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Bahasa Inggris Kelas VII Fase D**

**Semester Ganjil**

<b>Chapter 1 About Me</b>	
<p>Tujuan Pembelajaran dan Indikator Ketercapaian Tujuan Pembelajaran</p>	<p>Upon completion of Chapter 1, the students should be able to:</p> <ul style="list-style-type: none"> <li> introduce themselves and others;</li> <li> talk about hobbies;</li> <li> describe people’s physical and personality traits, and</li> <li> describe their daily activities.</li> </ul>
<p>Kegiatan Pembelajaran</p>	<p><b>Unit 1. Galang from Kalimantan</b></p> <ul style="list-style-type: none"> <li> Section 1 – Say What You Know <ul style="list-style-type: none"> <li> Write what you usually say when introducing yourself.</li> </ul> </li> <li> Section 2 – Listening <ul style="list-style-type: none"> <li> Listening to audio 1.1. A boy is introducing himself.</li> <li> Listening again to audio 1.1. Practicing saying Galang’s introduction.</li> <li> Write his identity in the empty boxes.</li> </ul> </li> <li> Section 3 – Your Turn: Speaking <ul style="list-style-type: none"> <li> Complete the cart below with your identity.</li> <li> Write your introduction.</li> <li> Practice introducing yourself.</li> <li> Introduce yourself to the class.</li> </ul> </li> <li> Section 4 – Listening <ul style="list-style-type: none"> <li> Listening to audio 1.2. Galang and Andre are introducing themselves to each other.</li> <li> Complete a mind map about Andre.</li> </ul> </li> <li> Section 5 – Language Focus <ul style="list-style-type: none"> <li> Read aloud the expressions of asking and giving information about someone’s identity.</li> <li> Practice using the expressions.</li> <li> Go around the room. Ask at least five students about their identities. Write their responses.</li> </ul> </li> <li> Section 6 – Listening <ul style="list-style-type: none"> <li> Listening to audio 1.3. Three students are introducing themselves.</li> <li> Listening again to audio 1.3. Circle the letters on that are correct based on the conversation.</li> </ul> </li> <li> Section 7 – Your Turn: Speaking <ul style="list-style-type: none"> <li> Say the expressions of greetings, introducing someone, and partings.</li> <li> Practice the expressions with two of your friends.</li> <li> Introduce a classmate to another classmate in your class.</li> </ul> </li> <li> Enrichment: Neighborhood Walk <ul style="list-style-type: none"> <li> Greet people that you meet around the school neighborhood.</li> </ul> </li> </ul> <p><b>Unit 2. I Love Fishing</b></p> <ul style="list-style-type: none"> <li> Section 1 – Say What You Know <ul style="list-style-type: none"> <li> Look at the picture. Say what you know about the people’s activities in the park.</li> <li> Read the words in the bubbles.</li> <li> Complete the sentences.</li> </ul> </li> <li> Section 2 – Listening <ul style="list-style-type: none"> <li> Listening to audio 1.4. Part 1. Andre and Monica are talking about their hobbies.</li> </ul> </li> </ul>

-  Listening to audio 1.4. Part 2. People are talking about their hobbies.
-  Section 3 – Listening
-  Listening to audio 1.5. Galang and Andre are talking about their hobbies, frequency, and tools for doing the hobbies.
-  Identity Galang and Andre’s hobbies, tools, and frequency. Complete the table based on the conversation.
-  Write the letter (a, b, c, d, or e) for relevant picture.
-  Section 4 – Reading
-  Read the text about the people’s hobbies.
-  Work with a classmate to complete the table based on the text.
-  Answer the questions based on the text.
-  Section 5 – Language Focus
-  Read the description of Galang’s hobby in the text. Look at the highlighted words referring to Galang.
-  Read the explanations about pronouns part 1.
-  Read the text about hobbies. Underlined pronouns referring to Monita, Andre, and Ibu Posma and Sinta.
-  Read the explanations about pronouns part 2.
-  Complete the table with the pronouns you identified from the description of people’s hobbies.
-  Complete the sentences with suitable pronouns.
-  Section 6 – Your Turn: Reading
-  Read the text about Pak Edos’ hobbies.
-  Answer the questions based on the text.
-  Enrichment: Miming and Guessing a Hobby
-  Think of hobby. Act it out.
-  Let your friends guess your hobby.

