

ALUR TUJUAN PEMBELAJARAN

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Nama Sekolah : MI ISLAMIYAH PULAK SEGERAN
Mata Pelajaran : BAHASA INGGRIS
Kelas : III
Fase : B
Semester : 1-2
Tahun pelajaran : 2025-2026

Fase B, Umumnya untuk Kelas III dan IV (SD/MI/Program Paket A)

Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana.

ELEMEN	DESKRIPSI
Elemen Menyimak – Berbicara	<p>Pada akhir Fase B, peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.</p> <p><i>By the end of Phase B, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities.</i></p>
Elemen Membaca	<p>Pada akhir fase B, peserta didik memahami kata-kata yang sering digunakan sehari-hari dengan bantuan</p>

<p>– Memirsa</p>	<p>gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. <i>By the end of Phase B, students understand everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.</i></p>
<p>Elemen Menulis – Mempresentasikan</p>	<p>Pada akhir fase B, peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, mereka menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Mereka menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak. <i>By the end of Phase B, students communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments.</i></p>

Unit	Objectives	Language Focus	Profil pelajar Pancasila
<p>1 I like Mi Aceh</p>	<ul style="list-style-type: none"> Students are able to mention food and drink. Students are able to talk about food and drink using like and dislike. 	<ul style="list-style-type: none"> Fried chicken, noodle, rice, meatball, etc. I like You like I don't like Do you like ...? Yes, I like it. No, I don't ilke it. 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis Kreatif
<p>2 I don't like rice</p>	<ul style="list-style-type: none"> Students are able to say food and drink using like and dislike. Students are able to respond written text using likes and doesn't like. 	<ul style="list-style-type: none"> Made likes He likes He doesn't like Cici likes She likes She doesn't like 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis Kreatif
<p>3 I have fried</p>	<ul style="list-style-type: none"> Students are able to mention breakfast, lunch and dinner. Students are able to menti 	<ul style="list-style-type: none"> Joshua has breakfast. They have lunch. Joshua and his family have dinner. 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong

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chicken for breakfast	<p>food and drink for each meal</p> <ul style="list-style-type: none"> Students are able to respond orally and in written teacher's question on their meals. 	<ul style="list-style-type: none"> Cici's family have ... for breakfast. 	<ul style="list-style-type: none"> Mandiri Bernalar Kritis Kreatif
4 Do you like swimming?	<ul style="list-style-type: none"> Students are able to say what they like doing (reading, studying, swimming, watching, singing, playing, riding bike). Students are able to talk about their hobby and their friend's hobby Students are able to respond with yes/no question. 	<ul style="list-style-type: none"> Swimming, reading, Cici likes singing. Do you like swimming? Does Made like ...? 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis Kreatif
5 I like riding a bike on Sunday	<ul style="list-style-type: none"> Students are able to menti names of day. Students are able to talk about they like doing on certain day. 	<ul style="list-style-type: none"> Monday, Tuesday, I like ... on What do you like doing on ...? 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis Kreatif
6 Is it the canteen?	<ul style="list-style-type: none"> Students are able to name rooms at school. Students are able to identify rooms at school. Students are able to use it is and that is. 	<ul style="list-style-type: none"> Is it the canteen? Canteen, classroom, library, prayer room, restroom, schoolyard, computer laboratory, office. 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis Kreatif
7 My class is behind the office	<ul style="list-style-type: none"> Students are able identify the preposition. Students are able to mention the position of rooms at school. Students are able to respond 	<ul style="list-style-type: none"> Where is the library? In, on , under, beside, between, behind, in front of. 	<ul style="list-style-type: none"> Berakhlak Mulya Berkebinekaan Global Gotong Royong Mandiri Bernalar Kritis

