



EDISI REVISI 2014

# Bahasa Inggris

## When English Rings a Bell



SMP/MTs  
Kelas

**VII**

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Dilindungi Undang-Undang

MILIK NEGARA  
TIDAK DIPERDAGANGKAN

**Disklaimer:** *Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.*

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Kontributor Naskah : Yuli Rulani Khatimah, Asep Gunawan, dan Siti Wachidah.  
Penelaah : Emi Emilia, Didi Suherdi, dan R. Safrina.  
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# Kata Pengantar

Bahasa Inggris tidak dapat dipungkiri adalah bahasa utama komunikasi antarbangsa dan sangat diperlukan untuk berpartisipasi dalam pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara sebagai akibat datarnya dunia.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad 21. Di dalamnya terdapat pergeseran pembelajaran dari peserta didik diberi tahu menjadi peserta didik mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar dalam bahasa Inggris dibanding semua sumber belajar dalam semua bahasa lainnya digabungkan.

Sejalan dengan peran di atas, pembelajaran bahasa Inggris untuk SMP/MTs Kelas VII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan peserta didik menangkap makna yang terkandung dalam suatu teks maupun menyajikan gagasan dalam bentuk teks yang sesuai sehingga mudah dipahami orang lain. Mengingat bahasa Inggris baru secara resmi diajarkan mulai Kelas VII SMP/MTs, komunikasi yang disampaikan di sini adalah komunikasi sehari-hari. Bagi beberapa daerah yang telah mengajarkan bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disampaikan di sini perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan peserta didik, walaupun struktur pembelajarannya tetap mengacu pada model yang disampaikan dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan peserta didik untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, peserta didik diajak menjadi berani untuk mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam

meningkatkan dan menyesuaikan daya serap peserta didik dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Implementasi terbatas pada tahun ajaran 2013/2014 telah mendapat tanggapan yang sangat positif dan masukan yang sangat berharga. Pengalaman tersebut dipergunakan semaksimal mungkin dalam menyiapkan buku untuk implementasi menyeluruh pada tahun ajaran 2014/2015 dan seterusnya. Buku ini merupakan edisi revisi sebagai penyempurna edisi pertama dan buku ini sangat terbuka dan perlu terus dilakukan perbaikan untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca memberikan kritik, saran dan masukan untuk perbaikan dan penyempurnaan pada edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Januari 2014

Menteri Pendidikan dan Kebudayaan

Mohammad Nuh



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# This is Me!

Please write down your identity here!



Name : .....

Date of Birth : .....

Address : .....

.....

School : .....

Class : .....

Hobbies : .....

.....

Favorite Color : .....

Favorite Food : .....



# Chapter

# I

## How are You?



In this chapter, I will learn to:

- greet
- thank
- take leave
- apologize

Did you say “Good morning” to your family this morning?



Let's sing a song!



## Good Morning

Anonym

1 2 1 4 3 0

Good morning to you - - |

1 2 1 5 3 0

Good morning to you - - |

1 5 3 1 1 6

Good morning dear my friends

4 3 1 2 1

Good morning to you

1 2 1 4 3

Good night to you

1 2 1 5 3

Good night to you

1 5 3 1 1 2

Good night dear my friend

4 3 1 2 1

Good night to you.



# Activity 1

Observe the expressions of greeting below.



Good morning!

Good morning!

2

Good morning!

Good morning!

Good morning!

3



Hello!

Hi!

Good morning!

4

Good morning!



5

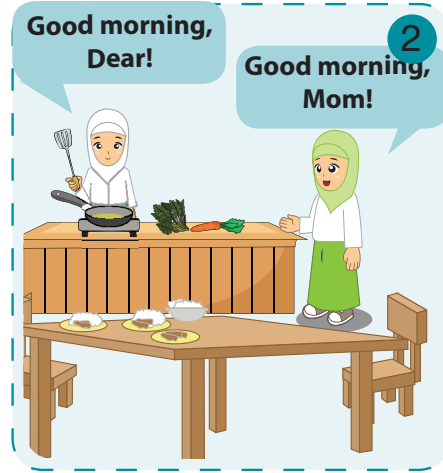


## Activity 2

Please practise the greetings with people around you.



I say good morning when I meet...

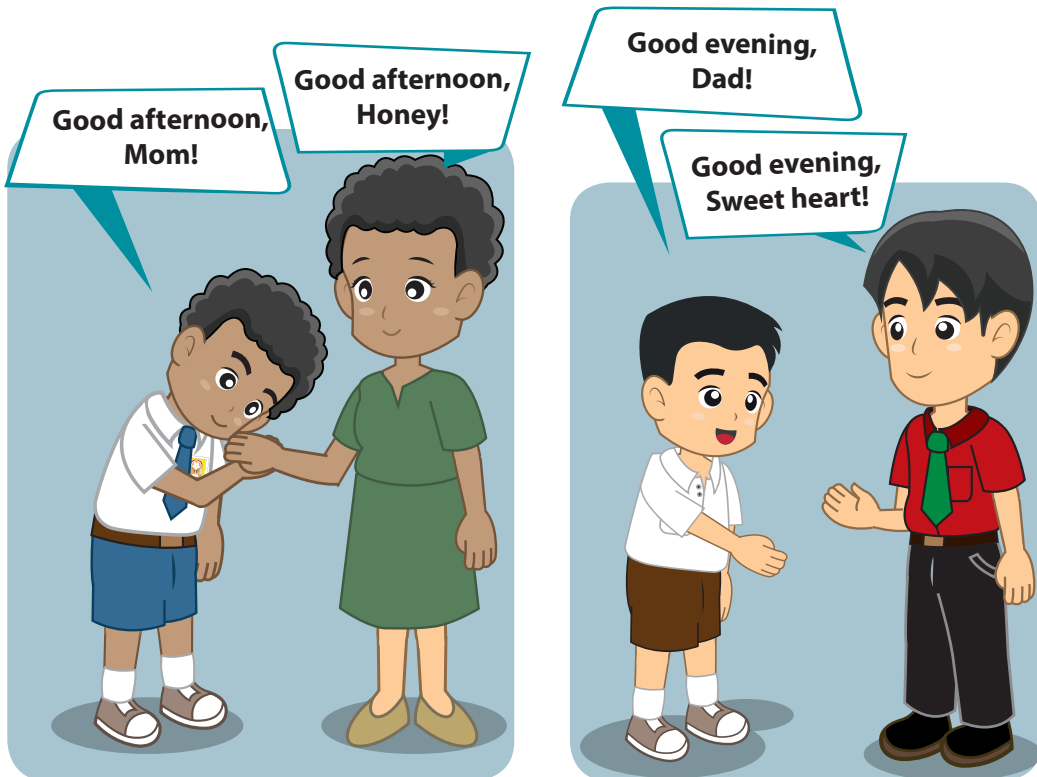




**Good evening!**

### Activity 3

**Please practise with your parents the expressions below!**





What should you say?

## Activity 4

Please tell the class about each picture.



## Activity 5

Please practise the greetings with people around you.



How are you?



I'm feeling great.  
Thank you.  
And you?

How are you,  
Sir?



I'm fine too.  
Thank you, Sir.

How are you?

I'm fine.  
Thank you.  
How about you?

I'm fine too.  
Thank you.



## Activity 6



Listen to your teacher,  
and repeat after him/her.



I'm not feeling well.

I'm not feeling  
well, Mam.

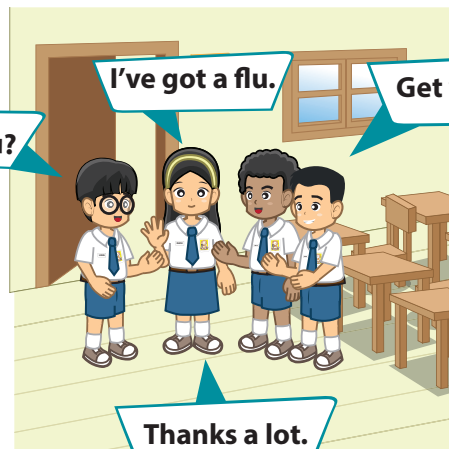
How are you,  
Siti?

I have a  
headache.

What is the  
problem?

Thank you,  
Mam.

Get well  
soon, Siti.



How are you?

I've got a flu.

Get well soon!

Thanks a lot.

## Activity 7



Please make your own dialogue  
using the expressions above!



Here are my classmates' feelings.

How are you, Beni?



I'm feeling great.

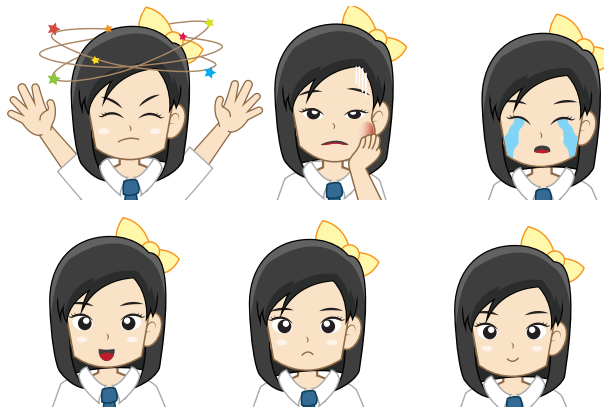


### Activity 8

Please ask your classmates about their feelings and write them down here. Use the model expressions above.



No	Name	Feeling
1.	Edo	great
2.	Sri	has a headache
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		





Goodbye!

## Activity 9

Observe the expressions of taking leave below.



Goodbye,  
Mom!

1



Bye, Honey!

2

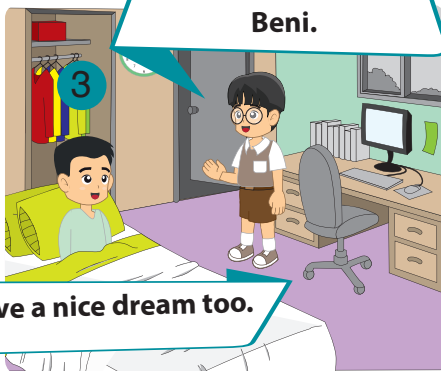
See you later.

See you.  
Take care!



Have a nice dream,  
Beni.

3



Have a nice dream too.

Good night, Mom. Good night, Dear.

4

Good night, Dad.







Today I said goodbye to...

### Activity 10

Please write the names of people to whom you said goodbye and where you said it.



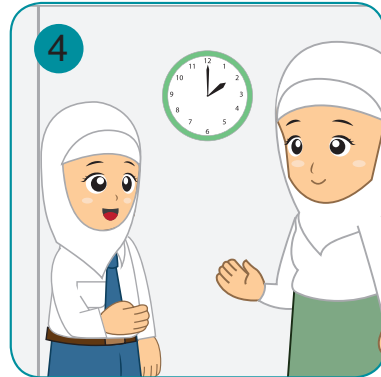
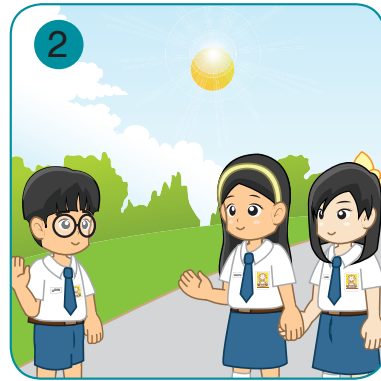
No	Name	Place
1.	Ms. Sri	at school
2.	Mira	in the classroom
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

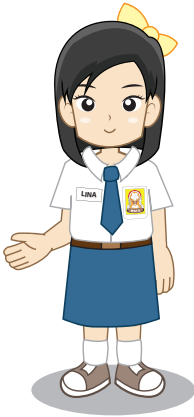


What should you say?

## Activity 11

What kind of greetings should you say?





What are they saying?

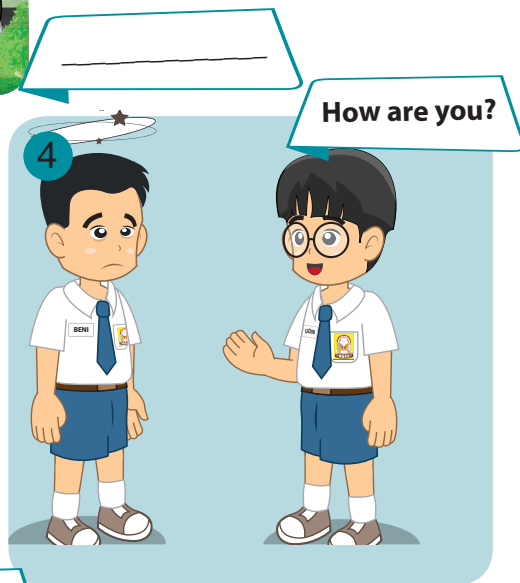
## Activity 12

Please choose the right answers,  
then fill in the bubbles  
in each picture!



- I'm feeling good.
- See you later.
- Good night.
- I feel dizzy.
- Good morning.





Thank you.

## Activity 13

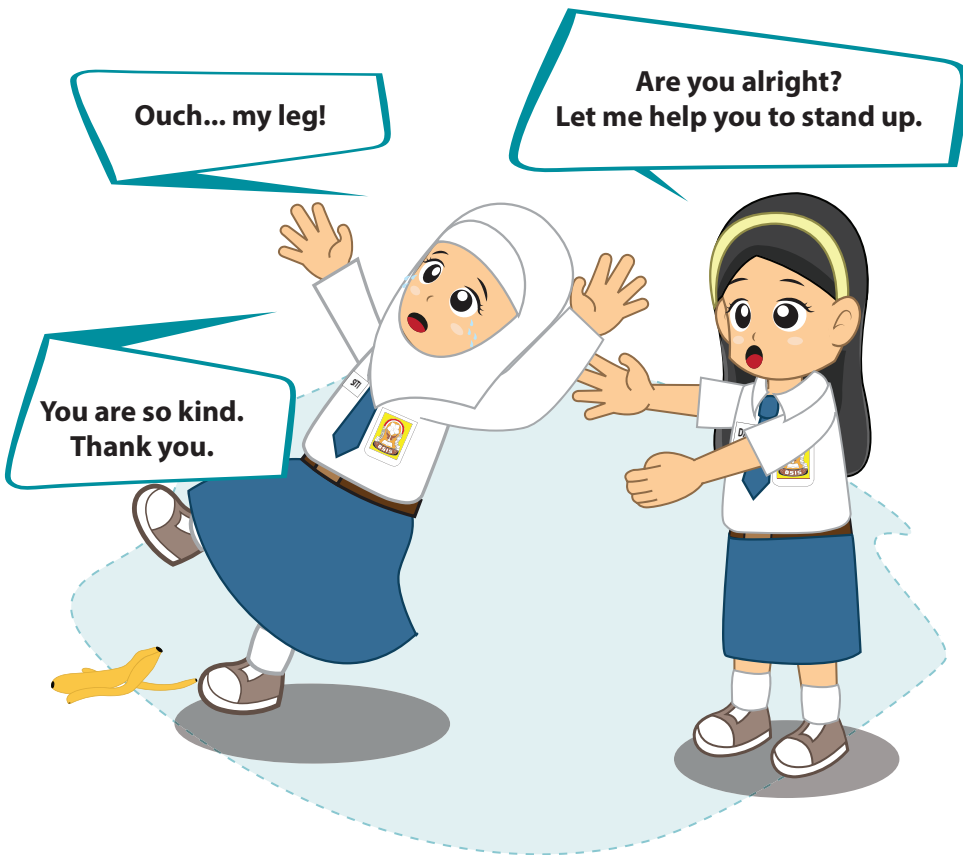
Observe the expressions of thanking below.



Ouch... my leg!

Are you alright?  
Let me help you to stand up.

You are so kind.  
Thank you.

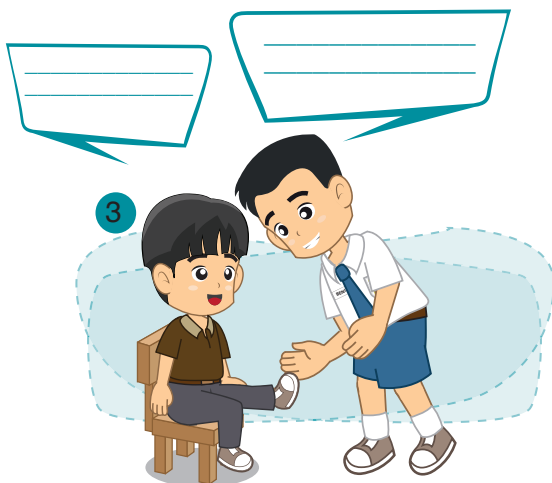
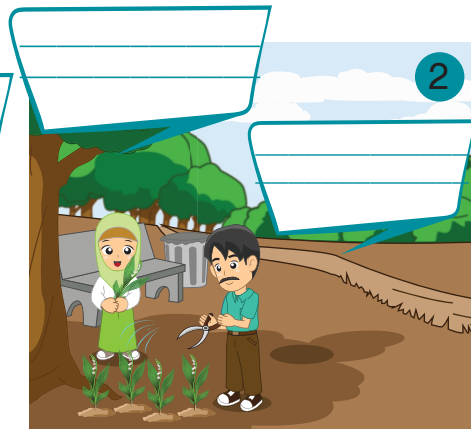


Thanks a lot.

## Activity 14



Please write down some expressions for the pictures below.





The box is heavy.

## Activity 15

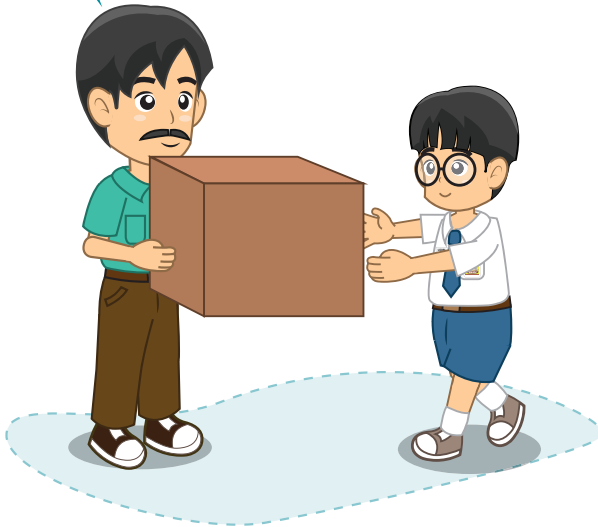
Use the words under the picture to help you.



Can you help me to carry this heavy box?

Sure, Papa.

Thank you.

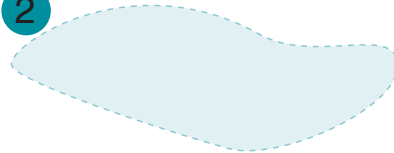


1



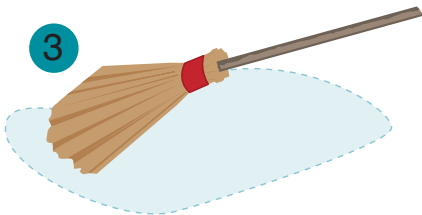
get/a bottle of water

2



clean/the board

3



sweep/the backyard

4



wash/the dirty shoes

## Activity 16



This week, I said “Thanks” to ....

Please write the names of people to whom you said thank you and where you said it.



No	Name	Occasion
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Thank you so much.







## Activity 17

Listen to your teacher, and repeat after him/her.





Would you like to feed animals?

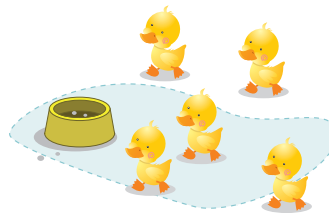
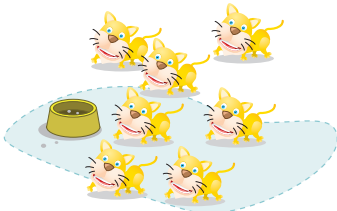
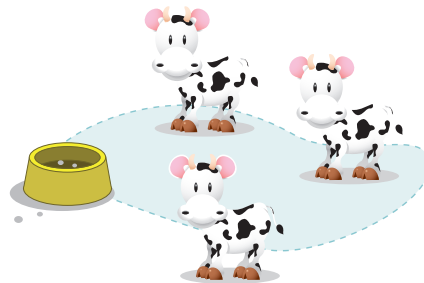
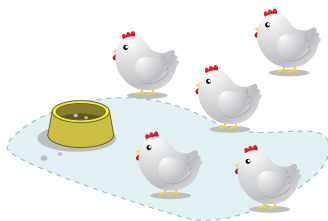
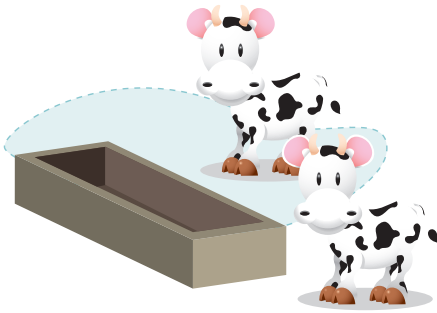
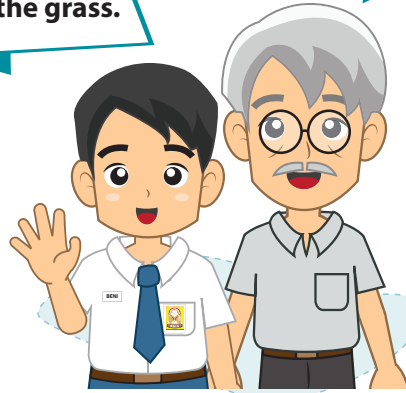
## Activity 18

Please make a dialogue based on each picture below!



