

## TUJUAN PEMBELAJARAN DAN ALUR TUJUAN PEMBELAJARAN

Satuan Pendidikan : UPT SPF SMP Negeri 42 Makassar  
 Mata Pelajaran : Bahasa Inggris  
 Fase / Kelas / Semester : D / VIII / Ganjil-Genap  
 Tahun Pelajaran : 2023-2024

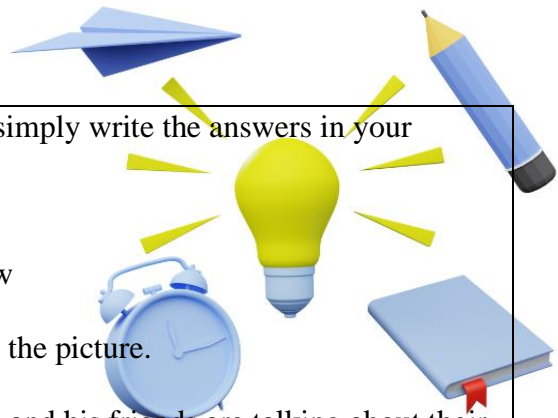


### Semester Ganjil

#### Chapter 1. Celebrating Independence Day

|   |  |
|---|--|
| Tujuan Pembelajaran dan Indikator<br>Ketercapaian Tujuan Pembelajaran | Upon completion of Chapter 1, you should be able to: <ul style="list-style-type: none"> <li> talk about personal experiences in the past;</li> <li> identify specific information about personal experiences; and</li> <li> write the main events of personal experiences.</li> </ul>  |
| Kegiatan Pembelajaran   | <b>Unit 1. The Champion of Panjat Pinang</b> <ul style="list-style-type: none"> <li> Section 1 – Say What You Know                             <ul style="list-style-type: none"> <li> Answer the questions based on the picture</li> </ul> </li> <li> Section 2 – Listening                             <ul style="list-style-type: none"> <li> Match the games and the pictures.</li> <li> Listen to Audio 1.1. Galang and his father are talking about the Independence Day celebration. See the Word Box.</li> <li> Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue.</li> </ul> </li> <li> Section 3 – Listening                             <ul style="list-style-type: none"> <li> Listen to Audio 1.2. Galang’s father is talking about his past experience in participating in Panjat Pinang. See the Word Box.</li> <li> Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5 to the boxes.</li> <li> Based on Audio 1.2, give a check (√) for the correct statements below.</li> </ul> </li> <li> Section 4 – Language Focus                             <ul style="list-style-type: none"> <li> Learn about regular and irregular verbs.</li> </ul> </li> <li> Section 5 – Fun Time: Bingo                             <ul style="list-style-type: none"> <li> Make a group of four.</li> <li> Each group prepares a blank paper.</li> <li> Each group draws a grid with nine boxes on the paper.</li> <li> Play the games.</li> </ul> </li> <li> Section 6 – Speaking                             <ul style="list-style-type: none"> <li> Ask and give information about activities or events in the past.</li> <li> Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.</li> <li> Work in pairs. Practice asking the questions and respond based on your own experiences.</li> </ul> </li> <li> Section 7 – Your Turn: Speaking                             <ul style="list-style-type: none"> <li> Play clue cards.</li> <li> Make a group of four.</li> <li> Each group will have one deck of clue cards.</li> <li> In each group, shuffle the clue cards and each member shall take one card.</li> <li> Look at the card and make a question based on the clue on the card.</li> </ul> </li> <li> Section 8 – Enrichment                             <ul style="list-style-type: none"> <li> Interview two students from other classes.</li> <li> Ask about their participation in the Independence Day celebration.</li> <li> Use the questions you learned in this chapter.</li> </ul> </li> </ul> |





👤 Videotape the interview or simply write the answers in your notebook.

## Unit 2. Going to Parade

### ✎ Section 1 – Say What You Know

👤 Look at the picture.

👤 Answer the questions based the picture.

### ✎ Section 2 – Listening

👤 Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day. See the Word Box.

👤 Listen again to Audio 1.3 and read the sentences below. Circle (T) if they are true or (F) if they are false based on the dialogue.

### ✎ Section 3 – Reading

👤 The following are pictures of the parade to celebrate Independence Day. Match the pictures with the name of the parade. See the Word Box.

👤 Read Andre’s story about his experiences in watching a parade.

👤 Work in pairs. Write people’s activities in the parade based on Andre’s story. You may add the bubble.

👤 Based on the text from the previous page, answer the following questions.

### ✎ Section 4 – Viewing

👤 Read the text below.

👤 The following are the photos of SMP Merdeka’s School Parade. Match the picture with a suitable paragraph.

👤 Identify what happened in each picture. Use the questions in the box to help you.

👤 Read the sentences below. Circle (T) if they are true or (F) if they are false based on the text.

### ✎ Section 5 – Language Focus

👤 Learn about past events.

### ✎ Section 6 – Fun Time: Picture the Past

👤 Make a group of four.

👤 Prepare a piece of paper in each group.

👤 Draw four boxes.

### ✎ Section 7 – Your Turn: Reading

👤 Read Monita’s Blog below and answer the questions.

👤 Answer the following questions based on the text.

👤 Complete the table by finding the time connectives in the text. After finding a connective, write the sentence that follows it.

### ✎ Section 8 – Enrichment

👤 Find a video of a unique parade celebrating a country’s Independence Day.

👤 Retell the activities in that parade. Don’t forget to use time connectives that you have learned in this unit to retell the story.

👤 Post it on your social media.

## Unit 3. Independence Day at SMP Merdeka

### ✎ Section 1 – Say What You Know

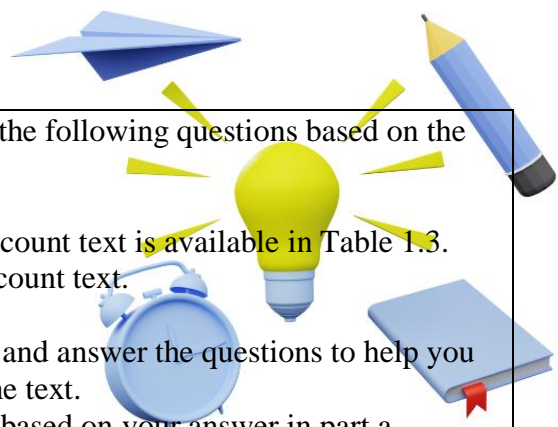
👤 Look at the picture.