### **Unit 3. Galang and Friends**





-  Section 1 – Say What You Know
-  Identify the picture.
-  Section 2 – Writing
-  Think about the words related to personality traits.
-  Write a description about Galang and his friends.
-  Section 3 – Reading and Viewing
-  Observe the physical traits of each person in the picture.
-  Complete the blanks with correct words in the clouds.
-  Read the text again. Point and say the name of the characters.
-  Section 4 – Reading
-  Read a text about Made.
-  Answer the questions based on the text.
-  Complete the table with the correct information from the text.
-  Section 5 – Language Focus
-  Describing people.
-  Complete the sentences with the correct form of the verbs.
-  Observe the following structure of a descriptive text about Made.
-  Section 6 – Your Turn: Writing
-  Planning and brainstorming.
-  Outlining and drafting.
-  Writing and editing.
-  Section 7 – Fun Time: Guess Who!
-  Give your paragraph to a friend and let him/her read.

	<p>🗣️ Ask your friend to guess who are describing and see if she/he has the correct guess.</p> <p>✍️ Enrichment: Write Once More</p> <p>🗣️ Think of the name of a popular person. It can be a singer, actor, actress, gamer, or youtuber.</p> <p>🗣️ Write a descriptive paragraph about this person.</p> <p>🗣️ Ask your friend to guess who you are describing and see if he/she guessed it correctly.</p>
Materi	<p><b>Unit 1. Galang from Kalimantan</b></p> <p>✍️ Introducing myself</p> <p>✍️ Greetings and saying goodbye</p> <p><b>Unit 2. I Love Fishing</b></p> <p>✍️ Introducing others</p> <p>✍️ Describing hobbies</p> <p><b>Unit 3. Galang and Friends</b></p> <p>✍️ Describing people</p> <p>✍️ Describing daily activities</p>
Profil Pelajar Pancasila	<ul style="list-style-type: none"> <li>❖ Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</li> <li>❖ Berkebhinekaan global</li> <li>❖ Gotong Royong</li> <li>❖ Mandiri</li> <li>❖ Bernalar Kritis</li> <li>❖ Kreatif</li> </ul>
Alokasi Waktu	
Sumber Ajar	<p>📖 Buku Guru. <i>English for Nusantara_Chapter 1 About Me</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</p> <p>📖 Buku Siswa. <i>English for Nusantara_Chapter 1 About Me</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</p>

## Chapter 2 Culinary and Me

Tujuan Pembelajaran dan Indikator Ketercapaian Tujuan Pembelajaran




Upon completion of Chapter 2, the students should be able to:

-  describe one's favorite meals;
-  ask and give information about food;
-  identify tools and ingredients in a recipe, and
-  make a sequence of cooking steps.



Kegiatan Pembelajaran

### Unit 1. My Favorite Food





#### Section 1 – Say What You Know

-  Tick the kinds of food and drinks that you have ever eaten and drunk.
-  Write the kinds of food and drinks at the appropriate categories.
-  Write your answers.




#### Section 2 – Reading

-  Read and Listen to Monita and Galang are talking about their favorite food and drinks.
-  Circle the correct words to complete the sentences.



#### Section 3 – Listening

-  Listen to their conversation in Audio 2.2.
-  Listen again to Audio 2.2. Identify food and drinks that are not on Monita's dining table. Circle the words.
-  Listen to the rest of the conversation in Audio 2.3.
-  Draw a line from each taste to the food.





#### Section 4 – Speaking

-  Listen to Audio 2.4 and repeat the sentences.
-  Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes.
-  Say the food and drinks and their descriptions of texture and taste to the class.



#### Section 5 – Speaking

-  Here are some expressions for asking and giving information about someone's favorite food. Listen to Audio 2.5 and repeat.
-  Make a list of your favorite food and drinks. Ask your friend if she/he likes the same food. Write Yes if she/he likes it and No if she/he doesn't like it. Listen to the Audio 2.5 for example.


#### Section 6 – Your Turn: Speaking

-  Listen to Audio 2.6 to the conversation between Andre and Galang.
-  Practice the conversation with your friend.
-  Write the food and drinks you like and you don't like in the table below.
-  Talk about some food and drinks you like and don't like with your friend. You can use the expressions in Section 3 and Section 4.

#### Section 7 – Speaking

-  Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.
-  Share your findings with your friends.

#### Enrichment: Show and Tell















-  Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class.

