	a. the carrot and the potato
2. cut	b. the vegetable into small pieces
3. stir	c. the oil in the pan
4. mix	d. the water into the pan
5. turn on	e. the salt into the fried rice for seasoning
6. pour	f. the rice and the egg in the pan
7. put in	g. the stove
8. peel	h. the butter and flour mixture well

Worksheet 2.19

Section 3 – Reading

Learn the words in the box. Then, label Worksheet 2.20 with the correct words from the box.

utensils | ingredients | cooking steps



Worksheet 2.20

Work with a friend and answer the following questions.

1. What are the contents of the Instant Bubur pack?

_____

2. How many steps are there to make the Instant Bubur?

_____

3. What utensils do you need to make the Instant Bubur pack?

_____

Worksheet 2.21

Discuss with your friend to write the cooking steps.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Worksheet 2.22

Section 4 – Reading

Number the order of the cooking steps based on the text.



Worksheet 2.23

Section 5 – Language Focus

Giving instructions.

Function:

Giving a command or instruction is to tell us to do something

Form:

The form of an English imperative sentence uses the **base verb** with **no subject.** It may end with **a full-stop/period (.)** or an exclamation mark/point **(!)**. Imperative sentences can be in **positive** or **negative** form, and can refer to **present** or **future** time. Look at these examples:

Positive imperative	Negative imperative
Heat the oil in the pan. Cut the garlic into small pieces.	Don't forget to put in some salt. Don't put chili in the fried rice.

Write an instruction for the following situations. See the Wordbox.

1. Situation:
   Monita's mom wants her to help by taking some eggs from the fridge.
   Answer: Take some eggs from the fridge.
2. Situation:
   Monita and her mom are in the kitchen. She wants Monita to peel and cut the carrot to make vegetable soup.
   Answer:
   _____
3. Situation:
   Ibu Posma asks Sinta to buy cooking oil.
   Answer:
   _____

4. Situation:
   Ibu Posma asks Galang to prepare some plates for dinner.
   Answer:
   _____
5. Situation:
   Sinta asks Ara to wash her hands.
   Answer:
   _____

Worksheet 2.24

Section 6 – Writing

a. Put the following process into the correct order.



Worksheet 2.25

b. Write the process of making banana fritters. You can use f**irst, second, then, next,** and **inally** to indicate the order.

Structure	Text
The goal of the activity (Say what you are trying to do or make)	.....
Materials (List ingredients or tools)	Cooking utensils: ..... Ingredients: .....
Steps (List steps of the activity)	.....
Comment	.....

Worksheet 2.26

Section 7 – Your Turn: Writing

a. You are going to write a recipe for making sweet potato fritters. Put a tick on the picture of the ingredients and tools that you need.



Worksheet 2.27

b. Underline the suitable action words/verbs that you need to write your procedural steps. See the Wordbox.

mix	break	fry
boil	stir	take out
pour	spread	clean
put into	prepare	wash

Worksheet 2.28

c. Now, complete the recipe for making sweet potato fritters

Sweet potato fritters recipe

Cooking utensils: _____
_____
_____

Ingredients: _____
_____
_____

Cooking steps:
_____
_____
_____
_____
_____
_____
_____

Enrichment: Writing

a. Planning and brainstorming.

1. Think about the vegetables that you want to cook and other ingredients that you may need.
2. Think about the utensils that you need.
3. Think about the steps of making it.

Worksheet 2.30

b. Outlining and drafting.

The goal of the activity (The type of cooking you want to make)	.....
Materials (A list of ingredients and utensils that you need)	.....
Steps (The steps of making it)	.....
Comment	

Worksheet 2.31

c. Writing and editing.

Now, write your procedural text here.



Worksheet 2.32

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

Unit 1 - Section 1.a

fried rice = *nasi goreng*

chips = *keripik*

fried ish = *ikan goreng*

sweet tea = *teh manis*

Unit 1 - Section 1.b

main meal = *makanan utama*

breakfast = *sarapan*

lunch = *makan siang*

dinner = *makan malam*

Unit 1 - Section 3.a

banana fritters = *pisang goreng*

hurry = *buru-buru*

chew = *kunyah*

"What are you having, Monita?" = *"Apa yang kamu punya, Monita?"*

"I woke up late" = *"Aku bangun kesiangan."*

"I hurried to school so that I didn't have time for having breakfast at home" = *"Aku buru-buru ke sekolah jadi aku tidak punya waktu untuk sarapan."*

"Chew your food slowly" = *"Kunyah makanan mu pelan-pelan."*

Unit 1 - Section 2.a

promotion = *promosi*

delicious = *enak*

"I have cooked special food for our lunch" = *"Saya sudah memasak makanan spesial untuk makan siang kita."*

"What are we celebrating?" = *"Apa yang kita rayakan?"*

Unit 1 - Section 3.c

taste = *rasa*

plain = *hambar*

spicy = *pedas*

savory = *gurih*

sour = *kecut*

soft = *lembut*

"What does the rica-rica chicken taste like?" = *"Bagaimana rasa ayam rica-rica?"*

Unit 1 - Section 4.a

crunchy = *garing*

sticky = *lengket*

greasy = *berminyak*

bitter = *pahit*

salty = *asin*

Unit 1 - Section 6.a

"What do you like having for your main meal?" = *"Apa makanan utama yang kamu suka?"*