👤 Answer the questions based on the picture.

### ✎ Section 2 – Reading

👤 Read Monita’s story about the Independence Day celebration in SMP Merdeka.


















|  |  |
|--|--|
|  | <p>👤 Choose the best answer for the following questions based on the text.</p> <p>✏️ Section 3 – Language Focus</p> <p>👤 Study the structure of the recount text is available in Table 1.3.</p> <p>👤 Study the example about recount text.</p> <p>✏️ Section 4 – Writing</p> <p>👤 Study the following picture and answer the questions to help you to write the orientation of the text.</p> <p>👤 Write a suitable orientation based on your answer in part a.</p> <p>👤 Rearrange the pictures of a sack race by giving numbers 1 to 5.</p> <p>👤 Write the sentences based on the correct sequence of a sack race.</p> <p>✏️ Section 5 – Your Turn: Writing</p> <p>👤 Planning and Brainstorming.</p> <p>👤 Outlining and Drafting.</p> <p>👤 Writing and Editing.</p> <p>✏️ Section 6 – Fun Time</p> <p>👤 Work in a group of four.</p> <p>👤 Each member prepares 10 names of famous tourist sites around Indonesia. start with the nearest ones in your area.</p> <p>👤 Do the ‘Guessing Game’ in the group by asking ‘10 Yes or No Questions’. The examples are ‘Is it in Bandung?’, ‘Is it the name of a mountain?’, or ‘Can we swim there?’.</p> <p>👤 One person holds his chosen famous tourist site.</p> <p>👤 The other three people ask questions and guess. The winner is the one who can guess correctly and fast.</p> <p>👤 When one question has been guessed then there is a change of role. A new person asks the question.</p> <p>✏️ Section 7 – Enrichment: Creating a comic</p> <p>👤 Work in a group of four.</p> <p>👤 Create a comic telling about the independence day events at your school.</p> <p>👤 Create digital comics.</p> <p>👤 Create your comic using ONE of the two options:</p> <ul style="list-style-type: none"><li>- Draw manually. Then, color them using colored pencils or markers.</li><li>- Draw your comic using a digital app.</li></ul> <p>👤 Share your comic with the class.</p> |
|--|--|

|               |
|---------------|
| <p>Materi</p> |
|---------------|

|  |
|--|
| <p><b>Unit 1. The Champion of Panjat Pinang</b></p> <p>✏️ Function:<br/>Talk about personal experiences in the past</p> <p>✏️ Language features:<br/>Past tense, regular and irregular past verbs</p> <p>✏️ Listening and Viewing:<br/>Listen to conversation of experiences of Independence Day celebration</p> <p>✏️ Speaking:<br/>Ask and give information about experiences of Independence Day celebration</p> <p><b>Unit 2. Going to Parade</b></p> <p>✏️ Function:<br/>Identify specific information about personal experiences</p> <p>✏️ Language features:<br/>Past tense, the use of time connectives</p> <p>✏️ Listening and Viewing:</p> |
|--|





|                                 |   |
|---------------------------------|---|
|                                 | <p>Listen to conversations of experiences of Independence Day celebration</p> <p> Reading:<br/>Read recount texts for specific information</p> <p><b>Unit 3. Independence Day at SMP Merdeka</b></p> <p> Function:</p> <ul style="list-style-type: none"> <li>- Sequence main events of personal experiences</li> <li>- Write a congratulation card for one's achievement</li> </ul> <p> Language features:<br/>Formal and informal expressions to congratulate others</p> <p> Reading:<br/>Read a dialogue and a congratulations card</p> <p> Writing:<br/>Write a congratulations card</p> |
| <p>Profil Pelajar Pancasila</p> | <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>   |
| <p>Alokasi Waktu</p>            | <p>7 Pertemuan / 12 JP</p>  |
| <p>Sumber Ajar</p>              | <ul style="list-style-type: none"> <li> Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> <li> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> </ul>   |



## Chapter 2. Kindness Begins with Me

Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 2, you should be able to:

- connect and sequence events in an imaginative story;
- explain characters' actions, feelings, and behavior in an imaginative story; and
- retell and rewrite an imaginative story.

Kegiatan Pembelajaran

### Unit 1. Kindness Towards Differences

#### Section 1 – Say What You Know

- Look at the pictures.
- Answer the questions based on the picture.

#### Section 2 – Viewing

- Listen to Audio 2.1. Monita and Galang are talking about a story. Listen and identify the title of the story.
- Work with a classmate and predict the sequence of the story. Give a number on each picture based on your prediction.
- Listen to Audio 2.2 on the story Part 1. Check your prediction.
- Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1. See the Word Box.
- Work with a classmate. Talk about Mother Duck's feelings based on the story Part 1.

#### Section 3 – Listening

- Work with a classmate. Circle two pictures that will happen in Part 2.
- Listen to Audio 2.3 on the story Part 2. Check your prediction.
- Listen again to Audio 2.3 on the story Part 2. Circle the correct underlined verbs in Worksheet 2.4. See the Word Box.
- Work with a classmate. Talk about the Ugly Duckling's feelings based on the story Part 2.

#### Section 4 – Language Focus

- Study the past tense verbs.
- Complete the sentences with verbs in past tense forms based on the pictures.
- Look at the Ugly Duckling story Part 2 again. Circle or highlight all verbs in the past tense forms in the story. Use a green pen.

#### Section 5 – Fun Time

- Look at what Ducks do.
- Mime the actions in the following cards.
- Follow the instructions.
- Look at the cards.

#### Section 6 – Retelling

- Work in a group of five. Listen to Audio 2.3.
- Read the script as you listen.
- Decide which part you want to take in the story.
- Practice to retell the story with your group.

