



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PETRBUKUAN

My Next Words

Student's Book

for Elementary School



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Dilindungi Undang-Undang**

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My Next Words Grade 6 - Student's Book for Elementary School

Judul Asli: My Next Words Grade 6 - Student's Book for Elementary School

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Kata Pengantar

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Buku teks utama merupakan salah satu sumber belajar utama untuk digunakan pada satuan pendidikan. Adapun acuan penyusunan buku teks utama adalah Capaian Pembelajaran PAUD, SD, SMP, SMA, SDLB, SMPLB, dan SMALB pada Program Sekolah Penggerak yang ditetapkan melalui Keputusan Kepala Badan Penelitian dan Pengembangan dan Perbukuan Nomor 028/H/KU/2021 Tanggal 9 Juli 2021. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut. Dalam upaya menyediakan buku-buku teks utama yang berkualitas, selain melakukan penyusunan buku, Pusat Perbukuan juga membeli hak cipta atas buku-buku teks utama dari Penerbit asing maupun buku-buku teks utama dari hasil hibah dalam negeri, untuk disadur disesuaikan dengan Capaian Pembelajaran/Kurikulum yang berlaku. Penggunaan buku teks utama pada satuan pendidikan ini dilakukan secara terbatas pada Sekolah Penggerak.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan serta perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Juni 2022
Kepala Pusat,

Supriyatno
NIP 19680405 198812 1 001

Prakata

Pelajaran Bahasa Inggris untuk peserta didik Sekolah Dasar secara nasional belum menjadi mata pelajaran yang wajib diajarkan. Oleh sebab itu, sekolah yang memutuskan untuk menambah pelajaran bahasa Inggris kepada peserta didiknya dan mengembangkan berbagai kebutuhan pengajarannya secara mandiri. Oleh karena itu, untuk melaksanakan pembelajaran bahasa Inggris, sekolah harus menyusun silabus, menetapkan materi ajar, mengevaluasi, dan membangun kompetensi dan pengembangan gurunya. Silabus dan materi pembelajaran disesuaikan dengan konteks peserta didik dan sekolah pada umumnya. Dengan demikian, implementasi silabus dan materi pembelajaran bertujuan untuk memampukan peserta didik menggunakan bahasa Inggris dan dapat dievaluasi tingkat keberhasilannya.

Untuk mencapai tujuan tersebut, buku *My Next Words* disusun guna memenuhi pembelajaran bahasa Inggris di Sekolah Dasar, yaitu memampukan peserta didik berinteraksi dalam bahasa Inggris dengan orang lain, baik guru maupun teman-temannya. Buku *My Next Words* ini merupakan hasil kajian cermat, baik secara praktis maupun teoretis, berdasarkan observasi, dan pengalaman pengajaran bahasa Inggris di berbagai wilayah di Indonesia.

Buku ini memperhatikan kaidah perolehan bahasa sehingga kemampuan mendengar dan merespon peserta didik menjadi hal yang diutamakan pada tahap awal di kelas rendah. Setelah peserta didik dapat merespon bahasa yang dikenalkan secara lebih otomatis, guru dapat mulai mengenalkan *reading* dan *writing* yang dilaksanakan secara interaktif. Oleh karena itu, *My Next Words* dikembangkan dengan model yang mengawali pengenalan bahasa secara kontekstual. Melalui bahasa pengantar yang sesuai, guru diharapkan mampu menarik perhatian peserta didik pada setiap aktivitas di tahap-tahap awal pembelajaran. Kemudian, diikuti dengan praktik terbimbing agar peserta didik tumbuh kepercayaan dirinya, dan berlatih menggunakan bahasa Inggris secara lebih bebas. Agar guru mampu menyelenggarakan proses pembelajaran yang interaktif tersebut, selain kemampuan berbahasa lisan yang cukup, guru membutuhkan materi ajar yang membantunya untuk memampukan peserta didik berinteraksi. Oleh sebab itu, bahan ajar yang kami kemas dalam *My Next Words* banyak memberikan lembar-lembar kerja (*worksheet*) sebagai alat interaksi bagi peserta didik. Selain itu, bahan ajar yang kami buat tersebut memiliki topik yang selalu berada pada konteks situasi, selain mengenalkan peserta didik kepada berbagai pola bahasa sederhana sebagai pilihan.

Buku *My Next Words* menggunakan asas daur ulang dalam pengenalan konsep bahasa. Berbagai kosa kata diulang-ulang dan ditambahkan tingkat kesulitannya secara bertahap agar materi bahasa yang dipelajari tersimpan dalam long-term memory. Agar pembelajaran terjadi secara interaktif penggunaan *gestures and actions* oleh guru mutlak diperlukan. *My Next Words* merupakan solusi pengajaran bahasa Inggris di tingkat Sekolah Dasar.

Itje Chodijah
Konsultan Penulis dan Penyunting

Prakata

Alhamdulillah, segenap puji syukur kami panjatkan kepada Allah SWT yang telah memberikan karunia dan kesempatan kepada kita semua. Kami mengucapkan terima kasih yang tak terhingga kepada semua pihak yang telah memberi dukungan baik materi maupun motivasi serta fasilitas sehingga kami dapat menyelesaikan buku *My Next Words*.