### Unit 2. My Favorite Snack






























#### Section 1 – Say What You Know

-  Answer the questions about favorite snack.

#### Section 2 – Reading

-  Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?
-  Read a text about Galang's favorite snack.
-  Write true or false for each statement based on the text.
-  Section 3 – Reading
-  Discuss with a friend. Read the shopping list. Guess what kind of cake Monita is making.
-  Read the text about Monita's cake.
-  Fill in the blanks in the mind map based on the text.
-  Answer the questions based on the text.
-  Section 4 – Your Turn: Reading
-  Work with a classmate. Mind map the texts below.
-  Section 5 – Language Focus
-  Circle the article in the brackets (a/an) that completes each sentence correctly.
-  Enrichment: Guessing Game
-  Play with your friends or group.

### Unit 3. A Secret Recipe




-  Section 1 – Say What You Know
-  Answer the questions based on the picture.
-  Section 2 – Language Focus
-  Look at the Picture 2.7 again. Label the picture with the correct number based on the list of utensil names in Table 2.2.
-  Work with a friend and discuss the following questions.
-  Match the action verbs on the left column and the suitable description on the right column.
-  Section 3 – Reading
-  Learn the words in the box. Then, label the picture with the correct words from the box.
-  Work with a friend and answer the following questions.
-  Discuss with your friend to write the cooking steps.
-  Section 4 – Reading
-  Read the text.
-  Number the order of the cooking steps based on the text.
-  Learn the structure of Procedural text.
-  Observe the structure of a procedure text.
-  Section 5 – Language Focus
-  Giving a command or instruction is to tell us to do something.
-  Write an instruction for the following situations.
-  Section 6 – Writing
-  Put the following process into the correct order.
-  Write the process of making banana fritters.
-  Section 7 – Your Turn: Writing
-  You are going to write a recipe for making sweet potato fritters. Put a tick on the picture of the ingredients and tools that you need.
-  Underline the suitable action words/verbs that you need to write your procedural steps.
-  Complete the recipe for making sweet potato fritters.
-  Enrichment: Writing
-  Planning and brainstorming.
-  Outlining and drafting.
-  Writing and editing.

	<p>✏ Describing one's favorite meal food, drink snack, texture, and taste</p> <p><b>Unit 2. I My Favorite Snack</b></p> <p>✏ Asking and giving information about food and ingredients</p> <p><b>Unit 3. Secret Recipe</b></p> <p>✏ Identifying tool and ingredients</p> <p>✏ Making a sequence of cooking step</p>
Profil Pelajar Pancasila	<ul style="list-style-type: none"> <li>❖ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</li> <li>❖ Berkebhinekaan global</li> <li>❖ Gotong Royong</li> <li>❖ Mandiri</li> <li>❖ Bernalar Kritis</li> <li>❖ Kreatif</li> </ul>
Alokasi Waktu	
Sumber Ajar	<p>📖 Buku Guru. <i>English for Nusantara_Chapter 2 Culinary and Me.</i> SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</p> <p>📖 Buku Siswa. <i>English for Nusantara_Chapter 2 Culinary and Me.</i> SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</p>

## Chapter 3 Home Sweet Home

Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 3, the students should be able to:

-  describe rooms in a house and things in the rooms;
-  talk about what people do and use to clean up a house; and
-  give instructions on how to do something.

Kegiatan Pembelajaran

### Unit 1. My House



#### Section 1 – Say What You Know



Say the rooms of the house based on the picture.



Mention rooms in your house. Circle the words. You can add more rooms.



#### Section 2 – Listening



Listen to Audio 3.1. Galang is welcoming Andre and Monita to his house.



Read the sentences. Say the words for each picture in the sentences. You can use the words from Section 1b to fill in the blank space.



#### Section 3 – Listening



Listen to Audio 3.2. Galang is inviting Andre and Monita to go inside his house.



Here are the other rooms in Galang's house. Put the furniture in the right rooms. Write the words of furniture in the rooms.



Discuss with a friend to answer these questions.



Circle one object that does not belong to the group in each category.



#### Section 4 – Speaking



Listen again to Audio 3.3. Say the sentences.



Complete the sentences with there is or there are.



Look at each picture. Describe each room.



Look at the pictures and words. Say the sentences.



Some objects are misplaced. Find them, and say where they are. Do as in the example.