#### Section 7 – Your Turn: Perform Your Storytelling

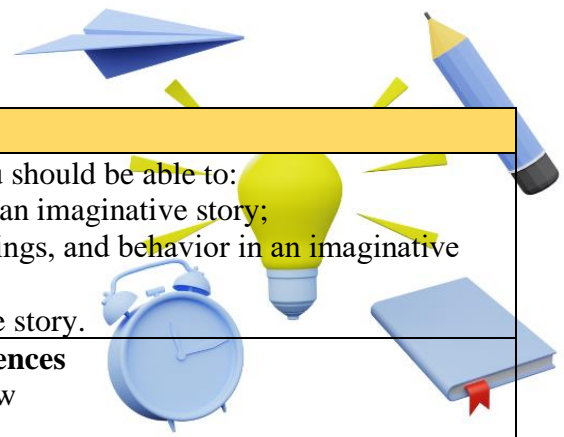
- Use the script from Section 6.
- Check the preparation. Put a checklist for each box.
- Perform your story to the class.

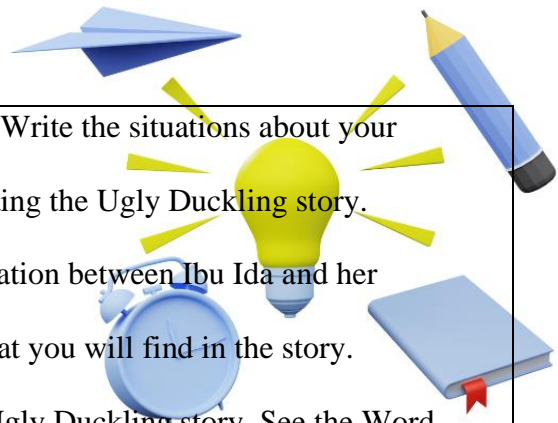
#### Section 8 – Enrichment

- Tell the story to your friends from other classes or schools, or to your family.

### Unit 2. Kindness and Happiness

#### Section 1 – Say What You Know





👤 Look at the feelings below. Write the situations about your feelings.

👤 Tell your feelings after reading the Ugly Duckling story.

✏️ Section 2 – Viewing

👤 Read the following conversation between Ibu Ida and her students.

👤 Circle other four animals that you will find in the story.

✏️ Section 3 – Reading

👤 Read the final part of The Ugly Duckling story. See the Word Box.

👤 Write **TRUE** on the statements based on the story.

👤 Read the story again. Do the instructions.

✏️ Section 4 – Language Focus: Describing Feelings

👤 Study the feelings in a Story.

👤 Work with a classmate and use an Adjective to complete the characters' feelings.

👤 Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the feelings of the characters in the story. Use a red pen.

✏️ Section 5 – Language Focus

👤 Study the direct speech in the story mark (“...”) quotation.

👤 Read the following excerpt from the Ugly Duckling story Part 3.

👤 Read again the Ugly Duckling story Part 3. Underline all sentences between quotation marks.

👤 Practice saying the quotations with your classmates.

✏️ Section 6 – Fun Time

👤 Make a group of four.

👤 Create your own ending.

👤 Draw a picture for the ending of the story.

👤 Compare the ending of the story in your group with those in the other groups.

✏️ Section 7 – Enrichment: Act it Out!

👤 Follow the instructions.

👤 Copy and cut these cards.

👤 Use this wheel chart.

### Unit 3. Kindness and Friendship

✏️ Section 1 – Say What You Know

👤 Look at these animals. Talk about each animal. Use the clues below.

👤 Look at the animals again. And identify whether they can do or can't do these things.

✏️ Section 2 – Reading

👤 Read a story about an elephant and his friends.

👤 Read the outline of the story and predict the elephant's feeling.

👤 Read a story of an elephant and his friends. See the Word Box.

👤 Answer the following questions based on the story.

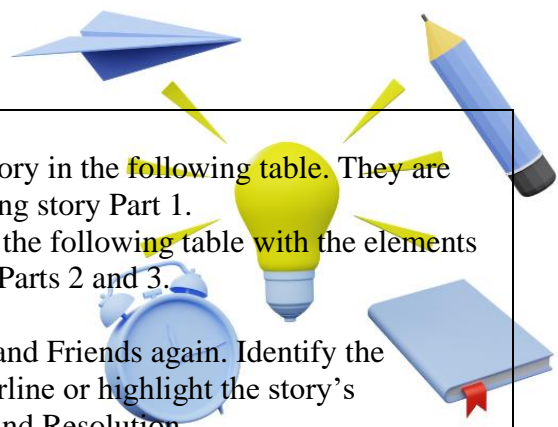
✏️ Section 3 – Language Focus

👤 Study the describing characters' traits and behavior in a story.

👤 Work with a classmate. Tell about the characters' traits or behavior and feelings in the following pictures. Use past tense forms of 'to be' or 'feel'/'become' with an Adjective.

👤 Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the characters' trait or behavior in the story. Use a blue pen.





Section 4 – Reading

- Look at the elements of a story in the following table. They are taken from the Ugly Duckling story Part 1.
- With a classmate, complete the following table with the elements of the Ugly Duckling story Parts 2 and 3.

Section 5 – Your Turn: Writing

- Read the story of Elephant and Friends again. Identify the elements of the story. Underline or highlight the story’s Orientation, Complication and Resolution.
- In a group, you are going to write a story similar to The Elephant and Friends. Change the orientation and the complications and write on Worksheet 2.17.
- Write your group’s story.

Section 6 – Enrichment

- Share your story on your social media account.
- Invite your friends to comment on your story.

