

APPENDICES

Appendix 1 Thesis Guidance

THESIS GUIDANCE CARD

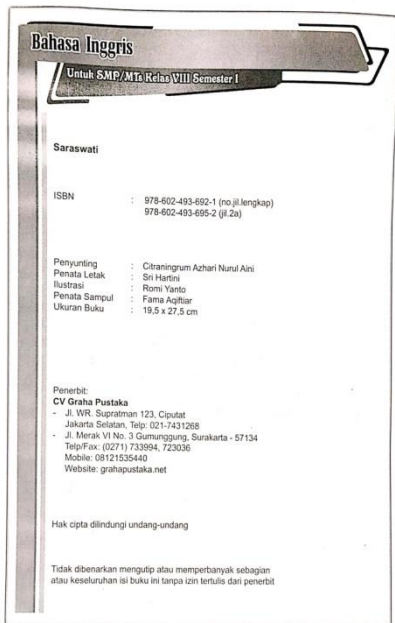
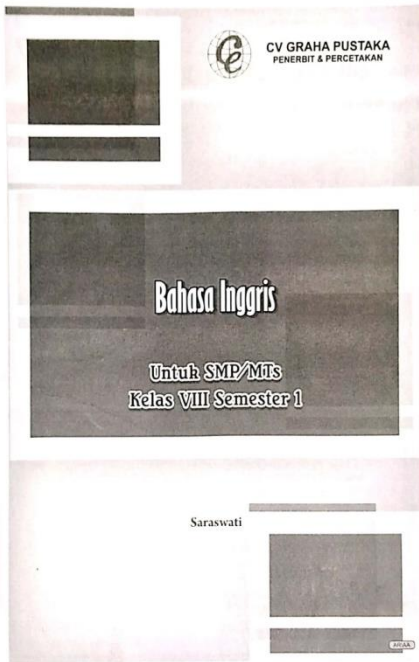
No	Tanggal	Topik	Saran/Komentas	Pembimbing
1	2021-09-21	Pembahasan rencana penelitian	Menentukan topic penelitian	Vega Hesmatantya
2	2021-09-24	Pembahasan rencana penelitian	Menentukan topic penelitian	Sulton Dedi Wijaya
3	2021-10-26	Pengumpulan serta pembahasan draft proposal	Merevisi sesuai dengan feedback yang di berikan	Sulton Dedi Wijaya
4	2021-11-05	Pengumpulan serta pembahasan draft proposal	Merevisi sesuai dengan feedback yang di berikan	Vega Hesmatantya
5	2021-12-07	Pembahasan draft proposal BAB 1	Revisi bab 1 sesuai feedback yang diberikan	Vega Hesmatantya
6	2022-02-14	Pembahasan penelitian baru	Menentukan topic penelitian baru	Vega Hesmatantya
7	2022-03-16	Pembahasan revisi draft proposal	Revisi judul, bab 1, bab2, dan bab 3 sesuai feedback yang	Vega Hesmatantya

			diberikan	
8	2022-03-27	Pembahasan revisi draft proposal	Revisi judul, bab 1, bab2, dan bab 3sesuai feedback yangdiberikan	Vega Hesmatantya
9	2022-05-05	Pembahasanrevisi draft proposal	Revisi judul, bab 1,bab2, dan bab 3 sesuai feedback yangdiberikan	Vega Hesmatantya
10	2022-05-23	Revisi Bab 1-3	Revisi sesuai feedback yang diberikan	Vega Hesmatantya
11	2022-05-29	Revisi Bab 1-3	Revisi sesuai feedback yang diberikan	Vega Hesmatantya
12	2022-06-27	Revisi Bab 1-3	Revisi sesuai feedback yang diberikan	Sulton Dedi Wijaya
13	2022-06-16	Pembahasan Bab 4	Membagi table analisis setiapchapter	Vega Hesmatantya
14	2022-07-08	Revisi Bab 4	Tambahkan penelitian yang kontra	Vega Hesmatantya

15	2022-07-18		final draft proposal dan diperbolehkan untuk mendaftar sidang	Vega Hesmatantya
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Appendix 2 LKS Bahasa Inggris





Preface

We praise God Almighty for the blessing, so that we can compose this book well. Education nowadays is influenced by the progression era. The raising implementation of education either in formal, non-formal, or informal method is really needed to be done. Especially in the formal education which gives a big influence to the students in reaching their academic ability, it is essential for us to do some efforts to increase the education's quantity and quality.

As an integral part of society in the globalization era, education must be able to contribute and facilitate the intellectual, social, and personal skill of the students to make them to be competent. In this part, education functions in helping the students to grow their competencies.

Because of those reasons, we present this book in order to help the students in developing their studying experience and give them a wide chance to develop their self-potency. The well-structured materials in this book is in accord to the student's activity by observing, asking, reasoning, trying, and relating to all subjects that linked to three fields, such as attitude, knowledge, and skill so the result of the learning can be delivered to the generations which are religious, productive, creative, and innovative.

We realize that there are some weaknesses in this book. We need some criticisms and suggestions to make this book better. May this book bring benefits in the educational field.

Have a nice study and good luck.

Saraswati

Hidup Menjadi Lebih Indah Tanpa Narkoba

Semester I

Bahasa Inggris VIII

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Concept Chart

Chapter 1	Attention, Please!
	Asking for attention
	Checking understanding
	Appreciating and complimenting
	Asking for and giving opinion

Chapter 4	Let's Play Basketball
	Expressions of instructing
	Expressions of inviting
	Asking for and giving permission

Chapter 2	Capability and Willingness
	Asking for and stating ability/capability
	Asking for and stating willingness

Chapter 5	Greeting Card
	Greeting card

Chapter 3	You Have to Study Hard
	Stating obligation
	Prohibition
	Asking for and giving suggestion

Chapter 6	There is a Cat under the Table
	Presence of people, animals, and things
	Quantifier
	Preposition of place

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Semester I

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Chapter

1

Attention, Please!

Core Competence

1. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to actual phenomenon and event.
4. Processing, presenting, and reasoning in the concrete field (using, explaining, arranging, modifying, and making) and in abstract field (writing, reading, counting, drawing, and composing) based on the material learned at school and other source within the same point of view theory.

Basic Competence

- 1.1. Applying the social function, text structure, and language feature of the spoken and written interpersonal interactional text involving the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion, and the responses, based on the contextual use.
- 4.1. Arranging spoken and written interpersonal interactional text, very short and simple, involving the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion, and responding it by paying attention to the correct social function, text structure, and language feature based on the context.

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion, and their responses.
 - Analyze the social function, text structure, and language feature of the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion.
 - Practice dialogue applying the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion.
 - Make dialogue applying the expressions of asking for attention, checking understanding, appreciating achievement/work, asking for and giving opinion.

Apperception



Good morning, students. Welcome to the eighth grade. This is your first chapter of the semester. In this chapter, you will learn several expressions that you will use in the daily life. They are the expressions of asking for attention, checking understanding, appreciating achievement/work, and asking for and giving opinion.

When someone says, "Attention, please!" it means that they want you to pay attention to them. They probably have something important to tell. If they want to check our understanding about the things that they have explained, they might say, "Do you understand what I'm saying?" It is to make sure whether their explanation is clear and understandable enough or not. They might then reply by saying, "Great!" or "Well done!" It shows the appreciation and complimenting.

This expression can also be used to appreciate or compliment someone's achievement or work. Lastly, if they ask our opinion about the explanation, they might say, "What do you think about it?" We can respond it by saying, "I think ..." Well, you will learn more in this chapter.

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Asking for Attention

Before starting a lesson, sometimes our teacher will say something to ask for our attention. It also happens when someone wants to inform something to the public. They will use the expressions of asking for attention. We can respond too when someone ask for our attention. To ask for attention, we can use the expressions below.

Formal	Informal
- May I get/have your attention, please?	- Attention, please!
- I'm sorry for bothering you	- Look here!
- Could you listen to me, please?	- Look at me!
- Excuse me ...	- Listen!
- One second, please.	- Hey!

To respond and show our attention, we can use the expressions below.

Responding	Showing Attention
- All right	- Tell me more about it.
- Yes?	- I see.
- What?	- Oh, yes, no!
- What is it?	- And then?
- Sure	- I know right.
- Okay	- Really?
- Go ahead	- How interesting!

Special Info

Alphabet

The English language uses the Roman alphabet with 26 letters. The word alphabet comes from alpha and beta, the first two letters of the Greek alphabet. The first alphabet was probably developed at least 5,500 years ago by people who lived on the eastern shore of the Mediterranean Sea.

Source: Microsoft® Encarta® 2008



Task 1

Fill in the blanks with the suitable word on the box!

Mr. Arya : Good morning. May I get you ... (1). students? I have something to tell to you.
 Students : Good morning. We are listening to you, Sir.
 Mr. Arya : The ... (2) announces that we will have an cutting class next week.
 Andre : That sounds nice. Where will we go, Sir?
 Mr. Arya : We will go to the ... (3). We will have physical activities there.
 Tamara : Do we need to wear our sport uniform, Sir?
 Mr. Arya : Yes. This is the permission ... (4). Please, give it to your parents and ask for their sign on this paper and return it to me tomorrow. Do you ... (5)?
 Students : Yes, Sir.

headmaster	understand	attention	city garden	letter
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Task 2

Practice the completed dialogue on Task 1 with your friend and perform it in front of the class confidently!

Checking Understanding

If we want to explain something to someone, it is needed to check their understanding towards the explanation. When someone checks our understanding, on the other hand, we should also show whether or not we have understood the explanation.

To check the understanding of someone, we can use the expressions below.

- Do you understand what I've said/I'm saying?

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CP

- Do you understand what I'm saying?
- Do you understand?
- Do you know what I mean?
- Is my explanation clear to you?
- Are you with me?

To respond your understanding, we can use the expressions below.

Positive (+)	Negative (-)
- I have a good understanding of that.	- I'm sorry. Could you repeat that, please?
- Yes, I do understand.	- I'm sorry, I don't understand.

Exercise

Task 1
 Fill in the blanks with the suitable word on the box!

Dina : Andre. Do you ... (1) what the teacher announced?
 Andre : Yes, I do. Where were you just now?
 Dina : I was at the school medical room. I got ... (2).
 Andre : I see. The announcement is that we will have an outing class next week. We need to wear our sport uniform for the activity. Is my ... (3) clear to you?
 Dina : Yes, it is. Thank you so much for the information.
 Andre : Sure. We also get the permission letter for our ... (4), and we have to return it tomorrow after it is signed by our parents.
 Dina : Sorry, could you please repeat that?
 Andre : We need to get our parents' sign on the permission letter, and return it to the teacher tomorrow. Do you understand what I'm ... (5)?
 Dina : Yes, I do understand. Thank you so much.

saying	understand	parents	explanation	stomachache
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Task 2
 Practice the completed dialogue on Task 1 with your friend and perform it in front of the class confidently!

Appreciating and Complimenting

Appreciation is the recognition or act of valuing qualities or something, such as achievement or works. It is similar to compliment, which is something said to praise or accept something. To appreciate or compliment something and to respond an appreciation, we can say:

- You're doing well/good.
- That's very admirable.
- What a/an ... (adjective) it is!
- Good job!
- Well done!
- Great!
- Excellent!

To respond to appreciation or compliment, we can say:

- Thank you very much.
- You are so kind.
- Thanks for the appreciation/compliment.

Anti-corruption Education

Care
 By expressing appreciation towards someone's achievement or work, the students show the care/compliment of the effort of someone else. The attitude of appreciation makes the students become open-minded to respect someone's struggle.

Exercise

Task 1
 Fill in the blanks with the suitable word on the box!

Tamara : Good ... (1). Dina. What are you doing now?
 Dina : Good morning, Tamara. I'm sweeping the floor now.
 Tamara : Wow, ... (2)! The class is already clean now.
 Dina : Thank you so much. By the way, what are you bringing?
 Tamara : It's a box of snacks for our ... (3). It is a treat from me.
 Dina : What a kind of you!
 Tamara : Thanks for the ... (4). Can you please help me to deliver it to our friends?
 Dina : Sure. Let me help you.
 Tamara : Excellent! You are very ... (5).

classmates	good job	morning	kind	compliment
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Task 2
 Practice the completed dialogue on Task 1 with your friend and perform it in front of the class confidently!

Asking for and Giving Opinion

Most of the time, we exchange opinions to see different points of view to solve a problem. Below are some expressions you can use to ask for and give opinion.

Asking for Opinion	Giving Opinion
- What do you think of/about ... ?	- In my (humble/honest) opinion, ...
- What is your opinion about/toward ... ?	- To say frankly, ...
- What are your ideas/views?	- To be honest, ...
- What's your reaction to that?	- I think/suppose/guess ... (we should ...)
- Do you think that ... ?	- I believe/feel (that) ...
- Do you have any thoughts on that?	- My reaction is that we should ...

Exercise

Task 1
 Fill in the blanks with the suitable word on the box!

Mr. Arya : Students, what do you ... (1) of our class environment?
 Dina : In my ... (2), it is clean enough, Sir.
 Mr. Arya : Good! Do you think we should sweep the floor everyday to keep it clean?
 Andre : Yes, Sir. To be ... (3), we also need to tidy up the tables and chairs to make the class more organized.
 Mr. Arya : That's right. I believe that a clean class will make us more ... (4) to study in the class. Do you think so?
 Students : Yes, Sir. We all ... (5) with you.

honest	think	comfortable	agree	opinion
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Task 2
 Practice the completed dialogue on Task 1 with your friend and perform it in front of the class confidently!



Activity 1

Task 1
Listen to the dialogue and complete the blanks carefully!

Mr. Adi : Good morning, students.
 Students : Good morning, Sir.
 Mr. Adi : All right. ... (1), please? I have something to tell to you.
 Students : Yes, Sir.
 Mr. Adi : Okay. You will have an extra ... (2) to prepare yourself in facing the mid semester examination next month.
 What do you think of it, students?
 Arini : In my ... (3), that's a good idea, Sir.
 Mr. Adi : Great! The extra lesson will be started at 2 p.m. until 4 p.m. starting from next week. Do you ... (4) about it?
 Students : Yes, Sir. We have a clear understanding about it.
 Mr. Adi : ... (5) Now let's start today's lesson.

National Character

Communicative, creative, disciplined, love reading, and responsible
 Students do the activity in a controlled way, eager to know something, willing to read about many things, not likely to cheat, not influenced by others, and having controlled over the task. Students also practice the activity by talking to others about the expressions of asking for attention, checking understanding, appreciating achievement/work, asking and giving opinion, and the responses, based on the contextual use. Students also create a dialogue about the relating materials using their own creativity and ideas.

Task 2
State True or False based on the dialogue on Task 1!

No.	Statements	True/False	Corrections
1.	The conversation happens in the morning.		
2.	The man in the conversation is a teacher.		
3.	"That's a good idea" is an expression of showing understanding.		
4.	The extra lesson will be started at 4 p.m.		
5.	The students don't understand Mr. Adi's explanation.		

Activity 2

I. Practice the dialogue below in pairs in front of the class confidently!

Niken : Listen! This news says that some irresponsible sellers are suspected for mixing their foods with formalin.
 Rafa : Formalin? I've never heard of that before. What is it?
 Niken : It is a chemical substance used to preserve a dead body to avoid decaying.
 Rafa : And what is their purpose of using formalin in the foods?
 Niken : To keep the foods preserved, of course.
 Rafa : Hmm... Is that a problem?
 Niken : Of course, Rafa! Formalin is very dangerous for our health. Consuming food which contains a formalin substance will poison our body gradually in the long run. The substance will destroy our vital body organs such as the liver, brain, and kidneys. Do you know what I mean?

Rafa : Wah, those sellers are very irresponsible. I believe they only want to gain much profit without taking care to the people's health. What do you think about it?
 Niken : You're right. The police is handling the case right now.
 Rafa : That's very admirable!

II. Do the following tasks!

Task 1
Be pair with your friend! Choose one of the following pictures! Make a dialogue using the expression of asking for attention, checking understanding, appreciating achievement/work, and asking and giving opinion based on the picture you choose!



Task 2
Memorize the dialogue you have made and perform it in front of the class confidently!

Activity 3

Task 1
Read the dialogue and complete the dialogue with suitable expressions on the box!

Deasy : Are you busy, Mom?
 Mother : Not really. I'm just reading news on this newspaper.
 Deasy : ... (1)
 Mother : Sure. Do you need a help?
 Deasy : Yes. The teacher asked us to bring our own snack tomorrow. What do you think should I bring, Mom?
 Mother : How about chocolate sandwich? We have the ingredients in our house. ... (2)
 Deasy : I think it is a good idea. Can you explain how to make it, Mom?
 Mother : Sure. Put two slices of bread and spread butter and chocolate sprinkle on them. After that put them on top of another. Do you understand what I'm saying?
 Deasy : ... (3) Can you please repeat that, Mom?
 Mother : First, prepare two slices of bread, butter, and chocolate sprinkle. Take a slice of bread and spread the butter on it. After that, pour the chocolate sprinkle. Do the same thing to the other slice. The last, stack them together. ... (4)
 Deasy : Yes, Mom. I do understand. Look at the result! Do you think it is good?
 Mother : ... (5) To be honest, you don't need that much butter for the sandwich.
 Deasy : Okay, Mom. I will make it faster next time.

- I'm sorry. I don't understand.
- Can you please listen to me, Mom?
- Is my explanation clear?
- What do you think?
- Good job!

Task 2

Answer the questions based on the completed dialogue on Task 1!

1. What is mother doing right now?
2. What are the ingredients to make chocolate sandwich?
3. Mention the expression of asking for attention!
4. Mention the expression of giving opinion!
5. "Good job!"
What kind of expressions is it?

Activity 4

Task 1

Express your own opinion to complete the dialogues below!

1. A : What is your opinion about the television programs nowadays?
B :
2. A : What do you think about the prohibition to use mobile phone at school?
B :
3. A : How do you think about the social media nowadays?
B :
4. A : What is your reaction to students who have part time job?
B :
5. A : What would you say about students who are always coming late to school?
B :

Task 2

Match each expression of appreciating/complimenting to the suitable response!

What a beautiful painting it is!	I'm glad you think so. I baked it myself.
Thank you for cleaning the room. I appreciate your effort.	I'm glad I can help.
This cake is very delicious.	You're welcome. It's nice to study in a clean room.
You got a perfect score for the test. How great!	Thank you. I only use crayons to colour it.
Thanks for helping me. You are such a kind and helpful girl.	Thanks. I studied hard for the test.

Glossary

Decay	: become rotten, to decompose and become soft, crumbly, or liquefied
Poison	: toxic substance; a substance that causes illness, injury, or death if taken into the body or produced within the body
Preserve	: to keep something protected from anything that would cause its current quality or condition to change or deteriorate or cause it to fall out of use
Substance	: a kind of matter or material

Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to complete the blanks for questions 1 to 4!