Penulisan buku ini disusun berdasarkan kurikulum yang dibuat oleh *English for Young Learners Community* (EYLC) Sidoarjo, yaitu sebuah kelompok kerja guru bahasa Inggris SD/MI Muhammadiyah se-Sidoarjo. Tujuan utama dari penulisan buku ini adalah memberikan buku pegangan peserta didik yang dapat digunakan dalam seluruh rangkaian kegiatan pembelajaran bahasa Inggris di dalam kelas. Pembelajaran yang menitikberatkan pada kegiatan mendengar dan berbicara akan memotivasi dan menumbuhkan rasa percaya diri dalam menggunakan bahasa Inggris di kehidupan sehari-hari. Buku ini juga disusun berdasarkan tingkat perkembangan, karakter dan lingkungan anak.

Buku *My Next Words* ini menyajikan materi pembelajaran yang sederhana agar peserta didik mampu berkomunikasi dengan menggunakan bahasa Inggris sesuai dengan perkembangan dan kebutuhan mereka dalam berkomunikasi. Agar kemahiran berbahasa sebagai alat komunikasi dapat diwujudkan dalam kegiatan belajar sehari-hari dan berkelanjutan, guru diharapkan menggunakan bahasa Inggris dalam rangkaian kegiatan pembelajaran di dalam dan di luar kelas sehingga anak dapat menggunakan bahasa tersebut dalam konteks kehidupannya sehari-hari.

Semoga buku ini dapat bermanfaat dan menjadi wacana baru bagi para guru Bahasa Inggris dalam upaya peningkatan kualitas peserta didik yang siap menghadapi perkembangan global. Kami berharap saran yang membangun dapat diberikan oleh pemerhati dan pendidik terutama dalam bidang bahasa Inggris demi penyempurnaan buku ini.

EYLC Team
Penulis

Tentang EYLC Team

English for Young Learners Community (EYLC) SD/MI Muhammadiyah Sidoarjo adalah kelompok kerja guru Bahasa Inggris. Tim ini terbentuk di awal tahun 2010 karena dilatarbelakangi banyaknya masalah pembelajaran bahasa Inggris di tingkat dasar, mulai dari metode pembelajaran bahasa itu sendiri hingga materi ajar.

Tim ini dibentuk dengan tujuan memperbaiki pembelajaran bahasa Inggris di tingkat dasar, diawali dengan membuat kurikulum yang sesuai dengan perkembangan anak, kontekstual, dan menyenangkan. Oleh sebab itu, empat kemahiran berbahasa, yaitu menyimak, berbicara, membaca, dan menulis disusun secara integratif dalam kurikulum tersebut.

Dengan pendekatan pembelajaran presentasi, praktik, dan produksi (3P), peserta didik dapat belajar secara terarah dan terukur. Di bawah bimbingan Ibu Itje Chodijah, kurikulum ini sudah kami terapkan selama setahun, dan telah memperlihatkan hasil yang memuaskan. Peserta didik menjadi aktif mengikuti kegiatan pembelajaran yang dirancang, guru dapat memantau perkembangan peserta didik dengan terarah. Sebagai tindak lanjut dari kurikulum pembelajaran bahasa Inggris yang efektif tersebut, kami memunculkan sebuah ide untuk membuat buku bahasa Inggris yang diberi judul *My Next Words*.

Dengan terbitnya buku *My Next Words* ini diharapkan dapat memberi manfaat dan kemudahan dalam mengajarkan bahasa Inggris kepada peserta didik di tingkat dasar. Tentunya tidak ada yang sempurna dari keseluruhan isi buku ini. Oleh karena itu, kritik dan saran yang membangun tetap kami harapkan untuk kesempurnaan buku ini di masa mendatang.

Framework

Semester 1

Unit	Objectives	Language Focus
1 I studied last night, but my sister didn't	- Students are able to say past activities. - Students are able to identify past activities.	What did you do yesterday? studied, watched, cooked, called, listened, played, danced, washed, talked, looked, visited, kicked, wrote, slept, read, went.
2 We went to a museum last week	- Students are able to use adverb of time for past activities. - Students are able to use adverb of time to make sentences about past activities.	entered, walked, bought, met, brought, drank, gave, ran
3 I was in Bali last week	- Students are able to use was/were for past activities. - Students are able to identify sentence using was/were.	was, were, tired, happy, thirsty, cold, hungry, sleepy, when, what, how
4 How did Cici feel yesterday?	- Students are able to use was/were in relation to feelings. - Students are able to make sentences using was/were in relation to feelings.	What did you feel? was, were, happy, sad, angry, sick, alone, hungry, thirsty, worried, cold, sleepy
5 What did you do yesterday?	- Students are able to make WH question for past activities. - Students are able to answer WH question for past activities.	What did you do yesterday? last week, last night, who, what, where, when, how
6 My friend's experience	- Students are able to talk about their past activities. - Students are able to respond to their experiences in past activities.	What did she do? drove, took picture, prepared lunch, played, looked for, had lunch, bought, visited