Materi

**Unit 1. Kindness Towards Differences**

- Function:  
Connect and sequence events in an imaginative story
- Language features:  
Past tense (positive sentences)
- Listening and Viewing:
  - Listen to dialogues about a story
  - Listen to a story of The Ugly Duckling
- Speaking:  
Retell a story of The Ugly Duckling

**Unit 2. Kindness and Happiness**

- Function:  
Interpret characters’ action, feelings, and behavior in an imaginative story
- Language features:
  - Vocabularies of feelings
  - The yellow ducklings were not happy to see the Ugly Duckling.
  - Quotation marks (“\_\_\_”)
  - “Can I please stay here?” asked the Ugly Duckling politely.
- Reading and Viewing:
  - Read dialogues about a story for specific information
  - Read the last part of The Ugly Duckling for specific information






**Unit 3. Kindness and Friendship**

- Function:  
Retell and rewrite an imaginative story
- Language features:
  - Past tense
  - Adjectives related to characters’ traits and behavior
- Reading:  
Read a story entitled Elephant and Friends for specific information
- Writing:
  - Write a similar story with the story of Elephant and friends
  - Write a short poem



Profil Pelajar Pancasila

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Berkebhinekaan global
- Gotong Royong

|               |  |
|---------------|--|
|               | <ul style="list-style-type: none"> <li> Mandiri</li> <li> Bernalar Kritis</li> <li> Kreatif</li> </ul>  |
| Alokasi Waktu | 7 Pertemuan / 12 JP  |
| Sumber Ajar   | <ul style="list-style-type: none"> <li> Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> <li> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> </ul> |





## Chapter 3. Love Our World

Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 3, you should be able to:  
ask and give opinions about familiar topics around the school;  
categories actions based on a given situation; and  
write instructions on posters.

Kegiatan Pembelajaran

### Unit 1. Look Around You

#### Section 1 – Say What You Know

- Look at the pictures.
- Read text on the pictures.

#### Section 2 – Listening

- Listen to Audio 3.1. Andre and Monita are having lunch together with foods they bought from the canteen.
- Choose the correct answers based on the audio.

#### Section 3 – Listening

- Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.
- Draw a line to match the pictures and the instructions.
- Cross (X) the instructions that are not right when washing hands.
- Listen again to the audio. Practice saying the steps.

#### Section 4 – Language Focus

- Study the expressions to use in a presentation.
- Practice the example below.

#### Section 5 – Your Turn: Listening

- Listen to Audio 3.3. Galang is showing Pipit how to wash hands.
- Based on the audio, choose whether the following statements are true (T) or false (F).

#### Section 6 – Fun Time: What do you think?

- Print and cut the flashcards.
- Make a group of six.
- Shuffle the flashcards and put it in the middle of your table.
- Take turns to pick out the flashcards one by one.
- Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not?

#### Section 7 – Your Turn

- Choose one of the situations below. Think of how you can save water in that situation.
- Plan your procedure. Plan your presentation.
- Practice your presentation with or without reading the plan.
- Do the presentation in front of the class.
- Demonstrate the steps.

#### Section 8 – Enrichment

- Look around your house or neighborhood.
- What activities do people do with water?
- Do you think they use the water wisely?
- What can you say to save water?

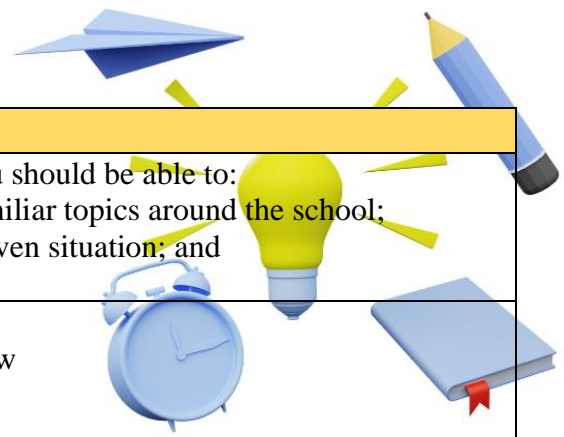
### Unit 2. This is the Way

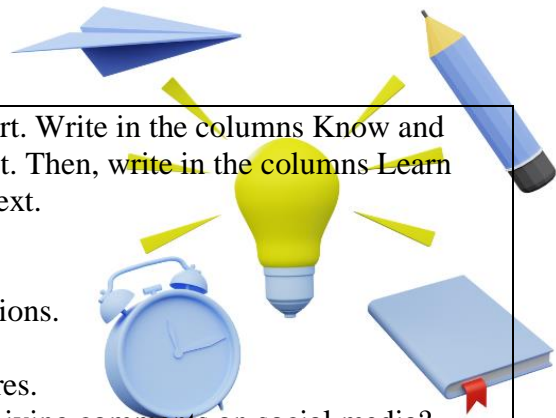
#### Section 1 – Say What You Know

- Look at the picture and then, answer the questions.

#### Section 2 – Listening

- Listen to Audio 3.4. Monita is reading a post on her social media account. The post is about saving the earth. She is sharing it with her friends.
- Answer the questions based on the audio.





👤 Complete the following chart. Write in the columns Know and Want before reading the text. Then, write in the columns Learn and How after reading the text.

✏ Section 3 – Reading

👤 Read the text below.

👤 Answer the following questions.

✏ Section 4 – Language Focus

👤 Look at and study the pictures.

👤 Do you have other tips for giving comments on social media? Write your tips below.

👤 Read the following post. Give your comments on it.

✏ Section 5 – Fun Time: What’s the word?

👤 Make a group of four.

👤 Make this table on your own paper.

👤 Then, make these alphabets in three colors (gray, green, and yellow) with your own color pencils.

👤 Cut each of the letters.

👤 Choose one of the players as the word keeper.

👤 The word keeper chooses and writes a word of five letters in his/her notebook (other players are not allowed to know the word until they guess it at the end of the game).

👤 Other players take turns to guess the word by putting the gray letters on the first line of the sheet.

👤 The word keeper changes the letter based on the rules.

👤 Remember, your group only has 6 attempts to guess the correct word. You win the game if you can guess the word correctly by changing all gray letters into green letters. You lose the game if you cannot guess the word correctly in your 6th attempt.

✏ Section 6 – Your Turn: Reading

👤 Read the text below.

👤 Based on the text, answer the following questions.

👤 If you have old book that you do not use any longer, what do you do with them?

✏ Section 7 – Enrichment

👤 Write a comment for the post in Section 6.