Dino : What are you doing, Rianti?
Rianti : I'm watching the news channel. ... (1)
People today create a lot of waste from all the products they use.
Dino : Really? What is the effect of it?
Rianti : Most of this waste is dumped in landfills or burned. ... (2)
Dino : To be honest, the organic waste may be okay, but the inorganic ones are causing problems.
Rianti : You're right. Most of the time, the methods used to take care of the inorganic waste pollute the surrounding air, soil, and water. ... (3)
Dino : Yes. It will be better if people start to reduce the amount of their inorganic waste by recycling it or by choosing healthier alternatives.
Rianti : That's why I always part the organic and inorganic waste at my home.
Dino : ... (4)

1. a. Excuse me!
b. Look at that!
c. Attention!
d. Listen to me!
2. a. What do you think of it?
b. What is your reaction to that?
c. How do you feel about that?
d. Do you have any thoughts on that?
3. a. Are you with me?
b. Do you understand what I'm saying?
c. Is my explanation clear to you?
d. Do you know what I mean?
4. a. Good job!
b. That's excellent.
c. That's very admirable.
d. Well done!

Dialogue for questions 5 to 7.

Meika : Hi, Arfan. What are you doing?
Arfan : I'm making wooden carving. It's about to finish.
Meika : Excellent! What shape is it?
Arfan : It is a bird. A dove to be exact.
Meika : Well done! To say frankly, you have a good skill to carve. It can be sold as a souvenir. What do you think?

Arfan : Well, to be honest, I don't have any confidence to sell it. I think people will not be interested with my carving.
Meika : Hey, that's not true. Listen to me! In my opinion, your carving is very good. It looks like the real thing. And your color combination is very nice. You can sell it by online. I believe many people will be interested to it.
Arfan : Yes. That's a good saying from you. I will try to sell it by online. Thank you so much for the encouragement.

5. What thing does Arfan make?
a. A wooden carving
b. A colorful painting
c. A clay statue
d. A woven fabric
6. From the text, we know that ... (NOTE)
a. Arfan doesn't like the carving
b. Meika will sell Arfan's carving
c. Arfan's carving is good enough to be sold by online
d. Meika is interested to buy the carving
7. "Well, to be honest, I don't have any confidence to sell it."
The utterance expresses ... (NOTE)
a. asking for attention
b. stating opinion
c. showing compliment
d. asking for opinion

Dialogue for questions 8 to 10.

Soni : ... (8) Our football team seems so lost on the last match. Do you think we should have more training?
Aldo : The way I see it, we have so little experience in playing against other team. We became very doubtful and lack of teamwork. ... (9)
Soni : Yes. What if I arrange some sparing matches with other school's football team?
Jordy : ... (10), that's a good idea, Soni.

8. a. Good job!
b. That's very admirable!
c. Excellent!
d. Attention, please!

9. a. Do you know me?
 b. What do you want?
 c. Do you know what I mean?
 d. What is your opinion about it?
10. a. Do you understand?
 b. In my opinion
 c. Can you repeat that?
 d. You're doing well

II. Read the dialogue and answer the questions carefully!

Mima : Guys, may I have your attention, please? I have something important to tell to you.
 Dani : What is it, Mima?
 Mima : I'll tell you once everyone is listening. Guys, one second, please. Tara, please!
 Tara : What? Oh, sorry, Mima. Okay, I'm listening now. Tell us, please.
 Mima : I want to inform you that Mrs. Nabila wants us to have an English post test tomorrow.
 Tara : Oh no! What is the material?
 Mima : The test is about the expressions of politeness. By the way, we are not allowed to open our books, notes, and even dictionary.
 Dani : Wait... Then, we have to study seriously and memorize the materials well.
 Mima : That's right. Please, prepare yourself well.

- Questions:**
1. Why does Mima ask for attention?
 2. To whom does the attention for? **NOTES**
 3. What information does she deliver to her friends?
 4. What can't the students do during the test?
 5. What should the students do to prepare themselves for the test?

Competence Attainment Values			Note		Signature	
Attitude	Knowledge	Skill	Teacher	Parent		

Remedial

Complete the sentence with the right expression of appreciation with your own ideas creatively!

1. Your friend made a nice painting. You say,
2. Your little sister is washing her own clothes. You say,
3. Your classmate wins a competition. You say,
4. All of the students pass the exam with a good score. Your teacher say,
5. The students clean and tidy up the classroom neatly. Your teacher say,

Enrichment

Express your opinion about one of the topics below verbally!

- The best way to keep the environment clean
- The extracurricular at school
- The smart phone use of teenagers

Chapter 2

Capability and Willingness

Core Competence

1. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to actual phenomenon and event
4. Processing, presenting, and reasoning in the concrete field (solving, explaining, arranging, modifying, and making) and in abstract field (writing, reading, counting, drawing, and composing) based on the material learned at school and other sources within the same point of view/theory

Basic Competence

- 3.2 Applying the social function, text structure, and language feature of the spoken and written transactional/interpersonal text involving the expressions of asking and giving information related to ability and willingness to do something, based on the concrete use (pay attention to the language feature of can, will)
- 4.2 Arranging spoken and written transactional/interpersonal text, very short and simple, involving the expressions of asking and giving information related to ability and willingness to do something by paying attention to the correct social function, text structure, and language feature based on the context

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the expressions of asking and giving information related to ability and willingness to do something
 - Analyze the social function, text structure, and language feature of the expressions of asking and giving information related to ability and willingness to do something
 - Understand the use of the modal verb 'can' and 'will'
 - Practice dialogue applying the expressions of asking and giving information related to ability and willingness to do something
 - Write sentence applying the modal verb 'can' and 'will' correctly
 - Make dialogue talking about the ability and willingness to do something

Apperception

Good morning, students. I hope you are in a good condition and have a great motivation to learn today. This is the second chapter of the semester. In this chapter, we will learn about the expressions of showing capability/ability and willingness using the modal verb "can" and "will."

Capability is what you are capable of, usually involves certain skills for doing something. Ability is the natural power or competence in doing something. To state the capability/ability, we can use the modal verb "can" or "be able to." Willingness is when you agree to do something and you are ready to do it voluntarily, without being forced. To state the willingness, we can use the modal verb "will."

Pay attention to the picture! The boy says, "I'm able to sing and I can sing any kinds of songs. I will join a singing competition too." It means that the boy can sing any kinds of song and he has willingness to join a singing competition. What about you? What are you capable of? What are you able to do? Will you do it too? Tell us about it!



Asking for and Stating Ability/Capability

Humans have their own capability; the power or practical ability/skill to do something. In daily life, we often talk about ability and capability. To state for ability or capability, we can use the modal verb "can" or "be able to". Pay attention to the following explanations.

Pattern:

(+) Subject + can + infinitive
 (-) Subject + cannot/can't + infinitive
 (?) Can + Subject + infinitive + ?

Or

(+) Subject + to be + able + to + infinitive
 (-) Subject + to be + not + able + to + infinitive
 (?) To be + Subject + able + to + infinitive + ?

Example:

(+) Liana can cook fried rice.
 Liana is able to cook fried rice.
 (-) Liana can't cook fried rice.
 Liana isn't able to cook fried rice.
 (?) Can Liana cook fried rice?
 Is Liana able to cook fried rice?

To ask for and state ability/capability, we can use the following expressions.

Asking for Ability/Capability	Stating Ability/Capability
- Are you capable of ... (verb-ing)?	- I am/was capable of ... (verb-ing).
- Do you know how to ... ?	- I could ...
- Do you have the ability to ... ?	- I am (very) good at ... (verb-ing).
- Can you ... ?	

To state inability/incapability, we can use the following expressions.

- I'm not good at ...
- I am bad up on ...
- I am not going to be able to ...
- I am very bad at ...

Task 1

Choose the right answer for the sentence!

- I (can/can't) swim since I was in elementary school.
- My father is (can/can't) to speak both Javanese and Sundaese.
- Ronny (can/can't) drive very well. He failed to get license.
- She is not (can/can't) to do gymnastic. She is very stiff.
- If I have internet connection, I (can/can't) browse any information easily.
- The butterfly (can/can't) fly beautifully.
- Diana is (can/can't) to amuse the spectators with her performance.
- It is very noisy outside. I (can/can't) sleep tight.
- My mother crashed the car. But, the mechanic is (can/can't) to fix it.
- Some dinosaurs are not (can/can't) to walk on two legs.

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Task 2

Change the sentences into the right pattern!

Example: Sita can sing while playing piano.
 → Sita is able to sing while playing piano.

- I can swim very quickly and win the competition.
- Bob can't help you to clean the room.
- Can Dina cook fried chicken?
- The students can participate in the festival next month.
- Dino can't see well without his glasses.
- Can you ride your bike well?
- She can't sleep because it is very hot.
- The little cat can't run very fast.
- You can draw wonderful pictures.
- Can they solve the problems on the book?

Asking for and Stating Willingness

Willingness is a state of being ready to do something without being forced. We use modal verb "will" to express willingness.

Pattern:

(+) Subject + will + infinitive
 (-) Subject + will not/won't + infinitive
 (?) Will + Subject + infinitive + ?

Example:

(+) She will do the homework tonight.
 (-) She won't do the homework tonight.
 (?) Will she do the homework tonight?

To ask for willingness, we can use the expressions below.

- Will you be so kindly to help me (V1) ...?
- Will you ... please?

To state willingness, we can use the following expressions.

- All right, I'll do it.
- Sure, I will.

Task 1

Change the verb in the bracket using the modal verb 'will'!

- I you before lunch today. (meet)
- Tiara late to school if she doesn't wake up now. (be)
- The phone is ringing! I it up. (pick)
- The class at 07.30 a.m. (begin)
- I the air conditioner. It's so hot in here. (turn)
- You toothache if you eat too much candy. (get)
- They should go now because the meeting soon. (start)
- Mom and Dad at home for dinner tonight. (be)
- Next holiday, the students to the beach. (go)
- If there is no homework, I very happy. (be)

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Task 2

Translate the sentences into English and changes them into negative and interrogative patterns!

- Aku akan membaca buku nanti malam.
- Sinta akan membeli tas baru pada hari Minggu.
- Mereka akan mengunjungi Borobudur bulan depan.
- Ibuku akan senang ketika menang.
- Hen dan Ardi akan bermain sepakbola minggu depan.

**Activity 1****Task 1**

Listen to the tape and complete the blanks!

Hi, my name is Nadine. Let me tell you about my sister. Her name is Adelia. She is 25 years old. She is a ... (1). She can sing pop songs beautifully. But she can't sing folk songs. She is able to play guitar, piano, and violin. She is learning drum recently, so she can't play it ... (2). Adelia is also a music teacher in a school. She can ... (3) her students excellently. Whenever the students have difficulty with the study materials, she will help them patiently. She will explain the materials clearly until the students ... (4) it. She is also very friendly and kind to everyone around her. She is able to treat the students nicely, but she will not tolerate any ... (5) on the class.

Notional Character

Communicative, creative, disciplined, love reading, and responsible
Students do the activity in a controlled way, eager to know something, willing to read about many things, not likely to cheat, not influenced by others, and having controlled over the task. Students also practice the activity by talking to others about the expressions of asking and giving information related to ability and willingness to do something. Students also create a dialogue about the relating materials using their own creativity and ideas.

Task 2

State True or False based on the text on Task 1!

No.	Statements	True/False	Corrections
1.	Adelia is Nadine's teacher.		
2.	Adelia can sing folk songs very well.		
3.	Adelia teaches music in the school.		
4.	Adelia will help her students if they have any difficulty.		
5.	Adelia will let the students cheating on class because she is friendly.		

Activity 2**I. Practice the dialogue with your friend!**

Johan : What is your hobby, Sandra?
Sandra : I like reading books. I can read several kinds of books every week.
Johan : Wow, I can't even finish one book in a month. I will feel sleepy after a page.
Sandra : Well, everyone has their own ability, right? You are able to play guitar while singing harmoniously.

Johan : Thank you. I will sing a song for you if you want.
Sandra : Sure. By the way, there will be a festival next month. Will you perform in the festival?
Johan : Yes, I will. But, my band needs one more singer. Can you perform with me too?
Sandra : I'm sorry. I don't think I'm capable enough to sing.
Johan : Why? I think you can sing beautifully too.
Sandra : But, I don't have any confidence to perform in front of many people. I think I will not be able to perform well. I'm so sorry, Johan.
Johan : Okay, then. I will ask Shinta instead.

II. Do the following tasks!**Task 1**

Study the texts and state the ability and capability based on it verbally!

- Tonmy is very athletic. He runs quicker than the other students. He always gets the fastest record in the running assessment. He likes to play football very much. He dribbles the ball skillfully. Whenever he sees an opportunity, he will try to score a goal. He is the ace of the school's football team.
- Sania's hobby is playing piano. She practices piano everyday. Everytime there is a new song released, she always plays it on the piano. She memorizes the notes in a short time. She has performed in various recital, both solo and band performance.

Task 2

Study the texts and state the willingness based on it verbally!

- My little sister, Arumi, is still in elementary school. She wakes up at 05.30 a.m everyday to help my mother cleaning the house. She sweeps the floor neatly. After school, she washes her own clothes. She also helps my mother doing the dishes after dinner. Before going to bed, she makes her bedroom tidy because she doesn't like a messy room.
- Hasan is a diligent student. He never comes late to the school. When he enters the class, he helps the other students in organizing the tables and chairs. He does his homework after school, whenever the teacher gives it even though he still has much time before the deadline. He is so friendly and everyone likes to be friend with him.

Activity 3

Read the dialogue and answer the questions!

Mother : Dio, can you help me, please?
Dio : Sure, Mom. I will help you. What can I do for you?
Mother : I cannot open this ketchup bottle. Can you open it?
Dio : Okay, I can do it. I need the knife, Mom. Will you take it for me?
Mother : Sure. Here it is. Just be careful, Will you?
Dio : Yes, I will, Mom.
Mother : Thank you so much. I'm in the middle of cooking chicken soup. Can you do the dishes, please?
Dio : Yes, I can and I will.
Mother : You're a good boy.

Questions:

- Who needs a help in the dialogue?
- What can't be done by mother?
- What is mother doing right now?
- "Yes, I can and I will."
What will Dio do by stating the utterance?
- Mention the expressions of asking for willingness in the dialogue!

Activity 4

Task 1

Complete the sentences below to state your willingness on the situation!

- If someone asks a direction to me, I will
- If my parents ask for my help, I will
- If my classmate has difficulty on a subject, I will
- If my friend invites me to a birthday party, I will
- If there is homework today, I will

Task 2

Read the situations and write a paragraph to state the ability and capability!

Name	Ability	Inability
Aifa	Singing pop song, dancing traditional dance, playing badminton, solving math problems.	Swimming, playing volleyball, memorizing English vocabularies, running quickly.
Rudi	Playing guitar, playing basketball, do math calculation quickly.	Singing harmoniously, speaking English fluently, playing piano and drum.
Sania	Memorizing English vocabularies, speaking English fluently, singing traditional songs.	Running quickly, playing musical instruments, swimming.

Glossary

- Assessment : educational evaluation: a method of evaluating student performance and attainment
 Downtown : the center of a city, especially its business center
 Messy : dirty or disordered
 Rectal : a musical or dance performance given by a soloist or small group
 Spectator : somebody who watches or observes, especially somebody who watches an activity or event

Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 4!

- According to the speaker, Diana
 a. isn't able to speak loudly in the drama
 b. can act very well in the drama
 c. can't act expressively
 d. is able to speak loudly all the time
- According to the speaker, the little boy
 a. will stop bicycling when he is tired
 b. will not stop bicycling when eating
 c. always asks for a meal when bicycling
 d. will go back bicycling after eating
- According to the speaker, snake
 a. can swim and dive in the water
 b. is able to move to higher places
 c. can't eat much
 d. is not able to live in the trees
- According to the speaker, Doni
 a. can memorize many vocabularies
 b. will not ask the teacher to explain
 c. will study hard for the examination
 d. will ask the teacher on the examination

The following dialogue is for question 5.

- Amara : Will you help me please, Tari?
 Tari : Of course, sister. What can I do for you?
 Amara : Help me to open the door, I'm trying to park the bicycle in the garage.
 Tari : All right.

5. From the dialogue above, we know that

- (COTS)**
 a. Tari will not help Amara
 b. Amara states her capability to help
 c. Amara asks for Tari's willingness to help
 d. Tari is not able to open the door

The following text is for questions 6 to 8.

Mr. Rully is a veterinarian. He runs a clinic for pets near my house. Mr. Rully has excellent language and communication skills. Mr. Rully is also good at social sciences, humanities, mathematics, chemistry, and the biological and physical sciences. He can treat animals, perform surgery, and interact with clients well. He has a lot of experiences in curing and taking care of animals' illnesses and injuries. If the animals stress out or struggle a lot, Mr. Rully is always able to remain calm and patient. He is very capable of calming down animals. Mr. Rully is very friendly and never gets angry. He will smile to everyone he meets, even to the animals.

6. Mr. Rully is incapable of
 a. interacting well with the clients
 b. calming down animals
 c. being angry to everyone
 d. remaining calm and patient

II. Read the text and answer the questions carefully!

My Best Friend

I have a best friend. His name is Dewangga. He is tall and fit. He likes to play many kinds of sport. But, he likes basketball the most. He joins the basketball extracurricular in the school. In the team, he is able to block the opponent with his big body. He also has good shooting skill. He can shoot three points excellently. He often gets praise from the coach and the supporters because of that. He is chosen as the captain of the team because he is capable to lead the team well. He is able to listen to the concerns of the players. When a player struggle a lot, he will give encouragement so that they will not give up. If a player makes a mistake, he will not get angry easily. He listens to the difficulties that gives advice calmly.

In class, Dewangga always listens to the teacher well. But, he is not able to solve math problems quickly. He understands the problems and how to solve it, but his calculations is often inaccurate. He will ask me whether his calculation is already right or not. But, he will not do that in the examination. On the other hand, he does well in English subject. He always gets good score on it. He can memorize a lot of vocabularies. Every day, he will note some new vocabularies and memorize them at home. He will ask his sister to check his memory.

7. From the text, we know that

- (COTS)**
 a. Mr. Rully will be angry to the animals if they stress out
 b. Mr. Rully can perform surgeries on the animals
 c. Mr. Rully is not able to treat animals
 d. Mr. Rully will not smile if he meets someone

8. "He has a lot of experiences in curing and taking care"

The underlined word is similar in meaning with

- a. healing
 b. touching
 c. scrubbing
 d. harming

9. "Artika can solve math problems easily"

The right sentence that has the same meaning with the sentence above is

- a. Artika isn't able to solve math problem easily
 b. Artika is incapable in solving math problem easily
 c. Artika has the inability to solve math problem easily
 d. Artika is capable in solving math problem easily

10. Dimas and Andre ... able to perform the dance in sync so they ... win the competition easily.

- a. is; can
 b. can; are
 c. are; can
 d. can; can't

Questions:

1. What does the text tell us about? **NOTES**
2. Who is the writer of the text?
3. What is the capability of Dewangga?
4. What can't Dewangga do?
5. How Dewangga memorize a lot of vocabularies?

Competence Attainment Value			Note		Signature	
Attitude	Knowledge	Skill	Teacher	Parent		

Remedial

Complete the dialogues based on your own capability/ability creatively!

1. A : Do you know how to cook fried rice?
B :
2. A : Are you good at playing badminton?
B :
3. A : Are you capable of speaking English fluently?
B :
4. A : Can you sing a traditional song?
B :
5. A : Do you have the ability to swim?
B :

Enrichment

Translate the sentences into English!