Would you like to feed the cows?

I'm so sorry,  
we run out of the grass.





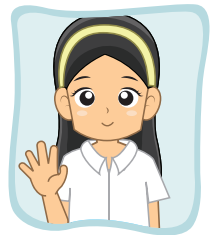
Now, I know....



My Mother



My Father



My Friend



My Teacher

- From now on, I will say “good morning”, “good afternoon” or “good evening” when I meet people.
- “good night” or “good bye” when I leave them.
- “Thank you” or “Thanks a lot” when I thank people
- “I’m sorry” when I ask for an apology.



My Friend



My Teacher



My Brother



My Sister



**My project is to create a dialogue and act it out**

**Attention please!**  
**To create a dialogue:**  
- study the role cards.  
- perform it in front of the class.  
**Thank you.**



### **Student A**

- Greet your friend.
- Ask his/her feeling today.
- Give response to his/her asking.
- Ask your friend to hold your bag because you want to tie up your loosen shoe lace.
- Thank him/her for helping you.
- Ask apology for bothering him/her.
- Say goodbye to him/her because you have to enter your class.

### **Student B**

- Give response to.
- Give response to his/her asking and in turn. Ask his/her own feeling.
- Give suitable response of his/her asking.
- Give suitable response to it.
- Give suitable to it.
- Give suitable response to it.



Let's sing a song.

## How are You?

Traditional song

Good morning my friends, how are you?

I'm fine!

Good morning my friends, how are you?

I'm fine!

Good morning my friends,

Good morning my friends,

Good morning my friends how are you?

I'm fine!

Note: you can change

- Good afternoon – I'm great!
- Good evening – I'm good!

\*the rhyme is the same as "If You're Happy and You Know It" song.



# Chapter

## It's Me



In this chapter, I will learn to introduce:

- myself
- others

What is your name?





Hello...

## Activity 1

Listen to your teacher, and repeat after him/her.



Hello, my name is Edo.  
I am twelve years old.  
I am a student of SMP Negeri 2 Biak.  
I live in Biak, Papua.  
I like swimming and reading books.  
My favorite color is green.  
My favorite food is fried rice.  
Nice to meet you.





Let me introduce myself.

## Activity 2

Use the clues below.



Hello, my name is .....

I am ..... years old.

I am a student of .....

I live in .....

I like .....

My favorite color is .....

My favorite food is .....

Nice to meet you.







These are my friends.

### Activity 3

Observe the pictures below.  
Where do they come from?

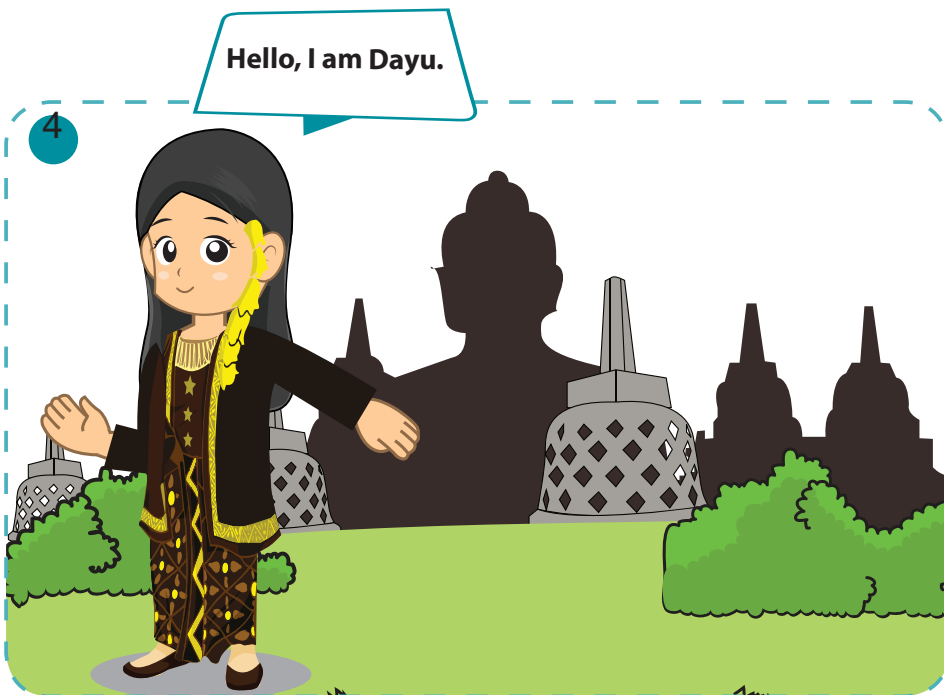


Hello, my name is Beni.



Hi, I am Edo.







Who are they?

## Activity 4

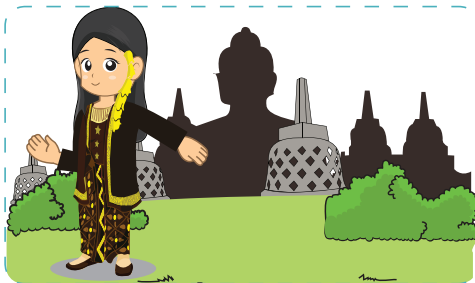
Complete the sentences based on the pictures.



He is \_\_\_\_\_  
He comes from \_\_\_\_\_



He is \_\_\_\_\_  
He is from \_\_\_\_\_



She is \_\_\_\_\_  
She is from \_\_\_\_\_



She is \_\_\_\_\_  
She comes from \_\_\_\_\_



What's your name?

## Activity 5

Please practise with your classmates using the expressions below.



Hi. What is your name?

I am Lina.

Where do you come from?

I come from Medan.

Hi. What is your name?

I am Beni.

Where are you from?

I'm from Bali.



What's your name?

## Activity 6

Please fill in the bubble with your own identity.



What is your name?

Where are you from?





This is my library card.

### Activity 7

Please fill in your library card below.



Library of SMP \_\_\_\_\_



Name : .....

Student ID Number : .....

Date of Birth : .....

Address : .....





These are my classmates' library cards.

## Activity 8

Please ask about your classmates' identity and fill out the identity cards below.



### Guiding Questions :

- What is your name?
- What is your student ID number?
- When were you born?
- What is your address?



Library of SMP \_\_\_\_\_



Name : .....

Student ID Number: .....

Date of Birth : .....

Address : .....

.....



Library of SMP \_\_\_\_\_



Name : .....

Student ID Number: .....

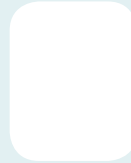
Date of Birth : .....

Address : .....

.....



Library of SMP \_\_\_\_\_



Name : .....

Student ID Number: .....

Date of Birth : .....

Address : .....

.....



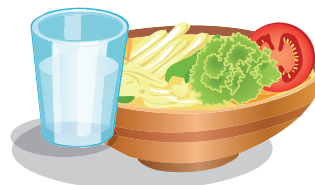
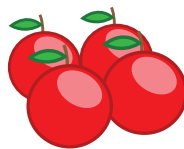
What is your favorite color?  
What is your favorite food?

## Activity 9

Please ask your classmates about their favorite color and favorite food using the questions above. Complete the table below.



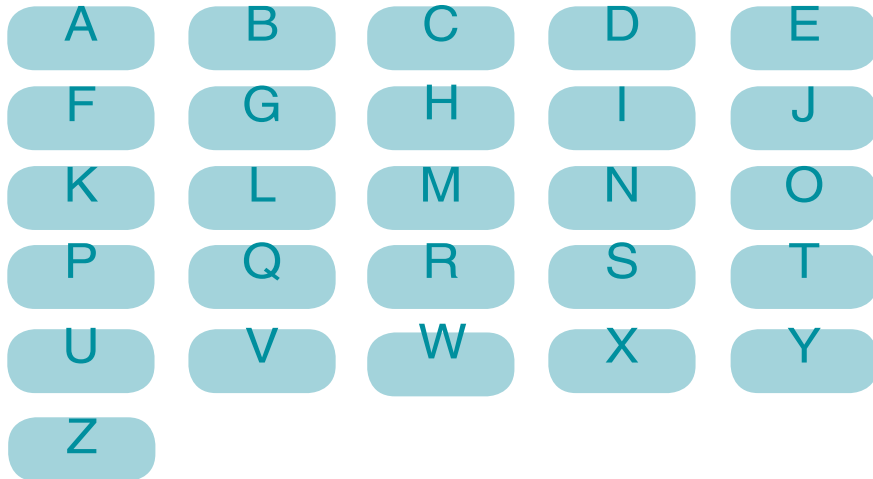
No	Name	Favorite Color	Favorite Food
1.	Siska	pink	fried chicken
2.	Devi	blue	noodle
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			







How do you say it?



### Activity 10

Work in pairs. Practice spelling names as the model dialog below.



What's your name?

My name is UDIN.  
U-D-I-N.



My name is BENI.  
B-E-N-I.  
What about you?





These are my classmates.

## Activity 11

Please ask your classmates about their names and how they spell them.



What is your name?

My name is Edo.

How do you spell it?

E-D-O





These are my teachers.

### Activity 12

Please complete the table with the names of your teachers and the lessons they teach.



No.	Name	Lesson
1	Mr. Erry	English
2		
3		
4		
5		
6		
7		
8		
9		
10		

He's Mr. Erry.  
E-R-R-Y. He's my  
teacher.  
He teaches English.

### Activity 13

Please spell your  
teachers' names!



## Activity 14

Listen to your teacher, and repeat after him/her.



How should I call you?

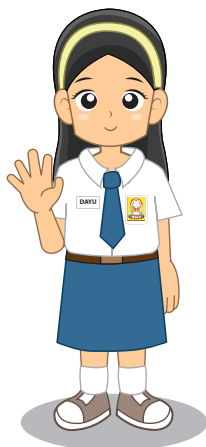




Now, I know...



From now, I know how to introduce myself and others. And I know how to spell their names.





My project is to make a poster about people I love.

These are the people I love

Three empty rounded rectangular boxes with dashed borders, intended for pasting photos of loved ones.

Name	: _____	Name	: _____	Name	: _____
Age	: _____	Age	: _____	Age	: _____
Occupation	: _____	Occupation	: _____	Occupation	: _____
Hobbies	: _____	Hobbies	: _____	Hobbies	: _____

**Attention please!**

- Find pictures/photos of people you love at home.
- Put the photos on a manila paper.
- Write descriptions of each photo below them.
- Present your poster in front of the class.

Thank you.





Let's sing a song!

## BINGO

### Traditional

There was a farmer had a dog, and Bingo was his name-o.  
B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!  
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.  
(Clap)-I-N-G-O! (Clap)-I-N-G-O! (Clap)-I-N-G-O!  
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.  
(Clap, clap)-N-G-O! (Clap, clap)-N-G-O!  
(Clap, clap)-N-G-O!  
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.  
(Clap, clap, clap)-G-O! (Clap, clap, clap)-G-O!  
(Clap, clap, clap)-G-O!  
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.  
(Clap, clap, clap, clap)-O!(Clap, clap, clap, clap)-O!  
(Clap, clap, clap, clap)-O!  
and Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o.  
(Clap, clap, clap, clap, clap)(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, clap, clap)  
and Bingo was his name-o!

# Chapter

## It's My Birthday



In this chapter, I will learn to say:

- names of the days
- time
- names of the dates
- names of the months
- names of years

When were you born?







What are the days in the week?

## Activity 1

Listen to your teacher, and repeat after him/her.



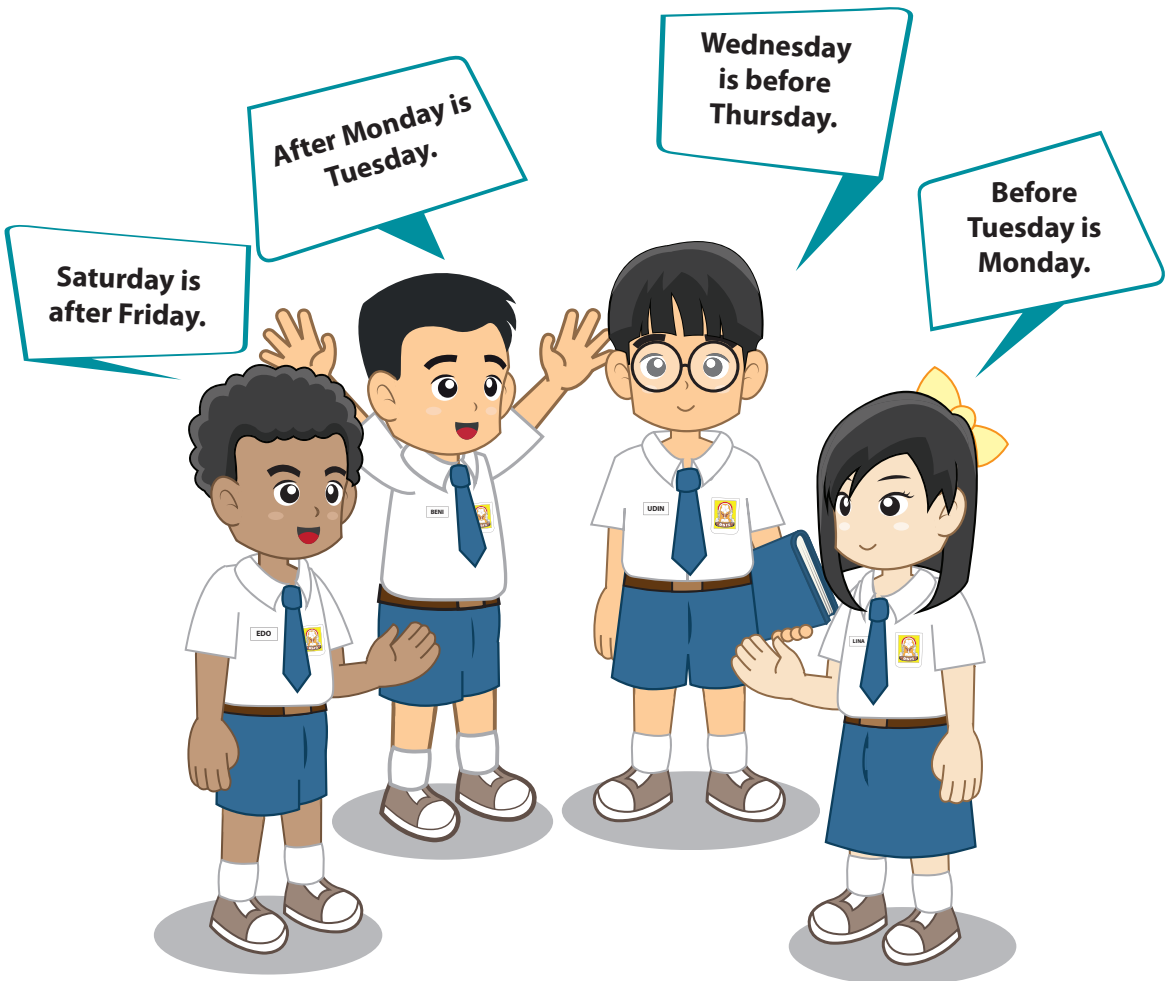
JULY 2013						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



After Sunday is Monday.

## Activity2

Observe the expressions. Then take turns with your friends practising the expressions. Use different names of the days.





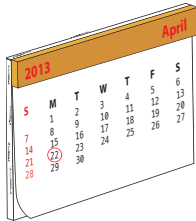
**Tomorrow is Saturday.**

### Activity 3

**Practice the expressions above using different days!**



**Today is Monday.  
Tomorrow is Tuesday.  
Yesterday was Sunday.**

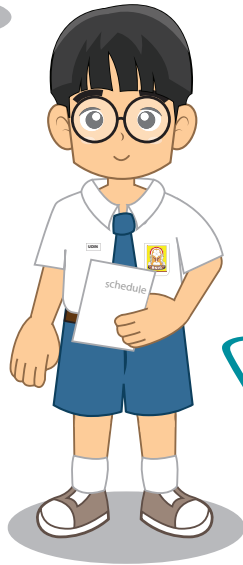


**Today is Friday.  
Tomorrow is Saturday.  
Yesterday was Thursday.**





When do we have English?



I learn English on Mondays and Thursdays.

### Activity 4

Please tell the class what you learn each day.



Monday	Tuesday	Wednesday	Thursday	Friday
English	Indonesian	Social Study	Math	Science
Math	Science	Sport	English	Indonesian
Art	Citizenship	Religion	Science	-
Religion	Art	Art	Indonesian	-



This is my schedule.

### Activity 5

Please write down your schedule here.



Monday	Tuesday	Wednesday	Thursday	Friday



When do you do these activities?

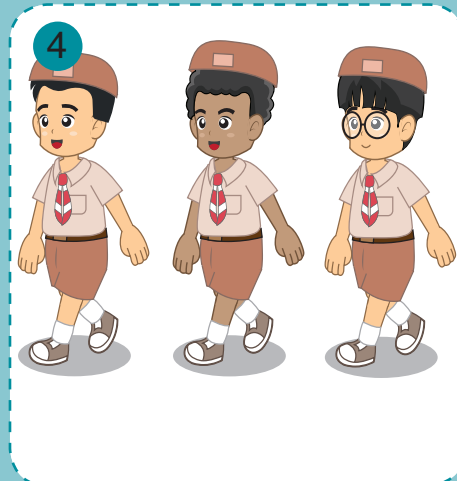
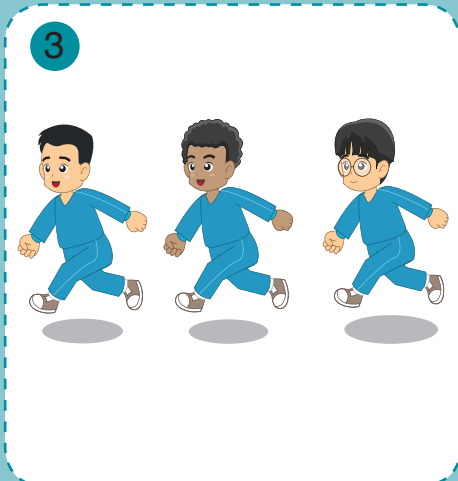


## Activity 6

Write the names of the day when you have activities shown on the pictures.



It's on Monday.



5

$$a \times (b+c) = (a \times b) + (a \times c)$$

$$a \times (b-c) = (a \times b) - (a \times c)$$




6




7




8





These are my weekly activities.

## Activity 7

Please tell the class about your daily activities. Use the guiding questions to help you.



## Guiding questions



- What do you do on Mondays?
- When do you go jogging?
- What do you do on Wednesdays?
- When do you go swimming?

On Mondays, I play football.  
On Tuesdays, I learn to play the guitar.  
On Wednesdays, I go jogging.  
On Thursdays, I go to the library.  
On Fridays, I visit my grandmother.  
On Saturdays, I go swimming.  
On Sundays, I go to the park.







## Activity 8

Listen to your teacher reading these numbers.  
Repeat after him/her.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
one	two	three	four	five
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
six	seven	eight	nine	ten
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
eleven	twelve	thirteen	fourteen	fifteen
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
sixteen	seventeen	eighteen	nineteen	twenty
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
twenty one	twenty two	twenty three	twenty four	twenty five
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
twenty six	twenty seven	twenty eight	twenty nine	thirty
<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>
forty	fifty	sixty	seventy	eighty
<b>90</b>	<b>100</b>	<b>1000</b>	<b>10,000</b>	<b>1,000,000</b>
ninety	one hundred	one thousand	ten thousand	one million



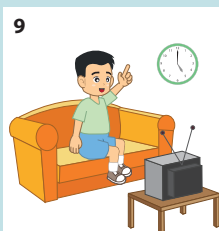
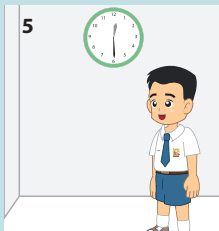
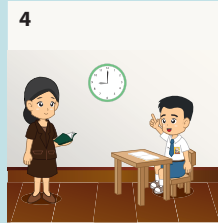
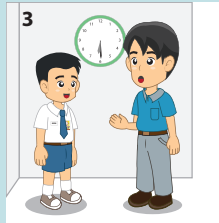
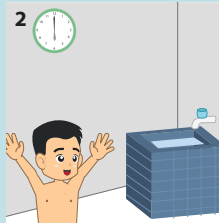
I go to school at six thirty.