Semester 2

Unit	Objectives	Language Focus
7 I will go to Bromo	- Students are able to identify future activities from thr use of will. - Students are able to talk about future activities using will.	I will go to Bromo What will you do tomorrow?
8 I will go to Dufan	- Students are able to use will for family activities. - Students are able to talk about family activities using will.	what, how, where play, draw, write, drink, fry, water, wash, drive, paint, buy
9 I will study at junior high school next year	- Students are able to use adverb of time for future activities. - Students are able to write a short paragraph using adverb of time.	I will study ... next year. Tomorrow, tonight, this evening, next week
10 I want to be a pilot	- Students are able talk about their dream in the future. - Students are able to ask her friends about their dream.	What do you want to be? teacher, pilot, policeman, nurse, architect, doctor, chef, sailor, farmer, singer, hospital, field, office
11 My dream	- Students are able to write their dreams. - Students are able to write a short paragraph about their dream.	I want to be a teacher. I will work in the school. hospital, office restaurant, school, rice field

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Prakata
Tentang Tim EYLC
Framework
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I studied last night,
but my sister didn't

>>>>

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We went to a museum
last week

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My friend's
experience

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My dream

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Made

Joshua

Cici

Aisyah

Kimi





KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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Penulis : EYLC Team
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Unit

1

I studied last night, but my sister didn't





Listen to the story

Listen to your
teacher's story.





Look at the pictures
and say the words.



studied



watched TV



cooked



called



listened



played



danced



washed



Look at the pictures
and say the words.



talked



looked



visited



kicked



slept



wrote



read



went



painted



Look and match

Look at the picture and match it with the word.



played

washed

called

played

slept

studied

talked

went

danced

kicked





Listen and circle

Listen to the teacher's sentences and circle the correct pictures.

1



2



3



4



5



6



7



8



9



10





Look and write

Look at the pictures and complete the sentences.

1. She **cooked** noodles in the kitchen yesterday.



2. Joshua _____ football in the yard last Sunday.



3. Cici _____ clothes last Saturday.



4. My father _____ the wall last week.



5. Made _____ Math last night.



6. My father _____ a letter last night.



7. Aisyah _____ a book yesterday.



8. Made _____ on the bed last night.



9. Joshua _____ his friend last Sunday.



10. Cici _____ her hands yesterday.





Do a rap with this line
"What did you do yesterday?"

I read a book
She wrote a letter
I watched TV
He played football
I cooked
They called their friend



Take your cards
and ask your friend a question.

What did you
do last night?



I watched TV.





Ask your friend
and write the answer.

What did you do yesterday?

|
|
|
|
|



what did you do
yesterday, Bird?

I caught
some fish.





Ask your five friends using
“What did you do yesterday?”

No	Friend's name	Answer
1	Cici	She washed her hands yesterday.
2		
3		
4		
5		
6		



My new words

studied	played
listened	washed
talked	looked
slept	went
cooked	watched TV
called	danced
visited	kicked
wrote	read



Refleksi Peserta Didik:

Saya senang			
1. mendengarkan cerita yang dibacakan guru.			
2. mengenal kosakata baru untuk menyatakan kegiatan pada waktu lampau (<i>past activities</i>).			
3. dapat menyanyikan lagu bernada rap dengan kelompok saya.			
Saya dapat			
1. menggunakan kosakata baaru untuk menyatakan kegiatan pada waktu lampau (<i>past activities</i>).			
2. menanyakan dan menjawab pertanyaan mengenai kegiatan di waktu lampau (<i>past activities</i>).			

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Unit

2

We went to a museum last week

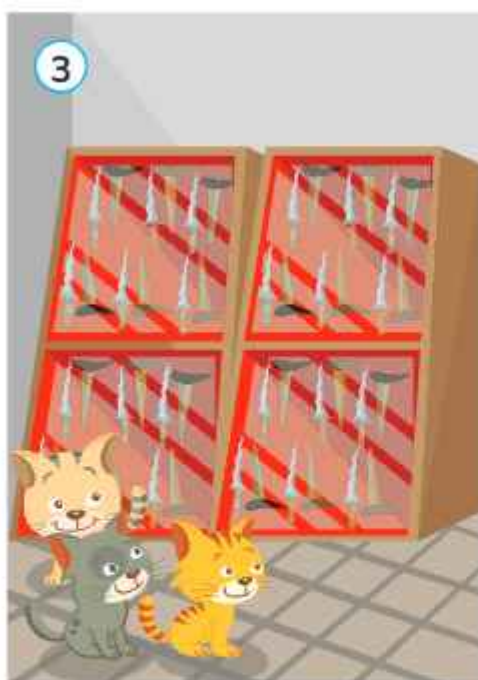
What did you
do yesterday?

I went to the
museum.

DINAS PENDIDIKAN DAN KEBUDAYAAN
MUSEUM MPU TANTULAR



Listen to your teacher's story
and answer the question.