1. Adina dapat berenang dengan cepat tetapi ia tidak akan berenang jika hari itu hujan.
2. Ibuku dapat menjahit baju dengan rapi dan ia akan menjahit bajuku yang robek.
3. Ayahku tidak dapat memasak ayam goreng jadi ia tidak akan memasaknya itu.
4. Tori dapat memainkan biola dengan baik dan ia akan memainkannya pada festival sekolah.
5. Mereka tidak dapat bermain sepak bola dengan kompak jadi mereka akan melakukan latihan intensif.

Chapter 3

You Have to Study Hard

Core Competence

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to social phenomenon and event.
4. Processing, presenting, and reasoning in the concrete field (using, explaining, arranging, modifying, and making) and in abstract field (writing, reading, drawing, and composing) based on the material learned at school and other sources within the same point of view/ability.

Basic Competence

- 3.3 Applying the social function, text structure, and language features of its spoken and written transactional interactional text involving the expressions of asking and giving information related to obligation, prohibition, and suggestion, based on the contextual text (pay attention to the language feature of must, should)
- 4.3 Arranging spoken and written transactional interactional text, very short and simple, involving the expressions of asking and giving information related to obligation, prohibition, and suggestion, by paying attention to the correct social function, text structure and language features based on the context.

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the expressions of obligation, prohibition, and suggestion, and the responses
 - Analyze the social function, text structure, and language features of the expression of obligation, prohibition, and suggestion
 - Understand the uses of modal verb "must" and "should"
 - Practice dialogues expressing obligation, prohibition, and suggestion
 - Write sentence applying the modal verb "must" and "should" correctly
 - Make sentence, dialogue, or text talking about obligation, prohibition, and suggestion

Apperception

Hello, students. Welcome to the third chapter of the semester. Make sure you ask your teacher to explain it again if you have difficulties because we will have mid-semester examination after this chapter.

In this chapter, you will learn about the expression of obligation, prohibition, and suggestion. Do you know the difference of them? Well, obligation is something we need to do. You can use the modal verb "must" or "have to." Prohibition is the act or order of forbidding something, that someone is not allowed to be or do something. To state a prohibition, we can use the word "don't." Lastly, suggestion is the act of suggesting an idea for consideration. We can use the modal verb "should" to state a suggestion.



Look at the picture! The girl states that, "To be successful, you have to study hard and don't be careless! You should do an intense effort for it." It shows the obligation, prohibition, and suggestion of the girl to be successful. We will learn these expressions more in this chapter. Be ready!

Now, before starting this chapter, it is better for you to prepare your book and writing equipment first. Great! You have prepared all of them. It means that you are ready to study. However, we should pray to God first for His blessings so that you can study English well today. Now, let's start!

Stating Obligation

Obligation is duty. It is something you must do. "Must" is something essential; it is a modal verb used to state the importance of doing (or being) something. "Must" and "have to" are used to show that it is very important that something happens or is done at present or in the future. It often doesn't matter which one you use:

- Oh dear, it's later than I thought. I must/have to go now.
- You must/have to have a passport to visit foreign countries.

There is sometimes a difference between "must" and "have to". Study the table below!

Must	Have to/Has to
Used to show the speaker's own feeling that something is important to do.	Used to state obligation based on facts.
Example: - I must call to Sabrina. I haven't talked to her for ages. (The speaker personally feels that he must call Sabrina.)	Example: - Sabrina's eyes are not very good. She has to wear glasses for reading.

Note:

- You can only use "must" to talk about present and future.
 - We must go now.
 - I must submit my report before the class start tomorrow morning.
- You can use "have to" in all forms. For example:
 - I had to go to hospital. (past)
 - I might have to go to hospital. (infinitive)
 - Have you ever had to go to hospital? (present perfect)
- We use "do/does/did" with "have to" in present, past questions, and negative sentences:
 - What do I have to do to get a driving license? (not "have I to do")
 - Tom doesn't have to work on Saturday. (not "hasn't to work")
- Mustn't and don't have to** are completely different.
 - "You mustn't do something" means: "It is important that you do not do it."
 - You mustn't tell anyone what I said. (= Don't tell anyone.)
 - "You don't have to do something" means: "It is not important whether or not you do it; you can do it if you want to, but it's okay if you don't do it."
 - I don't have to wear a suit to work but I usually do.
- You can use "have got to" instead of "have to". So, you can say:
 - "I've got to work tomorrow," or "I have to work tomorrow."

Special Info

Habits of Successful Student

- Set a schedule and stick to it.
- Take notes on the class. It will make you more engaged during the lesson.
- Study and review your materials several days ahead of time in small portion every day and maximize your productivity.
- Find a study group.

Source: <https://support.unl.org>

EXERCISE

Task 1

Fill in the blanks with "must" or "have/has"!

- You to wash your hands before eating.
- We cross the street when the lights are green.
- Rina and Tati finish their breakfast before going to school.
- Students to do the homework before going to school.
- We brush our teeth before going to bed every night.
- Teenagers to stop eating junk food.

- If Sandi gets a fever, he to go to the doctor.
- We go to the dentist twice a year for check-up.
- Firman and Tati finish their breakfast before going to school.
- If your hands gets burned, you to wash it with water immediately.

Task 2

Change the sentences into the right pattern!

Example: Fira must sleep before 10 p.m.
→ Fira has to sleep before 10 p.m.

- My father always telling me that I must study more.
- Students must wear uniform in schools.
- You must visit Sanur Beach if you go to Bali.
- Mina must wake up early so that she doesn't get late to school.
- Liana must ride the bicycle on the side of the road.
- Cars must stop when the light turns red.
- Children must help parents with the house chores.
- Mother must store medicines out of reach of children.
- Brian must be quiet when entering the library.
- We must fasten the seatbelt when driving.

Prohibition

Prohibition is the act or order of forbidding something; that someone is not allowed to be or do something. We always use "don't" before the verb to state prohibition.

Study the examples below!

- Don't open the window!
- Don't step on the grass!

Prohibition is usually made according to certain rule and based on certain reason. So, we have to obey it. We can respond to an expression of prohibiting by saying:

- Oh, all right, I'm sorry.
- Sure.

Note:


- We can also make our prohibition to be more polite by adding the word 'please'.
- We can also use 'must not' to state prohibition.

Example:


Mis Airin : Students, this is library. Don't speak loudly here! You mustn't be noisy.
Andreas : We're sorry, Miss. We can't find the book we want, so we're discussing the other book which is similar to it.
Mis Airin : Okay. Please, don't make a mess with the order of the books!
Fahrul : All right, Miss.

The expression of prohibiting is also closely related to sign or notice, where rules are printed on a wooden or metal board in form of short phrase, imperative, or symbolic pictures.


Example:



Don't turn right!



Don't bring food and drink



Don't smoke!

Discription Education

Disciplined
By understanding and obeying the rule, the students show the attitude of discipline in the society. Following the rules properly makes the society more organized, systematized, and controlled.

Exercise

Task 1

Write the prohibition according to each sign!



Task 2

Fill in the blanks in the dialogue with the suitable expression on the box!

Teacher : Students, today you will have an English examination. Please keep all of your belongings on your bag ... (1) during the examination.

Arinda : Yes, Sir.

Teacher : Good. I will tell you the rules before we start. The question sheets should be clean, so ... (2) on it. You have to prepare your writing tools by yourself. ... (3). Do you understand?

Danar : Yes, Sir. We will obey the rules.

Teacher : When you finish the examination, submit both of the question and answer sheets to me and go out. ... (4).

Tiara : All right, Sir.

Teacher : Please, do it independently and ... (5)!

- don't borrow anything from your friend
- you mustn't open any books
- don't cheat
- you mustn't make any scratch
- don't make any loud noise outside the class

Asking for and Giving Suggestion

Advice is an opinion someone offers you about what you should do or how you should act in a particular situation. Meanwhile, suggestion is an idea, plan, or action that is suggested or the act of suggesting it. The followings are the expressions and responses.

Asking for Suggestion/Advice	Giving Suggestion/Advice	Responding to Suggestion/Advice
- Should I ... ? - What should I do? ... - Do you think I ought to ... ? - What do you think I should ... ? - If you were me (in my situation), what would you do?	- I think you'd better - I think you should - Why don't you ... ? - It would probably be a good idea to - If I were you, I'd	- What a good idea. - That's a good suggestion. - That sounds good. - I hadn't thought of that. - That never entered my mind.

Example:

Rian : I have difficulty in understanding English texts. What should I do?

Denisa : I think you'd better memorize more English vocabularies.

Rian : That sounds good. Do you think I need to read more texts?

Denisa : Yes. It would be a good idea to listen to English songs too.

Exercise

Task 1

Fill in the blanks with the suitable expression on the box!

Dita : Hi, brother. Could you ... (1) me suggestions, please?

Arfan : Sure. Do you have any problems?

Dita : I will have a mid term ... (2) next month. I have difficulties on several subjects. What should I do?

Arfan : What about joining a private tutoring class?

Dita : I'm afraid that Mom will not agree. You know that private tutoring class is quite ... (3).

Arfan : Then, I suggest you to have a study group with your friends. You can ... (4) what you don't understand yet with them.

Dita : That never entered my mind. I will ask Tiara and Danar to have a study group with me. Thanks for the ... (5), brother.

Arfan : With pleasure, sister.

expensive suggestion give discuss examination

Task 2

Practice the completed dialogue on Task 1 with your friend and perform it in front of the class confidently!

Activity

Activity 1

Listen to the tape and complete the blanks!

Sinta : Hey! Don't step on the grass!

Toni : Oh, I'm sorry. I wasn't ... (1) of it. Thank you for noticing me.

Sinta : No problem. You know that we mustn't walk on the grass to keep it ... (2).

Toni : You're right. We must keep the school environment clean so that we can be ... (3) to study in the school.

Sinta : That's true. But, there are many ... (4) on the yard. Do you think we should sweep it every day?

Toni : That's a good suggestion. But, the point is that the students mustn't do littering. They have to ... (5) their trashes on the right place.

Sinta : I agree with you.

Task 2

State True or False based on the dialogue on Task 1!

No.	Statements	True/False	Corrections
1.	The setting of place of the dialogue is in the school yard.		

National Character

Communicative, creative, disciplined, love reading, and responsible

Students do the activity in a controlled way eager to know something, willing to read about many things, not likely to cheat, not influenced by others, and having controlled over the task. Students also practice the activity by talking to others about the expressions of asking and giving information related to obligation, prohibition, and suggestion. Students also create a dialogue about the relating materials using their own creativity and ideas.

No.	Statements	True/False	Corrections
2.	Littering is a good act to do for students.		
3.	"Don't step on the grass" is an expression of obligation.		
4.	"We must keep the school environment clean" is an expression of prohibition.		
5.	"Do you think we should sweep it every day?" is an expression to ask for suggestion.		

Activity 2

Task 1
Practice the dialogue with one of your classmates in front of the class confidently!

Mother : Dina, don't watch television for too long. I think you'd better help me cooking.
Dina : Okay, Mom. What can I do for you?
Mother : Please, cut the vegetables over there.
Dina : All right. Should I wash them first?
Mother : Yes, please. You have to wash it cleanly.
Dina : Okay, Mom. It's all clean. I will cut them right now. By the way, it is so difficult to cut with this big knife. What should I do?
Mother : Big knife is used to cut meat. Don't use that! Why don't you use smaller knife? You can get it on the shelf.
Dina : I hadn't thought of that. It is easier to cut now using this small knife.
Mother : You must do it carefully, okay?
Dina : Yes, Mom. It's all done now.
Mother : Thank you so much for your help.

Task 2
Be paired with your friend and ask him/her about obligation and suggestion of the following topics!

- Studying effectively at school
- Managing time between studying and other activities
- Using internet wisely

Activity 3

Read the text and answer the questions!

Planning a Camping Trip

Camping is an activity in which people live temporarily outdoors. In present day, camping is known as a recreational activity. Most of people like camping to get rid of tiredness and saturation from daily activities. They can go camping on a campsite, mountain, beach, or park. It's so fun to camp with family or friends. What about you? Do you think you want to go camping?
If you want to go camping, you have to prepare everything well. These are what you have to do for camping. If you want to camp, you can do the following things.

1. Plan a camping trip
The key to any enjoyable camping trip is planning. A decision on where to camp hinges on personal preference, but planning the trip before leaving helps campers avoid preventable mishaps and gives them options if something unexpected occurs.
2. Get information.
Travel guides and magazines, state tourism boards, and Internet sites are just a few of the places that can provide information needed to plan a camping trip, whether to a favourite mountain lake or an unfamiliar river gorge.

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3. Bring useful items only.
After selecting a destination, campers need to decide what to bring. A map of the area and a compass are two of the most important items to pack. Knowing how to use them before leaving home is essential. Don't bring unimportant stuffs on camping.
4. Bring First-Aid Kit.
Whether a camper plans to make a short day hike from a front country campground or spend a week in the backcountry, a first-aid kit is a must. Many campers make their own, but outdoor stores offer kits that contain the essentials. Besides pain relievers, Band-Aids, and antibiotic ointment, store-purchased kits also include sanitary swabs to disinfect a wound, ointments to relieve the pain of insect bites, and water purification tablets. Moleskin, a cotton adhesive fabric used to cover a blister, is recommended by many campers.
5. Do some physical exercises.
It's very important for campers to do physical exercises for preparation before camping. Stretching, doing sit-ups and push-ups, and walking several miles a day are just a few ways campers can prepare. A medium to high level of physical fitness helps campers avoid injuries and accidents that can result from fatigue.

Questions:

1. What does the text tell us about?
2. Why should we plan a camping trip before leaving?
3. Where can we find information on camping destination?
4. Mention the first-aid kit that is essential for campers!
5. What is the benefit of doing physical exercise before camping?

Activity 4

I. Do the following tasks!

Task 1
Fill in the blanks with "must" or "mustn't"!

1. You be quiet when someone is talking to you.
2. You listen to the teacher well in the class.
3. You arrive on time to the school.
4. You eat in the class.
5. You use smart phone at school.
6. You be noisy during examination.
7. You prepare books and writing tools yourself.
8. You do homework at home.
9. You cheat or copy in a test.
10. You be late to the English course.

Task 2
Complete the dialogue by stating suggestions to the situations with your own ideas creatively!

1. A : My head is very dizzy.
B :
2. A : I want to ride my bicycle around. But, it is raining right now.
B :
3. A : I got difficulty in pronouncing English words.
B :
4. A : I don't know how to calculate well on mathematic.
B :
5. A : My money is not enough to buy the English dictionary.
B :

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II. Do the directions below carefully!

- Write on a piece of paper about a problem you have now. Also write an expression of asking for suggestion.
- Exchange your paper with another student sitting next to you.
- Write a suggestion for your friend related to the problem written on the paper that you have now using the expressions of offering suggestion you have learned.
- Return the paper to your partner.
- Respond to your friend's suggestion by accepting or rejecting it.

Glossary

Belonging	: personal possessions; the things somebody owns or has with him or her
Gorge	: a deep narrow, usually rocky, valley
Hinge on	: depend on something
Mishap	: accident; an unfortunate circumstance or piece of bad luck

Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 4!

- Which prohibition matches with the situation?
 - Don't be late to school
 - Don't litter in the school!
 - Don't be noisy in the library!
 - Don't cheat during examination!
- Which suggestion matches with the situation?
 - I think you should join a private tutoring class so that you can understand mathematic well.
 - If I were you, I will do the mathematic homework at home, so that I don't get punishment.
 - It would be a good idea to use calculator during the mathematic examination.
 - I think you'd better copy your friend's mathematic homework so that you will get good score.
- Which suggestion matches with the situation?
 - I think you mustn't go anywhere and just stay at home.
 - I think you must ask your parents to buy you a drawing book in the bookstore now.
 - I think you must bring an umbrella when you go to the bookstore.
 - I think you mustn't do the homework now because you don't have drawing book.
- Which obligation matches with the situation? **(NOTE)**
 - You must accompany your brother.
 - You have to eat food on the cafeteria.
 - You must do the English examination independently.
 - You have to study for the English examination now.

The following picture is for question 5.



- Which one of these expressions is not suitable with the picture?
 - Don't enter this area!
 - You mustn't enter the area.
 - You have to stop here.
 - You must enter the area.

The following dialogue is for questions 6 to 8

Soni : Excuse me, Miss. May I consult something to you?
 Miss Alvina : Sure, Soni. What is it?
 Soni : I feel like I am getting left behind, Miss. When my friends have understood a new material, I find it difficult to catch up. What should I do?

Miss Alvina : Well, I know you have a lot of activities on the extracurricular. Are you feeling too tired to study?
 Soni : To be honest, that's true, Miss. I don't have much time to study at home.
 Miss Alvina : Then I suggest you to manage your time well. Don't just focus on your activities even though they are also important. As a student, you should study well too. If you still get difficulty in catching up, then you'd better join some extra courses or hire a tutor.
 Soni : All right, Miss. Thank you for your suggestions.
 Miss Alvina is probably Soni's ... **(NOTE)**
 a. friend
 b. teacher
 c. mother
 d. sister
 7. Why does Soni meet Miss Alvina?
 a. Asking Miss Alvina to do something.
 b. Telling a prohibition to Miss Alvina.
 c. Giving explanation to Miss Alvina.
 d. Asking for Miss Alvina's suggestion.
 8. What is Miss Alvina's suggestion?
 a. She suggests Soni to manage his time well.
 b. She suggests Soni to move to another school.
 c. She suggests Soni to not doing any activities at all.
 d. She suggests Soni to stop the extracurricular activities.
 9. Diana ... *mimimize dialogues for the drama*. But, she can't make loud noise because his baby sister is sleeping right now. So, she ... *do it quietly*.
 a. must, have to
 b. mustn't, has to
 c. must, has to
 d. mustn't, have to
 10. While walking on the street we ... walk in the sidewalk. We also need to be aware to the traffic. We ... cross the street carelessly.
 a. have to, mustn't
 b. has to, must
 c. has to, mustn't
 d. have to, must

II. Read the text and answer the questions below it carefully!

Hello, writers and writers-to-be. Do you have anything to write? Do you want to be able to write something? Well, if you want to write a story, you should just start writing. Follow these tips to help you compose your story.

The first two things you must do as writers are bringing your notebook and pen, your phone, or anything to take notes. Then, you have to collect ideas. You can find ideas list anywhere, After gathering ideas, you should sit down and think carefully. If you want to write a short story or any kind of narrative, you must think of its structure to be able to visualize and imagine your plot. Thinking about your characters and their characteristics may be helpful to get your story together. You may also write full profiles of them, listing how they look, what they like, their hobbies, their backgrounds, and many other kind of information. Don't worry if you won't even use all those information in the end.

If you are writing your first draft, just keep writing and let the story flows. Don't even bother going back to fix all typos and grammatical errors, or change directions. You can always go back to your draft and do revisions after you finish.

Now, it sounds so easy to write, right? The truth may not be as sweet as this. If you want to write something, just think about it well and keep writing. That's the key. Good luck with your story! Don't give up until you are satisfied with your work!

Questions:

- What does the text tell us about? **(NOTE)**
- What must we prepare before writing a story?
- What should we do after gathering ideas?

4. When can we do the revision of the story?
5. What does the pronoun 'you' in the text refer to?

Competence Attainment Value			Note		Signature	
Attitude	Knowledge	Skill	Teacher	Parent		

Remedial

Complete the sentence showing an obligation or prohibition to the situation with your own ideas creatively!