I go to school at six thirty in the morning.



### Activity 9

Please write down the activity and the time in each picture.

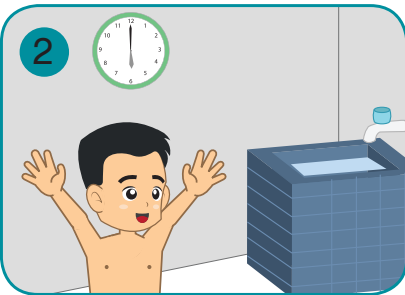


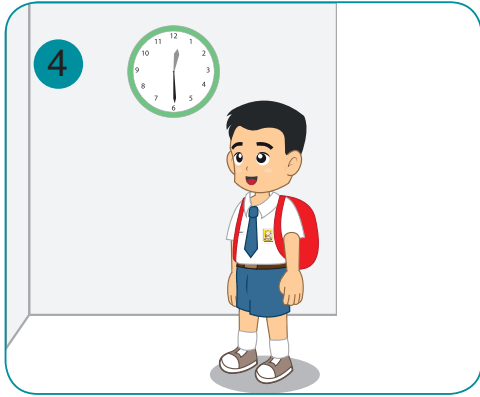


These are my daily activities.

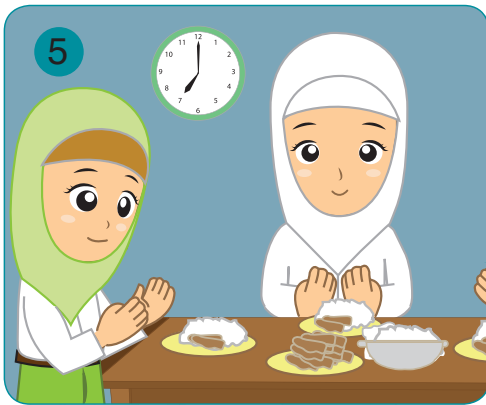
## Activity 10

Please write the time in words based on the pictures below.





I go home at \_\_\_\_\_



I have dinner at \_\_\_\_\_



I go to bed at \_\_\_\_\_



These are my activities.

## Activity 11

Please write down your daily activities here.



### Morning Activities

- 1.
- 2.
- 3.
- 4.
- 5.

### Afternoon Activities

- 1.
- 2.
- 3.
- 4.
- 5.

### Evening Activities

- 1.
- 2.
- 3.
- 4.
- 5.

### Night Activities

- 1.
- 2.
- 3.
- 4.
- 5.



Please ask your classmates about their activities in the morning, in the afternoon, in the evening, and at night.



What month is it?

## Activity 12

Listen to your teacher reading the names of the months, and repeat after him/her.



# 2013

### January

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

### March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



February comes after January.

### Activity 13

Observe the expressions below.



August is after July.

April is before May.

After May is June.



Before November is October.

### Activity 14

Please practice saying the expressions above with your friends. Use different months.





How do you say these numbers?

### Activity 15

Listen to your teacher reading these numbers. Repeat after him/her.



1 <sup>st</sup>	the first	11 <sup>th</sup>	the eleventh	21 <sup>st</sup>	the twenty first
2 <sup>nd</sup>	the second	12 <sup>th</sup>	the twelfth	22 <sup>nd</sup>	the twenty second
3 <sup>rd</sup>	the third	13 <sup>th</sup>	the thirteenth	23 <sup>rd</sup>	the twenty third
4 <sup>th</sup>	the fourth	14 <sup>th</sup>	the fourteenth	24 <sup>th</sup>	the twenty fourth
5 <sup>th</sup>	the fifth	15 <sup>th</sup>	the fifteenth	25 <sup>th</sup>	the twenty fifth
6 <sup>th</sup>	the sixth	16 <sup>th</sup>	the sixteenth	26 <sup>th</sup>	the twenty sixth
7 <sup>th</sup>	the seventh	17 <sup>th</sup>	the seventeenth	27 <sup>th</sup>	the twenty seventh
8 <sup>th</sup>	the eighth	18 <sup>th</sup>	the eighteenth	28 <sup>th</sup>	the twenty eighth
9 <sup>th</sup>	the ninth	19 <sup>th</sup>	the nineteenth	29 <sup>th</sup>	the twenty ninth
10 <sup>th</sup>	the tenth	20 <sup>th</sup>	the twentieth	30 <sup>th</sup>	the thirtieth



It's my birthday.



My birthday is in July.  
It is on the second of July.  
It is on July the second.







When is your birthday?



### Activity 16

Please ask your friends about their birthday!



No	Name	Date of Birth
1.	Dewi	31 <sup>st</sup> of March 2000
2.	Randi	15 <sup>th</sup> of October 2000
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		



When do we celebrate these National days?



R.A. Kartini  
Source: koleksitempodoeloe.blogspot.com

When do we celebrate Kartini's Day?

On 21<sup>st</sup> of April.



# Activity 17

Complete the short dialog based on the picture.



1



Proklamasi Kemerdekaan Republik Indonesia  
Source: 30 Tahun Indonesia Merdeka



When do we celebrate .....

2



Burung Garuda  
Source: 30 Tahun Indonesia Merdeka

3



Bung Tomo  
Source: 30 Tahun Indonesia Merdeka



It's on .....



When do we ...?



On .....



When .... ?



On ....



My project is to make a poster of “Important Days in a Month”.

### National Days in Indonesia

April 21 <sup>st</sup>	Kartini Day
April 22 <sup>nd</sup>	Earth Day
May 1 <sup>st</sup>	Labor Day
May 2 <sup>nd</sup>	National Education Day
May 20 <sup>th</sup>	National Awakening Day
May 22 <sup>nd</sup>	Reformation Commemoration Day
June 1 <sup>st</sup>	Pancasila Day
July 22 <sup>nd</sup>	National Children Day
August 17 <sup>th</sup>	Independence Day
October 1 <sup>st</sup>	Pancasila Sanctity Day
October 2 <sup>nd</sup>	Batik Day
October 5 <sup>th</sup>	Indonesian National Armed Forces Day
October 28 <sup>th</sup>	Youth Pledge Day
November 10 <sup>th</sup>	Heroes’ Day
December 22 <sup>nd</sup>	Mother’s Day

OCTOBER 2012						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Attention please!

- Work in groups of four or five.
- Each group makes a one-month calendar.
- Each calendar should be different from group to group.
- For that, you should do mini research about the National Days in every month.
- Decorate the calendar, and then put it in the classroom.

Thank you.





Let's play the calendar games.

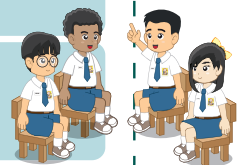
Attention please!

- Please work in groups of four or five.
- Each group has a dice.
- Each student has a token.
- Roll the dice.
- Move your token based on the numbers.
- Say the name of the day of the week and the date that you are on with your token. For example: **"Today is Monday. It is the eighth day of the month"**.
- The student who first reaches the end of the month will be the winner.



Thank you.

sunday	monday	tuesday	wednesday	thursday	friday	saturday
START	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	END OF THE GAME			





Now, I know ...



Now I know how to say the time, the names of the days, the dates, and the months.





**My project is to interview my friends.**

Name	Place of birth	Day of birth	Date of birth	Hobby	Weekend activity

**Attention please!**

- Go around the class.
- Find 4 (four) friends in your class that you like.
- Interview your friends using the form above.
- Tell the class about them.

**Thank you.**





Let's sing a song!

## The Names of the Months

1 2 3 1 | 1 2 3 1  
January February  
3 4 5 | 3 4 5  
March April May and June  
5 6 5 4 3 1  
July August September  
5 6 5 4 3 1  
October November  
1 5 1 | 1 5 1  
December December

\*the rhyme in this song is the same as  
that in "Are You Sleeping" song.



# Chapter

## I Love People around Me

# IV



In this chapter, I will learn to tell about:

- my personal identity
- the identity of family members
- the people

How many brothers or sisters do you have?





My name is Siti, S - i - t - i

## Activity 1

Observe the model of the text below.



- My name is Lina. L - i - n - a
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang on 30th December 2002.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My Parents' names are Mr. Helmi Yahya and Mrs. Yoana Pataya.
- I have one brother and one sister. They are Dandi and Dinda.
- My blood type is O.
- You can e-mail me at pidia2002@yahoo.co.id
- I am in VII F.

## Activity 2

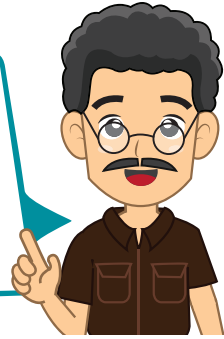
Read again the text above, and fill in the personal identity form below.



- Name : .....
- Place and date of birth : .....
- Address : .....
- School : .....
- Class : .....
- Hobby : .....
- Parent's Names : Father : .....  
Mother : .....
- Blood Type : .....
- e-mail address : .....

### Activity 3

Who are you? Write your identity in the bubble below. Refer to the model above.



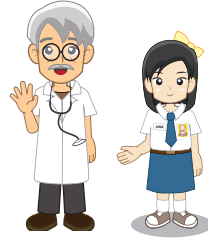
#### This is Me



- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



**My Father is a doctor.**



**This is my Father.**

### Activity 4



**Listen to your teacher.**

This is my father. He is about forty years old. He is a doctor. He goes to Public Hospital. He drives his car to the hospital. He works everyday except Sunday.

My Father is not very tall. He is about 170 cm tall. He has thick hair and a pointed nose. He wears glasses.

My Father likes reading books and magazines. He always reads magazines after work and reads books when he is off from work.

My father is a kind man. He always helps patients patiently and carefully. I'm very proud of him.

### Activity 5

**Now choose the right picture based on the information from the text.**



## Activity 6



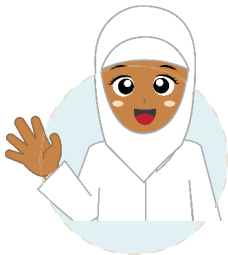
Now tell about Mr.Yahya and Mrs.Yoana Pataya.



## Activity 7



Tell about your sister or brother.



This is my sister.

- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...

This is my brother.

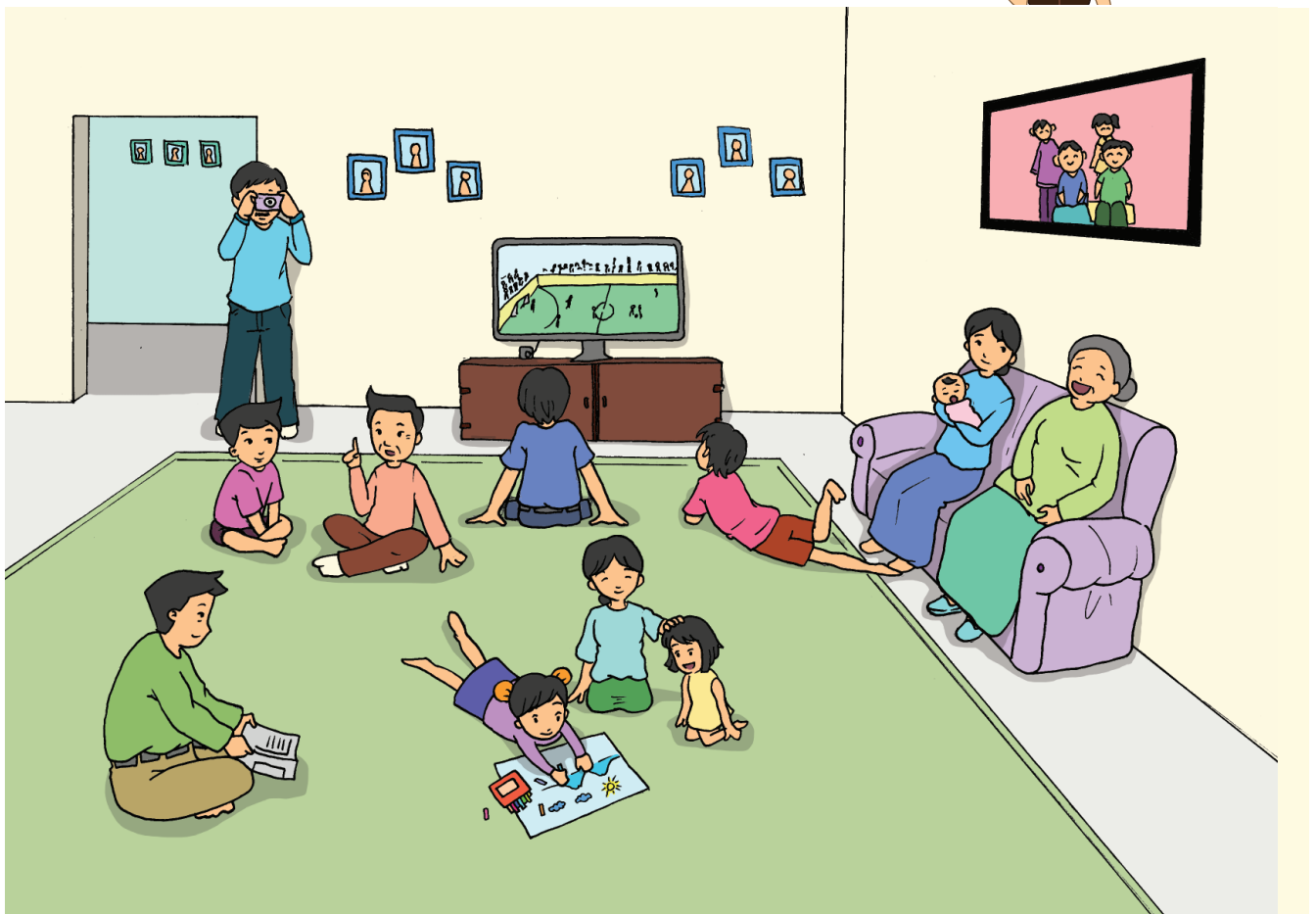
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...
- ...



I love my family.

## Activity 8

Please mention the members of the family that you can see in the picture.

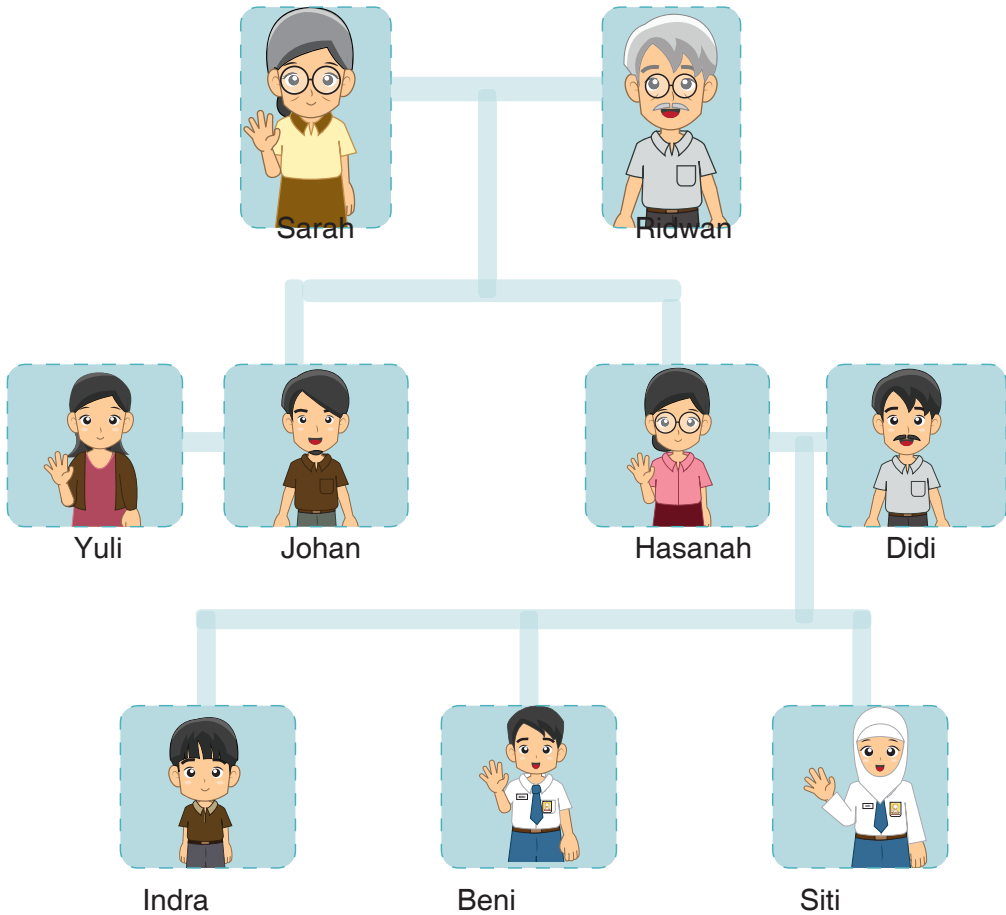




This is my family tree.

### Activity 9

Observe the family tree, and tell their relation.



### Activity 10



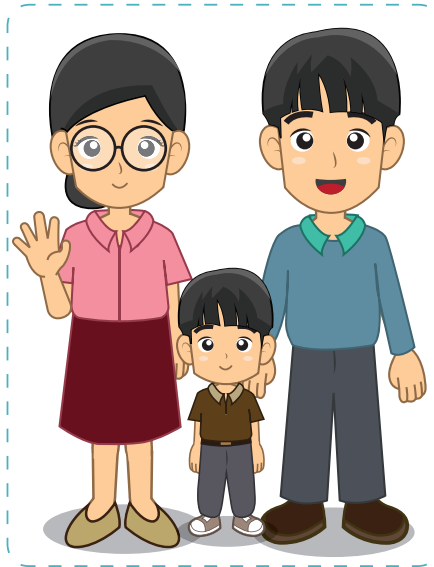
Draw your own family tree, and tell the relation!

## Activity 11



**They are my family members.**

**With friends, take turns talking about your family members. Refer to the examples below.**



**This is my mother.  
Her name is Hasanah.  
She is 40 years old.  
She likes cooking.**

**This is my father.  
His name is Didi.  
He is 45 years old.  
He likes reading.**

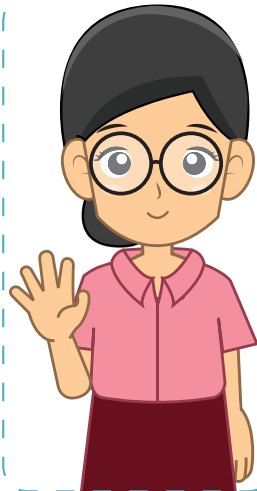
**This is my brother.  
His name is Indra.  
He is 5 years old.  
He likes crying.**





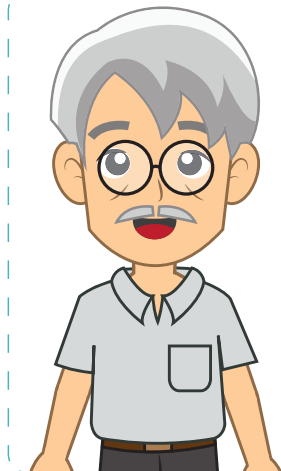


They are my family.