Look at the pictures
and say the words.



entered the museum



walked



bought



went around



met



talked



visited



brought



Look at the pictures
and say the words.



drank



gave



ran



called



Look and match

Look at the pictures and match them with the sentences.

1



Joshua walked to the museum.

2



Aisyah drank some water yesterday.

3



Joshua bought some tickets last Monday.



Look and match

Look at the pictures and match them with the sentences.

4



Cici visited her grandma last month.

5



Made listened to the music last night.

6



Made talked to Joshua two days ago.

7



Cici brought some books
an hour ago.

8



Made talked to Joshua
yesterday.

9



Aisyah gave Cici an ice
cream cone yesterday.



Look and write

Look at the picture and complete the sentences.

Cici's activities last week



1. Cici _____ a story book.
2. Aisyah _____ to a librarian.
3. Made _____.
4. Joshua _____.
5. Kimi _____.



Aisyah and Cici in last week were the playground

Aisyah and Cici were in the playground last week.



Arrange the words in each number into a sentence.

- 1 were Cici and Aisyah the playground in last week

- 2 read a comic Cici last night book

- 3 was Aisyah reading yesterday

- 4 was Kimi the tree under

- 5 was clean the playground



Look at the cards and answer the question.





Read and answer

Read the text and complete the sentence.



Cici's activity on last Monday

Last Monday, Cici did not go to the canteen. She was in the library during break time. She met Joshua, Made, and Aisyah there. Joshua borrowed many books. Made borrowed a comic and a story book. Aisyah read a magazine. Cici looked for a traditional dancing book, because she likes dancing. Finally, she found the book. After an hour in the library, they had to go back to their class. When they got to the class, *Bu* Nina had started the lesson. They said sorry to *Bu* Nina, and promised not to be late again.

1. Last Monday Cici went to _____
2. Cici went to the library on _____
3. Joshua and Made borrowed _____ in the library
4. Aisyah read _____
5. Cici looked for the traditional dancing book because _____



drank	bought	saw	brought
called	gave	walked	visited
ran	met		

Refleksi Peserta Didik:

Saya senang			
1. mendengarkan cerita yang dibacakan guru.			
2. mendiskusikan isi cerita dengan teman-teman.			
3. melafalkan kosakata baru untuk menyatakan kegiatan pada waktu lampau (<i>past activities</i>).			
Saya dapat			
1. mencocokkan gambar dengan kalimat yang benar			
2. melengkapi cerita berdasarkan gambar			
3. merangkai kata menjadi kalimat yang benar			
4. menanya tentang kegiatan teman di waktu lampau			

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Unit

3

I was in Bali last week





Look at the pictures
and say the sentences.



Pak Hamid **was**
at the garden
yesterday.



Pak Udin **was**
at the kitchen.
He made fried rice.



Made watched tv.
He **was in the**
living room.



It **was Sunday.**
Made called
Bagas on Sunday.



Bu Maria **was**
at the garage a
week ago.



Made and his
family
were at the
dining room. It
was Saturday.



Look at the pictures
and say the sentences.



Made was tired.



Cici was happy.



Made and his
friends
were thirsty.



Joshua was
hungry.



Cici was cold.



Joshua was
sleepy.



Look and match

Look at each of the pictures and match it with the sentence.

1



Bu Niluh was in the kitchen last night.

2



Joshua and Made were in the playground yesterday.

3



Joshua was in the library last Sunday.



Look and match

Look at each of the pictures and match it with the sentence.

4



Aisyah and Cici were in the living room last night.

5



Kimi was on the roof yesterday afternoon.

6



Ujang and Cici were in Surabaya last week.

7



Cici and her family were at home last Sunday.

8



Cici's mother was in the market last week.

9



Made's father was at the office last night.



Ask your five friends using
“Where were you last holiday?”



No	Name	Answer
1	Cici	She was in Batu.
2		
3		
4		
5		
6		



Look and answer

Look at the pictures
and answer the questions.



3. What did Pak Udin buy?

4. Did he buy a bag?

5. What did he eat in the restaurant?



Ask your family about their activities last month and report their answers to the class.

No	Name	What did you do last week?
1	Pak Udin	He went to Jakarta.
2		
3		
4		
5		
6		



Refleksi Peserta Didik:

Saya senang			
1. berinteraksi dengan teman-teman dalam kegiatan tanya jawab.			
2. mencocokkan gambar dengan kalimat.			
Saya dapat			
1. menggunakan was/were untuk menyatakan keterangan tempat dan waktu dari peristiwa di waktu lampau.			
2. menjawab pertanyaan dari cerita bergambar.			

How did Cici feel yesterday?





Listen to your teacher's story
and answer the questions.





Look at the pictures and
say the sentences.



Joshua and
Bagas were
happy yesterday.



Bu Neneng was
sad last night.



Joshua was
thirsty an hour
ago.



Pak Udin was
angry at the cat
last night.



Cici was **alone**
yesterday.



Joshua and his family were **cold** yesterday.



Aisyah was **hungry** yesterday.



Cici was **worried** last night.



Joshua was **sleepy** last night.