1. When you are on a bus, you must
2. Before you go to school, you must
3. When your father drives, you mustn't
4. When you and your friends eat in the restaurant, you must
5. When the teacher is explaining the materials, you mustn't

Enrichment

Complete the sentence showing a suggestion to the situation with your own ideas creatively!

1. To memorize vocabularies quickly, we should
2. If the school yard is dirty because there are trashes everywhere, we should
3. When walking on the street, we should
4. When the teacher is not in the class, we should
5. If a friend needs help, we should

Mid Semester Exercise

I. Choose the correct answer by crossing (x) a, b, c, or d!

Listen to the tape for number 1 to 5!

1. According to the speaker, Daniel
 - a. will not play games at all
 - b. can't stop playing games
 - c. will study after playing games
 - d. can play games at night
2. According to the speaker, Tamara
 - a. can join singing competition in any city
 - b. must get more singing achievements
 - c. will not join competition in the school
 - d. is not able to be absent too much at school
3. Which obligation matches with the situation?
 - a. You must get enough sleeping time.
 - b. You mustn't eat junk food too much.
 - c. You mustn't buy expensive foods.
 - d. You must do sport regularly.
4. Which suggestion matches with the situation?
 - a. I think you should save some of your pocket money to buy the present.
 - b. It's better if you stop buying things that you don't need.
 - c. I think you'd better not to buy your mother a present.
 - d. It would be a good idea if you ask your mother to buy the present.
5. Which prohibition matches with the situation?
 - a. Don't stop in this spot!
 - b. Don't turn right!
 - c. Don't park here!
 - d. Don't speed up!

The following dialogue is for questions 6 and 7.

Mr. Ardh: Attention, please!

Students: All right, Sir.

Mr. Ardh: Let me introduce you to our new

English teacher. She is Miss Heni.

Deris: But, you are an English teacher

too, Sir. Will you stop teaching us?

Mr. Ardh: No. So, you will have two English teachers from now on. I will teach written English. And Miss Heni will teach the spoken English. Is my explanation clear?

Students: Yes, Sir.

6. Mr. Ardh asks for attention to
 - a. introduce a new student
 - b. teach written English
 - c. introduce a new English teacher
 - d. ask for the student's understanding

7. 'Is my explanation clear?'

The utterance expresses

- a. asking for attention
- b. checking for understanding
- c. stating an opinion
- d. giving a suggestion

The following dialogue is for questions 8.

Arum: Will you help me please, Sandi?

Sandi: Of course, sister. What can I do for you?

Arum: Help me to boil the water. I want to

make some instant noodle for us.

Sandi: All right.

8. According to the dialogue, Sandi

- NOTES**
- a. can't make instant noodle
 - b. is not able to help Arum
 - c. will help Arum
 - d. will not boil the water

The following text is for questions 9 and 10.

Miss Tina is experienced in interpreting. Miss Tina is able to understand various languages, including Indonesian, English, French, and German. She can translate those languages quickly. She is capable to speak fluently on those languages too.

9. According to the text, Miss Tina

- NOTES**
- a. can't understand English well
 - b. can speak fluently in German language
 - c. is not able to translate French quickly
 - d. can't be an interpreter

10. "She is capable to speak fluently on those languages too."

The underlined word is similar in meaning with

- a. certainly
- b. definitely
- c. difficulty
- d. smoothly

The following picture is for question 11.



11. Which one of these expressions is **not** suitable with the picture? (**NOTE**)
- You can stop in this area.
 - You must go on.
 - Don't stop here!
 - You musn't stop in this area.

12. Sinda ... to sing while playing piano. But, she ... do it if it is already night. She doesn't want to disturb others.
- can, will
 - can't, will not
 - is able, will not
 - able, will

13. Dinda and Fahn ... speak Japanese fluently because they have just learnt it a month ago. But, they ... try to speak Japanese anytime to make them familiar with it.
- can, will not
 - can't, will
 - are able, will not
 - are not able, will

14. It's 8 p.m. now. The baby ... sleep now. You ... speak loudly.
- should, have to
 - shouldn't, has to
 - should, musn't
 - shouldn't, must

15. Tell Johnny that he ... wear jacket on winter ... leave the house without it!
- has to, Does
 - has to, Don't
 - musn't, Don't
 - must, Do

II. Read the dialogue and answer the questions carefully!

Sandra : What are you doing, Aldo?

Aldo : I'm unplugging all the unused electronic appliances, Sandra.

Sandra : Aren't they off already?

Aldo : Well, although they are already off, they still consume energy when they are still plugged in. Do you know what I mean?

Sandra : What do you mean? I'm sorry I am not sure if I get your point.

Aldo : I just read an article from the internet stating that you can save more than 100 kg of carbon dioxide and Rp1.500.000,00 annually, just by unplugging electronic appliances in your house.

Sandra : I didn't know about that. Do you think that the article is true?

Aldo : Well, I believe so. I've proved it myself. Last month I told my family about it and we started to put it into practice. The result was that our electronic bill is 10% lower. See? It does make a difference. I suggest you to start unplugging the unused electronic appliances too.

Sandra : Okay, I'll do that. Hey, as far as I know, there are not many people who know about this information. We should write an article about this information and place it on our school bulletin. What do you think?

Aldo : That's a good idea.

Sandra : When should we start writing?

Aldo : How about tomorrow after school? We must collect more information about it first.

Sandra : Right, I think we should meet at the library during the break time to work on it together.

Aldo : All right. Let's do that.

Questions:

- What are they talking about? (**NOTE**)
- Why does Aldo unplugging the unused electronic appliances?
- Mention the expression of asking for opinion!
- Mention the expression of stating suggestion!
- "We must collect more information about it first." What does the underlined pronoun refer to?

Remedial

Complete the sentence with "can," "can't," or "able!"

- Frog is an amphibian. It live both in water and land.
- I'm right handed. I write with my left hand.
- People think that teachers are to solve all the problems.
- People think that teachers are eat anything I like.
- When I am hungry, I to start working tomorrow.
- I am you help me to move this box? It is very heavy.
- Flina is a girl. She is not to run faster than the boys.
- The cat likes fishes. It eat sweet foods.
- We will perform in the festival. Are you to play guitar?
- My sister studies in England. She speak English very well.

Enrichment

Study the text and rewrite the sentences using "must" or "mustn't!"

CLASSROOM SAFETY RULES

- Wear a mask properly all the time.
- Do not wear a used or dirty mask.
- Wear a face shield, if necessary.
- Keep a safe distance from others.
- Do not make a crowd.
- Keep your hands off your face.
- Use your own school supplies.
- Do not touch others' things.
- Enjoy your own food.
- Do not share your food.
- Wash your hands frequently.
- Use hand sanitizer often.
- Do not take any foods before washing hands.
- Cough and sneeze into your elbow.
- Greet friends with a wave.
- Do not take off your mask.
- Tell the teacher if you don't feel well.
- Do not come to the school if you are sick.

Example:

- You must wear a mask all the time.
- You mustn't wear a used or dirty mask.

Chapter

4

Let's Play Basketball

Core Competence

- Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to social phenomenon and events.
- Planning, presenting, and reasoning in the concrete field (using, explaining, arranging, modifying, and making) and in abstract field (writing, making, creating, drawing, and composing) based on the material learned at school and other sources within the same point of view/theory.

Basic Competence

- Applying the social function, text structure, and language feature of the spoken and written interpersonal interactional text involving the expressions of instructing, inviting, asking for permission, and responding it based on the contextual use.
- Arranging spoken and written interpersonal interactional text, very short and simple, involving the expressions of instructing, inviting, asking for permission, and responding it by paying attention to the correct social function, text structure, and language feature based on the context.

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the expressions of instructing, inviting, and asking for permission, and the responses.
 - Analyze the social function, text structure, and language feature of the expressions of instructing, inviting, and asking for permission.
 - Practice dialogues applying the expressions of instructing, inviting, and asking for permission.
 - Make dialogue applying the expressions of instructing, inviting, and asking for permission.

Apperception

Hello, students. Are you in a good condition today? I hope you still have great motivation to learn English today. How was your mid-examination score? Have you satisfied with it? If you still don't satisfied, make sure to study harder for the rest of the chapters in this semester. So, you will get a satisfying result in the semester exercise.

In this fourth chapter, we will learn about the expressions of instructing, inviting, and asking for permission. The expression of instructing is used to teach somebody a subject or how to do something. It is also used to tell somebody to do something. The expression of inviting is used to ask somebody politely to come or go somewhere, or ask somebody to do something. Lastly, permission is an agreement to allow something to happen or be done. We usually use the expression of asking for permission to our parents when we want to do something.

Pay attention to the picture! The boy says, "May I use this ball? Let's play basketball. Wear your sport shoes." The expressions state that they boy asks the girl whether he can use the ball or not. The boy also invites the girl to play basketball together. He instructs her to wear the sport shoes too.

Now, before starting today's lesson, it's better for you to prepare your book and your writing equipment first. Okay you have prepared them, it means you are ready to study. Now, let's study this chapter together!



Expressions of Instructing

Instructing is when you order or tell someone to do something. We usually use short imperative to make an instruction. Short imperative usually only consists of infinitive (Verb-1), or, infinitive plus noun.

Example:

- Listen to me!
- Close the door!
- To make the instruction polite, we can add 'please' after the imperative, for example:
 - Turn on the lamp, please!
 - Silent, please!
 - Please, follow the rules!

Note:

- It will be even polite if we turn our instruction into request, by changing the form of the utterance from imperative into interrogative. Pay attention to the following examples!
- Clean the blackboard!
 - Could you clean the blackboard?
 - Press the button!
 - Could you please press the button?

Apperception

How to Instruct Politely

- Do you want to...? This is a common way to give instructions which shows sentence like a statement instead of a question, and then it sounds like a polite request.
- Just... Inserting the word just after the instructions expression is a useful way to make a request sound even softer. For example, "Could you just help me to open the door?"

Source: <http://www.vocabulary.com>

Exercise

Task 1

Fill in the blanks with the correct imperatives!

- your book!
- your blanket!
- your teeth!
- your hair!
- the cable!
- your meal!
- your dishes!
- the plant!
- the lamp!
- the vegetables!

Comb	Finish	Read	Wash	Brush
Unplug	Turn on	Fold	Eat	Water

Task 2

Express the commands based on the pictures below verbally!



Expressions of inviting

Invitation is an offer to come or go somewhere, or to do something together. Below are some expressions you can use to invite someone:

- I'd like to invite you to ...
- Would you come to my ...?
- Please come and join my ...
- Would you be interested in ...?
- We would be honoured to have you at ...
- Let's go to ...

If you receive an invitation, you can either accept the offer or reject it. Study the expressions!

Accepting Invitation	Rejecting Invitation
- I'd love to, thank you very much.	- I'd love to, but I'm afraid I can't.
- That sounds great!	- I'm sorry, I don't think I can come.
- I will come. Thanks for inviting.	- I'm sorry, I have another appointment.
- That would be wonderful.	- I'm afraid I will be very busy tomorrow.

Besides inviting directly using the expressions above, we can also invite someone (usually to come to a party or other events) by sending or giving invitation card. Below are some expressions usually used in invitation cards.

Formal	Informal
- You are (cordially) invited to ...	- Come and share the joy ...
- ... (The sender) cordially invites you to ...	- I hope you can come to ...
- Come and share the happiness at our ...	- ... invite you to join the fun in ...

Note: In invitation card, sometimes we find R.S.V.P. It stands for *répondez à l'invitation*. A French term used to request reply or response. A contact person is usually added after this abbreviation.

Exercise

Task 1

Practice the dialogue below with one of your friends in front of the class confidently!

Dias : Hi, Yeni. Are you busy?
 Yeni : Not at all. What's up?
 Dias : ... (1) on Sunday. Here is the invitation card.
 Yeni : Thank you for inviting me, Dias. But, ... (2), I will visit my grandmother on Sunday.
 Dias : Oh, actually I want you to sing on the party. ... (3).
 Yeni : Well, I think I can visit my grandmother on Saturday. So, ... (4).
 Dias : Really? ... (5), Yeni.
 Yeni : Sure. I'll definitely be there.

- I can attend your party
- Please come and join my birthday party
- I really like your voice
- Thank you very much
- I'm sorry I don't think I can come

Task 2

Practice the completed dialogue on Task 1 with your friend! Memorize it and perform it in front of the class confidently!

Asking for and Giving Permission

Before you do something, sometimes you need to ask for permission first. For example, you need to ask for permission from your parent before going out of the house, or from your teacher if you need to leave the class during the lesson. Permission is used to allow someone to do something. The followings are some expressions used to ask for permission:

- May I ...?
- Is it okay for me to ...?
- Could/Can I (possibly) ...?
- Would it be possible for me to ...?
- Would you allow me to ...?
- Please allow me to ...

When you ask for someone's permission, that person can either give you permission or refuse to give permission. Pay attention to the following expressions:

Giving Permission	Refusing to Give Permission
- Yes, of course.	- I'm sorry, we can't allow that.
- Yes, you may.	- I'm sorry, you can't (may not).
- Yes, please do.	- I'm sorry, you are not allowed to ... here.
- Yes, you are allowed to ...	- I'd rather not.
- All right, you have five minutes to ...	- I'd prefer if you didn't.
- Of course.	- You mustn't.

Exercise

Task 1

Read the dialogue below with the correct pronunciation, stress, and intonation!

Santi : Mom, I was invited to a birthday party on Sunday. ... (1)
 Mother : Whose birthday party is it?
 Santi : It is Dias' birthday party.
 Mother : ... (2)
 Santi : It will be held in Nuansa Cafe.
 Mother : That's quiet far from here. What time will the party be held?
 Santi : ... (3)
 Mother : With whom will you go there?
 Santi : Raa and Tan will pick me up. ... (4)
 Mother : All right, but I'll take you there. It's dangerous for children to go by themselves at night. I will pick you up in the cafe when the party is done.
 Santi : ... (5)
 Mother : You're welcome.

- And we will go there by bicycle
- May I attend it?
- Thank you very much, Mom.
- Where will it be held?
- It will start from 6 p.m. to 9 p.m.

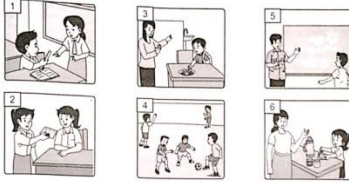
Task 2

Practice the completed dialogue on Task 1 with your friend! Memorize it and perform it in front of the class confidently!

Activity 1

Task 1

Listen to the tape and write the expression of instructing, inviting, or asking for permission to the suitable picture!



Task 2

Define the expressions you have written into its right kind of expression!

Instructing	Inviting	Asking for Permission

Activity 2

Task 1

Practice the dialogue with one of your friends in front of the class confidently!

Mima : Hi, Irfan. Tomorrow is Sunday. Let's go to the city park!
 Irfan : Okay, Mima. May I ask Rani to come too?
 Mima : Of course. The more the merrier. I will ask Trias too.
 Irfan : Okay. Can I ride my bicycle there?
 Mima : Yes. The park has bicycle line around the small lake.
 Irfan : Good. I will also bring some foods from home. Let's have a picnic there.
 Mima : Sure. I will bring a mat. Oh, bring your digital camera. We can take some pictures there.
 Irfan : All right. See you tomorrow!
 Mima : See you, Irfan.

Task 2

Be paired with your friend! Make a dialogue consisting the expression of instructing, inviting, and asking for permission! Practice and perform it confidently!

Activity 3

Read the dialogue and answer the questions!

Ananta : Excuse me, Ma'am. Can you give us iced tea and orange juice, please?
 Regina : And two sandwiches, please!
 Server : Okay. Here they are.
 Ananta : Thank you, Ma'am. May I have a straw?
 Server : I'm sorry, we ran out of straw just now.
 Ananta : All right, then. Can we use this plastic bag to pack these things?
 Server : Sure. Take them as you wish.
 Regina : Thank you so much. Here is the money, Ma'am.
 Server : Thank you. Next time, come here earlier! Okay?
 Ananta : Sure, Ma'am. We will.
 Regina : Let's walk to the class quickly before the class starts!
 Ananta : Yes. Let's go!

Questions:

1. What do they buy in the canteen?
2. Why should they walk to the class quickly?
3. Mention the expression of asking for permission in the dialogue!
4. Mention the expression of instructing in the dialogue!
5. Let's walk to the class quickly before the class starts! What kind of expression is it?

Activity 4

Task 1

Make sentence using the expression of inviting based on the following situations!

1. Asking your friend to your birthday party.
2. Asking your friend to go to the laboratory together.
3. Asking your friend to do homework after school.
4. Asking your friend to go to a festival.
5. Asking your friend to play badminton.

Task 2

Complete the dialogue following the guide with your own ideas creatively!

1. Asking for permission : May I go first to the toilet, please?
 Giving permission :
2. Asking for permission : Can I borrow your mobile phone to call my father?
 Refusing permission :
3. Asking for permission : Do you mind if I stay at your house for a night?
 Giving permission :
4. Asking for permission : Am I allowed to copy your homework?
 Refusing permission :
5. Asking for permission : Do you mind if I ask some of your food?
 Giving permission :

National Character
 Communicative, creative, disciplined, love reading, and responsible
 Students do the activity in a controlled way, eager to know something, willing to read, not about many things, not likely to cheat, not influenced by others, and having controlled over the task. Students also practice the activity by talking to others about the expressions of instructing, inviting, asking for permission. Students also create a dialogue about the relating materials using their own creativity and ideas.

Glossary

Dish	: the eating and cooking utensils that are dirtied during the cooking and eating of a meal
Merry	: full of or showing lively cheerfulness or enjoyment
Permit	: to allow something or give permission for it
Starving	: very hungry

Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 4!

1. What will the boy play outside?

- a. Badminton
- b. Football
- c. Basketball
- d. Tennis

2. The boy can't play outside because

- a. the weather is so hot
- b. his legs are hurted
- c. the rain is pouring
- d. he has no friend

3. The girl invites the boy to

- a. set the video player
- b. play inside the house
- c. read some books
- d. watch a movie

4. What will the boy make first?

- a. A hot tea
- b. A milk tea
- c. A hot coffee
- d. An iced tea

The following dialogue is for questions 5 and 6.

Ayu : Are you finished doing the task?

Dinar : Not yet. Can I borrow your eraser?

Ayu : Sure. Here it is.

Dinar : Thank you. I will finish it soon.

Ayu : Let's go to the canteen once you finished!

Dinar : All right.

5. From the text, we know that... **(NOTE)**

- a. Ayu asks Dinar to go to the canteen
- b. Dinar asks Ayu's permission whether she can go to the canteen or not
- c. Ayu doesn't permit Dinar to use her eraser
- d. Dinar goes to the canteen by herself

6. When will they go to the canteen?

- a. After Ayu use the eraser
- b. Before the task is finished
- c. When Dinar is still doing the task
- d. After Dinar finishes doing the task

The following text is for question 7.

mas - outside - a - going - wear - before

1 2 3 4 5 6

7. The best arrangement is

- a. 3 - 5 - 4 - 1 - 2 - 6
- b. 4 - 3 - 2 - 6 - 5 - 1
- c. 5 - 3 - 1 - 6 - 4 - 2
- d. 1 - 6 - 3 - 2 - 4 - 5



Which instruction matches with the picture?

- a. Sweep the yard!
- b. Take the leaves!
- c. Throw the trash!
- d. Put the leaves here!

The following dialogue is for questions 9 and 10.

Indra : Mom, may I make an instant noodle?