Unit 2 - Section 2.b

golden brown = *coklat keemasan*

almost = *hampir*

grated cheese = *keju parut*

palm sugar = *gula aren*

Unit 2 - Section 3.b

wink = *mengedipkan sebelah mata*

layers = *lapisan*

several = *beberapa*

spongy = *kenyal*

luffy = *empuk*

Unit 2 - Section 4

various = *beragam/ beraneka macam*

boiled = *direbus*

dressing = *saus (untuk salad)*

combination = *kombinasi*

well-known = *terkenal*

mixture = *campuran*

sliced = *potongan/irisan*

ingredient = *bahan*

origin = *asal (dari)*

Unit 2 - Section 5

bake = *memanggang*

fridge = *kulkas*

basket = *keranjang*

recipe = *resep*

Unit 3 - Section 2.a

ladle = *sendok besar*

spoon = *sendok*

fork = *garpu*

wok = *wajan*

saucepan = *panci*

stove = *kompor*

pan = *wajan datar*

tongs = *penjepit*

knife = *pisau*

napkin = *serbe*

chopstick = *sumpit*

utensils = *peralatan*

ingredients = *bahan-bahan*

Unit 3 - Section 2.c

heat = panaskan

stir = aduk

pour = tuang

peel = kupas

Unit 3 - Section 7.b

boil = mendidihkan

spread = sebarkan

prepare = siapkan

fry = menggoreng

take out = mengeluarkan

Unit 3 - Section 4.a

beats = *mengaduk (misalnya telur)*

crushes = *menghancurkan*

smaller = *lebih kecil*

scrambles = *mengorak-arik*

ingredients = *bahan-bahan*

evenly = *merata*

cooked rice = *nasi matang*

cooking oil = *minyak*

a pinch of salt = *sejumput*

garam

ready to eat = *siap untuk*

disantap/dimakan

Unit 3 - Section 5

"Monita's mom wants Monita to help her take some eggs from the fridge." = *"Ibunya Monita ingin Monita untuk membantunya mengambil beberapa telur dari kulkas."*

"She wants Monita to peel and cut the carrot to make vegetable soup." = *"Dia ingin Monita untuk mengupas dan memotong wortel untuk membuat sayur sop."*

D. DAFTAR PUSTAKA

Copland, Fiona, Sue Garton, and Anne Burns. "Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. Tesol Quarterly Vol. 48, No. 4 (2014): 738-762.

Derewianka, Beverly. Exploring How Texts Work. Heinemann Educational Books, 1990.

Derewianka, Beverly and Pauline T. Jones. Teaching Language in Context. Oxford University Press, 2016.

Eggins, Suzanne. Introduction to Systemic Functional Linguistics. A&C Black, 2004.

Feez, Susan. "Text-Based Syllabus Design". Interchange No. 34 (1999): 5-11.

Freeman, Donald, et al. "English-for-Teaching: Rethinking Teacher Proiciency in the Classroom". ELT Journal Vol. 69, No. 2 (2015): 129-139.

Gerngross, Günter, Herbert Puchta, and Scott Thornbury. "Teaching Grammar Creatively". ELT Journal Vol. 62, No. 4 (2008): 424-427.

Gibbons, P. (2009). Scaffolding Language, Scaffolding Learning. Portsmouth, NH: Heinemann.

Halliday, M.A.K. and Christian M.I.M. Matthiessen. Halliday's Introduction to Functional Grammar. Routledge, 2013.

Cambridge Assessment English. About the Common European Framework of Reference for Languages (CEFR). https://www.cambridgeenglish.org/exams-and-tests/cefr/#:~:text=The%20Common%20European%20Framework%20of%20Reference%20for%20Languages%20(CEFR)%20is,who%20have%20mastered%20a%20language.

Humphrey, Sally, Louise Droga, and Susan Feez. Grammar and Meaning. Primary English Teaching Association Australia, 2012.

Jewitt, Carey. The Routledge Handbook of Multimodal Analysis. Routledge, 2011.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Kurikulum Merdeka sebagai Opsi Satuan Pendidikan dalam rangka Pemulihan Pembelajaran Tahun 2022 s.d. 2024. https://kurikulum.gtk.kemdikbud.go.id/detail-ikm/

Linse, Caroline T. and David Nunan. Practical English Language Teaching. Young Learners. New York: McGraw-Hill/Contemporary, 2005.

Ninio, Anat and Jerome Bruner. "The Achievement and Antecedents of Labeling". Journal of Child Language Vol. 5, No. 1 (1978): 1-15.

Pinter, Annamaria. Teaching Young Language Learners. Oxford University Press, 2017.

Rahmadhani, Raymon. "Alur Tujuan Pembelajaran SMP Kelas 7". Workshop Finalisasi Alur dan Tujuan Pembelajaran serta Modul Ajar Tahap I dalam Rangka Finalisasi Perangkat Ajar Tahun 2020. Badan Penelitian dan Pengembangan Dan Perbukuan, Pusat Asesmen dan Pembelajaran, Kementerian Pendidikan dan Kebudayaan, Jakarta, 23-26 Maret 2021.

Tyler, Ralph W. and Peter S. Hlebowitsh. Basic Principles of Curriculum and Instruction. University of Chicago Press, 1949.

United Nations. The 17 Goals. https://sdgs.un.org/goals