#### Section 5 – Fun Time: What's Missing?



Work with your friend to complete each other's pictures. Ask and give information about the objects in the rooms, and draw the objects that you don't see in your pictures. Number one has been done for you.



#### Section 6 – Your Turn: Speaking



Tell me about your favorite room. Draw things in your favorite room. Describe it to your friend. Your friend has to draw the things in your favorite room. See the examples in Section 4c. Now take turn.



#### Enrichment: Show and Tell



Take a picture of a room in your house. Describe the room to the class. You can describe the objects and their positions in the room.

### Unit 2. My House Chores



#### Section 1 – Say What You Know



Look at the picture. What do you think about this room? Give a check to the sentence that describe the room.



Answer the question based on the picture.



Look at the picture. Choose cleaning activities you do at home.



#### Section 2 – Reading



Look at Picture 3.7 and answer the following questions.



Read the text about house chores.

- 👤 Complete the sentences based on the text.
- 👤 Work with your friend. Put a check mark in the table below based on the text above.

✎ Section 3 – Language Focus

- 👤 Learn about simple present tense.
- 👤 Arrange the words to make sentences.
- 👤 Circle the correct word to complete the sentences.

✎ Section 4 – Your Turn: Reading

- 👤 Read the text.
- 👤 Choose the correct answer by giving a check mark (✓).
- 👤 Here are the sticker signs that Sinta, Galang, and Ara make. Can you help them match the signs and the pictures? Write the number under each picture.
- 👤 Look at the signs again. Can you guess in which room the sticker sign should be placed? Write the number of the sticker sign next to each picture below.

✎ Section 5 – Fun Time: The Opposite

- 👤 Look at the sticker signs in Worksheet 3.18 to complete the table below. You can also use your own words to fill in the table. Number one has been done for you.

✎ Enrichment: Sticker Signs

- 👤 Read the following situations. Then, draw a picture for each of the situations.

### Unit 3. Let's Clean Up!

✎ Section 1 – Say What You Know

- 👤 Answer the questions based on the picture.

✎ Section 2 – Reading

- 👤 Read the text.
- 👤 Read the text again and have a look at the rubbish below. Can you separate them based on the categories?
- 👤 Look at the pictures below and identify the words for the pictures.
- 👤 Fill in the following crossword puzzle with the answer words from.

✎ Section 3 – Reading

- 👤 Read the conversation between Pak Rahmansyah and Galang below.
- 👤 Fill in the table using the statements from the text.













✎ Section 4 – Language Focus































- 👤 Learn imperative sentences.
- 👤 Read the text in Section 3 again, and underline the imperative expressions.
- 👤 Match the imperative sentence with each picture.
- 👤 Write some imperative about the following situation.

✎ Section 5 – Viewing and Writing




- 👤 Look at the process of recycling tissue paper. Draw an arrow from one picture to another to show the correct order.
- 👤 What materials or equipment do you need to recycle tissue paper? Write them in the list.
- 👤 Underline the action words from the list that you need to talk about the process.
- 👤 Procedure text.
- 👤 Look at the process of recycling tissue paper again and answer the questions.




	<p> Section 6 – Your Turn: Writing</p> <ul style="list-style-type: none"> <li> Let's do a 'Do-It-Yourself' (DIY) project.</li> <li> Complete the sentences with the correct action words/verbs to describe the steps. Look at the pictures to help you.</li> <li> Answer the questions.</li> </ul> <p> Enrichment: Infographic of Recycling</p> <ul style="list-style-type: none"> <li> Read the text 'Tips to Separate Recycling Items'.</li> <li> Complete the infographic with the correct tips for separating recycling items from the text. recycling items from the text.</li> </ul>
Materi	<p><b>Unit 1. Galang's Home</b></p> <ul style="list-style-type: none"> <li> Talking about rooms in a house and things in the rooms</li> </ul> <p><b>Unit 2. My House Chores</b></p> <ul style="list-style-type: none"> <li> Talking about what people do and use to clean up a house</li> </ul> <p><b>Unit 3. Let's Clean Up!</b></p> <ul style="list-style-type: none"> <li> Giving instructions how to do something</li> </ul>
Profil Pelajar Pancasila	<ul style="list-style-type: none"> <li>❖ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</li> <li>❖ Berkebhinekaan global</li> <li>❖ Gotong Royong</li> <li>❖ Mandiri</li> <li>❖ Bernalar Kritis</li> <li>❖ Kreatif</li> </ul>
Alokasi Waktu	
Sumber Ajar	<ul style="list-style-type: none"> <li> Buku Guru. <i>English for Nusantara_Chapter 3 Home Sweet Home</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> <li> Buku Siswa. <i>English for Nusantara_Chapter 3 Home Sweet Home</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> </ul>