Mother : Sure. Take it from the shelf!

Indra : Can I use this pan, Mom?

Mother : No. That pan is leaking. Use the other one.

Indra : Okay, Mom.

9. What does Indra take from the shelf?

- a. The instant noodle
- b. The good pan
- c. The leaking pan
- d. The water

10. Which one of the followings is true based on the text? **(NOTE)**

- a. Mother permits Indra to use the leaked pan.
- b. Mother doesn't permit Indra to make instant noodle.
- c. Indra is not permitted to use the leaked pan.
- d. Indra asks mother to make him instant noodle.

II. Read the dialogue below and answer the questions carefully!

Meira : Hello, Arman. This is Meira.

Arman : Oh, Hi, Meira. What's up?

Meira : Nadya asks me to tell you that we will practice the English drama on Sunday.

Arman : Speak louder, Meira! I can't hear you.

Meira : Well, we will practice the English drama on Sunday.

Arman : I see. Will we practice it at Nadya's house?

Meira : You're right. Let's go there together.

Arman : Okay, I will pick you up at around 9 a.m.

Meira : Nice. By the way, can we bring some snacks?

Arman : Yes. We can enjoy the snacks together with our group.

Meira : Okay, I will bring some of them.

Questions:

- 1. What are they talking about? **(NOTE)**
- 2. What will they do on Sunday?
- 3. "Speak louder, Meira!"
What kind of expression is it?
- 4. When will Arman pick Meira up?
- 5. Write the expression of asking for permission on the dialogue?

Competence Attainment Value			Note		Signature	
Attitude	Knowledge	Skill			Teacher	Parent

Remedial

Write the response for invitations below with your own ideas creatively!

- 1. A : Let's go to the beach next holiday!
B :
- 2. A : Would you be interested in going to the museum on Sunday?
B :
- 3. A : We plan to create a study group. Would you like to join us?
B :
- 4. A : Can you come to my house this Sunday morning? We're having a barbeque party.
B :
- 5. A : Let's do the art project together!
B :

Enrichment

Write a set of instructions about the following topics on a piece of paper with your own ideas creatively!

- Making an instant noodle
- Washing the hands properly
- Cooking a sunny side egg

Chapter 5 Greeting Card

Core Competence

- Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to actual phenomenon and events
- Processing, presenting, and examining in the concrete field (solving, explaining, arranging, modifying, and making) and in abstract field (writing, reading, counting, drawing, and composing) based on the material learned at school and other sources within the same point of view/theory

Basic Competence

- Comparing the social function, text structure, and language feature of some functional text in form of greeting card, by asking and giving information related to special days. Based on the contextual use
- Arranging functional text in form of greeting card, very short and simple, related to special days by paying attention to the correct social function, text structure, and language feature based on the context

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the kinds of greeting cards
 - Understand how to convey message related to special days
 - Analyze the social function, text structure, and language feature of greeting cards
 - Recall the information in a greeting cards related to special days
 - Make greeting cards

Apperception

Hello, students. I hope you still have the great motivation in learning English today. Do you have any difficulties from the previous chapter? If you still have any difficulties, you can ask your teacher to explain it again for you. So, you can learn this chapter well!

In this fifth chapter, we will learn about greeting card. Greeting card is a card that is used to send message to other people on a special day. It is a folded card with decorations which is made of hard paper. Greeting cards are made and used in many places around the world. As a social being, we socialize and communicate to other people. There are several occasion in which we need to express our feeling to others. We can do that by sending a greeting card. There are several kinds of greeting card that we can make and send in different kinds of situation. There are congratulation card, homecoming card, gratitude card, apology card, farewell card, sympathy card, and celebration card. We will also learn to make the card too. It is a fun chapter, right? Well, prepare yourself to study this material.

Now, before starting today's lesson, it's better for you to prepare your book and your writing equipment first. Okay you have prepared them, it means you are ready to study. Now, let's study this chapter together!



Greeting Card

When there is a special occasion, such as birthday, getting achievement, celebrating new year, etc., we sometimes get a greeting card. Greeting card is a folded piece of heavy paper with an image or design and a message on it.

Social function

To send a message to mark a special occasion. It is used to express the sender's feeling towards the receiver.

Text structure

The structure of greeting cards is depended of the writer, however, the important things of the card is at least some of the elements below.

- Expression: It contains simple expression to state the message of the card. For example, "Happy Birthday," "Congratulations," "Happy Father's Day."
- Prayer or wish: For example, "I hope you all best luck" or "Get well soon."
- Special quotes: It contains the longer expression to state the message of the card. For example, "A brand new life has come as you accepted in the university."
- Ritual: This part states a real action that has been done, or wished to be done in the future. For example, "Your mother is the nicest person I've ever met" or "Let's have some snacks on your day off."
- Endearment: It is the expression of showing affection. For example, "Dear Liana."

Language features

- Expressions of congratulating, sympathy, etc.
- Expressions of showing affection.
- Expression of hope, wishes, and prayer.

There are several kinds of greeting card based on the occasion. Pay attention to the following explanation.

1. Congratulation card

Congratulation is the act of expressing pleasure to somebody, usually for an achievement or good fortune. Therefore, congratulation card is sent to congratulate someone. It usually includes some praises and good wishes. Wedding card and housewarming card are also kinds of congratulation card.

2. Homecoming card

Homecoming is an act of welcoming someone who is coming back home after a long leave. Thus, homecoming card is sent upon the arrival of someone who has been away.

3. Gratitude card

Gratitude is the feeling of being thankful to somebody. We usually express our gratitude to someone after he/she did something for us. Gratitude card is therefore sent to thank someone. It can be because that person accepted our invitation, because that person has helped us, or else.

4. Farewell card

Farewell is an expression of good wishes on parting. It also means an activity that marks someone's departure. And so, farewell card is sent to someone who is leaving and it contains good wishes from someone who sends the card.

5. Sympathy card

Sympathy may mean the feeling of pity and sorrow for the pain or distress of someone else. Sympathy card can be sent to express sympathy when someone is in a difficult situation or bad condition. Sympathy card is also sent to express condolence.

عاشوراء

The First Greeting Cards

Humans have been sending greetings to each other for centuries, with the ancient Chinese and Egyptians sending messages to each other thousands of years ago. By the 17th century, Europeans began sending greetings on woodcuts and paper. The tradition continued for hundreds of years, and took off in the 1800s with the invention of the printing press and the postage stamp.

Source: <https://www.gettyimages.com>

6. Apology card

Apology is a statement that expresses remorse for something. It is expressed when someone regrets his/her mistake or wrong-doing and feels guilty. Thus, apology card is sent to apologize.

7. Celebration card

Celebration card is sent to express happiness on special celebration such as birthday, anniversary, Independence Day, New Year, and many others, including religious holidays.

Anti-corruption Education

Case
By exchanging greeting cards with other people shows the act of caring/respecting others. It also allows students to connect a certain emotional feeling with the people in their lives.

Exercise

Task 1

Study the text and answer the questions!

Dear Jordy,
Welcome Home My Lovely Brother!
Our home is more cheerful because of your coming. I hope that all of your knowledge and experience in the university may lead you to a better and brighter future.
Love, Danisa

Questions:

1. What kind of card is it?
2. Why does the sender send the card?
3. What is the relationship between the sender and the receiver?
4. Where does the receiver probably go before he goes back home?
5. What does the sender wish for the receiver?

Activity

Activity 1

Task 1

Listen to the tape and complete the blanks carefully!

Dear our lovely daughter, Shantika Aninda
CONGRATULATION
One era ends, a new ... (1)
Your junior high school years have gone so fast
They soon are ... (2) of the past
The future lies ahead of you
Keep all your dreams and goals in view
Be curious and dare to explore the ... (3) you have
Wishing you the ... (4) on your graduation day and beyond
We hope you get another excellent school life on high school
From ... (5) parents, Mr. and Mrs. Hardi

Task 2
State True or False based on the dialogue on Task 1!

No.	Statements	True/False	Corrections
1.	Shantika is the sender of the card.		
2.	The card is sent to congratulate someone in graduating.		
3.	'Dear our lovely daughter, Shantika Aninda' is the endorsement part of the card.		
4.	Shantika is graduating from high school.		
5.	Mr. and Mrs. Hardi are Shantika's teacher.		

Activity 2

Task 1

Study the texts and retell the information on them verbally!

Text 1

With sympathy,
I cannot fully express the sorrow I feel for you at this time. Your father was one of the most generous men I have ever met. He was always lending a hand to others and reaching out when they were in need.
I wish our care can be a comfort and strength for you during your hard days.
From your best friend, Diana

Text 2

Happy Birthday
Sending wishes your way for you to have a happy day and a fabulous year filled with success, joy, and fun. Enjoy your celebration!

National Character

Communicative, creative, disciplined, love reading, and responsible
Students do the activity in a controlled way, eager to know something, willing to read about many things, not likely to cheat, not influenced by others, and having controlled over the task. Students also practice the activity by talking to others about greeting card related to special days. Students also create a dialogue about the relating materials using their own creativity and ideas.

Text 3

Dear Darwin,
Goodbyes are not forever. It's also not the end. It simply means that I'll miss you until we meet again.
Wishing you lots of love and happiness in your new home.
Keep in touch! Let's meet on holiday!

Task 2
Fill in the table based on the information of the texts on Task 1!

No.	Parts	Text 1	Text 2	Text 3
1.	The expression of happiness/condolence/sympathy/consolation			
2.	Prayer/wish			
3.	Special quotes			
4.	Ritual			
5.	Endearment			
6.	Receiver			
7.	Sender			

Activity 3
Read the text and answer the questions!

With Sympathy

My dear aunt, wishing you peace to bring comfort, courage to face the days ahead, and loving memories to forever hold in your heart

Love, Haninda

Questions:

- What kind of card is it?
- Who is the receiver of the card?
- What is the purpose in sending the card?
- "With Sympathy." What part of the card is it?
- What does the sender wish for the receiver?

Activity 4
Complete the card based on your own ideas creatively!

To my dearest teacher,
HAPPY TEACHER'S DAY

Thank you for because of you too I get

I hope

Wishing you
From

Glossary

Condolence : an expression that usually used to somebody who is grieving over a death
 Consolation : comfort to somebody who is upset, distressed, or disappointed
 Regret : to feel sorry and sad about something previously done or said that now appears wrong, mistaken, or harmful to others
 Sorrow : a feeling of deep sadness caused by a loss or misfortune

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Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 4!

- What kind of greeting card is the message probably written in?
 - Apology card
 - Congratulation card
 - Gratitude card
 - Sympathy card
- The message of the greeting card is written to celebrate ...
 - Mother's Day
 - Children's Day
 - Mother's birthday
 - Father's Day
- What kind of greeting card is the message probably written in?
 - Sympathy card
 - Homecoming card
 - Apology card
 - Gratitude card
- The message of the greeting card is written to congratulate someone in ...
 - winning a sport competition
 - getting the perfect score
 - passing the final exam
 - winning a dance competition

The following text is for questions 5 to 7!

SORRY

Dear my best friend,
I have made some mistakes, they rest in the past,
I regretted so much of what I have said to you,
Even though we are miles apart,
I want to tell you,
Sorry from my heart

- The social function of the text is ...
 - to send a gratitude to someone
 - to deliver a sympathy message
 - to express apology to someone
 - to invite someone to an event

6. Why does the sender apologize to the receiver?

- Because he/she has made mistake
- Because he/she doesn't say wrong
- Because he/she regret the past
- Because he/she lives far away

The following text is for questions 7 and 8!

To Miss Ria Sharenna:
We feel so sorry to hear about your sickness and how we can't visit you in the hospital.
Sending you lots of love and blissful wishes for you to get well as soon as possible.
GET WELL SOON!
From the students of class 8D

- Who is the receiver of the text?
 - A student of class 8D
 - The students of class 8D
 - The teacher of class 8D
 - Miss Ria Sharenna
- From the text, we know that ...
 - the card is sent to express apology
 - the sender met Miss Ria in the hospital
 - the receiver is sick right now
 - the card is from a student of class 8D

Fill in the blanks for questions 9 and 10.

(9)
"Success is the fruit of good ideas pursued with energy, intelligence, and determination."
No wonder you're doing so well. Hadn't I congratulated you for your new job position.

(10)

- Well done
- With sympathy
- Happy birthday
- Get well soon

- I wish you a speedy recovery.
- Have you got a wonderful birthday.
- I hope it bring you to a better future.
- May the passage of time heal your grief.

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II. Read the text and answer the questions below it carefully!



Questions:

1. What kind of card is it? **NOTE**
2. What is the social function of the card? **NOTE**
3. Who had holiday in Jakarta?
4. Why do they stay in Jakarta?
5. Write the expression of wish and pray on the card!

Competence Attainment Value			Note	Signature	
Attitude	Knowledge	Skill		Teacher	Parent

Remedial

Study the text and analyze the parts of it!



Enrichment

Make a greeting card based on one of the situations below with your own ideas creatively!

- Your sister will come home soon after being away for some years to work overseas.
- Your neighbour has just been hospitalized due to dengue fever.
- Your friend got the first place of the school in the semester examination.

Chapter 6

There Is a Cat under the Table

Core Competence

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to actual phenomena and events
4. Processing, generating, and reasoning in the concrete field (solving, explaining, arranging, modifying, and making) and realising field (building, making, creating, drawing, and composing) based on the material learned at school and other sources within the same point of view/theory

Basic Competence

- 3.4. Applying the use of function, core messages, and language feature of spoken and written transactional interactional text involving the expressions of asking and giving information related to the location of people, things, and animals, based on the contextual use like attention to the language feature of these texts
- 4.4. Arranging spoken and written, very short and simple, transactional interactional text involving the expressions of asking and giving information related to the location of people, things, and animals, by paying attention to the correct social function, text structure, and language feature based on the context

Learning Objective

- In the end of the lesson, the students are expected to be able to:
- Understand the expressions of asking and giving information related to the location of people, things, and animals
 - Understand the language feature of "there is" and "there are"
 - Understand the usage of prepositions and quantifier
 - Practice dialogue applying the language feature of "there is" or "there are", prepositions, and quantifier
 - Write sentence, dialogue, or text applying the language feature of "there is" or "there are", prepositions, and quantifier

Apperception

Hello, students. Are you in a good condition today? I hope you are always in a healthy state so that you can follow the learning well and without difficulty. This is the last chapter of the semester. After this chapter, you will have the final examination. To prepare for it, make sure you understand the materials on the previous chapters so that you can do the examination easily and get a satisfying score.

In this chapter, you will learn about the expressions of asking and giving information related to the location of people, things, and animals using the language feature of "there is" and "there are." Besides that, we will also learn about preposition and quantifier to tell about the presence and location of people, animals, and things. Quantifier is a word that indicates the range or someone or something, such as "few", "many", "some", and many others. Preposition is a word or set of words used with a noun to show any relation to another part of the clause or sentence. Some prepositions used to show location of someone or something are "in", "on", and "at". There are so many things that we will be studied. So, prepare yourself!

Now, before starting today's lesson, it's better for you to prepare your book and your writing equipment first. Okay you have prepared them, it means you are ready to study. Now, let's study this chapter together!



Presence of People, Animals, and Things

To tell the presence of someone or something, we can use 'there is' or 'there are'. 'There is' is a pronoun used to begin a sentence by stating that someone or something exists, develops, or can be seen. 'There is' is used for singular noun while 'there are' is used for plural noun.

To know which to be is used, we need to understand about kinds of noun. Countable noun is a noun that can be counted while uncountable noun is a noun that cannot be counted if the meaning is not a single type or serving. Some nouns are always seen as singular while some others are always seen as plural. Observe the examples below!

Countable Noun

Singular	Plural
Candy	Candies
Leaf	Leaves
Bread	Breads
Mouse	Mice
Scissors	Scissors
Deer	Deer
Person	People
Song	Songs
Tomato	Tomatoes

Uncountable Noun
 *) Uncountable noun always uses singular verbs

Water
Blood
Money
Flour
Oil
Sugar
Scenery
Time
Strength

Ghost Word
 It is a word that is not actually used but is recorded in a dictionary or other reference work. It is often the result of misspellings and typographical errors. For example, *good, caribaw, equivalence, miltarctic, phantombator, and moonchildness.*
 source: <http://www.englishpage.com/>

Exercise

Task 1
 Fill in the blanks with 'there is' or 'there are'!

- a hospital next to the city park.
- 30 students in this classroom.
- many cars on the parking lot. There must be many people inside.
- a woman in this picture. She is smiling.
- a cat hiding under the car. It almost be ran over by the car.
- much fat in that junk food.
- Ania's dolls everywhere in the room.
- milk in this drink. You shouldn't drink it if you are allergic to milk.
- some women trying to finish their work in the factory.
- caffeine in coffee.

Task 2
 Observe your class! Make sentences using 'there is' or 'there are' based on the amount of the following things with your own ideas creatively!

- Blackboard →
- Chair →
- Table →
- Broom →
- Picture →

Quantifier

Quantifier is used before a noun to indicate the range of the things referred to.

1. Few and little
 Few and little are used to indicate that the amount of the thing is limited; there are not many of it, or there are hardly any people, animals, or things. 'Few' is used for countable nouns while 'little' is used for uncountable nouns. 'A few' is followed by plural nouns.

Note:
 - Without the article, 'few' and 'little' have the meaning of 'not much/many, and possibly less than one might hope for or expect'. These expressions have a negative value to them.
 - With the article, 'a few' and 'a little' have the meaning of 'at least some, perhaps more than one might expect'. These expressions have a positive value.

few (without a) = nearly no Few students are in the library. It is nearly empty. You can say very few .	little (without a) = nearly no or nearly nothing There is little jam in the jar. It is nearly empty. You can say very little .
a few = some but not many - I crocheted a few hats last month. - We're having tests for a few days .	a little = some but not much - I speak a little Korean . (= some Korean, but not much)

2. Many, much, and a lot of
 'Many', 'much', and 'a lot of' are used to indicate a considerable amount of people, animals, or things. Pay attention to their usages below!

many + plural nouns - She invites many people to her birthday party.	much + uncountable noun - We put much effort to work on this project.	a lot of + all types of nouns - There are a lot of trees in the garden.
---	--	--

Note: 'Much' and 'a lot of' as adverbs can be used without a noun. They mean 'to great extent or degree'.
 - I like reading, so I go to the **bookstore a lot**.
 - My father is far away in Europe. I miss him **very much**.

3. Some, any, several, a number of
 'Some', 'any', 'several', and 'a number of' are also used to indicate quantity of something. By attention to their usages below!

a. 'Some' is used in positive sentence. It indicates unspecified amount of something.
Example:
 - We had **some visitors** last weekend, but we didn't have **any** this weekend.
 - I'm thirsty. Can I have **some water**, please? (To ask for something use some.)
 - Would you like **some tea**? (To offer something we also use some.)

b. 'Any' is usually used in negative and interrogative sentences. It indicates amount which has equal meaning as 'one', 'some', or 'several', when the quality, type, or number is not important.

c. 'Several' is used to indicate a small number of something.

d. 'A number of' indicates a total or estimated total quantity of something which can be counted.

Exercise

Task 1
 Fill in the blanks with 'few' or 'little'!

- Only people watched the drama performance because of the rain.
- Mrs. Harni needs time to finish the cooking and serve it on the table.
- David is feeling better now after taking the medicine.