### Unit 3. Act Now

✏ Section 1 – Say What You Know

👤 Read the posters about saving water and donating old books.

👤 Answer the questions based on the posters.

✏ Section 2 – Reading

👤 Read the poster about washing hands.

👤 Based on the poster, answer the following questions.

✏ Section 3 – Viewing

👤 Read the poster from Picture 3.4.

👤 Read the elements of the poster.

👤 Read the poster from Picture 3.5.

👤 Complete the elements of the posters.

👤 Answer the questions.

✏ Section 4 – Language Focus

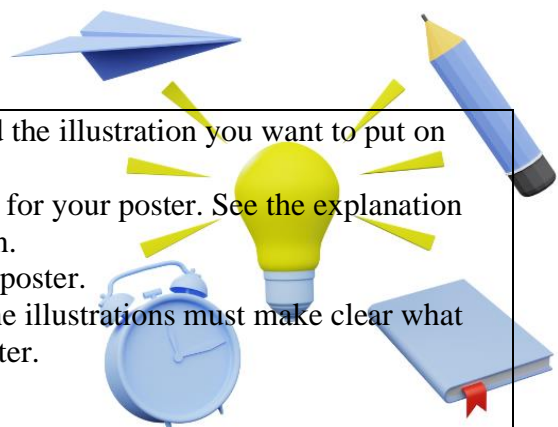
👤 Make a poster.

👤 Get a topic for your poster.

👤 Think about the purpose for making the poster.

👤 Choose the target audience for the poster.







|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>👤 Discuss the information and the illustration you want to put on your poster.</li> <li>👤 Choose and combine colors for your poster. See the explanation below for color combination.</li> <li>👤 Choose a template for your poster.</li> <li>👤 Make some illustrations. The illustrations must make clear what you want to say in your poster.</li> <li>👤 Design your own poster.</li> <li>✏️ Section 5 – Fun Time             <ul style="list-style-type: none"> <li>👤 Fill in the squares with words you found based on the clues.</li> </ul> </li> <li>✏️ Section 6 – Your Turn: Making a Poster             <ul style="list-style-type: none"> <li>👤 Make a group of three members.</li> <li>👤 Plan to make a poster.</li> <li>👤 Choose one of the ways to save earth.</li> <li>👤 Make your poster on cardboard.</li> </ul> </li> <li>✏️ Section 7 – Enrichment             <ul style="list-style-type: none"> <li>👤 Post your poster on your social media account, school information board, or the status feature on your online messenger.</li> </ul> </li> </ul> |
|--|---|

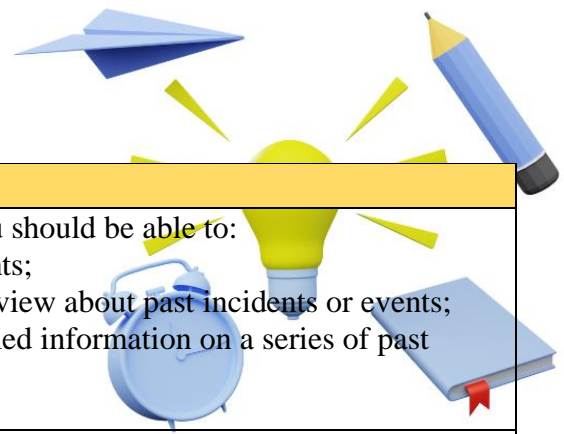
|               |  |
|---------------|--|
| <p>Materi</p> | <p><b>Unit 1. Look Around You</b></p> <ul style="list-style-type: none"> <li>✏️ Function:             <ul style="list-style-type: none"> <li>Ask and give opinion about familiar topics around the school</li> </ul> </li> <li>✏️ Language features:             <ul style="list-style-type: none"> <li>Expressions used in a presentation</li> </ul> </li> <li>✏️ Listening:             <ul style="list-style-type: none"> <li>- Listen to dialogues about actions in saving the environment</li> <li>- Listen to a monologue about washing hands</li> </ul> </li> <li>✏️ Speaking:             <ul style="list-style-type: none"> <li>Presenting a procedure of saving water</li> </ul> </li> </ul> <p><b>Unit 2. This is the Way</b></p> <ul style="list-style-type: none"> <li>✏️ Function:             <ul style="list-style-type: none"> <li>Categorize based on the given situation</li> </ul> </li> <li>✏️ Language features:             <ul style="list-style-type: none"> <li>Ways to make appropriate comments</li> </ul> </li> <li>✏️ Listening:             <ul style="list-style-type: none"> <li>Listen to a dialogue about saving the earth</li> </ul> </li> <li>✏️ Reading and Viewing:             <ul style="list-style-type: none"> <li>Read posts and comments</li> </ul> </li> </ul> <p><b>Unit 3. Act Now</b></p> <ul style="list-style-type: none"> <li>✏️ Function:             <ul style="list-style-type: none"> <li>Write instructions in posters</li> </ul> </li> <li>✏️ Language features:             <ul style="list-style-type: none"> <li>Colors and illustrations to make posters</li> </ul> </li> <li>✏️ Viewing:             <ul style="list-style-type: none"> <li>Read posters about how to donate books and how to wash hands</li> </ul> </li> <li>✏️ Writing and Representing:             <ul style="list-style-type: none"> <li>Create a poster about ways to save the earth</li> </ul> </li> </ul> |
|---------------|--|



|                                 |  |
|---------------------------------|--|
| <p>Profil Pelajar Pancasila</p> | <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 | 7 Pertemuan / 12 JP  |
| Sumber Ajar   |  Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.<br> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. |





## Chapter 4. No Littering

Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 4, you should be able to:

- talk about past incidents or events;
- make questions for a short interview about past incidents or events;
- identify the main idea and detailed information on a series of past incidents or events;
- write a series of past events.

Kegiatan Pembelajaran

### Unit 1. Did It Rain Last Night?

#### Section 1 – Say What You Know

- Look at the pictures.
- Answer the questions based on the pictures.