This is my mother.  
She is 40 years old.  
She is a teacher.

my mother



my  
grandfather



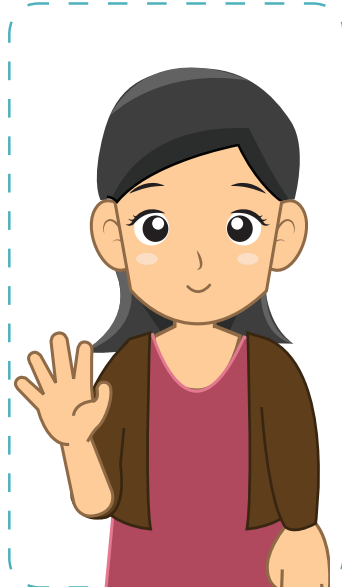
my  
grandmother



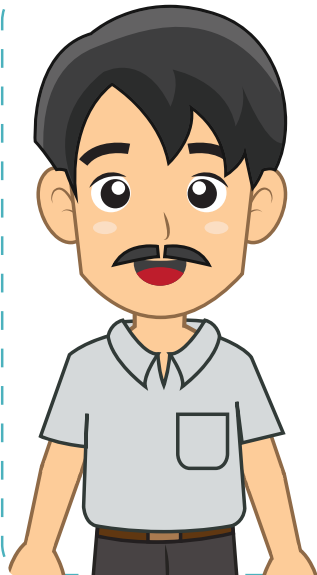
**my sister**



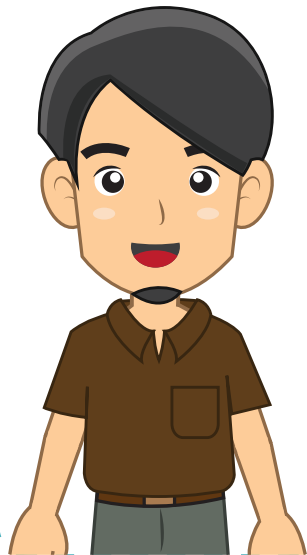
**my brother**



**my aunt**



**my father**



**my uncle**





These are my family members.

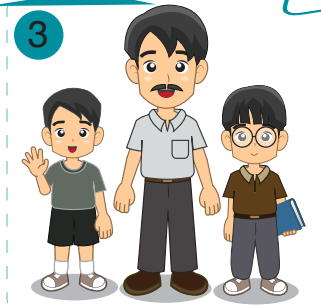
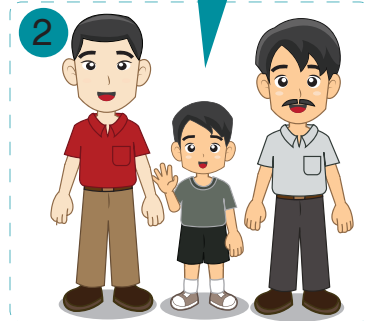
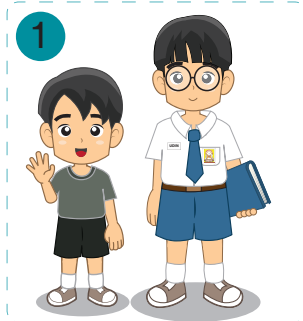
I have two sisters.



### Activity 12



Please make sentences based on the pictures below.

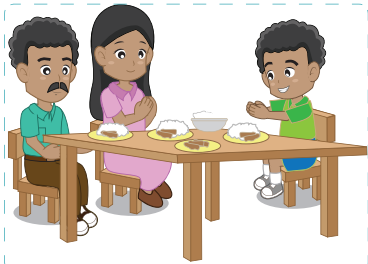




**We are together.**

## Activity 13

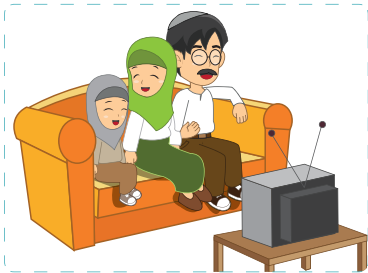
**Study the activities below.**



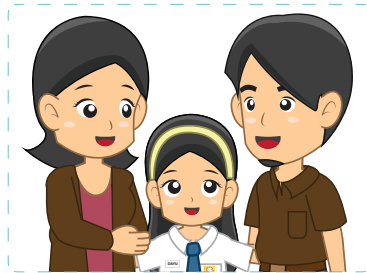
**We eat together.**



**We work together.**



**We laugh together.**



**We love each other.**



The things I've done  
with my family.

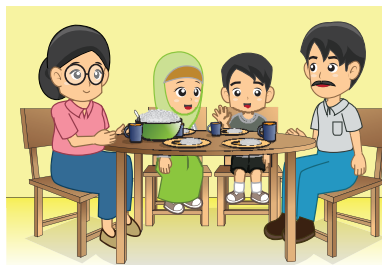


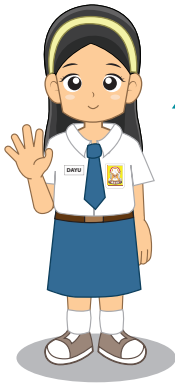
## Activity 14

Please write down  
your activities with  
your family.



No	Activities	Day and Time
1.	go to the park	every Sunday
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		





It's a love letter to my mom.

## Activity 15

Study the letter below.



*Dear Mama,*

*How are you Mom?*

*I hope you are in a good condition*

*I love you very much.*

*With Love*

*Dayu*

## Activity 16

Please write a letter to your mother, and then post it!

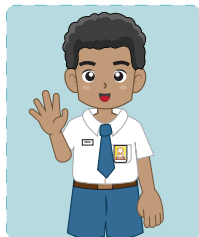




Now, I know...



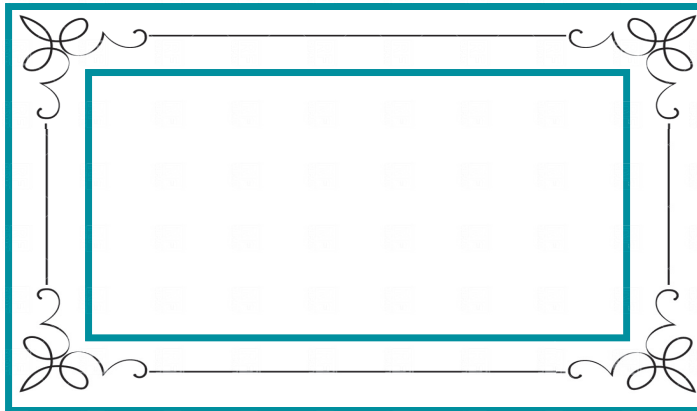
Now I know  
the people around  
me.  
I love them  
very much.





**My project is to tell you the people in “my family photo”.**

## **My Family**



### **Attention please!**

- Choose one of your family picture of the postcard size.
- Make a frame from the recycled things for your photo.
- Write short identity of each people in the frame on colourful paper.
- Stick the frame on a card board.
- Stick the identity sheet next to the photo frame.
- Display the card board.
- Tell about each member of family based the identity sheet.

**Thank you.**







Let's sing a song!

## Mother, How are You Today?

Maywood

3 3 2 3 2 1 1

Mother, how are you today?

5 5 5 4 3 3 2 1

Here is a note from your daughter.

2 2 2 2 3 4 5 6 4

With me everything is OK.

3 3 3 2 3 2 1

Mother, how are you today?

Mother, don't worry, I'm fine.

Promise to see you this summer.

This time there will be no delay.

Mother, how are you today?

\* The rhyme is the same as above.

# Chapter

## How many Pets do You Have?

# V



In this chapter, I will learn to:

- count things
- count animals
- name public places

How many pets do you have?





I have one bag.

## Activity 1

Listen to your teacher reading the words,  
and repeat after him/her.



one bag



two bags



one ruler



three rulers



one pencil



four pencils



one dictionary



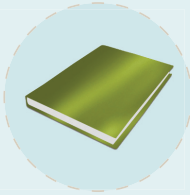
two dictionaries



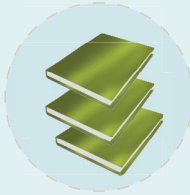
Label the following objects.  
Use the correct forms.

## Activity 2

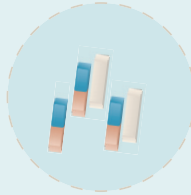
Observe the pictures.  
Name the objects.  
Write down the name and the  
number of the objects.



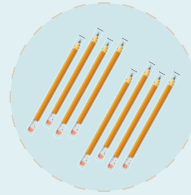
one book



three books



.....



.....



.....



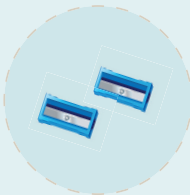
.....



.....



.....



.....



.....



.....



.....

I find them in the livingroom.



### Activity 3

Look at the pictures below. Work with a partner to make sentences. Refer to the examples.



There is a TV set.  
There are two lamps.





I find them in my bedroom.

## Activity 4

Look at the pictures below. Work with a partner to make sentences. Refer to the examples.



There is a study table.  
There are two pillows.

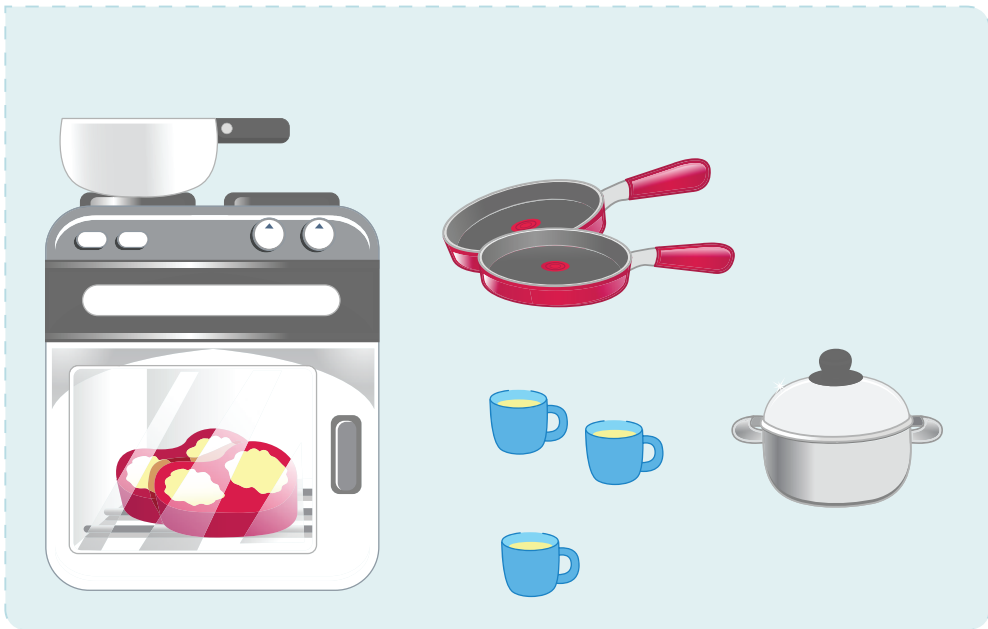




I find them in the kitchen.

## Activity 5

Look at the pictures below.  
Work with a partner to make  
sentences. Refer to the  
examples.



There is a stove.  
There are three glasses.





I find them at home.

## Activity 6

Please describe the picture.



There are  
five plates.

There is  
a television.







How many pencils do you have?

I have three pencils.



### Activity 7

Write sentences in the table below using the information given.



Things	Sentences
1. 4 books	I have four books.
2. 3 rulers	.....
3. 1 dictionary	.....
4. 5 pencils	.....
5. 2 erasers	.....
6. 1 pencil case	.....
7. 1 hat	.....
8. 2 bags	.....

I have four books.





How many pencils does she have?

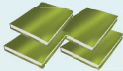







She has two pencils.



### Activity 8

Write sentences in the table below using the pictures given.



	Things	Sentences
1.		She has four books.
2.		.....
3.		.....
4.		.....
5.		.....
6.		.....
7.		.....
8.		.....



How many rulers does he have?

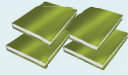







He has three rulers.

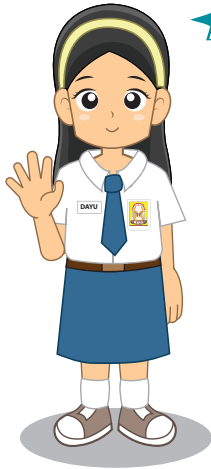


### Activity 9

Write sentences in the table below using the pictures given.



Things	Sentences
1. 	He has four books.
2. 	.....
3. 	.....
4. 	.....
5. 	.....
6. 	.....
7. 	.....
8. 	.....



I have one cat.

## Activity 10

Listen to your teacher reading the words, and repeat after him/her.



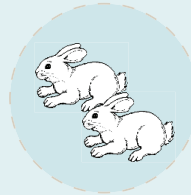
one cat



three cats



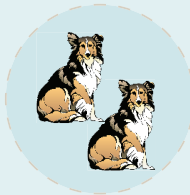
one rabbit



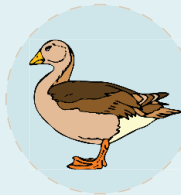
two rabbits



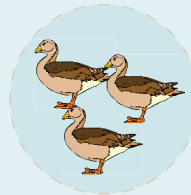
one dog



two dogs



one duck



three ducks



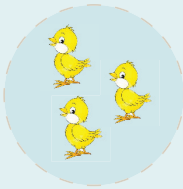
How many pets do you have?

### Activity 11

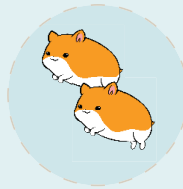
Observe the pictures.  
Name the animals.  
Write down the name and the  
number of the animal.



one chick



.....



.....



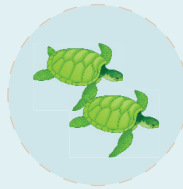
.....



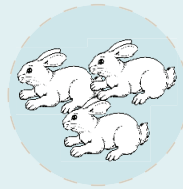
.....



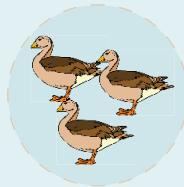
.....



.....



.....



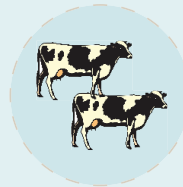
.....



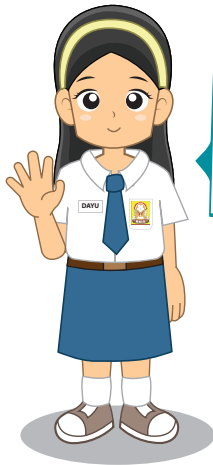
.....



.....



.....



I find them in the zoo.

## Activity 12

Please describe the pictures.



There is an elephant.  
There are three tigers.

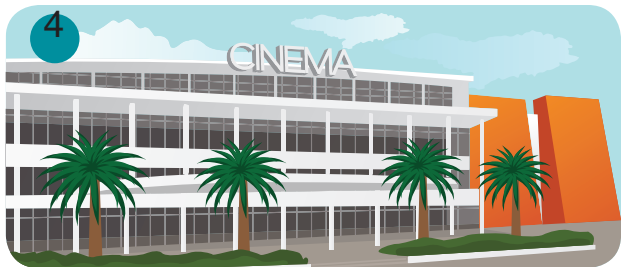
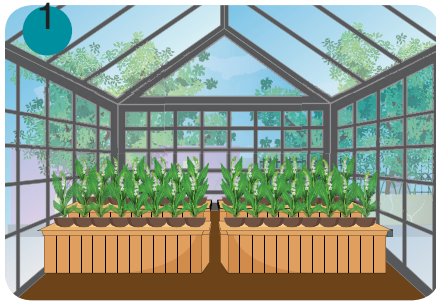


These are public places in my town.



### Activity 13

What is it?  
What do you think about it?  
What can we do there?

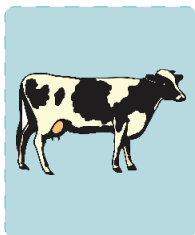




Now, I know...



Now I know the things, animals, public places around me. I will take care of them.







**My project is to make  
a mini dictionary.**



### **Attention please!**

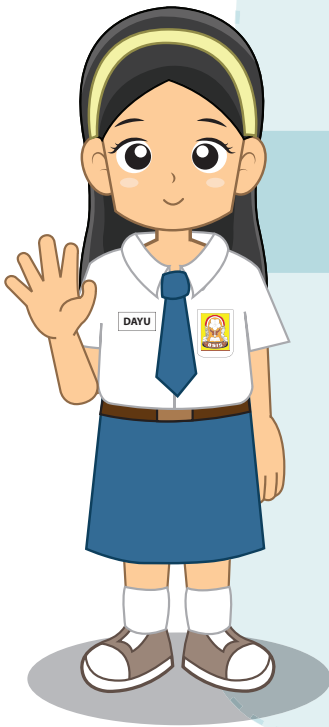
- Please work in groups of four or five.
- Collect pictures of things, animals, and public places.
- Category them into groups of things, animals, and public places.
- Stick them on a book, then name them.

**Thank you.**



# Chapter VI

## Let's Listen to the Songs



In this chapter, I will learn to:

- identify the meaning of a song
- identify rhyming words
- name singular and plural nouns

What is your favorite song?





Let's listen to a song.

### Activity 1

Please read a part of a song below carefully.



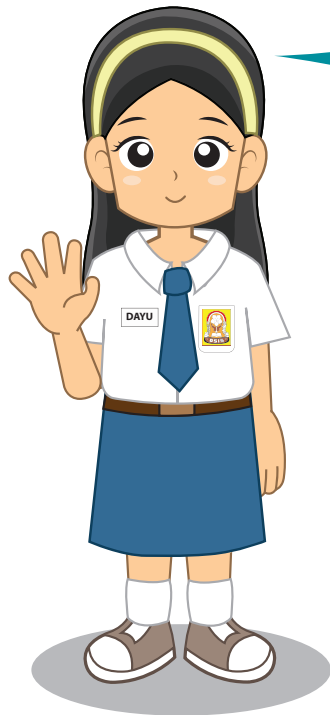
I have a dream, a song to sing ...  
To help me cope with anything ...  
If you see the wonder of a fairy tale ....  
You can take the future even if you fail .....

### Activity 2

Observe the last word of each line. What are they?  
Write down in the table.



Line	Word
1	.....
2	.....
3	.....
4	.....



**“Let’s find the rhymes.”**

### **Activity 3**

**With a friend, practice reading those last words using the right pronunciation. Do you notice that the word in Line 1 rhymes with the word in Line 2? The word in Line 3 rhymes with the word in Line 4? Do you know what rhyme means? Discuss it with your friend.**



## Activity 4

Work individually to find two words that rhyme with each of the following words. Observe the examples. Write down your words in the table.



see	me	be
dream		
wonder		
take		
believe		
cope		
time		
right		
while		

## Activity 5

Work individually to find two words that rhyme with each of the following words. Observe the examples. Write down your words in the table.





Let's listen and sing the song together.

Use the following lyric to help you sing the song.



I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder of a fairy tale  
You can take the future even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels When I know the time is right for me  
I'll cross the stream – I have a dream

Oh yeah  
I have a dream, a fantasy  
To help me through reality  
And my destination makes it worth the while  
Pushing through the darkness, Still another mile

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream – I have a dream

I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder of a fairy tale  
You can take the future even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me

I'll cross the stream – I have a dream  
I'll cross the stream – I have a dream



What does this word mean?

## Activity 7

Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend.



Words/Phrases	Meaning
cope with	
wonder	
future	
stream	
destination	
push through	
worth	
angels	



Let's get the message.

## Activity 8

Read the lyric again carefully.  
With a friend, answer the following  
questions.



1. What might be the best title for the song?
2. What is the song about?
3. What does this line "You can take the future even if you fail" mean?
4. Do you think the song teaches us to be optimistic or pessimistic? Why do you think so? Give evidence to support your answer.
5. What might "my destination" mean?
6. What does this stanza mean? Please retell this stanza using your own words.

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream – I have a dream

7. Why do you think some words need to be repeated?
8. Which line do you like most? Why?
9. Do you like the song? What makes you like the song?
10. What can you learn from the song?





Let's see the language.

## Activity 9

Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend.



desk	birds	ball
toys	friend	farmers
chairs	glasses	cups
books	flowers	cats
stars	butterfly	horses
car	girls	ladder



Who is your favorite singer?

### Activity 10

Think about your favorite singer. Write down in the table why he or she becomes your most favorite singer. What are the good things about him or her that you want to follow?



<b>Name of favorite singer</b>	.....
<b>Reasons</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li style="text-align: right;"><b>Etc.</b></li> </ul>
<b>Good things to follow</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li style="text-align: right;"><b>Etc.</b></li> </ul>

### Activity 11

Compare what you have with your friend's. After that, share it with the class.





Let's play a guessing game.

## Activity 12

Work in groups. Ask the members of the group to guess the title of the song. Use three clues to help them guess. The clues might be about :

1. The name of the singer.
2. The content of the song that is what the song is about.
3. The tune of some part of the song.

Take turns doing this among the members of the group. The winner of this game will be the one that can guess the most.





Let's make poem ourselves.

## Activity 13

Please read the lyric of the song again. Do you think the words are beautiful? Notice that a song might look like a poem. Write down poems using the following topics.

1. friend or best friend
2. mother or father
3. your own topic



**1. friend or best friend**

.....  
.....  
.....  
.....

**2. mother or father**

.....  
.....  
.....  
.....