Chapter 4 My School Activities	
<p>Tujuan Pembelajaran dan Indikator Ketercapaian Tujuan Pembelajaran</p>	<p>Upon completion of Chapter 4, the students should be able to:</p> <ul style="list-style-type: none"> <li> talk about class schedules and school subjects;</li> <li> talk about online learning tips; and</li> <li> describe one's study habits.</li> </ul>
<p>Kegiatan Pembelajaran</p>	<p><b>Unit 1. My Class Schedule</b></p> <p> Section 1 – Say What You Know</p> <ul style="list-style-type: none"> <li> Answer the questions.</li> <li> Draw a line to match the category with the examples.</li> <li> Listen to Audio 4.1. Write down the names of class subjects under each picture.</li> </ul> <p> Section 2 – Listening</p> <ul style="list-style-type: none"> <li> Listen to Audio 4.2. Some students are talking about school subjects and days.</li> <li> Listen again to Audio 4.1. Based on the dialogue, draw a line to match the names of the day and the school subjects.</li> <li> Listen to Audio 4.3. Galang wants to borrow his sister's dictionary for studying English at school. See the word box at the end of the chapter, to help you find the meanings of key wordings.</li> <li> Based on the dialog above, put a check (✓) if the information is correct or put a cross (X) if the information is incorrect.</li> </ul> <p> Section 3 – Listening</p> <ul style="list-style-type: none"> <li> Listen to Audio 4.4. Some students are talking about school subjects and time.</li> <li> Listen again to Audio 4.4. Write the number to match the times and the picture.</li> <li> Listen to Audio 4.5. Repeat after your teacher.</li> </ul> <p> Section 4 – Language Focus</p> <ul style="list-style-type: none"> <li> Listen to Audio 4.6. Learn how to ask for and give information about one's class schedule.</li> <li> Listen to Audio 4.6 again. Practice asking and giving information about the class schedule.</li> <li> Look at the class schedule below. Work with your classmate. Take turns to ask for and give information about the class schedule. Use expressions from Table</li> </ul> <p> Section 5 – Listening</p> <ul style="list-style-type: none"> <li> Listen to Audio 4.7. Monita is describing her class schedule.</li> <li> Listen again to Audio 4.7. Answer the following questions.</li> <li> Based on Monita's class schedule above, complete the following sentences.</li> </ul> <p> Section 6 – Language Focus</p> <ul style="list-style-type: none"> <li> Look at Table 4.2 below. Practice saying a class schedule.</li> <li> Work with a classmate. Take turns to describe the class schedule based on the following situations.</li> <li> Work in a group of four. Practice describing your class schedule based on the following situations.</li> </ul> <p> Section 7 – Fun Time: Bingo</p> <ul style="list-style-type: none"> <li> Listen to your teacher. She or he will tell the time. Put a cross (X) on the picture when you hear the time. If you have three crosses (XXX) either horizontally, vertically, or diagonally, you tell the whole class: BINGO! The center part of the card, Free Space, is a bonus for you.</li> </ul>

## Section 8 – Your Turn: Speaking


-  Work with a classmate. Make a dialogue based on the following class schedules.
-  Complete the template. Write the times on the left and the days at the top. Write the subjects in the spaces under each day. Remember to use capital letters for languages (e.g. English) and abbreviations (e.g. PE).
-  Describe the class schedule you make in front of the class. Or, record yourself while describing the class schedule. Use the sentences you have learned in Section 4.

## Enrichment: Presenting Your Class Schedule






-  Describe your class schedule to your friends from other classes or schools.

## **Unit 2. My Online Class**




### Section 1 – Say What You Know

-  Answer the questions based on the pictures.




### Section 2 – Reading and Viewing

-  Match the pictures with suitable activities.
-  Read a text about Ibu Ayu's Online Classroom.
-  Answer the following questions based on the text.
-  Read Ibu Ayu's rules for an online classroom.
-  Choose the best answer for the following questions based on Ibu Ayu's rules for online class.