#### Section 2 – Listening

- Rank the following pictures with number 6 as your least favorite activity and number 1 as your most favorite activity.
- Listen to Audio 4.1. Galang and his family are on a bridge enjoying the view of Sungai Lestari on a Sunday afternoon. Complete the sentences with the Past Tense form of the verbs. See the Word Box.
- Read the dialogue. Choose the correct answer.

#### Section 3 – Listening

- Before listening to Audio 4.2, guess what happened during the flood by circling one of the pictures below. You can work with your classmate.
- Listen to Audio 4.2. Galang and his family were walking home after enjoying the view of Sungai Lestari. Check your predictions.
- Listen again to Audio 4.2 and complete the sentences in the next page. See the Word Box.

#### Section 4 – Language Focus

- Study the past incident with interrogative Questions.
- Find the other ‘Yes/No’ questions from the second part of the dialogue. Group the questions in the following table.
- What happened last weekend? Make ‘Yes/No’ questions with the Simple Past tense. Use ‘Did’ for numbers 1 to 5, and use ‘Was’ or ‘Were’ for numbers 6 to 10.
- After you have finished, ask a classmate the questions and take notes.

#### Section 5 – Fun Time: Cross the River

- Ask a classmate or your teacher a question related to the flashcard picture.
- Follow the instructions.

#### Section 6 – Your Turn: Speaking

- Interview a classmate.
- Create up to 10 ‘Yes/No’ questions to ask questions about details of a classmate’s past incident in a rainy season. You may use ‘Yes/No’ Questions with ‘Did’ and ‘Yes/No’ Questions with ‘was/were’.
- Use the flowchart when asking your classmate.
- Retell your classmate’s past incident to your class. Use the following note to speak about the incident and its details. The note is only to guide you. You may use it or make changes.
- Take turns. Now your classmate interviews you and will recount an incident that happened to you. Follow the same procedure.

#### Section 7 – Enrichment



- 👤 Find a picture (or some related pictures) of a rather unfortunate incident. The incident can be about a **blackout that happened in a whole city** or about water that stopped running.
- 👤 Find the pictures of the incident in an online newspaper.
- 👤 Use the pictures to recount the incident to your class.

## Unit 2. What Happened to the Sea Animals?

### ✏️ Section 1 – Say What You Know

- 👤 Look at the pictures in Picture 4.7. Draw a line to match the sea animals in the pictures with their names.
- 👤 Answer the questions based on the pictures. You may use Indonesian.

### ✏️ Section 2 – Reading

- 👤 Read the following dialogue between Andre, Monita, and Galang.
- 👤 Complete the following table based on the previous dialogue between Andre, Monita, and Galang.
- 👤 Answer the question and you may use Indonesian.
- 👤 Circle one of the pictures that shows what happened to the turtle in the YouTube video.

### ✏️ Section 3 – Reading

- 👤 Look at Picture 4.10 and answer the questions. You may use Indonesian.
- 👤 Read a story of scientists rescuing the sea turtle. See the Word Box.
- 👤 Give TRUE if the statements are true.
- 👤 Answer the questions based on the story.

### ✏️ Section 4 – Language Focus

- 👤 Study the past incident with Wh-Questions.
- 👤 Complete the following Wh- questions with: (1) a subject (in bold) and (2) a base form of the verb (underlined) to answer the italicized phrases in the answers column.
- 👤 Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.
- 👤 Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.
- 👤 Complete each of the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) in the answers.

### ✏️ Section 5 – Your Turn: Reading

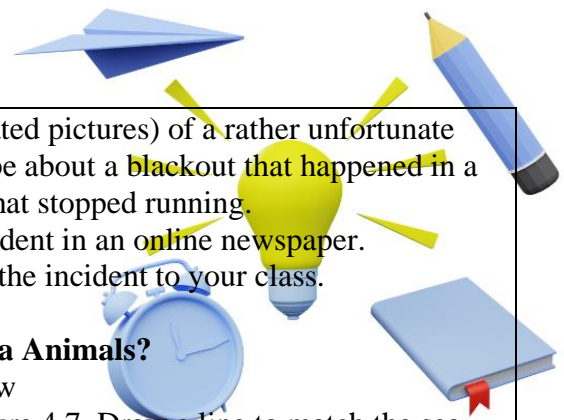
- 👤 Look at Picture 4.12 and answer the questions. Discuss the answer with your classmates.
- 👤 Read a story about anti-littering campaigns in Australia. See the Word Box.
- 👤 Answer the questions in the following table based on the story and Picture 4.12.

### ✏️ Section 6 – Fun Time

- 👤 Race with the Questions.
- 👤 Make Wh- Questions based on words or phrases written on answer cards.
- 👤 Follow the instructions.

### ✏️ Section 7 – Enrichment

- 👤 Have a look at public service posters in Picture 4.13. They contain messages to raise public awareness and change behavior.





- 👤 Observe the words in the images in each poster. Discuss with a classmate how the combination of words and images delivers the message.
- 👤 Work with a classmate and create a poster about making people aware of plastic pollution.
- 👤 Present the poster to your class. Or, post your poster in your school's social media.

### Unit 3. You Can Help

#### 📌 Section 1 – Say What You Know

- 👤 Read the Following Poem. Then, discuss it with your classmates.

#### 📌 Section 2 – Reading

- 👤 Look at Picture 4.14 and discuss the following questions with a friend.
- 👤 Read a story of two teenagers who fought to clean up Bali from plastic trash. See the Word Box.
- 👤 Answer the questions in the following table based on the story and Picture 4.14.

#### 📌 Section 3 – Language Focus

- 👤 Sequence a series of past incidents or events with 'when'.
- 👤 Sequence the following sets of series of events with 'when'. Use 'when' both in the first part and the second part of the sentences.

#### 📌 Section 4 – Reading

- 👤 The following table shows you how the first two stories end.
- 👤 Look at the elements of a factual recount in the following table. They are taken from the story of a group of scientists rescuing an injured sea turtle.
- 👤 With a classmate, complete the following table with the elements of the story of two teenagers raising people's awareness of cleaning up Bali from plastic.