**3. your own topic**

.....  
.....  
.....  
.....



Now, I know...



From now on, I know that :

- songs have lyrics and rhymes.
- to understand songs we have to understand the language.
- we can express our feelings through songs



# Chapter VII

## I Love Things around Me



In this chapter, I will learn to name:

- things in the classroom
- things in my bag
- parts of the house
- animals in my school and my home

Will you show me your pen,  
please?

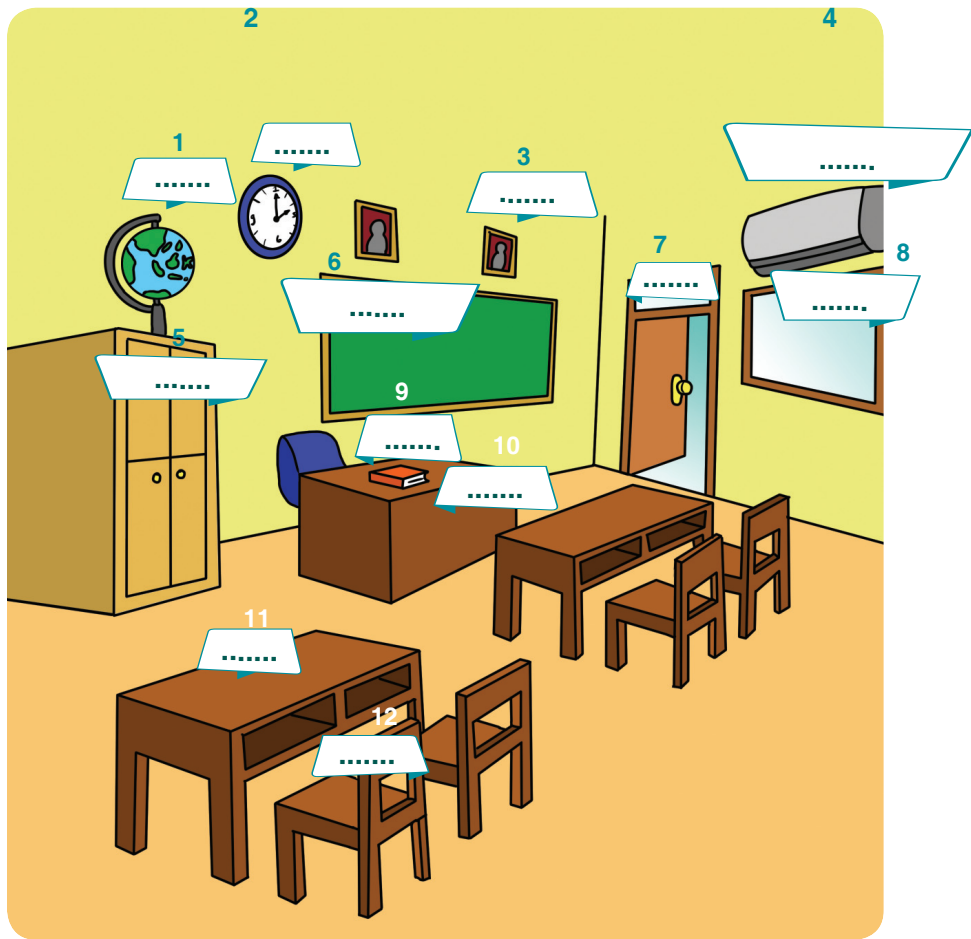




This is my classroom.

### Activity 1

Please label the pictures using the words in the box.



- |            |           |          |                    |
|------------|-----------|----------|--------------------|
| a cupboard | a chair   | a window | an air conditioner |
| a globe    | a picture | a desk   | a door             |
| a clock    | a table   | a book   | a board            |



There are many rooms  
at my school.

## Activity 2

Please go outside  
the classroom, then find  
the rooms in the picture below.  
Write down the things you find there.

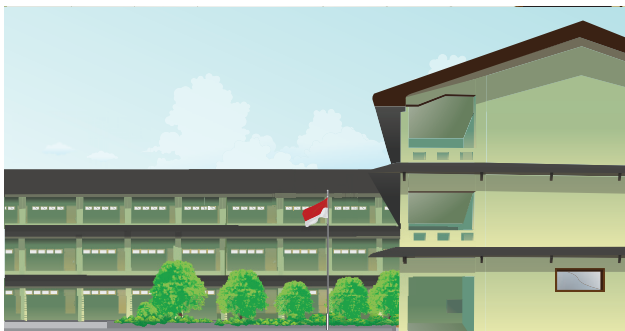


1.

2.

3.

4.







These are the things in my bag.

### Activity 3

Please name the things in the pictures, and then describe them orally.



.....



.....



.....



.....



.....



.....



.....



.....



.....





These are the things in my bag.

### Activity 4

Please write down the things in your bag.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



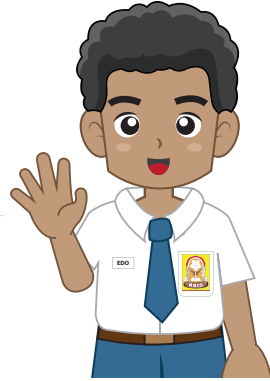
I have .....

I have.....

I have .....

I have .....

I have .....



This is my classroom.



## Activity 5

Please observe the pictures. Make questions about the things, and give the answers. Use the example to help you.



Things	Questions	Answers
chair	How many chairs are there?	There are six chairs.
eraser		
cupboard		
map		
pen		
picture		
board		



Come to my house.

### Activity 6

Please mention the parts of the house and the things in there.

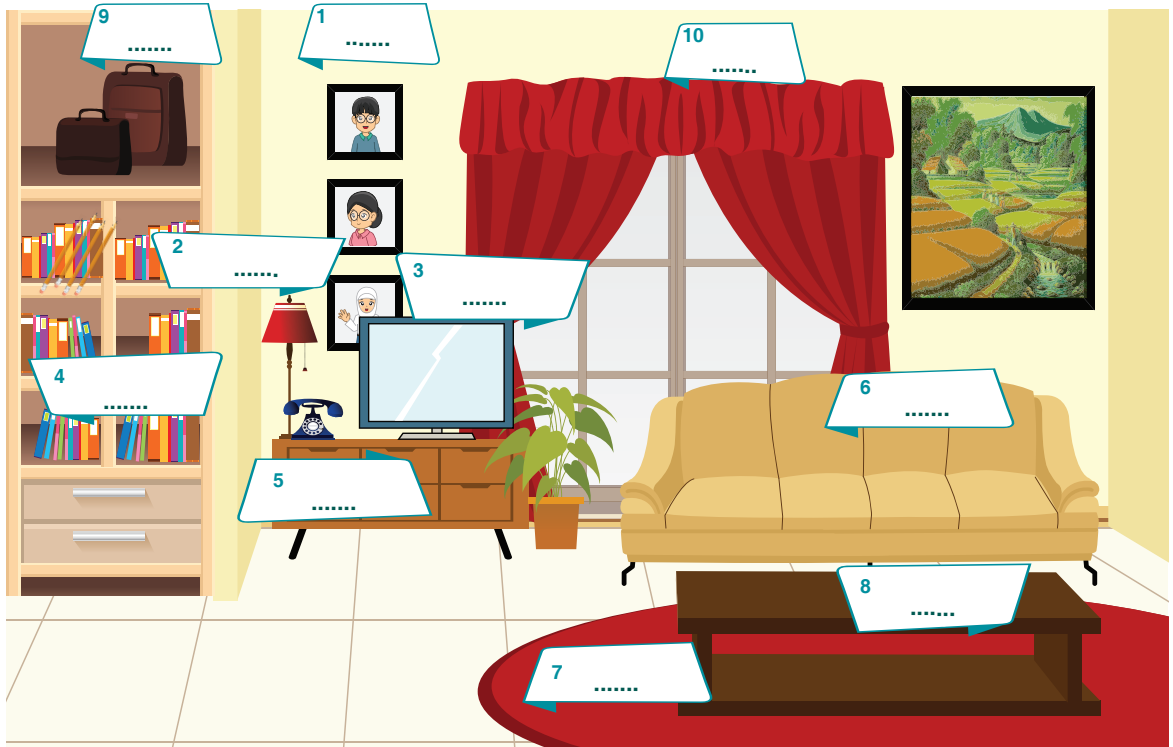




This is my living room.

### Activity 7

Please write down the things that you can see in the picture.

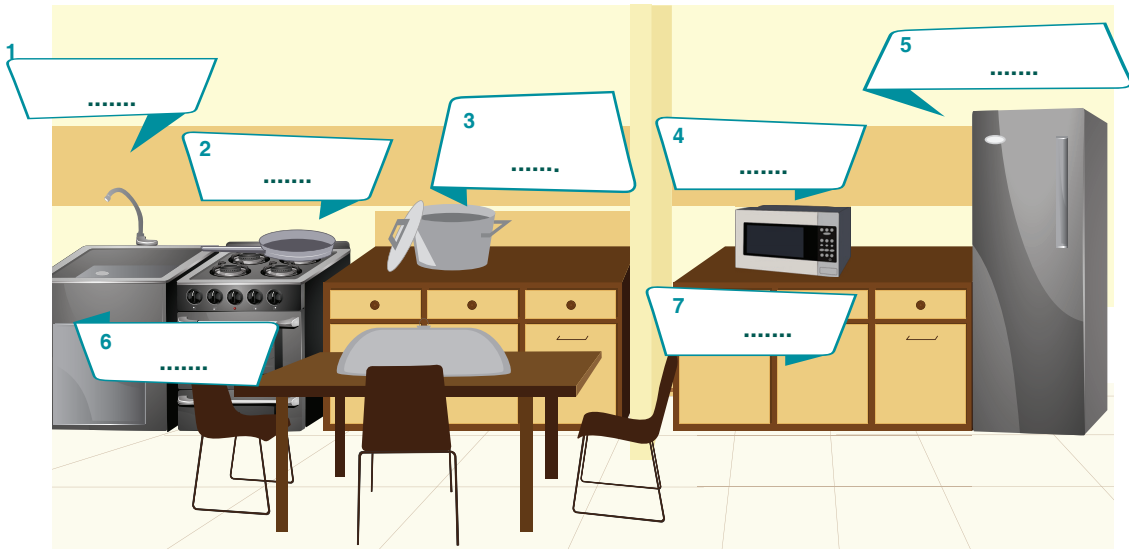




This is my kitchen.

## Activity 8

Please mention the things that you can see in the picture. Use the words in the box to help you.



a stove

an oven

a cabinet

a sink

a pan

a frying pan

a refrigerator



This is my dining room.

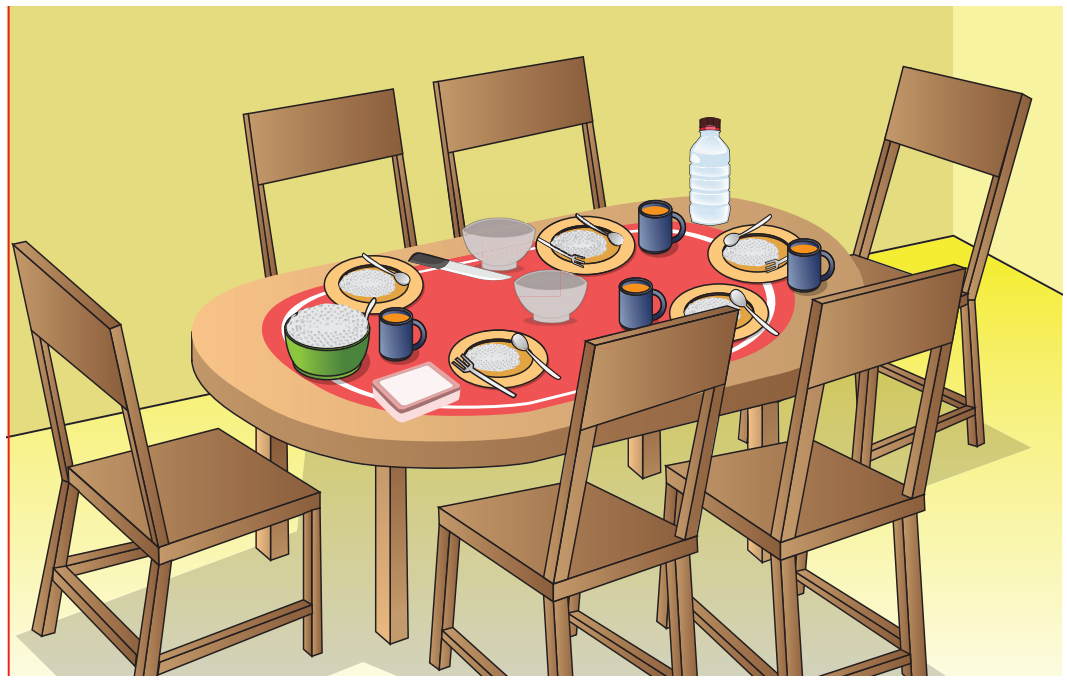
### Activity 9

Please describe the things that you can see in the picture.



There is ..... / There are .....

Things in the dining room:			
chair	bottle	mug	table cloth
knife	spoon	plate	lunch box
bowl	fork	table	water jug





This is my bedroom.

### Activity 10

Listen to your teacher, and repeat after him/her.







This is my bathroom.

## Activity 11

Please mention the things that you can see in the picture. Use the words in the box to help you.



a bucket

a toilet

a tub

a shower

a scoop

a sink

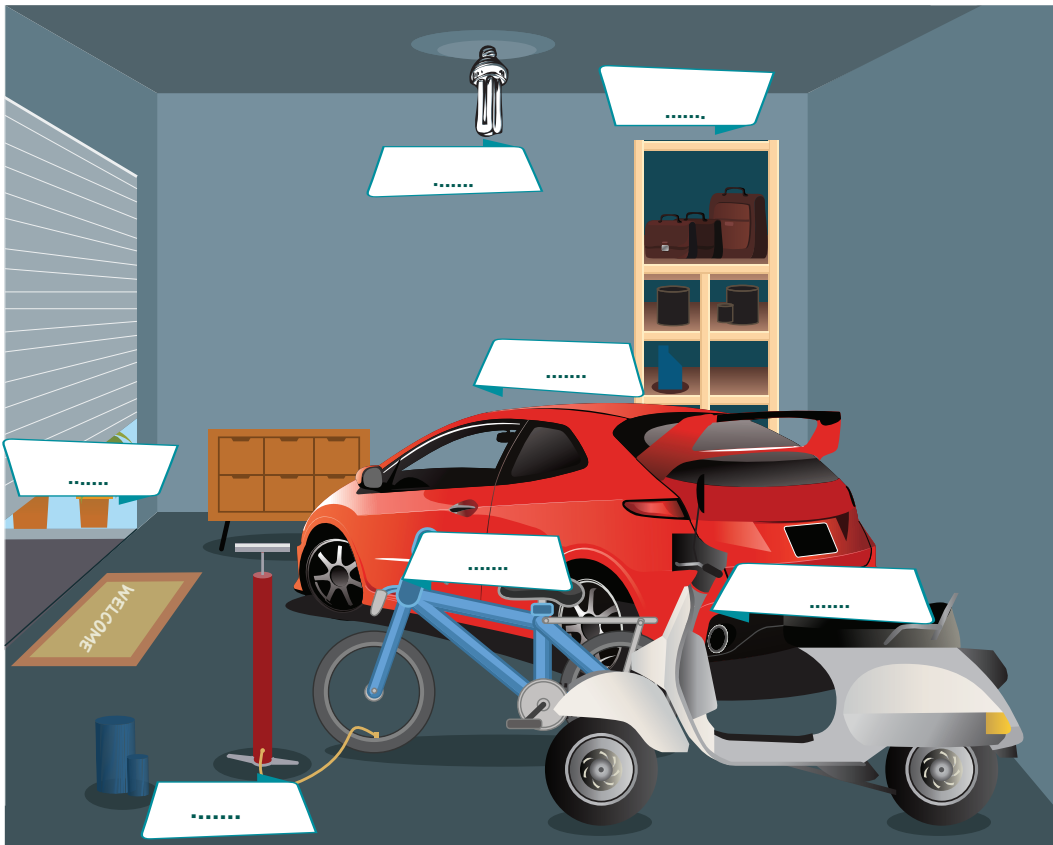
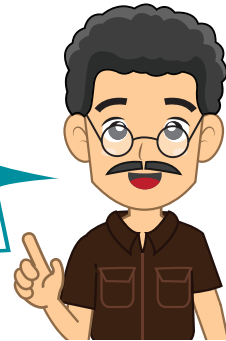
a mirror

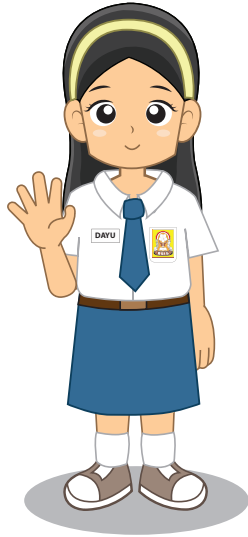


This is my garage.

## Activity 12

Please describe the things that you see in the picture.

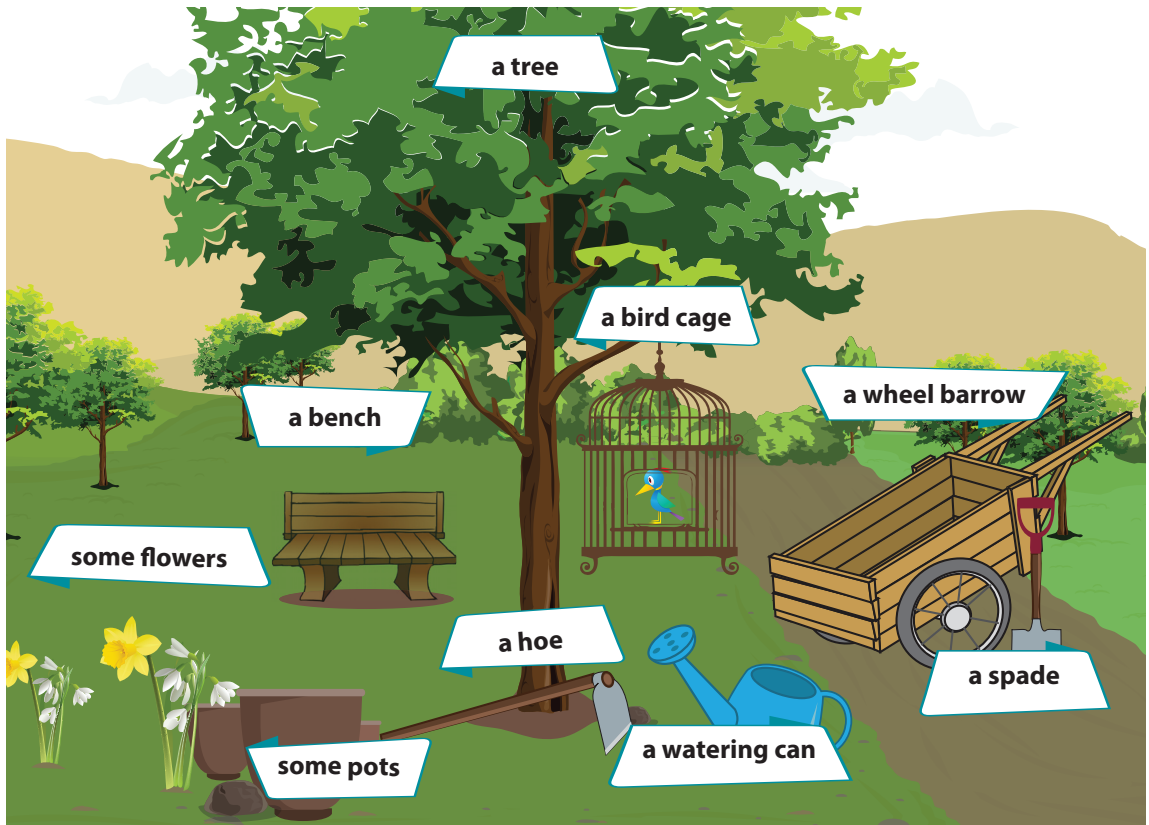




This is my garden.

### Activity 13

Listen to your teacher reading these words. Repeat after him/her.