4. Sandi has bought ice-cream cones for his sisters.
5. I'd like to have butter on my pancakes.
6. My father spent money for his new watch because it's on sale.
7. Alfian didn't get perfect score on the exam because he made mistake.
8. My sister drinks milk at night.
9. There were damage in the car because of the accident.
10. Sony has been studying for hours.

Task 2

Fill in the blanks with 'many' or 'much'!

1. Do you drink coffee in the morning?
2. My brother collects books in his bedroom.
3. We saw beautiful paintings and sculptures in the museum.
4. Hurry up! We don't have time.
5. The shop gave discount. So, I didn't cost money for the new bag.
6. When I visited Bandung, I saw interesting places.
7. Diana is very friendly that she has friends at school.
8. I ate spicy foods last night, so now I get stomachache.
9. We should use sheets of paper to make this art.
10. people stare at Tanara on the street because of her large hat.

Preposition of Place

Preposition a member of a set of words used in close connection with, and usually before, nouns and pronouns to show their relation to another part of a clause. Preposition of place shows the location of someone or something. Preposition is usually put before a noun or pronoun. Pay attention to the explanation below.

1. On

It indicates a position above and in contact with the surface of something else. It also indicates attachment or suspension from a surface or object and the location or vicinity of something close to or alongside a place.

Example:

- Don't step on the grass, please!
- Mother puts our meals on the dining table.

2. In

It indicates that something or someone is within or inside something.

Example:

- They stay in Semarang for four days before moving to Surabaya. (not at Semarang)
- I met him in the street yesterday. (not on the street)

3. At

It indicates general position or location.

Example:

- We need to turn right at the next crossroad.
- Please leave the key of your room at the front office before leaving the hotel.
- I couldn't see very well because I was standing at the back.
- She stays at home today because she is not feeling well.

Note:

- The corner of
 - We say 'in the corner of a room', but 'at the corner (or on the corner) of a street'.
- The front and the back of
 - We say in the front/back of a car.
 - We say at the front/back of a building/hall/cinema/group of people/ etc.
 - We say on the front/back of a letter/piece of paper/ etc.

Intercultural Skill

Honesty
The act of honesty, such as not cheating in the examination, shows that the students trust themselves. Honesty promotes the students to be open and empower them to get brighter future.

- **Event**
 - We say that someone is **at** an event
 - We also use **at** to say the location where an event takes place.
- **Building**
 - We can use either **in** or **at** to talk about building.
 - For example: We stay **in/at** a hotel.
 - We had dinner **in/at** a restaurant.
 - We usually use **at** when we talk about **where an event** (for example: a concert, a meeting, a festival, and many others) **takes place**.
 - We use **at** to talk about **someone's house**:
For example: I was **at** Tom's house last night & I was **at** Tom's last night. (You can omit the word 'house' in a sentence like this when the context is clear that you are referring to a place, that is: Tom's house.)
 - We use **in** when we are talking about the building itself and what inside it.
For example: The rooms **in** Tom's house are very small.
I enjoyed the movie but it was very cold **in** the cinema.
- **Town/city, village, country**
 - In general, we use **in** following the name of a town/city/village/country.
For example: Tom's parents live **in** Nottingham. (not 'at Nottingham')
 - We can also use **at** to state that the town/city/village/country is a stopping point or a part of a journey.
For example: Do you know if this train stops **at** Jogjakarta?
We stopped **at** a pretty village on the way to London.
- **Arrive**
 - We use **in** following the name of a town/city/village/country.
For example: When will you **arrive in** Paris?
 - We use **at** following other places such as building or the venue of an event.
For example: The band members have **arrived at** the stadium.
 - We say 'arrive home', without any prepositions.
- **Miscellaneous:**

1. at home	7. at the seaside
2. at work	8. at sea (on a voyage)
3. at school	9. in bed
4. at university	10. in hospital
5. at a station	11. in prison
6. at an airport	12. on a farm

 - The other prepositions to show the presence or location of people, animals, or things:

1. Between	4. Under
2. Behind	5. Above
3. Next to/Beside	

Exercise

Task 1







Fill in the blanks with 'on', 'in', or 'at'!

1. Don't be late! I'm waiting for you bus stop.
2. I keep my school uniform, shirts, and trousers the wardrobe.
3. There are many English books the bookshelf.
4. Can you see the poster the wall? What is it about?
5. The government has built a playground the corner of the street.
6. How long have you stayed Jakarta for the holiday?
7. I can't live the farm. It's too difficult for me.

8. Please, put the books my table. Thank you for your help.
 9. I lived Palembang for two years before moving to Medan.
 10. You can call me when I arrived home tonight.

Task 2

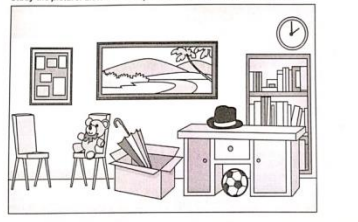
Answer the questions based on the pictures!

<p>1. </p> <p>Q : Where is the vase? A :</p>	<p>3. </p> <p>Q : Where are the boys? A :</p>	<p>5. </p> <p>Q : Where is the girl? A :</p>
<p>2. </p> <p>Q : Where are the rabbits? A :</p>	<p>4. </p> <p>Q : Where is the house? A :</p>	<p>6. </p> <p>Q : Where is the bird? A :</p>

Activity

Activity 1

Study the picture! Listen to the tape and state True or False based on it!



Activity 2

Do the following instructions!

- Be paired with your friend.
- Observe your class.
- Tell the things in your class as much as possible using 'there is,' 'there are,' quantifier, and the preposition of place correctly.
- Do it verbally in turn.

Activity 3

Read the text carefully and answer the questions!

Diana is a junior high school student. She was living in Surabaya before she moved to Bandung. On the holiday, she visited Surabaya and met with her old friends. They have never met for few years. Now, Diana is in a traditional food restaurant. She sits at a table on the corner. There are five chairs around that table. On the table, there are table number, a menu book, salt, pepper, and also a vase with a flower inside it.

The restaurant is not that big, but there are a lot of things in it. When we open the door, we will see some pictures of Javanese people. There is a sculpture of a little boy welcoming the customers. The restaurant also has many kinds of traditional toys. The customers may play with them while enjoying the food. It is a famous traditional restaurant in Surabaya. Right now, there are many customers in the restaurant even though it was just open a few minutes ago.

Diana orders a glass of lemon tea for her and also some plates of snacks. A few minutes later, her old friends, Amara, Lintang, Tania, and Kiara, arrive at the restaurant. They sit on each chair. They order some more food and drink. It doesn't take much time when the waiter serves what they order. They talk about many things and take many pictures. After they finish, they pay for their food and drink at the cashier and go back home.

Questions:

1. Where does Diana live now?
2. What are on the table?
3. What can we see inside the restaurant?
4. Why does the restaurant have many customers?
5. What do Diana and her friends do in the restaurant?

Activity 4

Task 1

Fill in the blanks based on the picture on Activity 1!

1. The books are the bookshelf.
2. The umbrella is the box.
3. The hat is the table.
4. The pictures the wall.
5. The chair is the box.
6. The bookshelf is the clock.
7. The table is the ball.

8. The bookshelf is the table.
 9. The doll is the chair.
 10. The box the table.

Task 2

Make sentences using 'there is' and 'there are' as much as possible based on the picture on Activity 1!

Glossary

- Container : an object such as a box, jar, or bottle that is used to hold something, especially when it is being stored or transported
 Damage : physical injury that makes something less useful, valuable, or able to function
 Pepper : a hot condiment or seasoning made from the ground dried berries of a tropical climbing plant
 Sculpture : the creation of a three-dimensional work of art, especially by carving, modeling, or casting

Competence Test

I. Choose the right answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 4!

1. How many chairs are there?
 a. 15 c. 30
 b. 20 d. 40
2. Where is the parking area located?
 a. Beside the yard
 b. Behind the classroom's building
 c. Beside the classroom's building
 d. Between the classroom and the yard
3. Where are the fried chickens packed?
 a. In the box
 b. In a container
 c. In the plastic bag
 d. In a paper wrap
4. What is beside the cupboard?
 a. Many dolls c. A desk
 b. The door d. A bed

The following picture is for questions 5 and 6.



5. From the picture, we know that
 a. the stove is above the pan
 b. there is a refrigerator between the tables
 c. there are three spoons in the cup
 d. the spoons are beside the cup
6. Where is the lamp?
 a. On the ceiling
 b. At the ceiling
 c. In the ceiling
 d. Under the ceiling

The following dialogue is for question 7.

- Arin : Do you know where Euphoria Cafe is?
 Bayu : Yes. It is beside the supermarket. There is a big name in front of it. Do you want to go there?
 Arin : Yes. I heard that it is always crowded by a lot of customers.
 Bayu : That's true. It is because there are many kinds of meals offered there.

7. Which one is **not** true about the cafe?
 a. It's located next to the supermarket.
 b. There is a big supermarket in front of the cafe.
 c. There are a lot of customers every day.
 d. The supermarket is beside the cafe.

8. What makes the cafe crowded?
 a. Many kinds of meals
 b. Many unique decorations
 c. A lot of water and waitlors
 d. Few customers
9. My school is ... Suroqati Street No. 12 ... the stationery shop and a restaurant.
 a. in, beside c. on, behind
 b. at, between d. at, between
10. I don't know the meaning of ... words on the text, so I spend ... time in understanding it.
 a. many, few
 b. much, little
 c. many, much
 d. few, many

II. Read the text and answer the questions below it carefully!

My Classroom

Hello, friends. I am Iella. This is my classroom. There are many things here. There are forty four wooden chairs for me and my classmates to sit on. There are twenty two wooden tables for us. We put our books and other equipment on it. Each table has two drawers. We usually put our unnecessary stuff for the lesson, such as jacket, bag, books for other lessons, mats, lunchbox, or other stuff, in this drawer.

In the front of the class, there is a blackboard on the wall. There is a small whiteboard placed beside it. There are some chalks in the box to write on the blackboard and some markers to write on the whiteboard. We have two erasers to clean the boards. Beside the blackboard, there is a cupboard. There are many books inside it.

There is also a desk and a chair for the teacher on the corner of the room. We put clean tablecloth on the desk. It is to cover the desk to keep it clean. The chair is for our teachers to sit on. Each thing in this room has its own function. We clean and take care of them every day to keep them in their good condition.

Questions:

1. What is described in the text?
 2. Mention the things inside the classroom! **NOTE**
 3. What does the writer put on the drawer?
 4. What is inside the cupboard?
 5. Where do they put clean tablecloth?

Competence Attainment Value			Note	Signature	
Attitude	Knowledge	Skill		Teacher	Parent

Remedial

Circle the correct preposition!

1. Kalma and Amelia stay (at/on/in) a beautiful village.
 2. After getting up, she folds her blanket and puts it (in/on/at) the bed.
 3. After hearing the car's engine, my sister stands (in/on/at) the door to welcome my father.
 4. The submarine will stay (in/on/at) the water for half an hour to let the passengers enjoy the underwater scenery.
 5. The author signs his newest novel (at/in/on) the bottom of the first page.

Enrichment

Observe your environment and write ten sentences about the presence of people, animals, and/or things based on your observation!

Semester Exercise

I. Choose the correct answer by crossing (x) a, b, c, or d!

Listen to the tape to answer questions 1 to 5!

- Which expression matches with the situation?
 - Let's play outside!
 - Don't play inside the house!
 - May I play basketball outside?
 - Let's play chess inside the house!
- Which expression matches with the situation?
 - May I borrow your crayons?
 - Let's draw animal!
 - Draw the animals on the drawing book!
 - Give me your crayons!
- What kind of greeting card is the message probably written in?
 - Condolences card
 - Graduate card
 - Homecoming card
 - Congratulation card
- Where do the students play games?
 - In the classroom
 - In the canteen
 - In front of the classroom
 - On the school yard
- Where was Diana born?
 - In Surabaya
 - At Brayangkara Street no.6
 - In Yogyakarta
 - At Masjid Street no.6

The following dialogue is for questions 6 and 7.

Mr. Abdur : Attention, boys! Don't run at the corridor, please! You're disturbing the other class.
 Abraham : We're sorry, Sir. We just finished our sport lesson and we are late for biology lesson in the laboratory. That's why we're running.
 Mr. Abdur : Well, you still mustn't do so. Just walk fast or run across the yard.
 Abraham : All right, Sir. We're really sorry.
 Mr. Abdur : Okay. Don't do it again next time!

- The students run in the corridor because ...
 - they are already late for biology lesson
 - they want to disturb the other class
 - they finish the sport lesson quickly
 - they don't want to run across the yard
- From the text, we know that ... **NOTES**
 - Mr. Abdur permits the students to run in the corridor
 - the students must walk fast in the corridor
 - the students ask for permission to Mr. Abdur to run in the corridor
 - the students mustn't run in the corridor

The following dialogue is for questions 8 and 9.

Dewanti : Mom, may I join a cooking course?
 Mother : Why do you want it?
 Dewanti : I enjoy cooking so much. I want to learn more to broaden my cooking knowledge. There are many things that I want to learn.
 Mother : That's good reason. You may join it as your reward for your good attitude so far. But, be focus on the course and don't be a boastful girl in the future!
 Dewanti : Yes, Mom. I won't do that. Thank you very much.
 Mother : You're welcome.

- Which one is **not** true based on the dialogue? **NOTES**
 - Dewanti and her mother will join a cooking course.
 - Dewanti wants to learn cooking more.
 - Mother allows Dewanti to join the course.
 - Mother prohibits Dewanti to be a boastful girl.
- Dewanti may join the course because ...
 - she compels her mother
 - she is a boastful girl
 - her mother considers it as her reward
 - it's an obligation for her to do

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The following text is for questions 10 and 11.

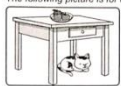
Happy Mother's Day!

Thank you, Mom, for everything that you have done and keep doing for me.

You have taught me lots of good things. I have become what I am today because of you. Thank you for being great mother in my life. I love you to the moon and back.

- Who is the receiver of the text? **NOTES**
 - Father
 - Student
 - Mother
 - Teacher
- What does the sender express in the text?
 - Apology
 - Farewell
 - Welcome
 - Gratitude

The following picture is for question 12.



- Which one is false based on the picture? **NOTES**
 - The plate is on the table.
 - There are three apples on the plate.
 - The table is above the plate.
 - There is a cat under the table.
- When we walked ... the side of the river, we saw ... fishes there.
 - at much
 - on, many
 - in, little
 - on, much
- Siska hurts her hand ... the kitchen after she accidentally pours ... hot water on it.
 - in, much
 - on, few
 - at, many
 - in, low

The following text is for question 15.

hands - food - the - your - wash - taking - before

1 2 3 4 5 6 7

- The best arrangement is ...
 - 2 - 7 - 5 - 1 - 4 - 3 - 6
 - 3 - 6 - 1 - 7 - 5 - 2 - 4
 - 5 - 4 - 1 - 7 - 6 - 3 - 2
 - 4 - 1 - 5 - 2 - 3 - 7 - 6

II. Read the text and answer the questions below it carefully!

To Karina,
HAPPY BIRTHDAY
 Wishing you a day filled with happiness and a year filled with joy.
 Let's hang out whenever you have time.
 Your best friend, Adinda

Questions:

- What kind of card is it? **NOTES**
- What is the purpose of writing the card?
- Who is the sender of the card?
- Write the sender's wish for the receiver!
- What is the relationship between Karina and Adinda?

Remedial

Complete the text by choosing the right word on the bracket!

I am (on/in/at) the city park now. The park is located (on/in/at) Majapahit Street no. 15. It is (on/in/at) the corner of the street. This park is a famous park. (Many/much) visitors come to relax, play, or exercise (on/in/at) the park every day. (Somebody's) visitors bring along their children or pets to play Frisbee (on/in/at) the grass. There are (many/much) trees there. The visitors sit (above/under) the trees. (There is/There are) also (few/little) people play water (on/in/at) the little pond.

Enrichment

Make a greeting card to congratulate someone in getting an achievement with your own ideas creatively! You may draw it or use computer application to make it!

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5 Mitos Tentang Belajar Bahasa Asing yang Tidak Perlu Dipercaya

1 Belajar bahasa asing harus datang ke negara yang bersangkutan

Berkomunikasi langsung dengan teman yang telah menguasai keterampilan bahasa atau langsung berkomunikasi dengan seorang guru akan menjadikan kita mahir berbahasa asing tanpa harus datang ke negara asal.

Harus menjadi orang yang ekstrovert (aktif berbicara) agar bisa lancar berbahasa

Orang dengan kepribadian introvert lebih mudah merasa canggung dan gelisah saat bertemu dengan orang-orang asing. Meskipun demikian, hal ini tidak menjadikan orang yang introvert kesulitan untuk belajar bahasa baru. Jangan pernah membiarkan kekurangan yang dimiliki menjadi halangan untuk belajar bahasa baru.

3 Tidak belajar bahasa baru karena merasa terlalu tua

Usia hanyalah salah satu faktor dari banyak faktor yang mempengaruhi kecepatan belajar. Ada faktor lain yang mempengaruhi kemampuan belajar yaitu lingkungan belajar dan motivasi internal dari dalam diri sendiri.

Tidak berminat belajar bahasa asing yang lain

Saat ini bahasa asing yang banyak digunakan oleh banyak orang di dunia adalah bahasa Inggris. Meskipun demikian, jangan hanya fokus untuk mempelajari bahasa Inggris saja. Di dunia dengan keberagaman budaya, bisnis, serta hiburan akan sangat membutuhkan keahlian berbahasa asing yang lain.

5 Tidak memiliki kemampuan untuk belajar

Perbedaan antara orang yang bisa dan orang yang tidak adalah kemampuan mereka untuk memprioritaskan apa yang penting dalam jadwal. Itu artinya jika belajar bahasa asing adalah prioritas yang penting untuk diperhatikan, maka Anda pasti dapat mempelajarinya. Jika bukan prioritas, maka akan sulit untuk mempelajari hal tersebut.

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Appendix 3 Permendikbud

SALINAN

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

NOMOR 8 TAHUN 2016 TENTANG

BUKU YANG DIGUNAKAN OLEH SATUAN PENDIDIKAN

DENGAN RAHMAT TUHAN YANG MAHA ESA

MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK
INDONESIA,

Menimbang : a. bahwa buku yang digunakan oleh satuan pendidikan baik buku teks pelajaran maupun buku non teks pelajaran harus sejalan dengan nilai Pancasila, Undang- Undang Dasar Negara Republik Indonesia 1945, dan norma positif yang berlaku di masyarakat;

b. bahwa buku teks pelajaran merupakan perangkat operasional utama atas pelaksanaan kurikulum dan buku non teks pelajaran merupakan sarana pendukung untuk memfasilitasi pelaksanaan, penilaian, dan pengembangan pembelajaran bagi peserta didik dan pendidik sehingga harus memenuhi kriteria buku yang layak digunakan satuan pendidikan;

c. bahwa untuk menjamin pemenuhan nilai – nilai dan standar kriteria buku sebagaimana dimaksud pada huruf a dan huruf b, diperlukan

pelibatan semua pelaku dan pemangku kepentingan sebagai ekosistem perbukuan;

d. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, huruf b, dan huruf c perlu menetapkan Peraturan Menteri Pendidikan dan Kebudayaan tentang Buku yang Digunakan oleh Satuan Pendidikan;

Mengingat:1.Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);

2. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 41, Tambahan Lembaran Negara Republik Indonesia Nomor 4496) sebagaimana telah beberapa kali diubah terakhir dengan Peraturan Pemerintah Nomor 13 Tahun 2015 tentang Perubahan Kedua Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 71, Tambahan Lembaran Negara Republik Indonesia Nomor 5670);

3. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 11 Tahun 2015 tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan;

MEMUTUSKAN:

Menetapkan : PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN TENTANG BUKU YANG DIGUNAKAN OLEH SATUAN PENDIDIKAN.