#### 📌 Section 5 – Viewing

- 👤 The following fact cards contain pieces of the Bye Bye Plastic Bags campaign. Work in a group. Select which pieces of the movement go to every element of the factual recount, including the Orientation, and the Records of Events 1 and 2.
- 👤 Decide how you are going to introduce the topic of the event/incident (the Orientation). Complete the following table.
- 👤 Write the series of events. Make sure they happen based on the time they happened (chronological steps). Complete the following table.
- 👤 Think of a final comment for the event. The comment can be an evaluation or an emotional response to the event as a whole. Complete the sentence in the following table.

#### 📌 Section 6 – Your Turn: Writing

- 👤 Recount the Bye Bye Plastic Bags movement based on the information in Section 5.

#### 📌 Section 7 – Enrichment

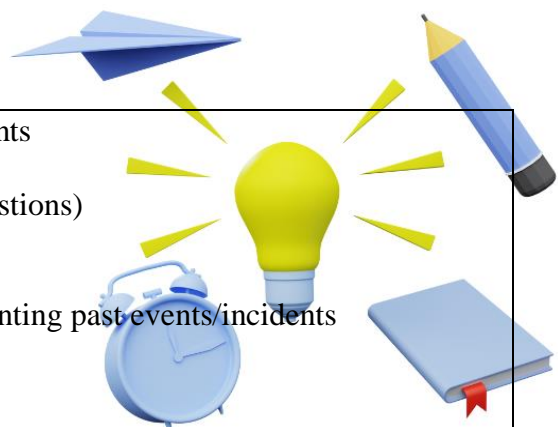
- 👤 Share a movement or an action on your Social Media about taking care of the environment.
- 👤 Invite your friends to send messages asking questions about and discussing details of the movement.
- 👤 Share the results of the discussion on your Social Media

#### 📌 Section 8 – Enrichment

### Unit 1. Did It Rain Last Night?

#### 📌 Function:





|                                 |  |
|---------------------------------|--|
|                                 | <p>Talk about past incidents or events</p> <p> Language features:</p> <ul style="list-style-type: none"> <li>- Past tense (interrogative questions)</li> <li>- Did you swim in the river?</li> </ul> <p> Listening:</p> <p>Listen to conversations of recounting past events/incidents</p> <p> Speaking:</p> <p>Recount a friend's past incident</p> <p><b>Unit 2. What Happened to the Sea Animals?</b></p> <p> Function:</p> <p>Make questions for a short interview about past incidents or events</p> <p> Language features:</p> <ul style="list-style-type: none"> <li>- Past tense (Wh- Questions)</li> <li>- What did the plastic trash do to the sea animals?</li> </ul> <p> Reading and Viewing:</p> <ul style="list-style-type: none"> <li>- Read a conversation for specific information</li> <li>- Read the story of the scientists rescuing the sea turtle for specific information</li> <li>- Read a story about anti littering campaigns in Australia for specific information</li> </ul> <p><b>Unit 3. You Can Help</b></p> <p> Function:</p> <ul style="list-style-type: none"> <li>- Identify the main idea and detailed information on a series of past incidents or events</li> <li>- Write a series of past events</li> </ul> <p> Language features:</p> <ul style="list-style-type: none"> <li>- Connector 'when'</li> <li>- A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.</li> </ul> <p> Reading:</p> <p>Read a story of two teenagers who fought to clean up Bali from plastic trash for specific information</p> <p> Writing:</p> <p>Recount the Bye Bye Plastic Bags movement</p> |
| <p>Profil Pelajar Pancasila</p> | <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>   |
| <p>Alokasi Waktu</p>            | <p>7 Pertemuan / 12 JP</p>   |
| <p>Sumber Ajar</p>              | <ul style="list-style-type: none"> <li> Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> <li> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> </ul>   |





## Chapter 5. Embrace Yourself

Tujuan Pembelajaran dan Indikator  
Ketercapaian Tujuan Pembelajaran

Upon completion of Chapter 5, you should be able to:

- ask for and give opinions;
- identify sequences of main events in a story; and
- write the main events of a story.

Kegiatan Pembelajaran

### Unit 1. Be Yourself

#### Section 1 – Say What You Know

- Look at the pictures.
- Answer the questions.

#### Section 2 – Listening

- Listen to the dialogue Part 1 in Audio 5.1. Monita and Pipit are talking about beauty advertisements.
- Discuss with your friend.

#### Section 3 – Listening

- Match the phrases with the appropriate meanings.
- Listen to a story in Audio 5.2.
- Answer these questions. You may use Indonesian.
- Fill in the bubbles in the comic with the words from the story.

#### Section 4 – Language Focus

- Learn to express opinions.
- Practice the expressions about giving opinions with the situations given.

#### Section 5 – Fun Time: What am I Doing?

- Divide the class into two teams.
- Choose a student from one team to come to the front of the class and to mime an action shown on a card.
- Guess the miming action from one of your teammates.

#### Section 6 – Speaking

- Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.
- Think of the actions and feelings of each character while retelling the story. Discuss with your groups how to project the feelings while retelling.
- Practice retelling the story with your group.

#### Section 7 – Your Turn: Performing

- Use the script from Section 6.
- Check the preparation. Put a checklist for each box.
- Perform your story to the class.

#### Section 8 – Enrichment

- Tell the story to your friends from other classes or schools, or to your family.

### Unit 2. I Know You Can Do It

#### Section 1 – Say What You Know

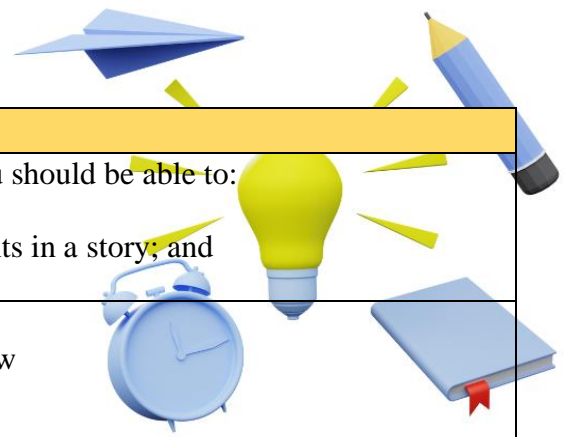
- Answer the questions.