Ask your five friends using
"How did you feel yesterday?"



“How did you feel yesterday?”

Name	happy	sad	angry	sick	alone	hungry	thirsty	worried	cold	sleepy
Cici	✓									



Ask your family members
about their feeling using
“How did you feel yesterday?”

No	Family members	Feeling	Picture
1	father	happy	😊
2	mother		
3	grandmother		
4	sister		
5	brother		
6			



How did you feel last night?

I felt _____



Arrange the words
into a sentence.

1 Made happy and Joshua were

2 was Wednesday morning it

3 sad morning Retno this was

4 sick My father was last year

5 Bandung was last month in Aisyah



Ask your five friends using
"Where were you last holiday?"

How was
Joshua?

He was
sad.





Refleksi Peserta Didik:

Saya senang			
1. mendengar cerita yang dibacakan oleh guru.			
2. berinteraksi dengan teman-teman dalam kegiatan tanya jawab.			
3. menggambar ekspresi wajah saya.			
Saya dapat			
1. mengenali dan menggunakan kata sifat untuk mengungkapkan perasaan.			
2. menanyakan perasaan teman dengan menggunakan kata sifat.			

What did you do yesterday?

Where did you go last night ?

I went to a book store last night.

What did you buy?

I bought a story book.

How did you go there ?

By motorcycle.



Look and answer

Look at the picture
and answer the questions.

Aisyah went to the garden last Sunday



1. What did Aisyah do last Sunday?
2. When did she ride a bicycle?
3. Did she go to a museum?
4. Did she see only one cat?
5. How many trees did she pass?
6. How many birds were in the garden?

She went to the garden.



Look and answer

Look at the picture and answer the questions.

Made went fishing last Sunday.



1. Who did Made talk to?
2. What did he do at the river?
3. What did his father do?
4. Did his father paint the river?
5. Did his father go fishing too?
6. How many fish did Made get?

his father



Take your card
and ask your friend.

Card A for student 1



Gambar 1.5 Pura Besakih

Sumber: Pusat Data dan Teknologi Informasi
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
(Tim Dokumentasi, 2011)

Card B for student 2



Gambar 2.5 Alun-Alun Kota Batu

Sumber: Protokol dan Komunikasi Pimpinan
Humas Setda Kota Batu
(@rizki_asz, 2020)

Student 1 : Where did you go last Sunday?

Student 2 : I went to Malang last week.

Student 2 : Where did you go last week?

Student 1 : I went to Bali.



Read and answer

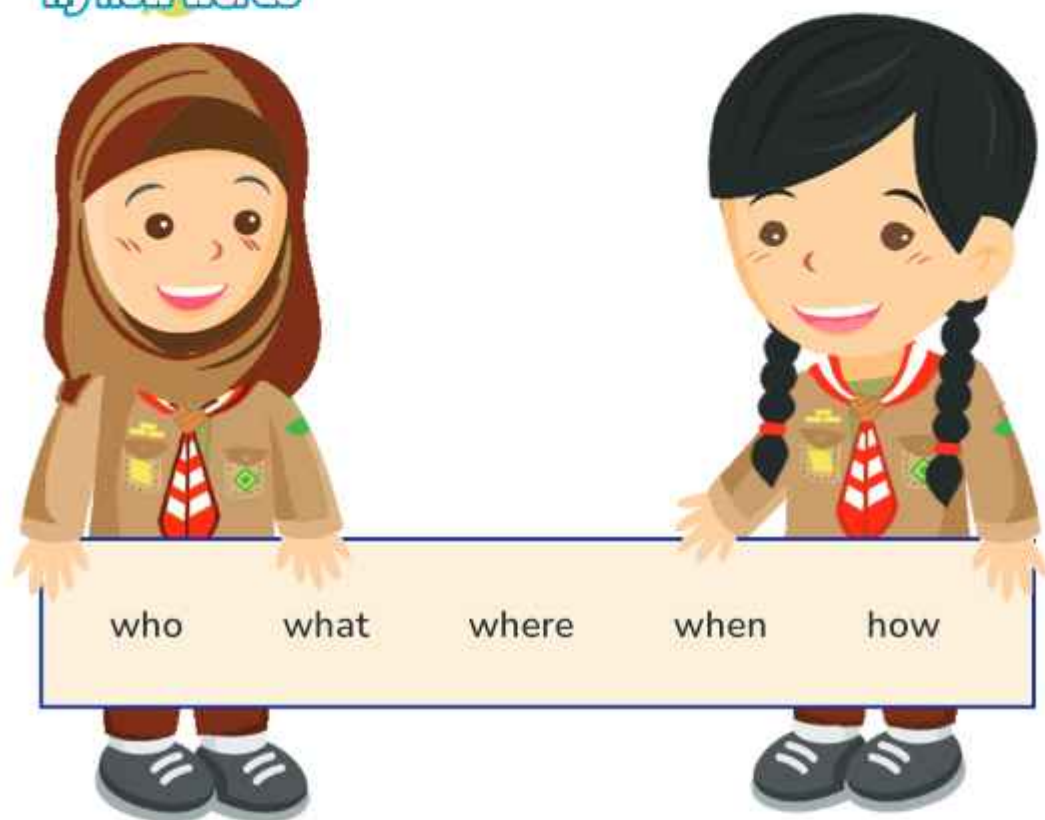
Read the text and
answer the questions.