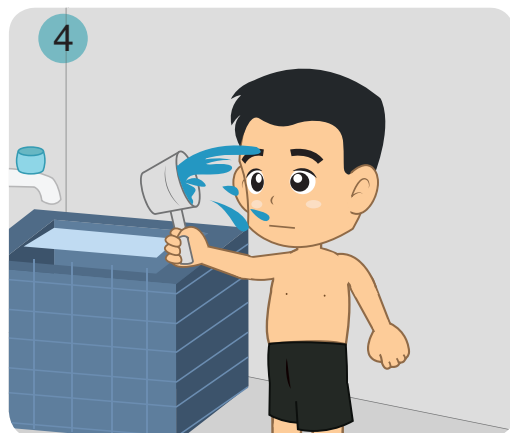
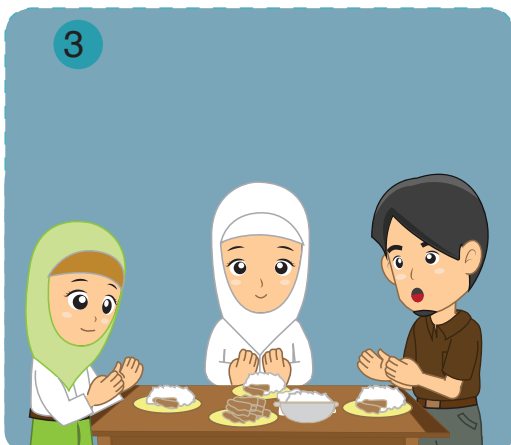




I sleep in my bedroom.

## Activity 14

Where do you do these activities?





I find a bolster in ....

### Activity 15

Make sentences based on the pictures below.

I find a bolster in my bedroom.



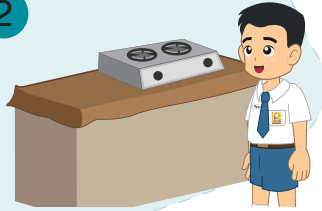
Blank speech bubble for writing a sentence.

Blank speech bubble for writing a sentence.

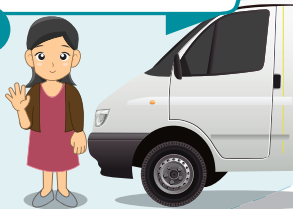
1



2



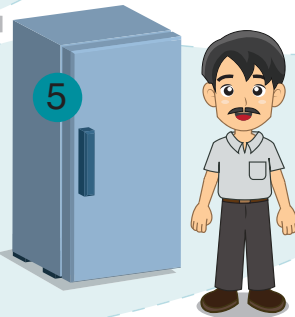
3



4



5





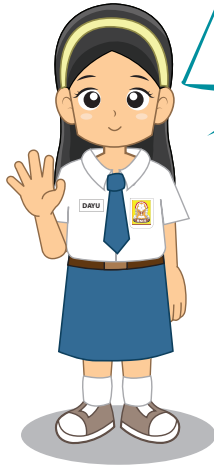
These things are in my house.

### Activity 16

Please write down the things in your house.



Things in my bedroom	Things in my kitchen
- - - - - - -	- - - - - - -
Things in my living room	Things in my bathroom
- - - - - - -	- - - - - - -
Things in my garden	Things in my garage
- - - - - - -	- - - - - - -



I have them at home and at school.

### Activity 17

What kinds of animals can you find in your backyard? Use the words in the box to help you.



2

.....

1

.....



3

.....



4

.....



5

.....



a cricket

a worm

a fly

a cocoon

a ladybug

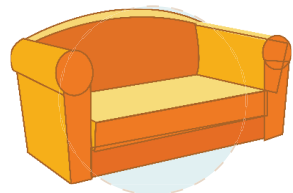
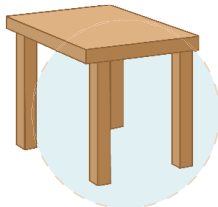




Now, I know...



Now I know the things  
in my school and my  
house. I'll keep them  
carefully.





My project is to make labels for my school.

canteen

language laboratory

science laboratory

headmaster's office

library

toilets

teacher's room

### Attention please!

- Please make several labels for the rooms around your school.
- Put each of them in the right place.

Thank you.



**My project is to describe my favorite things, my favorite place at home, and animals at school.**



**They are my favorite things.**



**They are my favorite places at home.**



**They are the animals at my school.**



**Attention please!**

**Put the pictures of your favorite things, favorite places at home and animals at your school on the wall in your class!  
Thank you.**



# Chapter VIII

## She's so Nice

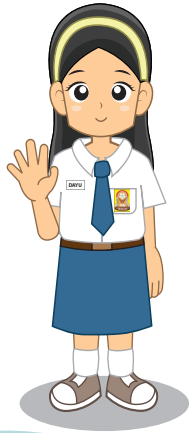
In this chapter, I will learn to describe :

- people
- animals



Do you have a pet?





Let's sing a song!

# Old McDonald

Traditional

1 1 1 5 6 6 5  
Old MacDonald had a farm,  
3 3 2 2 1  
EE-I-EE-I-O.  
5 1 1 1 5 6 6 5  
And on that farm he had a COW,  
3 3 2 2 1  
EE-I-EE-I-O.  
5 5 1 1 1  
With a MOO MOO here  
5 5 1 1 1  
and a MOO MOO there  
5 5 1 1 1  
Here a MOO, there a MOO,  
1 1 1 1 1  
everywhere a MOO MOO  
1 1 1 5 6 6 5  
Old MacDonald had a farm,  
3 3 2 2 1  
EE-I-EE-I-O.



How nice they are!

## Activity 1

Please describe the picture below.

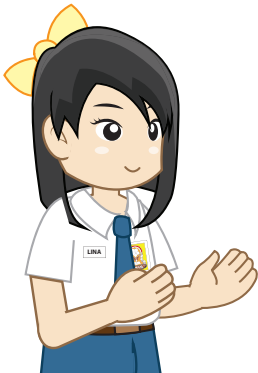




**This is my backyard.**

## **Activity 2**

**Observe the picture, and describe it.**



**The boy is handsome.  
He is diligent.  
He is kind to animals.**

**What do you think  
about the boy?**





**This is my family.**

### Activity 3

**Who is she/he? What do you think about him/her?  
What does he/she do?**



**This is my grandfather.  
He is a hard worker.  
He works at the farm.**

**She is Lina.  
She is a pretty girl.  
She always helps me.**



**This is my father.  
He is a kind man.  
He works in the garden.**





## Activity 4

Study the pictures and sentences.



She's a helpful girl.



She is very kind.



He is very cheerful.



He is very diligent.





What do you think about your classmates?

### Activity 5

Please ask about your classmates' characteristics.



No	Name	Characteristics
1	Sari	nice, helpful, easy going
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Activity 6

Observe the pictures, and read the sentences.



I have curly hair.  
What about you?

He's tall. He has curly hair.  
He has dark skin.



She's tall. Her hair is straight.  
Her skin is smooth.



He's thin. He has sharp eyes.  
He has a pointed nose.



## Activity 7

Please describe  
your family members!





They are people around me.

## Activity 7

Please write down your classmates' physical appearance.



No	Name	Physical Appearance
1	Wulan	wavy hair, a pointed nose, smooth skin.
2		
3		
4		
5		
6		
7		
8		
9		
10		



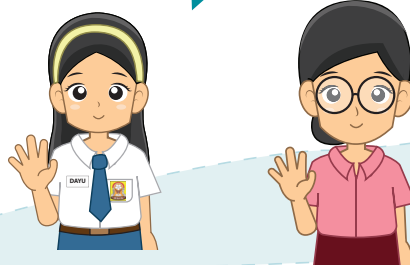
## Activity 9

Who is she/he?  
What do you think of her/him?  
What does she/he do?



What do they do?

This is my mother.  
She is a beautiful woman.  
She likes reading novels.



This is my teacher.  
He is smart.  
He helps people.



This is my friend.  
She is beautiful.  
We go to school together.

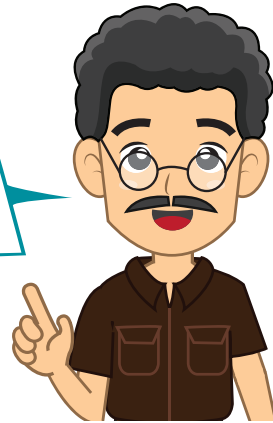




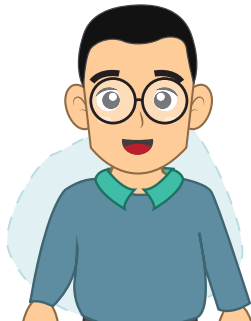
What do you think of them?

## Activity 10

Please describe each member of your family!



My Father



My Mother



My Little  
Brother



My Big  
Brother



People around me.

## Activity 11

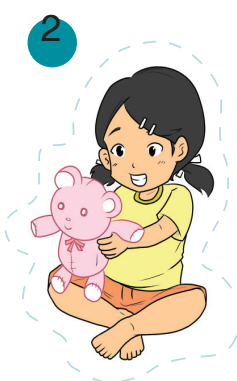
Please describe each picture below!



1



2



3



4



5



6



7



8





What do they look like?

## Activity 12

Please circle the words that can be used to describe people, things, or animals.



S I T A L L T S S A W  
H I O S H A R P U Y A  
O O P P O I N T E D V  
R S L I G H T I I V Y  
T U H B F T C U R L Y







Animals are different.

## Activity 13

Look at the picture below, and read the description of the animals.



Look at the picture!

The dog has fur.  
The cat has fur.  
The duck has feathers.  
The chicken has feathers.  
The fish has scales.  
The snake has scales.

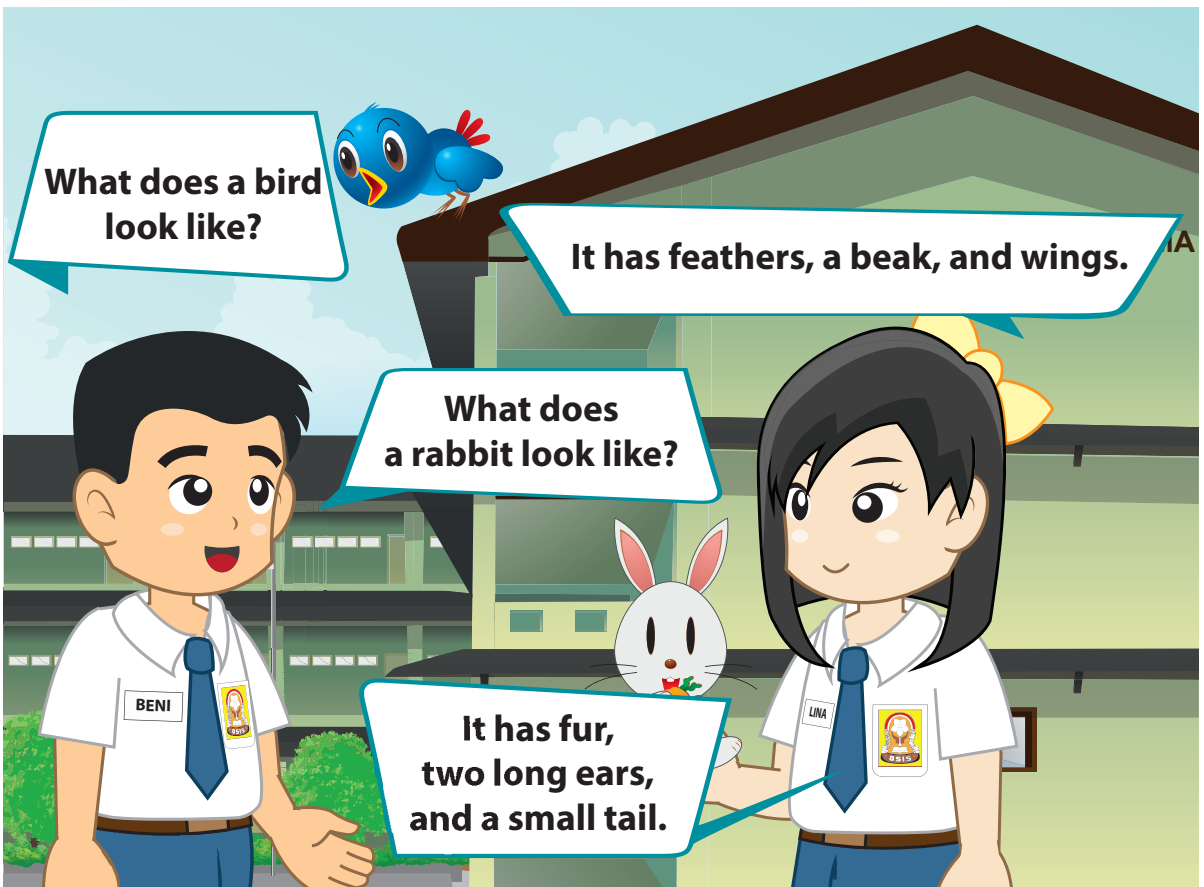




What does it look like?

## Activity 14

Listen to your teacher and repeat after him/her.





These animals are around me.

## Activity 15

Please write down animals you can find around you and their physical appearance.



No	Kind of Animals	Physical Appearance
1	a butterfly	colorful, small, pretty
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Animals are special.**



## Activity 16

Please practise with your friends about the expressions below!



Why do you think a horse is strong?

Because it can bring heavy things.

Why do you think a seal is clever?

Because it can play with the ball.

Why do you think a monkey is playful?

Because it can play with the zookeeper.

Why do you think a peacock is beautiful?

Because it can show its colorful wings.





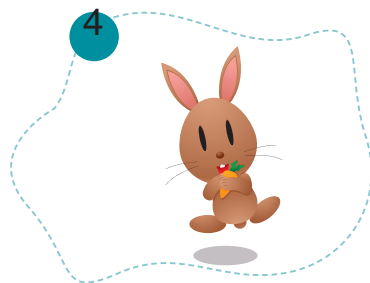
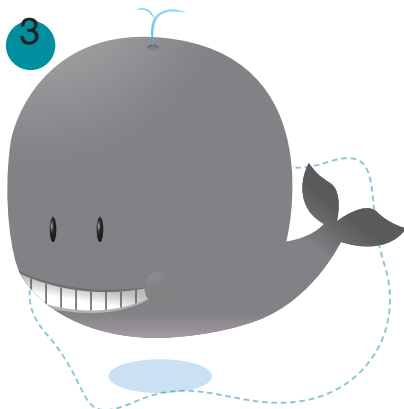
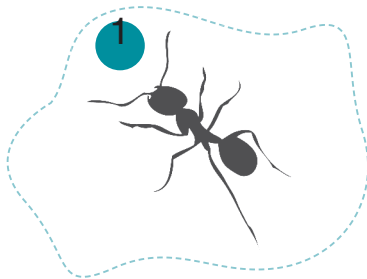
How is the animal?

## Activity 17

Please describe each animal below.



The elephant is big.  
It has a long trunk.

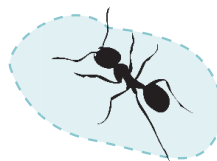




Now, I know...



From now on, I will pay more attention to the people and animals around my school and my home.





My project is to do a Mini Survey.

Family members

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Characters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Animals around you

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Attention please!

- Please work in groups of four or five.
- Observe the environment around you.
- Two groups observe the same objects.
- Here are the things to observe:
  1. the number of family members,
  2. their characters (in your opinion),  
and
  3. animal(s) around you.
- The families to observe:
  1. a teacher's family,
  2. Pak RT's family, and
  3. canteen owner's family



# Chapter IX

## My Grandfather is a Doctor



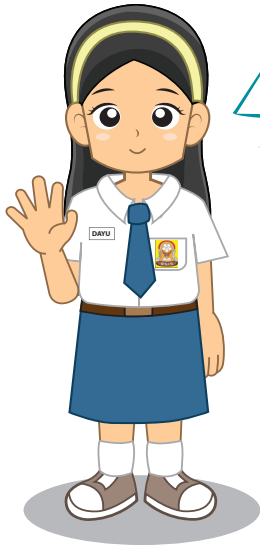
In this chapter, I will learn to talk about:

- what people do
- where they do the activity
- what animals do
- what things are for

What does your mother do?







This is my family.

### Activity 1

What are they?



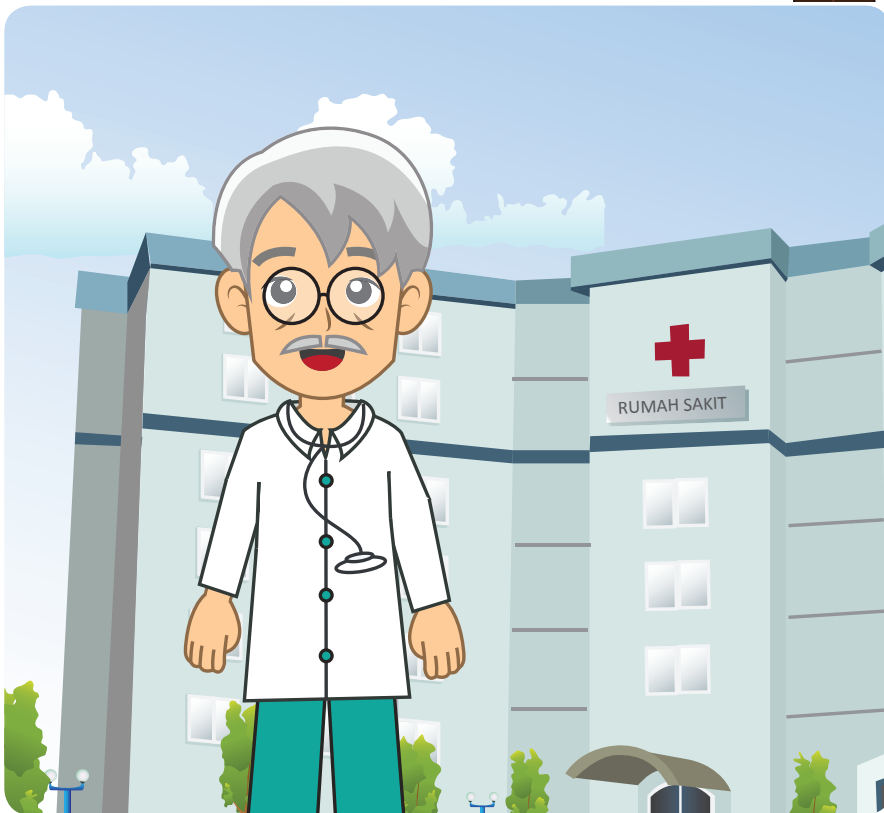
My Grandfather   My Mother   My Grandmother   My Father



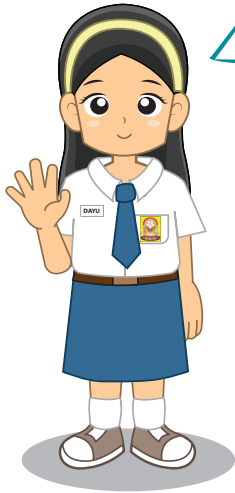
My grandfather is a doctor.

## Activity 2

Please look at the picture,  
and read the sentences  
aloud.



My grandfather is a doctor. He examines  
patients carefully. He works in the hospital.



He explains about junk food.

### Activity 3

Make sentences based on the picture below!  
Look at the example!



Hotdog is not good for health.





He tells my grandmother to cook healthy food.

### Activity 4

What kinds of healthy food do you know? Discuss with your friends.





**My grandmother is a cook.**

## Activity 5

**Please describe the picture below.**



**My grandmother likes cooking.  
She has a restaurant in the city.  
She cooks Padang food.**





She has a Padang restaurant.

### Activity 6

Please ask your classmates about traditional food in each restaurant.



I want to eat Manado porridge.



I want to eat fresh vegetables and sambal.

I want to eat coto Makassar.