Pasal 6

(1) Penilaian atas kriteria kelayakan Buku Teks Pelajaran maupun Buku Non Teks Pelajaran diajukan oleh Penerbit kepada Kementerian atau Badan Standar Nasional Pendidikan (BSNP).

(2) Kriteria atas kelayakan Buku Teks Pelajaran yang diterbitkan oleh Kementerian dilakukan oleh Tim Penelaah yang ditetapkan oleh Menteri Pendidikan dan Kebudayaan.

(3) Kriteria atas kelayakan Buku Teks Pelajaran yang diterbitkan oleh swasta dapat dilakukan penilaian oleh BSNP atau Tim Penilai yang ditetapkan oleh Menteri Pendidikan dan Kebudayaan.

(4) Kriteria atas kelayakan Buku Non Teks Pelajaran sebagai buku yang layak digunakan oleh Satuan Pendidikan ditetapkan oleh Kementerian melalui proses penilaian.

SALINAN LAMPIRAN

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

NOMOR 8 TAHUN 2016 TENTANG

BUKU YANG DIGUNAKAN OLEH SATUAN PENDIDIKAN

PETUNJUK TEKNIS PEDOMAN BUKU YANG DIGUNAKAN OLEH SATUAN PENDIDIKAN

Buku yang digunakan oleh Satuan Pendidikan, baik berupa Buku Teks Pelajaran maupun Buku Non Teks Pelajaran, merupakan sarana proses pembelajaran bagi guru dan peserta didik, agar peserta didik dapat meningkatkan pengetahuan dasar untuk jenjang pendidikan yang lebih tinggi. Materi pengetahuan yang diinformasikan melalui Buku Teks Pelajaran dan Buku Non Teks Pelajaran sangat penting. Oleh karena itu penyajian materi harus ditata dengan menarik, mudah dipahami, memiliki tingkat keterbacaan yang tinggi, dan memenuhi nilai/norma positif yang berlaku di masyarakat, antara lain tidak mengandung unsur pornografi, paham ekstrimisme, radikalisme, kekerasan, SARA, bias gender, dan tidak mengandung nilai penyimpangan lainnya.

Buku Teks Pelajaran dan Buku Non Teks Pelajaran harus memuat unsur-unsur kulit buku, yakni kulit depan, kulit belakang, dan punggung buku. Selain itu, buku teks pelajaran dan buku non teks pelajaran juga harus memuat bagian-bagian buku, yang meliputi bagian awal buku, bagian isi, dan bagian akhir buku.

C. BAGIAN ISI

Bagian isi merupakan uraian materi tentang pokok bahasan yang sesuai dengan judul buku. Uraian materi harus dapat mengembangkan pengetahuan, keterampilan, dan sikap positif peserta didik. Untuk itu, aspek materi, aspek kebahasaan, aspek penyajian, dan aspek kegrafikaan yang perlu diperhatikan adalah sebagai berikut:

Aspek Materi

1. Harus dapat menjaga kebenaran dan keakuratan materi, kemutakhiran data dan konsep, serta dapat mendukung pencapaian tujuan pendidikan nasional.
2. Menggunakan sumber materi yang benar secara teoritik dan empirik.
3. Mendorong timbulnya kemandirian dan inovasi.
4. Mampu memotivasi untuk mengembangkan dirinya.
5. Mampu menjaga persatuan dan kesatuan bangsa dengan mengakomodasi kebhinnekaan, sifat gotong royong, dan menghargai pelbagai perbedaan.

Aspek Kebahasaan

1. Penggunaan bahasa (ejaan, kata, kalimat, dan paragraf) tepat, lugas, jelas, serta sesuai dengan tingkat perkembangan usia.
2. Ilustrasi materi, baik teks maupun gambar sesuai dengan tingkat perkembangan usia pembaca dan mampu memperjelas materi/konten.
3. Bahasa yang digunakan komunikatif dan informatif sehingga pembaca mampu memahami pesan positif yang disampaikan, memiliki ciri edukatif, santun, etis, dan estetis sesuai dengan tingkat perkembangan usia.
4. Judul buku dan judul bagian-bagian materi/konten buku harmonis/selaras, menarik, mampu menarik minat untuk membaca, dan tidak provokatif.

Aspek Penyajian Materi

1.Materi buku disajikan secara menarik (runtut, koheren, lugas, mudah dipahami, dan interaktif), sehingga keutuhan makna yang ingin disampaikan dapat terjaga dengan baik.

2.Ilustrasi materi, baik teks maupun gambar menarik sesuai dengan tingkat perkembangan usia pembaca dan mampu memperjelas materi/konten serta santun.

3.Penggunaan ilustrasi untuk memperjelas materi tidak mengandung unsur pornografi, paham ekstrimisme, radikalisme, kekerasan, SARA, bias gender, dan tidak mengandung nilai penyimpangan lainnya.

4.Penyajian materi dapat merangsang untuk berpikir kritis, kreatif, dan inovatif.

5.Mengandung wawasan kontekstual, dalam arti relevan dengan kehidupan keseharian serta mampu mendorong pembaca untuk mengalami dan menemukan sendiri hal positif yang dapat diterapkan dalam kehidupan keseharian.

6.Penyajian materi menarik sehingga menyenangkan bagi pembacanya dan dapat menumbuhkan rasa keingintahuan yang mendalam.

Aspek Kegrafikaan

1.Ukuran buku sesuai dengan tingkat perkembangan usia dan materi/konten buku.

2.Tampilan tata letak unsur kulit buku sesuai/harmonis dan memiliki kesatuan (unity).

3.Pemberian warna pada unsur tata letak harmonis dan dapat memperjelas fungsi.

4.Penggunaan huruf dan ukuran huruf disesuaikan dengan tingkat perkembangan usia.

5.Ilustrasi yang digunakan mampu memperjelas pesan yang ingin disampaikan.

Appendix 4 Taxonomy Bloom Revised

Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor

Bloom's Revised Taxonomy—Cognitive Domain

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000). This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Category	Examples	Key Words [Verbs]
Remembering: Recall previous learned information.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

<p>Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p>	<p>Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p>	<p>Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p>	<p>Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Evaluating: Make judgments about the value of ideas or materials.</p>	<p>Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p>	<p>Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets,</p>

<p>Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p>	<p>Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
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Appendix 5 Silabus Mata Pelajaran

SILABUS MATA PELAJARAN

SEKOLAH MENENGAH PERTAMA/MADRASAH
TSANAWIYAH (SMP/MTs)

MATA PELAJARAN BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN JAKARTA,
2016

B. KELAS VIII

Alokasi Waktu: 72 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> •Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman •Struktur Teks <ul style="list-style-type: none"> -Memulai -Menanggapi (diharapkan/di luar dugaan) •Unsur Kebahasaan <ul style="list-style-type: none"> -Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> -Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar -Mengidentifikasi ungkapan yang sedang dipelajari -Menanyakan hal-hal yang tidak diketahui atau yang berbeda -Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa -Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas -Melakukan refleksi tentang proses dan hasil belajar
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur Kompetensi Dasar kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks</p>	<ul style="list-style-type: none"> •Fungsi sosial Menjelaskan, membanggakan, berjanji Materi Pembelajaran mengajak, dan sebagainya. •Struktur teks <ul style="list-style-type: none"> -Memulai -Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa Kegiatan Pembelajaran teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar -Menanyakan hal-hal yang tidak diketahui atau yang berbeda -Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang

<p>penggunaannya. (Perhatikan unsur kebahasaan can, will) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> •Unsur kebahasaan -Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will. -Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> -Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu -Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab -Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should) 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang Kompetensi Dasar melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> •Fungsi sosial Menyuruh, melarang, dan menghimbau. •Struktur teks -Memulai -Menanggapi (diharapkan/di luar dugaan) •Unsur kebahasaan -Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, -Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Materi Pembelajaran Interaksi antara peserta didik dan 	<ul style="list-style-type: none"> -Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar -Menanyakan hal-hal yang tidak diketahui atau yang berbeda -Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang -Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu -Memaparkan hasil temuannya dalam Kegiatan Pembelajaran mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya

<p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya 4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p>	<ul style="list-style-type: none"> •Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. •Struktur teks <ul style="list-style-type: none"> -Memulai -Menanggapi (diharapkan/di luar dugaan) •Unsur Kebahasaan <ul style="list-style-type: none"> -Ungkapan a.l let's ..., can you ..., would you like ..., may I, please. -Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> -Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar -Mengidentifikasi ungkapan yang sedang dipelajari -Menanyakan hal-hal yang tidak diketahui atau yang berbeda -Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa -Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas -Melakukan refleksi tentang proses dan hasil belajar
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari- hari spesial, sesuai dengan</p>	<ul style="list-style-type: none"> •Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. •Struktur Teks Teks greeting card dapat mencakup -Identifikasi (nama peristiwa, hari 	<ul style="list-style-type: none"> -Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu -Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar -Mencermati dan menemukan perbedaan dan persamaan dari

<p>konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>istimewa) bersifat khusus</p> <ul style="list-style-type: none"> -Ungkapan khusus yang relevan -Gambar, hiasan, komposisi warna •Unsur Kebahasaan -Ungkapan a.l. Congratulations. Well done. Good job., dll. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<p>beberapa greeting card untuk event lain</p> <ul style="list-style-type: none"> -Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya -Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. -Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> •Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. •Struktur teks -Memulai -Menanggapi (diharapkan/di luar dugaan) •Unsur Kebahasaan -Ungkapan dengan There is/are -Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of). -Frasa kata depan: in, on, under, in front of, below, above, dan lain lain. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan •Topik Keberadaan orang, binatang, benda, di 	<ul style="list-style-type: none"> -Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar -Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar -Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang -Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar -Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks

	kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	-Melakukan refleksi tentang proses dan hasil belajarnya
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Appendix 6 Table Content Analysis

1. CHAPTER 1

a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance with the material and syllabus.				✓
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓
4	Clarity of activity sheet title student	The title of student sheet is clear and in accordance with the material in this material.				✓
5	Clarity of instructions for use student activity sheet	Instruction for using student activity are clear.				✓
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function in writing and speaking.				✓
8	Activities can motivate students	These activities can motivate students by learning some expressions in writing as well as speaking.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and				✓

		clear.				
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities such as activities at school and activities at home.				✓
12	Questions help give conclusion	The questions that exist can help students learn to understand the meaning of several expressions in everyday life				✓
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of expressions used in everyday life				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			56			
Percentage			100%			

b. Language analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent	An explanation of the				✓

	study	material and the placement of the appropriate order of material in this chapter so that it can be used for independent study by students.				
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Quite a lot of material explanation.			✓	
4	Worksheet title	Title of this worksheet is simple and clear.				
5	Explanation of the introduction	The introductory explanation in this chapter is clear, like explaining what will be learned in learning expressions in everyday life.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and student	Instructions for teachers and students are clear, such as instructions for working on worksheets.				✓
8	Clarity of concept maps	The concept maps is clear				✓
9	Clarity of competency standards graduate	The clarity of graduation competency standards is explained in core competencies.				✓
10	Loading subject matter	This chapter contains learning material about various expressions in everyday life.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 20 Task which every Task have 1-10 questions.				✓
Total			47%			

Percentage	97%
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d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	The design on this chapter is simple but stil attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is too dense.			✓	
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept even though there aren't many pictures.				✓
5	Explanation of the introduction	The pictures in this chapter help students understand the steps of the activity.				✓
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions for teachers and student	The picture is black and white, but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓
9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			37			
Percentage			92%			

2. CHAPTER 2

a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance				✓

		with the material and syllabus.				
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓
4	Clarity of activity sheet title student	The title of student sheet is clear and in accordance with the material in this material.				✓
5	Clarity of instructions for use student activity sheet	Instruction for using student activity are clear.				✓
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function related ability and willingness in writing and speaking.				✓
8	Activities can motivate students	These activities can motivate students by learning capability/ability and willingness in writing as well as speaking.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and clear.				✓
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities such as telling their ability.				✓
12	Questions help give conclusion	The questions that				✓

		exist can help students learn to understand the meaning ability/capability and willingness				
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of expressions showing capability and willingness				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			56			
Percentage			100%			

b. Language analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	In this chapter there are many activities that can make students learn independently because there are many Tasks that make students learn				✓

		independently.				
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Not too much material but has exercises that can help students understand this material.				✓
4	Worksheet title	Title of this worksheet is according to the material.				✓
5	Explanation of the introduction	The introductory explanation in this chapter is clear, like explaining what will be learned in capability and willingness.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and student	Instructions for teachers and students are clear, such as instructions for working on worksheets.				✓
8	Clarity of concept maps	The concept maps is clear				✓
9	Clarity of competency standards graduate	The clarity of graduation competency standards is explained in core competencies.				✓
10	Loading subject matter	This chapter contains learning material about ability/capability and willingness.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 16 Task which every Task at least have 5 questions.				✓
Total			48%			
Percentage			100%			

d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
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1	Can be used for independent study	The design on this chapter is simple but still attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is not too dense and neat.			✓	
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept even though there is only 1 picture on this chapter.				✓
5	Explanation of the introduction	There is only 1 picture in this chapter so it is not enough to describe the steps of the activity.		✓		
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions for teachers and student	The picture is black and white, but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓
9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			36			
Percentage			90%			

3. CHAPTER 3

a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance with the material and syllabus.				✓
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓

4	Clarity of activity sheet title student	The title of the student sheet not match enough with the material in this chapter.		✓		
5	Clarity of instructions for use student activity sheet	Instruction for using student activity are clear.				✓
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function related to obligation, prohibition, and suggestion.				✓
8	Activities can motivate students	These activities can motivate students by learning obligation, prohibition, and suggestion in writing as well as speaking.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and clear.				✓
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities such as obligations, prohibitions, and suggestions that students must do and don't				✓
12	Questions help give conclusion	The questions that exist can help students learn to understand about obligation, prohibition, and suggestion.				✓
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of expressions about obligation, prohibition, and suggestion.				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			54			
Percentage			96%			

b. Language analysis

No	Components of the	Description	1	2	3	4
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	criteria					
1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	In this chapter there are many activities and pictures that can make students learn independently.				✓
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Has a lot of material and the material is clear.				✓
4	Worksheet title	The title of the student sheet not match enough with the material in this chapter.		✓		
5	Explanation of the introduction	The introductory explanation in this chapter is clear so the students understand what will they learn.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and	Instructions for teachers and students				✓

	student	are clear, such as instructions for working on worksheets.				
8	Clarity of concept maps	The concept maps is clear				✓
9	Clarity of competency standards graduate	The clarity of graduation competency standards is explained in core competencies.				✓
10	Loading subject matter	This chapter contains learning material about obligation, prohibition, and suggestion.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 18 Task and some Tasks have pictures.				✓
Total			46%			
Percentage			95%			

d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	The design on this chapter is simple but still attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is not too dense and neat.				✓
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept even though there is only 1 picture on this chapter.				✓
5	Explanation of the introduction	There is only 1 picture in this chapter so it is not enough to describe the steps of the activity.				✓
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions for teachers and student	The picture is black and white, but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓

9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			39			
Percentage			97%			

4. CHAPTER 4

a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance with the material and syllabus.				✓
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓
4	Clarity of activity sheet title student	The title of the student is match with the material in this chapter.		✓		
5	Clarity of instructions for use student activity sheet	Instruction for using student activity are clear.				✓
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function related to instructing, inviting, and asking for permission.				✓
8	Activities can motivate students	These activities can motivate students by learning instructing, inviting, and asking for permission in writing as well as speaking.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and clear.				✓
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities				✓

		such as instructing, inviting, and asking for permission that students must do and don't				
12	Questions help give conclusion	The questions that exist can help students learn to understand about instructing, inviting, and asking for permission.				✓
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of expressions showing instructing, inviting, and asking for permission.				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			54			
Percentage			96%			

b. Language analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
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1	Can be used for independent study	In this chapter there are many activities and pictures that can make students learn independently.				✓
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Has a lot of material and the material is clear.				✓
4	Worksheet title	The title of the student sheet is match with the material in this chapter.				✓
5	Explanation of the introduction	The introductory explanation in this chapter is clear so the students understand what will they learn.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and student	Instructions for teachers and students are clear, such as instructions for working on worksheets.				✓
8	Clarity of concept maps	The concept maps is clear				✓
9	Clarity of competency standards graduate	The clarity of graduation competency standards is explained in core competencies.				✓
10	Loading subject matter	This chapter contains learning material about instructing, inviting, and asking for permission.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 16 Task and some Tasks have pictures.				✓
Total			48%			
Percentage			100%			

d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
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1	Can be used for independent study	The design on this chapter is simple but still attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is not too dense and neat.				✓
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept.				✓
5	Explanation of the introduction	The picture help understand the steps of activity on this chapter, such as activity on daily activity.				✓
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions for teachers and student	The picture is black and white, but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓
9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			39			
Percentage			97%			

5. CHAPTER 5

a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance with the material and syllabus.				✓
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓
4	Clarity of activity sheet title student	The title of the student is match with the material in this chapter.				✓
5	Clarity of instructions for use student	Instruction for using student activity are clear.				✓

	activity sheet					
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function related to instructing, inviting, and asking for permission.				✓
8	Activities can motivate students	These activities can motivate students by learning instructing, inviting, and asking for permission in writing as well as speaking.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and clear.				✓
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities such as greeting card which used in special day that students must do.				✓
12	Questions help give conclusion	The questions that exist can help students learn to understand about greeting card.				✓
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of greeting card.				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			56			
Percentage			100%			

b. Language analysis

No	Components of the criteria	Description	1	2	3	4
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1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	In this chapter there are many activities and pictures that can make students learn independently.				✓
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Has a lot of material and the material is clear.				✓
4	Worksheet title	The title of the student sheet is match with the material in this chapter.				✓
5	Explanation of the introduction	The introductory explanation in this chapter is clear so the students understand what will they learn.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and student	Instructions for teachers and students are clear, such as instructions for working on worksheets.				✓
8	Clarity of concept maps	The concept maps is clear			✓	
9	Clarity of competency standards graduate	The clarity of graduation competency standards is				✓

		explained in core competencies.				
10	Loading subject matter	This chapter contains learning material about instructing, inviting, and asking for permission.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 16 Task and some Tasks have pictures.				✓
Total			47%			
Percentage			97%			

d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	The design on this chapter is simple but still attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is not too dense because less of material and neat.				✓
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept.				✓
5	Explanation of the introduction	The picture help understand the steps of activity on this chapter, such as greeting card for expression of congratulation or sympathy.				✓
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions for teachers and student	The picture is black and white, but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓
9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			39			
Percentage			97%			