Made Visited his Grandmother

Made went to Jakarta last week. He visited his grandmother. He got there by train in the morning. He brought a basket of fruits and a bunch of flowers for his grandmother. The trip took a long time. He arrived at grandmother's house in the next morning. He was very tired, but everything changed when he met his grandmother. His grandmother was very happy to see him.

1. Who went to Jakarta last week? _____
2. How did he go to Jakarta? _____
3. What did he bring for his grandmother? _____
4. Did he arrive at his grandmother's house
in the next morning? _____
5. How did his grandmother feel? _____



Refleksi Peserta Didik:

Saya senang			
1. bermain peran dengan teman-teman.			
2. bertanya kepada teman menggunakan kartu bergambar.			
Saya dapat			
1. menanyakan dan menjawab pertanyaan terbuka menggunakan kata tanya <i>who, what, where, when, dan how</i> .			
2. menjawab pertanyaan dari teks pendek.			

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Unit

6

My friend's experience





Look at the pictures
and say the words.



drove



took pictures



prepared lunch



played



looked for



had lunch



bought fish



visited the beach



Look and read

Look and read
the dialog.



Aisyah: What did you do do
last holiday, Cici?

Cici: I went to
Papuma beach.

Aisyah: Where is it?

Cici: Jember.

Aisyah: What did you do there?

Cici: I took some pictures
and had fun.





Read the text and
answer the questions.



Aisyah visited the library

Hello, my name is Aisyah. I have a best friend. Her name is Cici. Yesterday, we went to the school library. We were there after school. We borrowed some books there. Then, we read the books. I read a science book and Cici read a comic book. We were in the library for two hours. We went home at 12.00. We were very happy.

1. Who is Aisyah's best friend?
2. Where did they go?
3. When did they go to the library?
4. What did they borrow?
5. What did Aisyah read?
6. What did Cici read?
7. Were they in the library for three hours?
8. How long were they in the library?
9. When did they go home?
10. Were they happy?

Cici



Read the text and
answer the questions.

My Friend, Aisyah



I have a friend. Her name is Aisyah. Last Sunday, she did many activities. After she got up and prayed shubuh, she washed her bike in the garage. Then, she watered the flowers. At eight o'clock, she had breakfast with her family. In the afternoon, she went to supermarket with her mother by a motorcycle. In the evening, she watched TV with her family. It was a happy Sunday for her.

Answer these questions correctly!

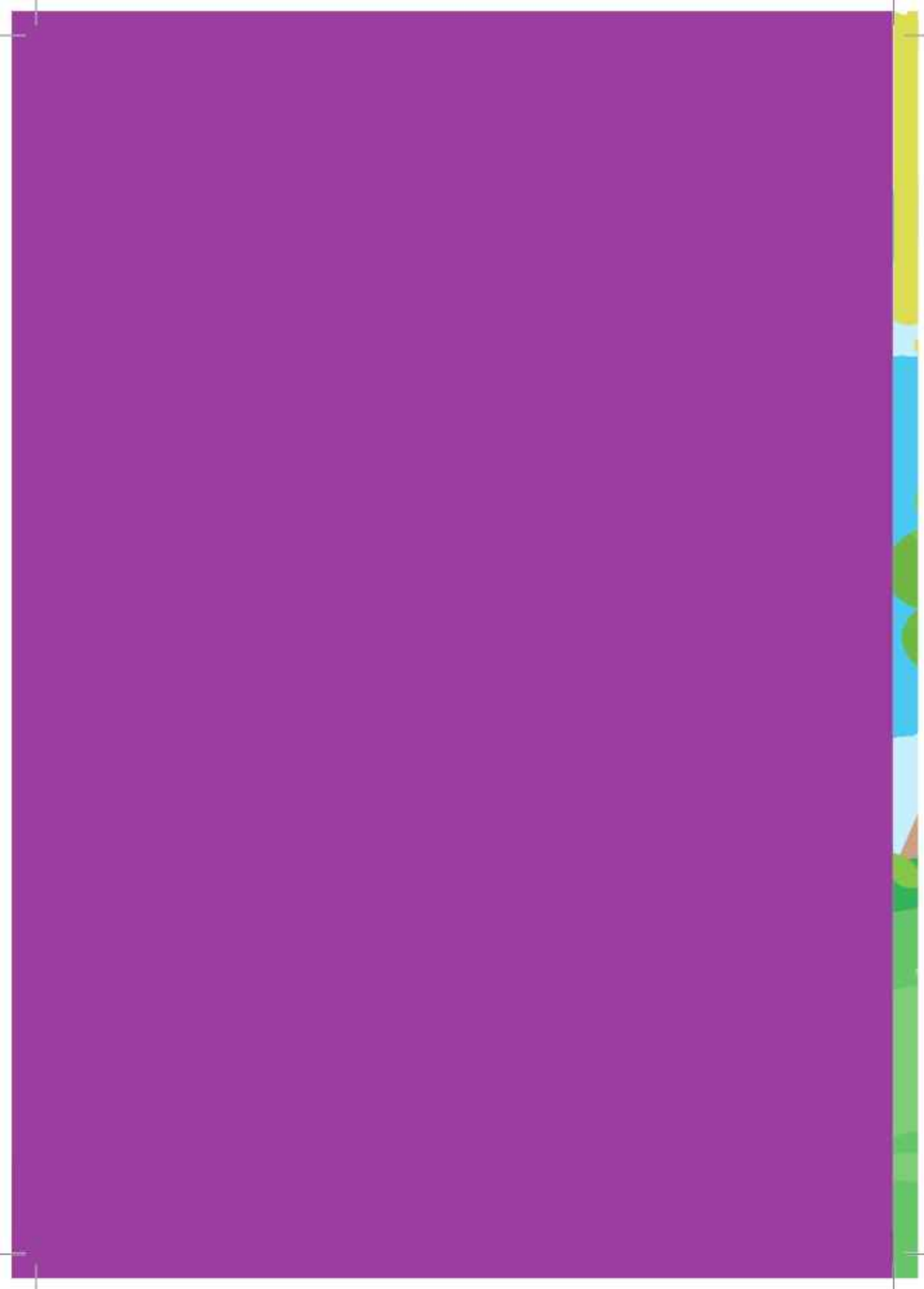
- | | Aisyah |
|--|--------|
| 1. Who is my friend? | |
| 2. What did she do in the morning? | |
| 3. Where did she wash her bike? | |
| 4. When did she have breakfast? | |
| 5. What did she do in the afternoon? | |
| 6. Who did she go to supermarket with? | |
| 7. How did she go to the supermarket? | |
| 8. What did she do in the evening? | |
| 9. Who did she watch TV with? | |
| 10. Was it a happy Sunday for Aisyah? | |