### Section 3 – Reading and Viewing

-  Read an online chat between Pipit and Monita. They talk about some tips to stay focused during online learning.
-  Answer the following questions based on Pipit and Monita's chat.
-  Based on the infographic above, give a cross on thumbs up sign for the statement that is suitable with the tips or give a cross on a thumbs down for the statement that isn't suitable with the tips.



### Section 4 – Language Focus

-  Read the table below to know more about the expression.
-  Put the words in each number into the correct order to make requests.
-  Write a request for each situation. Use the underlined phrases. Change the pronouns if necessary.

### Section 5 – Fun Time: Spin the Wheel

-  Play with a classmate.

### Section 6 – Your Turn: Reading and Viewing

-  Ibu Ayu asks her students to make an infographic to show their learning tips. Here are the infographics made by Galang and Andre. Read their infographics.
-  Based on Galang and Andre's infographics at Picture 4.5, answer the following questions.

### Enrichment: Presenting Your Online Learning Tips

































-  Think of three learning tips to keep yourself focused online. Then, make an infographic about the tips. Present it to your friends in the class.

## **Unit 3. My Study Habits**

### Section 1 – Say What You Know

-  Rate yourself by coloring the stars.

### Section 2 – Reading




	<ul style="list-style-type: none"> <li> Look at the picture below. Write down words for the things you can see at Monita's study area.</li> <li> Look at each picture and write a relevant activity under each picture.</li> <li> Complete the text about Monita's study habits.</li> <li> Read the text again on Worksheet 4.26. Write T if the statement about Monita is True or F if the statement is False.</li> <li> Read the text on Worksheet 4.26 again. Complete the following sentences.</li> <li> Observe the following structure of a descriptive text about Monita's study habits.</li> <li> Section 3 – Reading       <ul style="list-style-type: none"> <li> Read the following text about Andre.</li> <li> Complete the text on Worksheet 4.29 by changing the verbs in the brackets.</li> <li> Read the questions on Worksheet 4.30, then write down your answer.</li> <li> Write down Andre's study habits into the following categories.</li> <li> Observe the following structure of a descriptive text about Andre's study habits. Complete the text.</li> </ul> </li> <li> Section 4 – Language Focus       <ul style="list-style-type: none"> <li> Learn about adverbs of frequency.</li> <li> Complete the following sentences by circling the most suitable adverbs of frequency.</li> <li> Complete the following sentences by circling the most suitable adverbs of frequency.</li> </ul> </li> <li> Section 5 – Fun Time: Board Game       <ul style="list-style-type: none"> <li> Play with your classmate.</li> </ul> </li> <li> Section 6 – Your Turn: Writing       <ul style="list-style-type: none"> <li> Planning and brainstorming.</li> <li> Write down any relevant adverbs of frequency you will use in your paragraph.</li> <li> Outlining and drafting.</li> <li> Writing and editing.</li> </ul> </li> <li> Enrichment: Write Once More       <ul style="list-style-type: none"> <li> Choose a friend who is good at studying. You can ask him/her these questions.</li> <li> Identify his or her study habits. You can ask him/her about his/her study habits using the following examples.</li> <li> Use the following checklist.</li> <li> Make an outline of your paragraph using the following structure. You can also use doesn't when describing your friend's study habits. For example: Andre doesn't like wasting time so he limits his screen time.</li> <li> Writing and editing.</li> </ul> </li> </ul>
Materi	<p><b>Unit 1. My Class Schedule</b></p> <ul style="list-style-type: none"> <li> Talking about class schedules and school subjects</li> </ul> <p><b>Unit 2. My Online Class</b></p> <ul style="list-style-type: none"> <li> Talking about online learning tip</li> </ul> <p><b>Unit 3. My Study Habits</b></p> <ul style="list-style-type: none"> <li> Describing one's study habits</li> </ul>
Profil Pelajar Pancasila	❖ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia

	<ul style="list-style-type: none"><li>❖ Berkebhinekaan global</li><li>❖ Gotong Royong</li><li>❖ Mandiri</li><li>❖ Bernalar Kritis</li><li>❖ Kreatif</li></ul>
Alokasi Waktu	
Sumber Ajar	<ul style="list-style-type: none"><li>📖 Buku Guru. <i>English for Nusantara_Chapter 4 My School Activities</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li><li>📖 Buku Siswa. <i>English for Nusantara_Chapter 4 My School Activities</i>. SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li></ul>

## Chapter 5 This Is My School

























Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 5, the students should be able to:





-  ask for and give directions;
-  talk about extracurricular activities; and
-  describe a school festival.