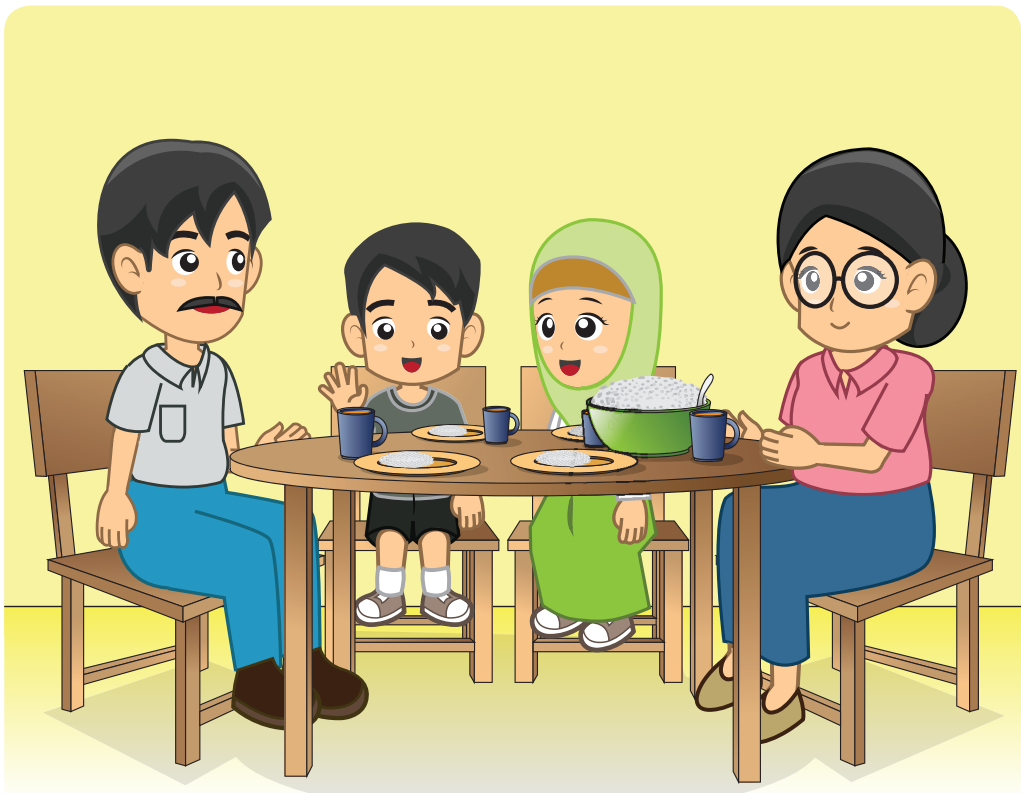
I want to eat rendang.



On Friday, she asks our family  
to eat together there.

## Activity 7

Answer these questions: (work in  
groups)  
How often do you eat out with your  
family? When do you usually eat out?  
What is the most favorite place for your  
family to eat out? Why?





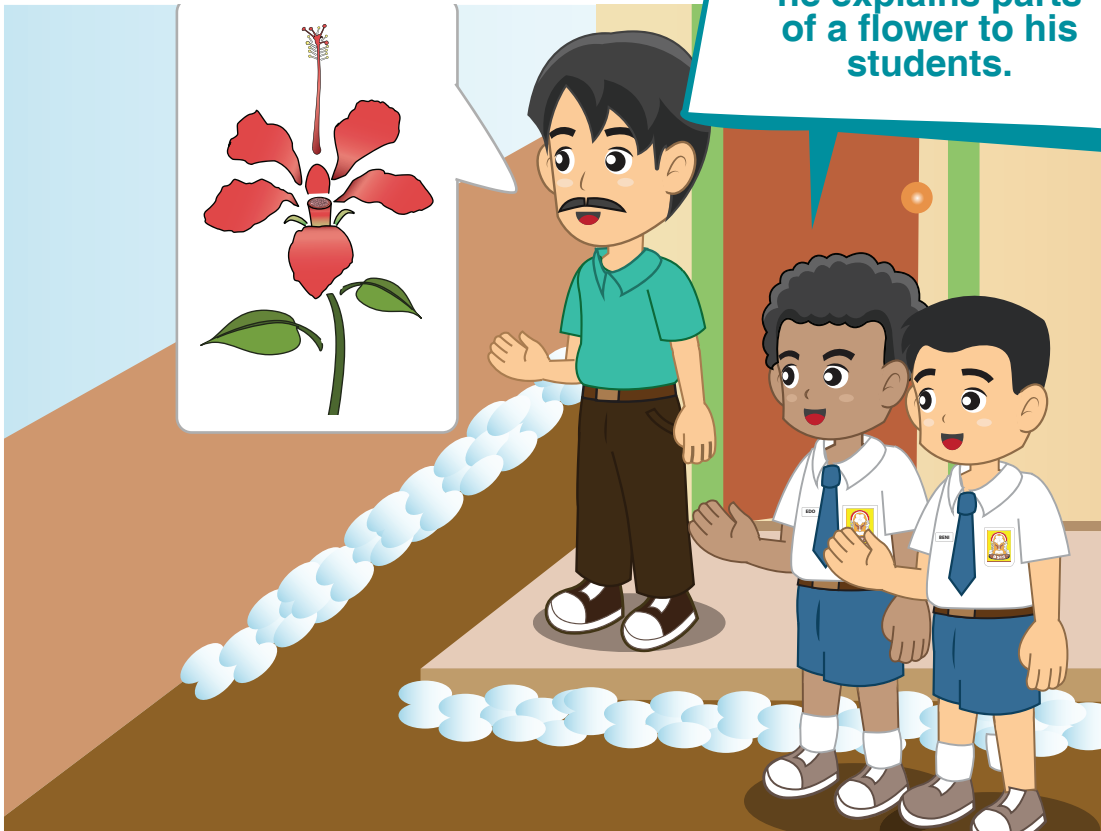
**My father is a teacher.**

## Activity 8

**Look at the picture, and read the sentences aloud.**



**My father is a science teacher. He specializes in teaching living things. For example, he explains parts of a flower to his students.**



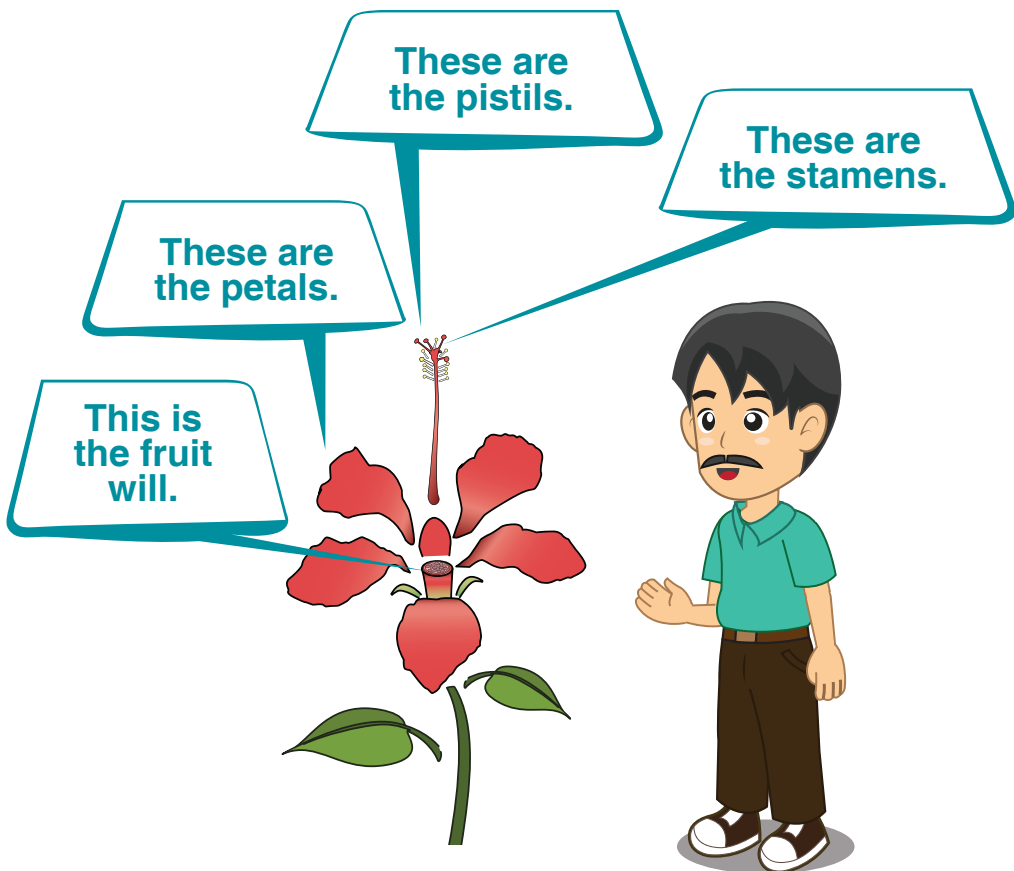




Now, he talks to the class about parts of a flower.

## Activity 9

Listen to your teacher reading the sentences. Repeat after him/her.





He is also a gardener.

## Activity 10

Discuss with your friends what he might do in the garden. Use the picture to help you.

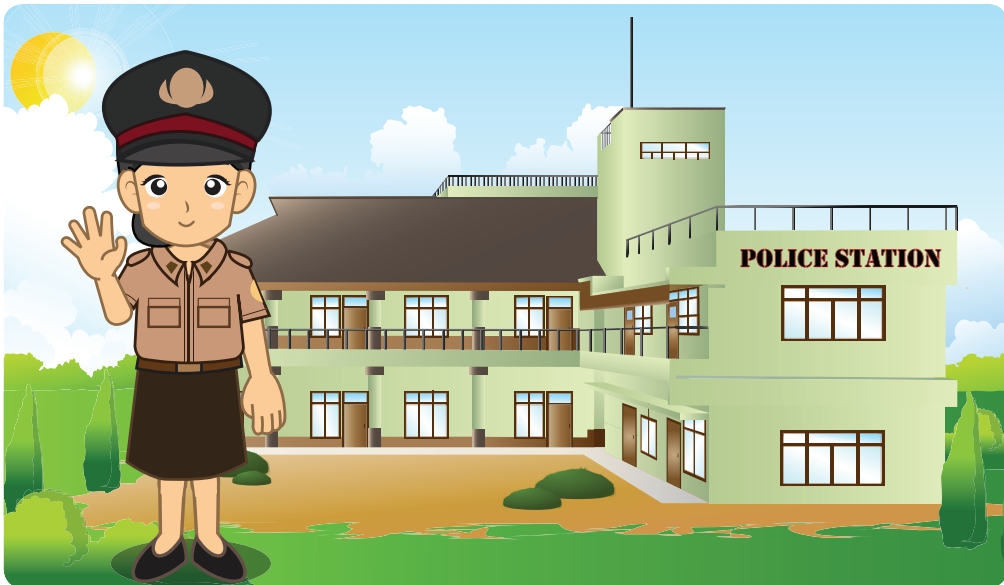




My mother is a policewoman.

## Activity 11

Work in pairs to discuss what she does. Use the questions to help you.



- What is she?
- Where does she work?
- What does she do?



She knows all traffic signs.

## Activity 12

Discuss with your friends  
what the traffic signs below  
mean.



This sign means  
“Don’t Stop!”



She protects the town from crime.

## Activity 13

Describe the picture.





## Activity 14

Now, please tell about your family.  
Use these questions.

- what is he/she?
- what does he/she do?
- where does he/she do the activity?

1.



.....  
.....  
.....  
.....

2.



.....  
.....  
.....  
.....

3.



.....  
.....  
.....  
.....

4.



.....  
.....  
.....  
.....

## Activity 15

Describe the animals.  
Refer to the examples.



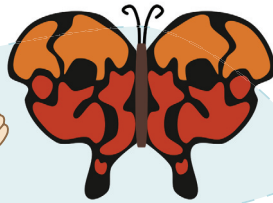
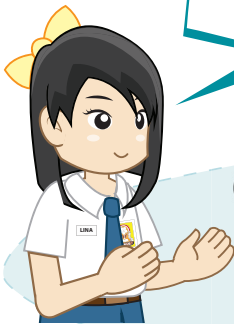
I love animals.



This is a snake.  
It's a wild animal.  
It bites!



This is a  
butterfly.  
The color is  
pretty.  
It flies.



This is my cat.  
It has black fur.  
It sleeps.



## Activity 16



Please complete the table below.

Animals	Activity
1. Birds	fly
2. Snakes	.....
3. Dogs	.....
4. Cockroaches	.....
5. Turtles	.....
6. Cats	.....
7. Horses	.....
8. Tigers	.....
9. Buffaloes	.....
10. Kangaroos	.....



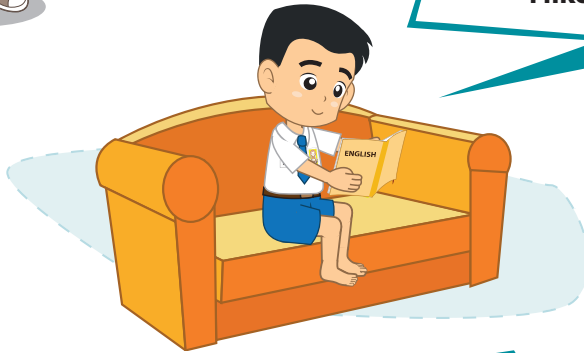
## Activity 17

Please describe the things around you!



Home sweet home.

This is my sofa.  
It is very comfortable.  
I like sitting on it.



This is an English book.  
It is an interesting book.  
I read it everyday.



This is a bowl.  
It's round.  
We put soup in it.



## Activity 18

- Please observe your classroom.
- Mention things there.
  - What do you use them for?



## Activity 19

Now please write what you see in the picture. Write it in the box provided.



This is my classroom. There are .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

I find them on my backyard.



## Activity 20

What kind of things do you find on your backyard?



This is a grasshopper.  
It is green.  
It hops on the grass.

These are cows.  
They are big and strong.  
They eat grass.

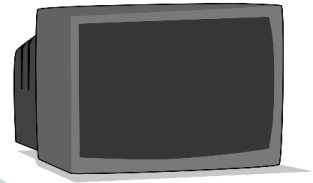


It is a hut.  
It's made of bamboos.  
We like sitting there.

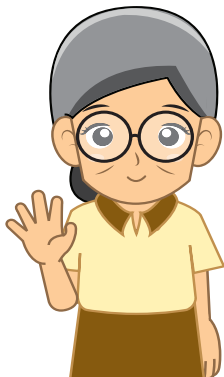




Now, I know...



From now on,  
I can describe people,  
animals, and things  
around me.





My project is to make a map of my town.



### Attention please!

In a group of four or five, please make a map of your town.

- If possible, put several pictures of public places in your town.
- Decorate your poster, then put it on the wall.

Thank you.



# Chapter

## Attention, Please!

# X



In this chapter, I will learn to make:

- instructions,
- short notices, and
- warnings/cautions.

What signs do you find  
at your school?



# Activity 1

Look at the pictures and study the instructions. Draw a line to match each picture with the right instruction.



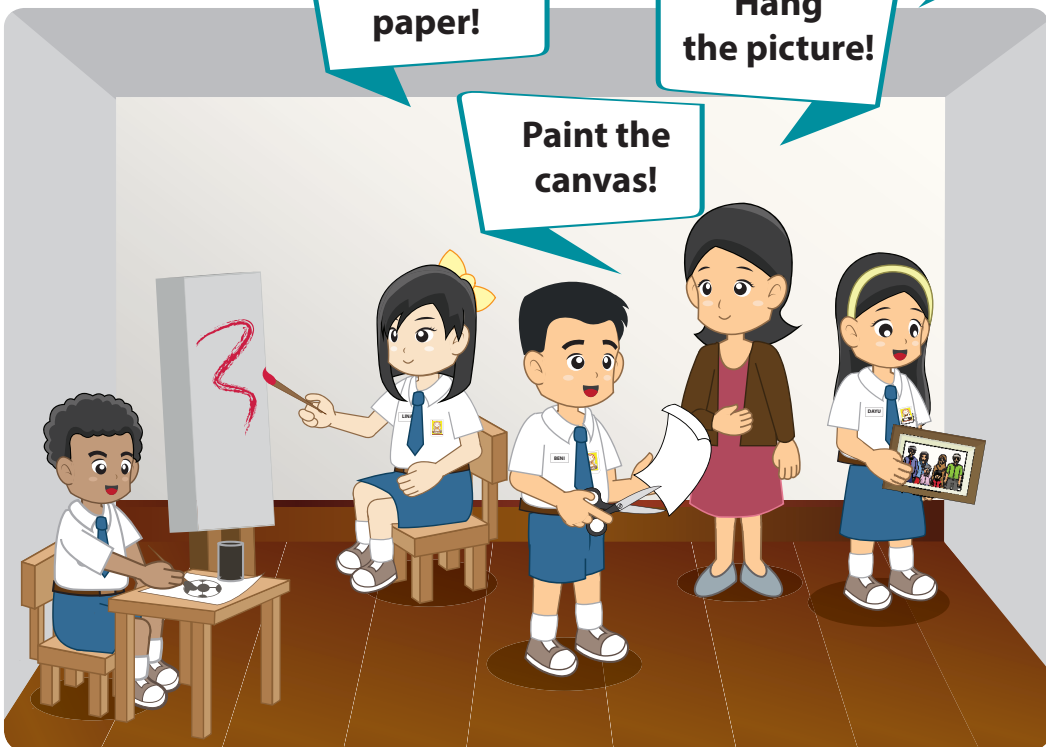
What are they doing?

Draw a ball!

Cut the paper!

Hang the picture!

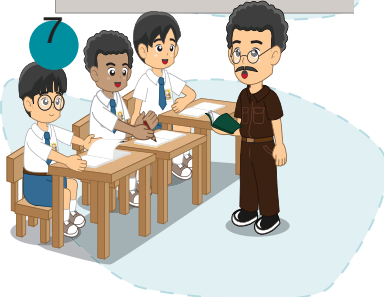
Paint the canvas!



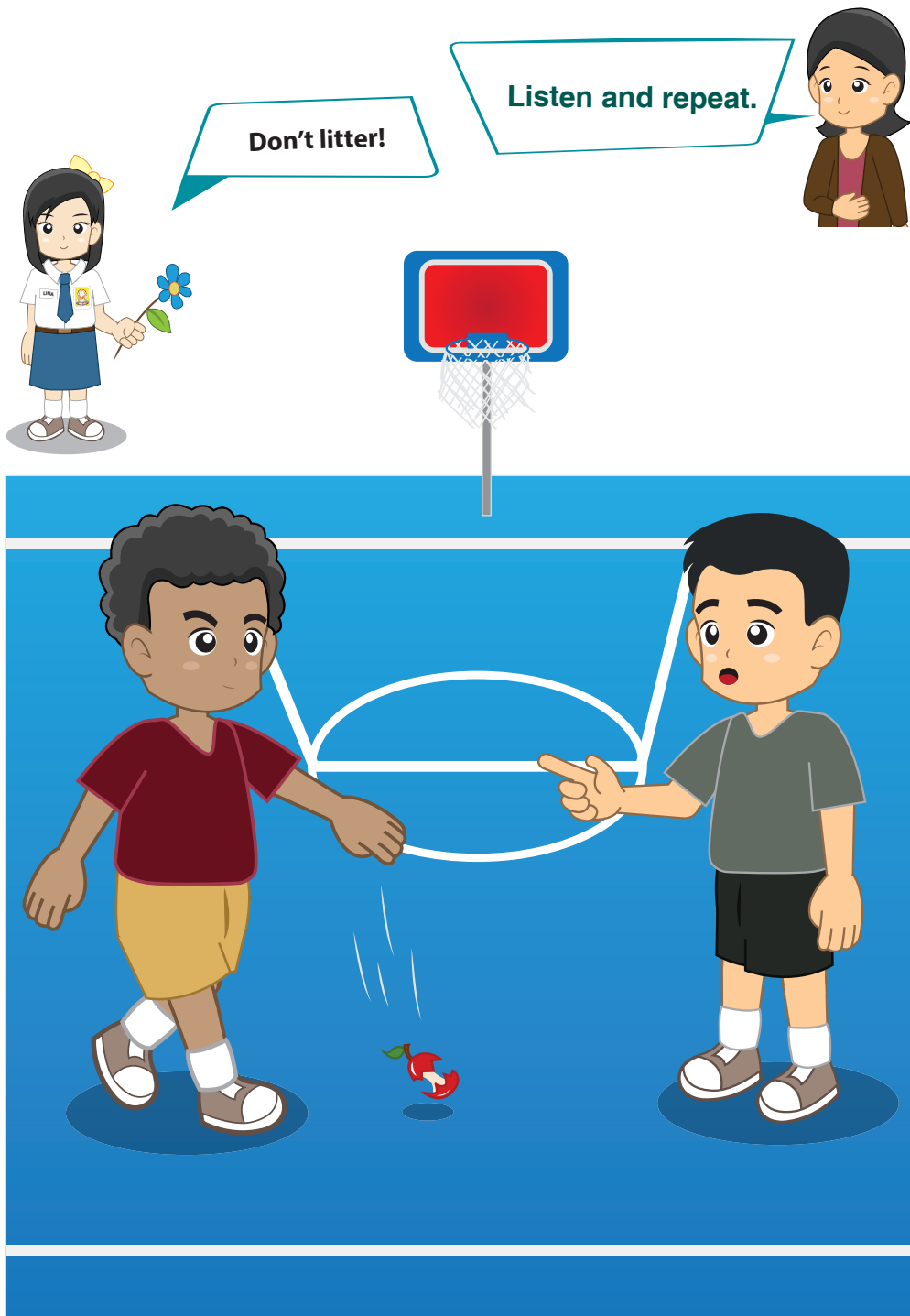


## Activity 2

Look at the pictures. What does the teacher probably say to the students?