Refleksi Peserta Didik:

Saya senang			
1. melafalkan kosakata baru yang menyatakan kegiatan di waktu lampau.			
2. bermain peran.			
Saya dapat			
1. menjawab pertanyaan dari teks pendek.			





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Unit

7

I will go to Bromo





Look at the pictures
and say the words.



will wash



will talk



will kick



will paint



will cook



will watch



will study



will listen



will call



will dance



Look and read
the dialog.





Ask your friends
and write the report.



What will you
do tonight?

I will study
Math.



No	Name	Activity	Time
1	Cici	study Math	tonight
2			
3			
4			
5			
6			

Report:

1. Cici will study Math tonight.

2. _____

3. _____

4. _____

5. _____

6. _____



Look and write

Look at the pictures and write the activities they will do.



will call



2

.....



3

.....



4

.....



5

.....



6

.....



7

.....



8

.....



9

.....



10

.....



Look and write

Look at the pictures and complete the sentences.



I think Made will kick the ball.



I think Cici _____



I think Aisyah _____



I think *Bu Neneng* _____



I think Cici and Aisyah _____



I think Lili _____



Ask your family using
"What will you do next Sunday?"



No	Families	What will they do?
1	father	
2	mother	
3	sister	
4	brother	



My new words

will talk

will study

will kick

will dance

will paint

will listen

will cook

will call

will watch

will wash

Refleksi Peserta Didik:

Saya senang			
1. melafalkan kosakata baru yang menyatakan kegiatan yang akan dilakukan.			
2. bermain peran.			
3. bertanya jawab dengan anggota keluarga.			
Saya dapat			
1. menanyakan dan menjawab pertanyaan mengenai kegiatan yang akan dilakukan.			
2. membuat kalimat yang menyatakan kegiatan yang akan dilakukan.			

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Unit

8

I will go to Dufan





Listen and answer

listen to your teacher and answer the questions.



1. Where will Cici and her friends go next Sunday?
2. How will they go to Dufan?
3. What will they buy to enter Dufan?
4. What will Aisyah play at Dufan?
5. What will Joshua play at Dufan?
6. What will Made play at Dufan?

Dufan



Look at the pictures
and say the sentence.



Cici will study English tomorrow.

Made's mother will cook fish
next week.



Joshua will call his friend tonight.



Pak Johanes will paint the living room next Sunday.

Aisyah will listen to a music program on the radio next Saturday.



Cici will watch her favourite program on television next Monday.



Look and say

Look at the pictures
and say the sentences.



Aisyah and Cici will perform
Remo dance next month.



Made will fly a kite tomorrow.



Look and write

Look at the pictures and write the words.



will call





Look and write

Look at the pictures and write the words.





Take your cards
and make sentences.





Ask your friend about their plans for next week.



No	Name	Activity	Time
1	Joshua	will go to Surabaya	next week
2			
3			
4			
5			
6			

Report:

1. Joshua will go to Surabaya next week.

2. _____

3. _____

4. _____

5. _____

6. _____

Make a vacation plan with your family.