Kegiatan Pembelajaran


### Unit 1. School Building

-  Section 1 – Say What You Know
  -  Answer the questions based on the picture.
-  Section 2 – Listening
  -  Listen to Audio 5.1. Galang and a new student, Pipit, meet Monita at the canteen during break time. See the Wordbox at the end of the chapter, to help you find the meanings of key wordings.
  -  Circle T if the statement is True and F if the statement is False.
  -  Listen to Audio 5.2. Monita, Galang, and Pipit are talking about the location of school facilities.
  -  Which picture is correct based on the dialogue? Give a check beside the correct picture, and an X beside the wrong picture.
  -  Listen again to Audio 5.2 and answer the questions.
-  Section 3 – Listening
  -  Listen to Audio 5.3. Pipit and Monita talk about directions to the teacher's room.
  -  Listen again to Audio 5.3 about giving directions. Fill in the blanks to complete the paragraph. Use turn left, turn right, or go straight.
-  Section 4 – Language Focus
  -  Learn about *beside, between, behind, in front of, across from*.
  -  Complete the sentence using beside, between, behind, in front of, across from.
  -  Giving directions. There are some expressions we can use to ask and give directions. Listen to Audio 5.3 about the expressions of asking and giving directions.
  -  Listen to the Audio 5.3 again. Practice with a classmate to ask and give the directions.
-  Section 5 – Fun Time: Speaking
  -  Let's play treasure hunt. Make a team of five or six.
-  Section 6 – Your Turn: Speaking
  -  Look at a school map at Picture 5.6.
  -  Work with a classmate. Use the school map to ask and give directions of the school buildings. Your position is at the school gate.
-  Enrichment: Speaking
  -  Draw your school's map. Label the name of each room in your school.
  -  Tell your friends how to go to your favorite room/facility from the school gate.


### Unit 2. Extracurricular Activities


-  Section 1 – Say What You Know
  -  Answer the questions based on the picture.
-  Section 2 – Reading and Viewing
  -  Look at the following pictures. Label the pictures with the correct names of the activities.


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


 Pay attention to the dialogue.


 Practice the dialogue with a classmate.


 Section 3 – Language Focus


 Learn about regular active “simple present tense”.

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


 Section 4 – Listening


 Listen to Audio 5.4. b.


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


 Section 5 – Reading


 Read the text ‘SMP Merdeka Basketball Club’.


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


 Section 6 – Your Turn: Reading


 Read the text ‘Pipit Likes Pencak Silat’.


 Look at the following personal schedules from Monita, Galang, Andre, and Pipit.

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

 Section 7 – Fun Time: Pictionary


 Play the game with your friends.


 Enrichment: Favorite Extracurricular


 Discuss with your friends.


### Unit 3. School Festival


 Section 1 – Say What You Know

 Answer the questions based on the picture.

 Section 2 – Reading


 Read the text about a school festival.


 Put a tick in the map based on text ‘School Festival at SMP Merdeka for.


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

 Section 3 – Language Focus


 Describing a room.

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

 Read the example text of describing a room.

 Section 4 – Viewing and Writing


 Look at the Picture 5.12.


 Complete the chart based on the picture.

 Write the details about the room.









 Section 5 – Your Turn: Writing

 Planning and brainstorming.

 Outlining and drafting.

 Writing and editing.

 Section 6 – Fun Time: Chain Sentences

	 Play with your friends or group.  Enrichment: Making Poster for School Event  Work with a classmate to make a poster for an event at school.
Materi	<b>Unit 1. School Building</b>  Asking for and giving directions at school  <b>Unit 2. Extracurricular Activities</b>  Talking about extracurricular activities  <b>Unit 3. A School Festival</b>  Describing a school festival
Profil Pelajar Pancasila	<ul style="list-style-type: none"> <li>❖ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</li> <li>❖ Berkebhinekaan global</li> <li>❖ Gotong Royong</li> <li>❖ Mandiri</li> <li>❖ Bernalar Kritis</li> <li>❖ Kreatif</li> </ul>
Alokasi Waktu	
Sumber Ajar	 Buku Guru. <i>English for Nusantara_Chapter 5 This Is My School.</i> SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.  Buku Siswa. <i>English for Nusantara_Chapter 5 This Is My School.</i> SMP/MTs Kelas VII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.