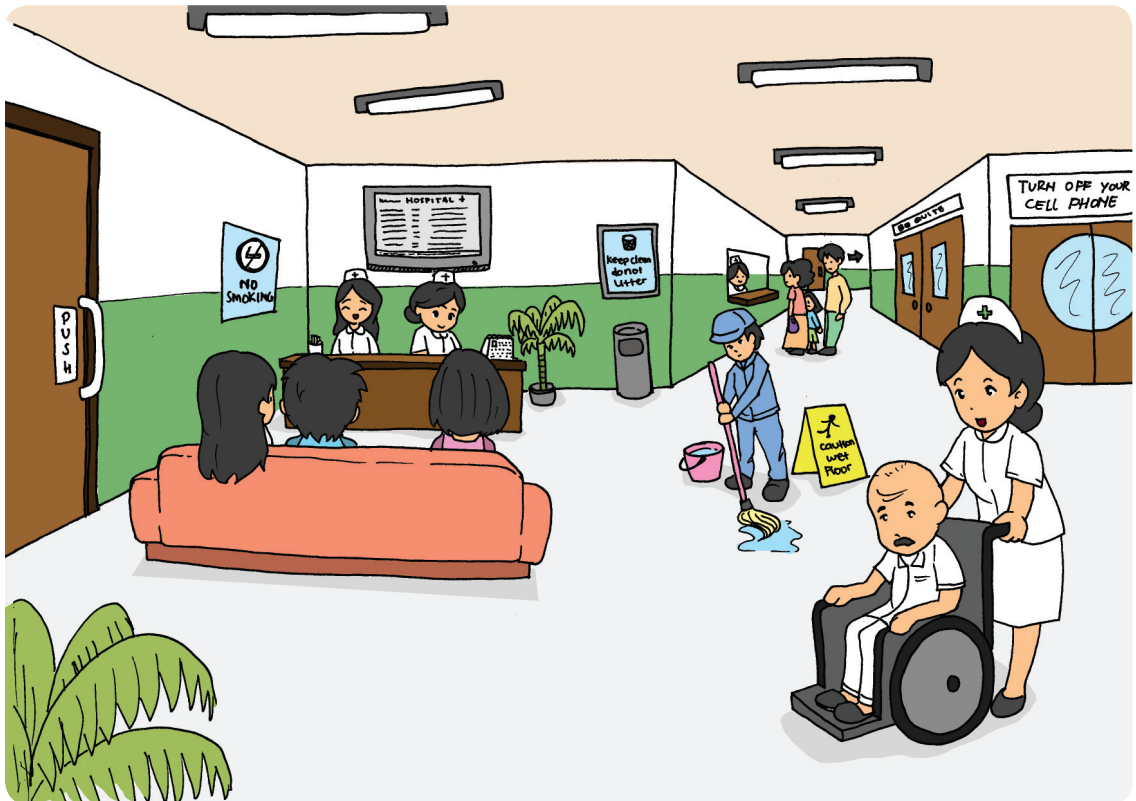
## Activity 3



## Activity 4

Please describe  
this picture!

Be quiet, please!





These are the signs I see along the way from home to school.

### Activity 5

Draw the signs you see along the road. What does each mean?




## Activity 6

Listen to your teacher reading these warning signs. Repeat after him/her.



This is the zoo.

1

Do not play in the pond.



2

Do not take the chicken.



3

Do not feed the cow.



4

Stay away from the fence.





I see some warning signs.

### Activity 7

Draw warning signs.  
What does each mean?




Be careful!



## Activity 8

Please describe the signs below!





What kinds of signs can I put there?

### Activity 9

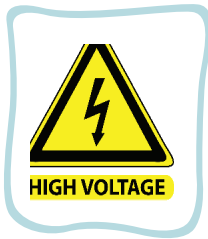
Please draw the signs that you can find at your school.







Now, I know...



From now on,  
I will pay attention  
to the signs  
around me.





My project is to make different signs for my school.

FOR STAFF ONLY



### Attention please!

- Please make several signs you can use in your school.
- Put them in the right places.

Thank you.





Let's play guessing games.



### Attention please!

- One student will come to the front of the class.
- The teacher will show "a word, a phrase or a picture."
- The other students should guess what it means.

Thank you.



# Chapter

## I am Proud of My Teacher

# XI

In this chapter, I will learn to describe and tell about:

- my idol teacher
- my cute pet
- my lovely house

Who is your idol?





**My idol teacher**

## Activity 1

Listen to your teacher, and repeat after him/her.



- Aquilla : Excuse me, Dinda.  
 Dinda : Yes, Aquilla. What's up?  
 Aquilla : Do you have an idol teacher?  
 Dinda : Yes, I do. A female teacher. She is young.  
 Aquilla : Who is she? What's her name?  
 Dinda : Her name is Miss Qonina.  
 Aquilla : What does she teach?  
 Dinda : She teaches us English.  
 Aquilla : Why do you like her?  
 Dinda : She is kind, patient, cheerful, and of course very pretty.  
 Aquilla : Lucky you.  
 Dinda : Thanks.

## Activity 2

Now please tell about Miss Qonina.



- Miss Qonina is a .....  
 She is .....  
 She teaches us .....  
 Every student in my class .....  
 She is always .... , .... , ... , and .....

## Activity 3

Now please describe these people. Use these questions to help you. Use the clues under the picture as well.



What is she/he?



- What is his/her name?
- Who is he/she?
- What does he/she do?
- What is he/she like?



Mr Harun/father/  
doctor/great



Miss Sisca/aunt/nurse/  
friendly



Mr Parlin/neighbor/  
policeman/strong and  
healthy



Anissa/cousin/singer/  
energetic

## Activity 4

Please describe these people. Write them in the boxes provided. Put his or her photo in the proper box. Refer to the examples in Activity 3.



Mother

Best brother/sister

Close friend

Favorite singer

Policeman

Favorite artist

Best badminton  
player

Idol footballer

## Activity 5

Now it's time for you to describe your idol teacher. Use these questions to help you.

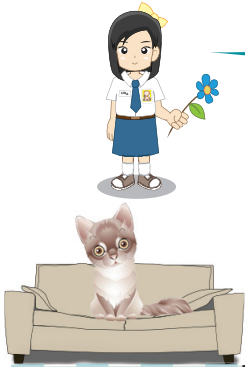


1. What's your idol teacher's name?
2. What does he/she teach you?
3. How old is he/she?
4. What is he/she like?

My idol teacher.



Handwriting practice area with ten horizontal dotted lines for writing.



## My cute pet

### Activity 6

Read the model text below.



## My cute cat, Spot

I have a cat. Its name is Spot. Spot is a one-year-old regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

source : Bse

1. The writer has a .....
2. Its name is ....
3. Spot is a ....
4. He is an ....
5. I like to ....
6. Spot eats .... and drinks ....
7. He is very ...and likes to ....
8. Spots usually sleeps .....

### Activity 7

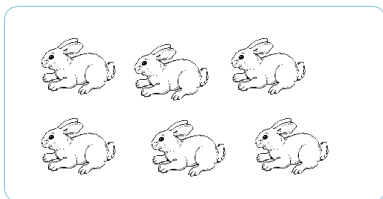
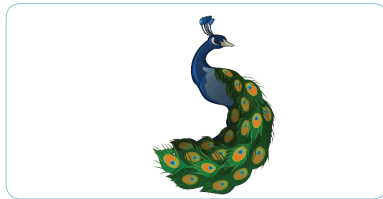
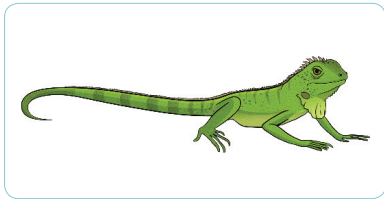
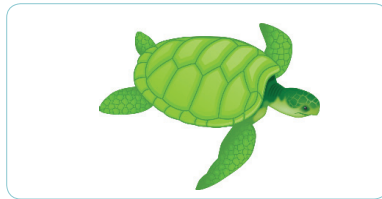
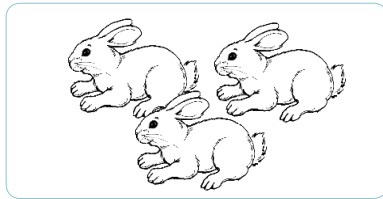
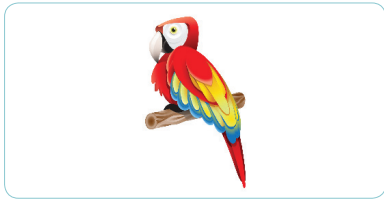
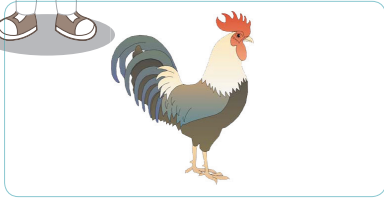
Complete the sentences based on the text above.







I have a ... as my pet.



## Activity 9

Please describe your cute pet.  
Use these questions to help you. Put the  
picture of your pet in the box provided.



1. What pet do you have?
2. What do you name it?
3. What is it like?
4. What do you feed them?
5. What does it like to do?
6. What do you like to do with it?
7. How do you like it?

A large, light blue rounded rectangular box with a dashed border, containing ten horizontal dotted lines for writing.

## My lovely house.



### Activity 10

Listen to your teacher.  
Repeat after him/her.



I am Gaby. I live in Jakarta. My house is at no 10 Jl Merdeka East Jakarta. It's not a big house. It's small. It's painted apple green. I like it anyway. It has a small garden and a mango tree in front of the house. It looks green and nice.

My house has two bedrooms, a living room, a dining room, a kitchen and a bathroom. Each of it has its own furniture and equipment. We can do many activities there.

My bedroom is in the front part of the house, next to the living room. My parents' room is in the middle part of the house next to the dining room. The kitchen and the bathroom are at the back part of the house.

My parents and I always directly go home after school and work. We sit together in the evening and talk about my school, and many others. We love our house very much. Our house is really our home.

## Activity 11

With your friend, draw the house described in the text using the information in the text.



Draw your picture here.

## Activity 12

Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.



Gaby's house is at .....

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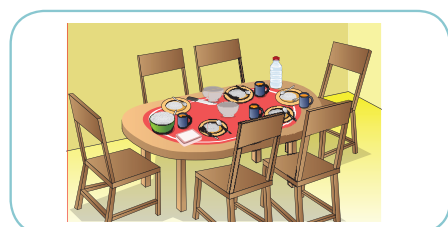
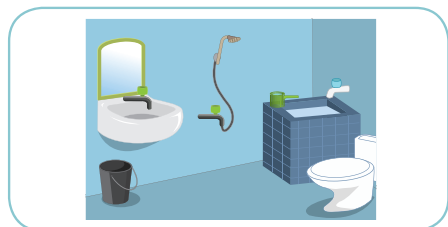
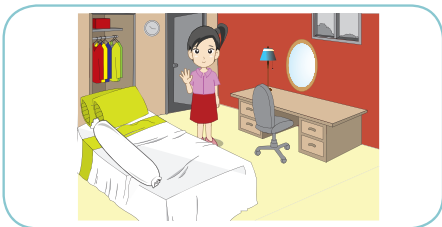
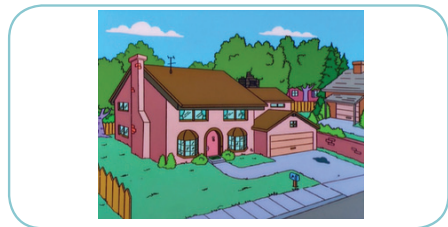
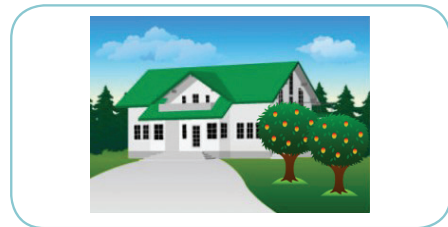
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**My house is big and beautiful.**

## Activity 13

**Please describe the pictures below.**



## Activity 14

Now write a paragraph describing your house. Use these questions to help you.



1. Where do you live?
2. What is your address?
3. How does your house look like?
4. What color did you paint it?
5. Does it have a garden or not?
6. How many rooms are there in your house?
7. What are they?
8. Where is your room?
9. Do you like your room?
10. How do you like it?

Write your paragraph here;

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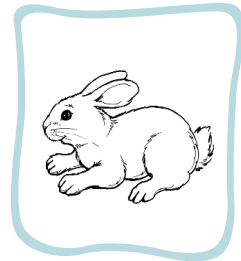
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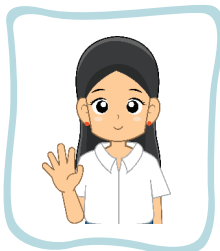
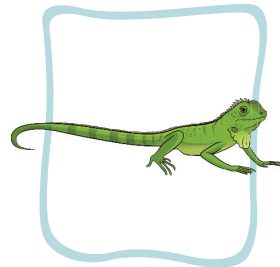
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Now, I know...



From now on,  
I can describe  
people, animals  
and things around  
me in details.





My project is to design “My Future Home”.



### Attention please!

- Make a plan of your future home.
- You can draw it on a big poster and describe it.
- Present it in front of the class.

Thank you.





## Classroom Language for Students

Questions to ask your teacher	
English	Indonesian
How do you spell...?	<i>Bagaimana Anda mengeja ... ?</i>
"What does... mean?"	<i>Apa arti dari kata ... ?</i>
How do you pronounce.../this word?	<i>Bagaimana cara Anda mengucapkan kata ... / kata ini?</i>
Is this a noun or a verb/an adjective or an adverb?	<i>Apakah ini adalah kata benda atau kata kerja/ sebuah kata sifat atau kata keterangan?"</i>
Does ... mean the same as ...?	<i>Apakah memiliki arti yang sama dengan ?</i>
What's the difference between ... and ...? (in meaning/pronunciation/spelling)	<i>Apa perbedaan antara ... dan ... ? (dalam arti, pengucapan, atau cara mengeja)</i>
Can you repeat that please?	<i>Dapatkan Anda mengulanginya?</i>
Can you say that one more time please?	<i>Dapatkah Anda mengucapkannya sekali lagi?</i>
Can you play the CD one more time?	<i>Dapatkah Anda memutar CD-nya sekali lagi?</i>
What does _____ stand for?	<i>Apa arti dari kata ... ?</i>
Which syllable/ word is stressed?	<i>Suku kata/kata mana yang memiliki penekanan?</i>
How many syllables does it have?	<i>Berapa banyak suku kata yang dimilikinya?</i>
Sorry I missed the last class.	<i>Maaf, saya tidak masuk di pertemuan sebelumnya.</i>

Can you tell me which part I missed?	<i>Dapatkah Anda memberi tahu bagian mana yang saya lewatkan?</i>
What was the homework?	<i>Apa pekerjaan rumah (pada pertemuan yang lalu)?</i>
What should I do to catch up?	<i>Apa yang dapat saya lakukan untuk mengejar ketertinggalan?</i>
Sorry, I'm late.	<i>Maaf saya terlambat.</i>
How can I improve my speaking/listening/ fluency/vocabulary?	<i>Bagaimana saya dapat meningkatkan kemampuan berbicara/mendengarkan/ kelancaran/kosa kata?</i>

<b>Telling your teacher about classroom problems</b>	
<b>English</b>	<b>Indonesian</b>
I'm afraid I can't see the board/ read that word/ hear the CD/understand the last part.	<i>Maaf, saya tidak dapat melihat papan tulis/ membaca katanya/ mendengar CD/mengerti bagian terakhir.</i>
I can't understand that grammar.	<i>Saya tidak dapat mengerti tata bahasa itu.</i>
I can't understand the difference between those two (words/sentences/examples/tenses).	<i>Saya tidak mengerti perbedaan antara kedua bagian ini (kata/kalimat/ccontoh/tenses).</i>
I can't understand that person's accent/that joke.	<i>Saya tidak dapat mengerti aksen orang ini/ candaan ini.</i>
We don't understand how to play the game.	<i>Kami tidak mengerti bagaimana harus bermain permainan ini.</i>
What should we do?	<i>Apa yang harus kami lakukan?</i>

<b>When playing games with your partner</b>	
<b>English</b>	<b>Indonesian</b>
Who wants to go first?	<i>Siapa yang akan pergi terlebih dahulu?</i>
After you.	<i>Silakan kamu duluan.</i>
Ladies first.	<i>Perempuan terlebih dahulu.</i>
It's your turn./You're next.	<i>Silakan giliranmu./Kamu selanjutnya.</i>
Who's next?/Whose turn is it?	<i>Siapa selanjutnya?/Bagian siapa sekarang?</i>
Can you pass me the dice/pack of cards/ worksheet please?	<i>Dapatkan kamu memberikanku dadu/ setumpuk kartu/lembar kerja?</i>
Do you understand what we have to do?	<i>Apakah kamu mengerti apa yang harus kita lakukan?</i>
Can you explain the grammar/ game/vocabulary for me?	<i>Dapatkan kamu menjelaskan tata bahasa/ permainan/kosa kata untuk saya?</i>

<b>To continue conversations with your partner</b>	
<b>English</b>	<b>Indonesian</b>
Really?/That's interesting. Tell me more.	<i>Benarkah?/itu sangat menarik. Beri tahukan saya lebih banyak.</i>
Why do you think so?	<i>Mengapa kamu berpikir seperti itu?</i>
Do you want to ask me a question?	<i>Maukah kamu menanyakan beberapa pertanyaan?</i>
Ask me about my weekend/about my family/ about my hobbies!	<i>Silakan bertanya kepada saya mengenai akhir pekan saya/mengenai keluarga saya/mengenai hobi saya.</i>

## Glosarium

### **Activity, Activities/Aktivitas (Noun)**

- (1) The condition in which things are happening or being done.
- (2) Busy or vigorous action or movement.

### **Attention/Perhatian (Noun)**

- (1) Notice taken of someone or something; the regarding of someone or something as interesting or important.
- (2) The mental faculty of considering or taking notice of someone or something: "he turned his attention to the educational system".

### **Classmates/Teman Sekelas (Noun)**

A fellow member of a class at school or college.

### **Collect/Mengumpulkan (Verb)**

Bring or gather together (things, typically when scattered or widespread)

### **Describing/Menggambarkan (Verb)**

- (1) Give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.
- (2) Indicate; denote.

### **Event/Peristiwa, Pertandingan (Noun)**

- (1) A thing that happens, esp. one of importance.
- (2) A planned public or social occasion.

### **Exhibition/Pameran (Noun)**

- (1) A public display of works of art or other items of interest, held in an art gallery or museum or at a trade fair.
- (2) A display or demonstration of a particular skill.

### **Identity/Identitas (Noun)**

- (1) The fact of being who or what a person or thing is: "he knows the identity of the bombers".
- (2) The characteristics determining this: "a Canadian identity".

### **Idol/Idola (Noun)**

- (1) An image or representation of a god used as an object of worship.
- (2) A person or thing that is greatly admired, loved, or revered: "movie idol Robert Redford".

**Introducing/Memperkenalkan (Verb)**

- (3) Bring (something, esp. a product, measure, or concept) into use or operation for the first time.
- (4) Bring a subject to the attention of (someone) for the first time.

**Important/Penting (Adjective)**

- (5) Of great significance or value; likely to have a profound effect on success, survival, or well-being: "important habitats for wildlife".
- (6) (of a person) Having high rank or status.

**Leave taking/Berpisah (Web definitions)**

- (7) farewell: the act of departing politely; "he disliked long farewells"; "he took his leave"; "parting is such..."

**Observe/Mengamati (Verb)**

- (8) Notice or perceive (something) and register it as being significant.
- (9) Watch (someone or something) carefully and attentively.

**Present/Hadiah, sekarang ini (Verb)**

Give something to (someone) formally or ceremonially.

**Product/Hasil (Noun)**

- (10) A substance produced during a natural, chemical, or manufacturing process: "waste products".
- (11) An article or substance that is manufactured or refined for sale.

**Recycle/Mengembalikan, untuk dipakai lagi (Verb)**

- (11) Convert (waste) into reusable material.
- (12) Return (material) to a previous stage in a cyclic process.

**Schedule/Jadwal (Noun)**

- (13) A plan for carrying out a process or procedure, giving lists of intended events and times: "we have drawn up an engineering schedule".

**Schedule/Menjadwalkan (Verb)**

- (14) Arrange or plan (an event) to take place at a particular time.

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**Catatan :**

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