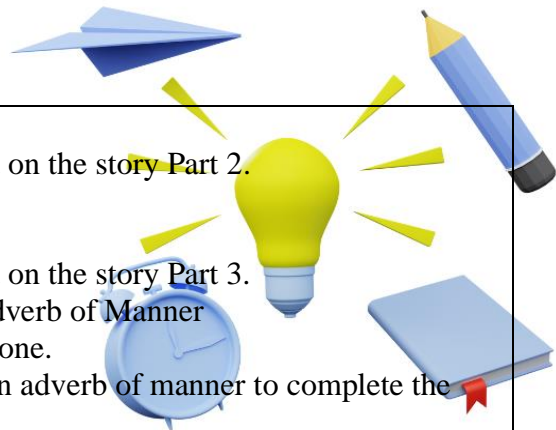
#### Section 2 – - Listening

- Listen to Audio 5.3 Galang, Monita, and Made are discussing a story about playing football.
- Answer these questions.

#### Section 3 – Reading

- Write the positions on the soccer field.
- Look up the meanings of these words in the Word Box. Work with your friend to guess what the story will be about.
- Read the story Part 1.
- Answer the questions based on the story Part 1.





👤 Read the story Part 2.

👤 Answer the questions based on the story Part 2.

✏️ Section 4 – Reading

👤 Read the story Part 3.

👤 Answer the questions based on the story Part 3.

✏️ Section 5 – Language Focus: Adverb of Manner

👤 Describe how an action is done.

👤 Read the questions. Write an adverb of manner to complete the sentences.

👤 Choose adjectives or adverbs of manner to complete the following sentences.

✏️ Section 6 – Fun Time: Scavenger Hunt

👤 Find 9 adverbs of manner in the sentences.

👤 Compare your answer with your friends' answers.

✏️ Section 7 – Your Turn

👤 Read the story below.

👤 Answer the questions based on the story.

✏️ Section 8 – Enrichment

👤 Read the story again in Section 7. Draw the ending of the story in three pictures.

👤 Show and tell the pictures to your class.

### Unit 3. Practice Makes Perfect

✏️ Section 1 – Say What You Know

👤 Look at the pictures.

👤 Give your opinions.

✏️ Section 2 – Reading

👤 Work in a group of four. Read each phrase in the box. Put each phrase in one category under the box.

✏️ Section 3 – Reading

👤 Read the story.

👤 Answer the questions with one word from the text.

✏️ Section 4 – Writing

👤 Work in pairs. Talk about events and emotions that you can relate to the following stories.

👤 Look at the elements of a story in the following table. They are taken from Parts 1-3 of the story “Makeup”.

👤 With a classmate, complete the following table with the elements of the story “Mirza”.

✏️ Section 5 – Your Turn

👤 Read the story of “Getting into the Band” again. Identify the elements of the story. Underline or highlight the story’s Orientation, Complication, and Resolution.

👤 In a group, you are going to write a story similar to “Getting into the Band”. You will change the orientation and the complications and write in Worksheet 5.17.

👤 Write your group’s story.

✏️ Section 6 – Enrichment

👤 Share your story on your social media.

👤 Invite your friends to comment on your story.

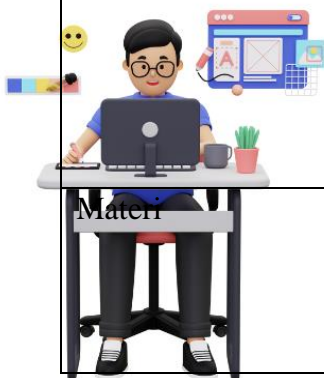
### Unit 1. Be Yourself

✏️ Function:

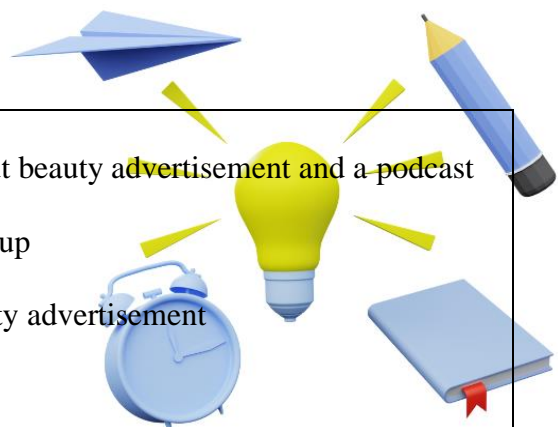
Ask for and give opinions

✏️ Language features:

Expressions to express opinion (e.g., I think that...)



Match



|                          |   |
|--------------------------|---|
|                          | <p> <b>Listening and Viewing:</b></p> <ul style="list-style-type: none"> <li>- Listen to conversations about beauty advertisement and a podcast about makeup</li> <li>- Listen to a story about makeup</li> </ul> <p> <b>Speaking:</b><br/>Retell conversations about beauty advertisement</p> <p><b>Unit 2. I Know You Can Do It</b></p> <p> <b>Function:</b><br/>Identify sequences of main events in a story</p> <p> <b>Language features:</b><br/>Adverb of manners (e.g., Clumsy and Hesitantly)</p> <p> <b>Listening:</b><br/>Listen to a conversation about playing football</p> <p> <b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Read a story about Mirza for specific information</li> <li>- Read a story about cheating for a specific information</li> </ul> <p><b>Unit 3. Practice Makes Perfect</b></p> <p> <b>Function:</b><br/>Write the main events of a story</p> <p> <b>Reading:</b><br/>Read the story entitled Getting into the Band for a specific information</p> <p> <b>Writing:</b><br/>Write a similar story with the story entitled Getting into the Band</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            | 7 Pertemuan / 12 JP   |
| Sumber Ajar              | <ul style="list-style-type: none"> <li> Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> <li> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.</li> </ul>  |