6. CHAPTER 6
a. Content analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of the theme with KI and KD	The theme is conform with the KI and KD.				✓
2	Basic competence suitability with material	Basic competence is in accordance with the material and syllabus.				✓
3	Conformity of indicators with learning objectives	Indicators and learning objectives is in accordance.				✓
4	Clarity of activity sheet title student	The title of the student is match with the material in this chapter.				✓
5	Clarity of instructions for use student activity sheet	Instruction for using student activity are clear.				✓
6	Clarity of user goals student activity sheet	The goals student activity sheet is clear.				✓
7	Learning activities support Basic Competence	The learning activities are support Basic competence by asking student for applying the social function related to the location of people, things, and animals.				✓
8	Activities can motivate students	These activities can motivate students by learning instructing, the location of people, things, and animals in writing as well as speaskng.				✓
9	Accuracy of material explanation	The explanation of the material is appropriate and clear.				✓
10	The suitability of the material with student ability	The material given in this chapter is in accordance with the students' abilities.				✓
11	Emphasis on process everyday life	The material in this chapter emphasizes daily activities such as greeting card which explain the location of people, things, and animals.				✓
12	Questions help give conclusion	The questions that exist can help students learn to understand about preposition				✓

		about the location of people, things, and animals.				
13	Questions provide clues in finding concepts	Questions provide clues to students in finding the concept of the location of people, things, and animals.				✓
14	The suitability of the material with literature review	The material are in accordance with literature review				✓
Total			56			
Percentage			100%			

b. Language analysis

No	Components of the criteria	Description	1	2	3	4
1	Conformity of language rules	The language used is in accordance with the rules of language.				✓
2	Consistency of terms	The terms used in this chapter are consistent				
3	According to the level student development	The language used in this chapter is in accordance with the developmental level of the students.				✓
4	Clear sentence structure	The sentence structure used is clear and can help students understand the material easily.				✓
5	Good language clarity used	The language used is good and clear.				✓
Total			20			
Percentage			100%			

c. Presentation analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	In this chapter there are many activities and pictures that can make students learn independently.				✓
2	Information makes it easier for participants educate	The information provided is clear so that it is easy to learn.				✓
3	Easy tools and materials found	Has 1 material and the material is clear.				✓
4	Worksheet title	The title of the student sheet is match with the material in this chapter.				✓

5	Explanation of the introduction	The introductory explanation in this chapter is clear so the students understand what will they learn.				✓
6	Conformity of the table of contents	The pages listed in the table of contents correspond to the pages in this chapter.				✓
7	Clarity of instructions for teachers and student	Instructions for teachers and students are clear, such as instructions for working on worksheets.				✓
8	Clarity of concept maps	The concept maps is clear enough.			✓	
9	Clarity of competency standards graduate	The clarity of graduation competency standards is explained in core competencies.				✓
10	Loading subject matter	This chapter contains learning material about the location of people, things, and animals.				✓
11	Lots of practical activities	Has practical activities consisting of practical writing and speaking				✓
12	Loading questions and conclusion	Has about 16 Task and some Tasks have pictures.				✓
Total			47%			
Percentage			97%			

d. Graphic analysis

No	Components of the criteria	Description	1	2	3	4
1	Can be used for independent study	The design on this chapter is simple but still attractive.				✓
2	Information makes it easier for participants educate	The presentation in this chapter is dense because has a lot of material and neat.				✓
3	Easy tools and materials found	The illustrations provided are clear.				✓
4	Worksheet title	The pictures support the concept.				✓
5	Explanation of the introduction	The picture help understand the steps of activity on this chapter, such as the location of people, things, and animals.				✓
6	Conformity of the table of contents	The cover is in accordance with the material.				✓
7	Clarity of instructions	The picture is black and white,				

	for teachers and student	but the picture is very clear.			✓	
8	Clarity of concept maps	The letters are easy to read and there are no typos.				✓
9	Clarity of competency standards graduate	The type of font and the size of the font used is clear.				✓
10	Loading subject matter	The correct space is used as a word separator and a spacer.				✓
Total			39			
Percentage			97%			

Appendix 7 Table Classification Analysis

1. CHAPTER 1

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1	Fill the blanks with the suitable word on the box!			✓				This Task instruction ask student to predict the correct answer
2	Practice the complete dialogue on Task 1 with your friend and perform it in front of the class confidently!		✓					This Task instruction ask student to explain in group
3	Listen to the dialogue and complete the blanks carefully!				✓			This Task instruction ask student to analyze the material which is form of audio
4	State True or False based on the dialogue on Task 1!					✓		This Task instruction ask student to conclude the compiled dialogue
5	Practice the dialogue bellow in pairs in front of the class							This Task instruction ask student to

	confidently!			✓				demonstrate what the dialogue is.
6	Be pair with your friend! Choose one the following pictures! Make a dialogue using the expression of asking for attention, checking understanding, appreciating achievement/work, and asking and giving opinion based on the picture you choose!					✓		This Task instruction ask student to analyse and select the Task
7	Memorize the dialogue you have made and perform it in front of the class confidently		✓					This Task instruction ask student to explain what they have memorized
8	Read the dialogue and complete the dialogue with suitable expressions on the box!				✓			This Task instruction ask student to identify and write the best correct answer
9	Answer the questions based on the completed dialogue on Task 1!			✓				This Task instruction ask student to write the best answer
10	Express your own opinion to complete the dialogues below!					✓		This Task instruction ask student to describe the particular opinion based on the dialogue

11	Match the expression of appreciating/complimenting to the suitable response!	✓						This Task instruction ask student to select the best answer
12	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
13	Read the dialogue and answer the questions carefully!				✓			This Task instruction ask student to analyse and select the best answer
14	Complete the sentence with the right expression of appreciation with your own ideas creatively!						✓	This Task instruction ask student to modifies the right sentences with the right expression
15	Express your opinion about one of the topics below verbally!						✓	This Task instruction ask student to explain the particular opinion based on the topic
Total		2	2	3	4	2		
LOTS		7						
HOTS		8						
Percentage								
LOTS		47%						
HOTS		53%						

2. CHAPTER 2

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1	Choose the right answer for the	✓						This Task instruction

	sentence!							ask student to select the right answer
2	Change the sentences into the right pattern!			✓				This Task instruction ask student to modify the provided sentences
3	Change the verb in the bracket using the modal verb 'will'						✓	This Task instruction ask student to rearrange the provided verb
4	Translate the sentences into English and changes them into negative and interrogative!		✓					This Task instruction ask student to rewrite the best translating
5	Listen to the tape and complete the blanks!				✓	✓		This Task instruction ask student to analyze and to write the right answer
6	State True or False based on the text on Task 1!				✓			This Task instruction ask student to conclude the right answer based on the text
7	Practice the dialogue with your friend!			✓				This Task instruction ask student to demonstrate the dialogue
8	Study the texts and state the ability and				✓			This Task instruction ask student

	capability based on verbally!							to analyse the material
9	Study the texts and state the willingness based on it verbally!				✓			This Task instruction ask student to analyse the material
10	Read the dialogue and answer the questions!				✓	✓		This Task instruction ask student to analyse the material and to write the best answer
11	Complete the sentences below to state your willingness on the situation!	✓						This Task instruction ask student to select the right sentences
12	Read the situations and write a paragraph to state the ability and capability!				✓	✓		This Task instruction ask student to analyse the material and to write the best answer
13	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
14	Read the text and answer the questions carefully!				✓	✓		This Task instruction ask student to analyse the material and to write the best answer
15	Complete the dialogues based on your own ability or capability creatively!						✓	This Task instruction ask student to create the right dialogue

								with the words
16	Translate the sentences into English!		✓					This Task instruction ask student to rewrite the best translating
Total		3	2	2	7	4	2	
LOTS		8						
HOTS		13						
Percentage								
LOTS		38%						
HOTS		62%						

3. CHAPTER 3

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1	Fill the blanks with “must” or “have/has”		✓					This Task instruction ask student to predict the correct answer
2	Change the sentences into the right pattern!						✓	This Task instruction ask student to rearrange the provided sentences
3	Fill the blanks in the dialogue with suitable expression on the box!		✓					This Task instruction ask student to predict the correct answer
4	Write the prohibition according each sign!						✓	This Task instruction ask student to write the correct answer
5	Fill the blanks with suitable expression on the box!		✓					This Task instruction ask student to predict the correct answer
6	Practice the completed dialogue on			✓				This Task instruction ask student to

	Task 1 with your friend and perform it in front of the class confidently!							demonstrate the dialogue
7	Listen the tape and complete the blanks!				✓		✓	This Task instruction ask student to analyse and to write the right answer
8	State true or false based on the dialogue on Task 1!	✓						This Task instruction ask student to select the correct answer
9	Practice the dialogue with one of your classmate in front of the class confidently!			✓				This Task instruction ask student to demonstrate the dialogue
10	Be paired with your friend and ask him/her about obligation and suggestion of the following topics!				✓			This Task instruction ask student to relate between the obligations and suggestion with the following topic
11	Read the text and answer the question!				✓			This Task instruction ask student to analyse the material and to write the best answer
12	Fill the blanks with “must” or “musn’t”			✓				This Task instruction ask student to predict the correct answer
13	Complete the dialogue by stating suggestions to						✓	This Task instruction ask student to create the

	the situations with your own ideas creatively!							completed text based on own ideas
14	Do the directions below carefully!			✓				This Task instruction ask student to apply the command
15	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
16	Read the text and answer the questions below it carefully!				✓			This Task instruction ask student to analyze the material and to write the best answer
17	Complete the sentence showing an obligation or prohibition to the situation with your own ideas creatively!						✓	This Task instruction ask student to create the best sentences
18	Complete the sentence showing a suggestion to the situation with your own ideas creatively!						✓	This Task instruction ask student to create the best sentences by own ideas
Total		2	2	4	4	0	6	
LOTS		8						
HOTS		10						
Percentage								
LOTS		45%						
HOTS		55%						

4. CHAPTER 4

No	Task	C1	C2	C3	C4	C5	C6	Description
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	Instruction							
1	Fill the blanks with the correct imperatives!		✓					This Task instruction ask student to predict the correct answer
2	Express the commands based on the picture below verbally!	✓						This Task instruction ask student to describe the particular commands based on the picture
3	Practice the dialogue below with one of your friends in front of the class confidently!			✓				This Task instruction ask student to demonstrate the dialogue
4	Practice the competed dialogue on Task 1 with your friend! Memorize it and perform in front of the class confidently!			✓				This Task instruction ask student to demonstrate the dialogue
5	Read the dialogue below with the correct pronunciation, stress, and intonation!				✓			This Task instruction ask student to analyze the correct pronunciation, stress, and intonation
6	Listen to the tape and write the expression of instructing, inviting, or asking for permission to the suitable picture!				✓			This Task instruction ask student to analyze and to write the correct answer

7	Define the expression you have written into its right kind of expression!					✓		This Task instruction ask student to describes the correct answer
8	Practice the dialogue with one of your friends in front of the class confidently!			✓				This Task instruction ask student to demonstrate the dialogue
9	Be paired with your friend! Make a dialogue consisting the expression of instructing, inviting, and asking for permission! Practice and perform it confidently!						✓	This Task instruction ask student to create the expression
10	Make sentence using the expression of inviting based on the following situations!					✓		This Task instruction ask student to explain the situations by sentence
11	Complete the dialogue following the guide with your own ideas creatively!						✓	This Task instruction ask student to create the best sentences by own ideas
12	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
13	Read the dialogue below and answer the				✓			This Task instruction ask student to analyze and to

	questions carefully!							write the best answer
14	Write response for invitations below with your own ideas creatively						✓	This Task instruction ask student to create the best answer
15	Write a set of instructions about the following topics on a piece of paper with your own ideas creatively!						✓	This Task instruction ask student to create the best answer
Total		2	1	3	3	2	4	
LOTS		7						
HOTS		9						
Percentage								
LOTS		43%						
HOTS		57%						

5. CHAPTER 5

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1	Study the text and answer the question!				✓			This Task instruction ask student to analyze and to write the best answer
2	Listen the tape and complete the blanks carefully!		✓					This Task instruction ask student to rewrites and to write the correct answer
3	State true or false based on the dialogue on Task 1!	✓						This Task instruction ask student to select the correct answer
4	Study the texts and retell the				✓	✓		This Task instruction ask

	information on them verbally!							student to analyze and summarize the correct answer
5	Fill in the table based on the information of the texts on Task 1!			✓				This Task instruction ask student to applied the correct answer
6	Read the text and answer the questions!				✓			This Task instruction ask student to analyze and to write the best answer
7	Complete the card based on your own ideas creatively!						✓	This Task instruction ask student to create the card by own ideas
8	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
9	Read the text and answer the questions below carefully!				✓			This Task instruction ask student to analyze and to write the best answer
10	Study the text and analyze the parts of it				✓			This Task instruction ask student to analyze and to write the best answer
11	Make a greeting card based on one of the situations below with your own ideas creatively!						✓	This Task instruction ask student to create the greeting card
Total		2	1	1	5	1	2	
LOTS		4						
HOTS		8						

Percentage	
LOTS	33%
HOTS	67%


6. CHAPTER 6

No	Task Instruction	C1	C2	C3	C4	C5	C6	Description
1	Fill the blanks with 'there is' or 'there are'			✓				This Task instruction ask student to predict the correct answer
2	Observe your class! Make sentences using 'there is' or 'there are' based on amount of the following things with your own ideas				✓		✓	This Task instruction ask student to analyze and to create the best answer
3	Fill the blanks with 'few' or 'little'			✓				This Task instruction ask student to predict the correct answer
4	Fill the blanks with 'many' or 'much'!			✓				This Task instruction ask student to predict the correct answer
5	Fill the blanks with 'on', 'in', or 'at'!			✓				This Task instruction ask student to predict the correct answer
6	Answer the question based on the pictures!	✓						This Task instruction ask student to identify the correct answer
7	Study the picture! Listen to the tape and state True or False based on it!				✓	✓		This Task instruction ask student to analyze and concludes the best answer

8	Do the following instruction!			✓				This Task instruction ask student to apply the instruction
9	Read the text carefully and answer the questions!				✓			This Task instruction ask student to analyze and to write the best answer
10	Fill the blanks based on the picture on Activity 1!	✓						This Task instruction ask student to predict the correct answer
11	Make a sentences using 'there is' and 'there are' as much as possible based on the picture on Activity!						✓	This Task instruction ask student to explain the picture
12	Choose the right answer by crossing (x) a, b, c, or d!	✓						This Task instruction ask student to select the best answer
13	Read the text and answer the questions below carefully!		✓		✓			This Task instruction ask student to analyze and rewrite the best answer
14	Circle the correct preposition				✓	✓		This Task instruction ask student to analyze and select the best answer
15	Observe your environment and write ten sentences about the presence of people, animals, and/or things				✓		✓	This Task instruction ask student to analyze and to write ten answers

	based on your observation						
	Total	3	1	5	6	2	3
	LOTS	9					
	HOTS	11					
	Percentage						
	LOTS	45%					
	HOTS	55%					

Appendix 8 Letter of Originality

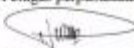

	Perpustakaan	ASLI
		FM-009 PERPUS-07

SURAT KETERANGAN BUKTI BEBAS PLAGIASI


Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

N a m a : Bunga Ayu Cahyaningtyas
N I M : 20181111030
Fakultas/Prodi : Fakultas Keguruan dan Ilmu Pendidikan (S1) Pendidikan Bahasa Inggris
Alamat : Kakas, Kamal, Bulu, Sukoharjo, Jawa Tengah
Judul : An Analysis Of English Worksheet "Bahasa Inggris" For Eighth Grade
Student Published By Graha Pustaka

telah **diserahkan dan memenuhi kriteria** batas maksimal yang sudah ditentukan.

Petugas perpustakaan	Surabaya, 27 September 2022
	Mahasiswa,
Putri Rokhmawati	
	Bunga Ayu Cahyaningtyas

Mengetahui,
Kepala Perpustakaan


Drs. Yarno, M.Pd.

***) DILARANG KERAS MENYEBARLUASKAN FORM INI**

Appendix 9 Plagiarism Check

Skripsi Bunga Ayu Cahyaningtyas

ORIGINALITY REPORT

3 %	%	2 %	2 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Meri Lestari, Syahrial Syahrial, Arono Arono. "EVALUATION OF ENGLISH TEACHING MATERIALS USED AT SD IT UMMI IN KOTA BENGKULU BASED ON KTSP (KURIKULUM TINGKAT SATUAN PENDIDIKAN)", JOALL (Journal of Applied Linguistics & Literature), 2018 Publication	<1 %
2	Submitted to Grand Canyon University Student Paper	<1 %
3	Submitted to Belhaven University Student Paper	<1 %
4	W I Himmah, A Nayazik, F Setyawan. "Revised Bloom's taxonomy to analyze the final mathematics examination problems in Junior High School", Journal of Physics: Conference Series, 2019 Publication	<1 %
5	Submitted to Universitas Siswa Bangsa Internasional Student Paper	<1 %

6	Submitted to UIN Raden Intan Lampung Student Paper	<1 %
7	Submitted to University of Glamorgan Student Paper	<1 %
8	Submitted to Universitas Pelita Harapan Student Paper	<1 %
9	S Kurniawati, B Budiyo, D R S Saputro. "Re-evaluating and reinventing Bloom's taxonomy using an internet-based application", Journal of Physics: Conference Series, 2020 Publication	<1 %
10	Radiatul Aslamiah, Akhmad Ali Mirza, Hesty Widiastuty. "AN ANALYSIS OF READING MATERIALS IN "BAHASA INGGRIS" TEXTBOOK FOR VOCATIONAL HIGH SCHOOL STUDENTS", PROJECT (Professional Journal of English Education), 2022 Publication	<1 %
11	Submitted to University of Witwatersrand Student Paper	<1 %
12	Submitted to Iain Palopo Student Paper	<1 %
13	R N Afifah, I Sujadi, I Kurniawati. "Analysis of student mathematics textbook for second grade of Senior High School based on	<1 %

Curriculum 2013", Journal of Physics: Conference Series, 2019

Publication

Exclude quotes On

Exclude matches < 20 words

Exclude bibliography On

Appendix 10 Endorsment Letter



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UNIVERSITAS MUHAMMADIYAH SURABAYA

Pusat
Bahasa

ENDORSEMENT LETTER

1387/PB-UMS/EL/X/2022


This letter is to certify that the abstract of the thesis below:

Title : An Analysis of English Worksheet "Bahasa Inggris" for Eighth Grade Student Published by Graha Pustaka..
Student's name : Bunga Ayu Cahyaningtyas
Student ID Number : 20181111030
Study Program : English Education, Undergraduate Study, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surabaya, Indonesia.

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the Study Program.

Surabaya, October 3, 2022

Chair person,



Dr. Waode Hamsia, M.Pd

BIOGRAPHY



Bunga Ayu Cahyaningtyas was born in Sukoharjo on March 14, 1999. The fourth child of Mr. Tukiman Yitno Suwito and Mrs. Satiyem, who is also the younger sister of Eko Febriyanto, David Junanto, and Ahmad Rifai, who has studied at Muhammadiyah University Surabaya for four years. and has obtained a bachelor's degree (S1) from the English Education Department in 2022. Bunga Ayu C. previously completed elementary education at SDN Krembangan Selatan X/21 Surabaya in 2011, SMP PGRI 7 Surabaya in 2014, and SMAN 19 Surabaya in 2017. During her education, Bunga Ayu C. was also active in the English Language Student Association (HIMA BIG) Faculty of Teacher Training and Education, University of Muhammadiyah Surabaya.