Example

My vacation plan with my family:

1. Time: Friday-Sunday (24-26 Desember 2021)
2. Destination: Batu Malang
3. Transportation: Car
4. Activities: Going to Songgoriti, swimming, take a picture, BNS, overnight in Songgoriti Hotel



Look at the pictures
and use these words to make sentences.

play

draw

write

drink

fry

water

wash

drive

paint

buy



Grandfather will drink a cup of coffee.





















What will you do this weekend?

I will visit many places for my next holiday. _____



will cook will talk will buy
will drive will drink
will wash will fry will write

Refleksi Peserta Didik:

Saya senang			
1. mendengarkan cerita yang dibacakan oleh guru.			
2. bermain dengan menggunakan kartu bergambar.			
Saya dapat			
1. menanyakan dan menjawab pertanyaan mengenai aktivitas yang akan dilakukan dengan menambahkan keterangan waktu.			
2. membuat kalimat berdasarkan gambar untuk menyatakan kegiatan yang akan dilakukan.			
3. membuat cerita pendek mengenai kegiatan yang akan dilakukan di waktu yang akan datang.			

I will study at junior high school next year





Look at the pictures
and say the sentences.



Next year, Cici will study at
junior high school.



This evening Aisyah and
her family will have dinner
in the restaurant.



Joshua and Made will play
football two days from now.



Made will swim next week.



Cici likes watching comedy movies. She will watch one tonight.



Joshua loves hiking. He will go hiking next week.



Ask your friend and write the answer.

What will you do _____?



Name	This Evening	Tomorrow	Next week
Joshua	He will play football.	He will play a kite.	He will go to Malang.



Read and answer

Read the text and
answer the questions.

A Sloth is slow but it is so cute



Joshua and his father will go to Taman Safari next Sunday. They want to see new animal, the Sloth. They want to see a new species from South America, sloths. Sloth move extremely slowly, but they are very cute.



They will go to Museum Satwa in Batu. It is near Jatim Park. They will see many replicas of animals there. They will enjoy the time at the museum.

1. Will Joshua go to Taman Safari with his friends? No, he won't
2. Who will accompany Joshua to taman Safari? _____
3. What is the new animal species in Taman Safari? _____
4. Do Sloths walk slowly? _____
5. Where is Museum Satwa? _____
6. Will they see replicas of animals at Museum Satwa? _____



Look and write

Look at the picture and write a story.



Use these words below to make a story!

go, next week, waterfall, view, enjoy, beautiful, fresh, take photo



junior high school endangered species maps

replica habitat tropical

slow cute central south

Refleksi Peserta Didik:

Saya senang			
1. mengungkapkan apa yang saya ingin lakukan.			
2. mewawancarai kegiatan yang teman-teman akan lakukan.			
Saya dapat			
1. menjawab pertanyaan teman mengenai apa yang saya ingin lakukan di kemudian hari.			
2. menjawab pertanyaan berdasarkan teks bacaan.			
3. merangkai cerita berdasarkan sebuah gambar.			

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Unit

10

I want to be a pilot





Look at the pictures
and say the words.



a teacher



a pilot



a policemen



a nurse



an architect



a chef



a singer



a football player



Point and say

Look at the pictures
and say the professions
on the pictures.





Look and match

Look at the pictures and match them with the words at the center.



a doctor

a chef

a sailor

a farmer

a nurse



a football player



a pilot



a secretary

a driver



a teacher





Ask your friends using
“what do you want to be?”

What do you
want to be?

I want to be a
teacher. I want to
teach in a primary
school.



After asking your friends, now
is the time to ask your teachers.

Ask your teachers using
“What did you want to be when you were young?”

No	Teacher	Answer	Report
1	Bu Rani	doctor	Bu Rani wanted to be a doctor.
2			
3			
4			
5			
6			



Look and write

Look at the pictures and write the sentences.



1

I want to be a nurse.



2



3



4



5



6



7



8



9



10



Look at the pictures
and say the sentences.



1. *Bu Alma* is a nurse. She works in a hospital.



2. *Pak Abdullah* is a farmer. He plants rice in a ricefield.



3. *Bu Nina* is a teacher. She teaches English in our class.



4. *Bu Rosa* is a secretary. She works in an office.



5. *Pak Anto* is a chef. He makes delicious food.



6. *Pak Putra* is a pilot. He flies a plane.
He works in the airport.



Look and match

Look and match the pictures.







Take your cards and
ask your friend.





Look and write

Look at the pictures and complete the sentences.



1. My sister is a secretary.
She works in an office.



2. He is a chef.
He works in a _____



3. I want to be a farmer.
I will plant rice in a _____



Look and write

Look at the pictures and complete the sentences.



4. My mother is a nurse.

She works in the _____



5. A pilot flies an airplane.

He works in the _____



6. Pak Adi is a teacher. He teaches

at a _____



nurse secretary driver singer
farmer doctor teacher chef
pilot policeman architect

Refleksi Peserta Didik:

Saya senang			
1. mengungkapkan cita-cita saya.			
2. mengenal kosakata baru tentang jenis-jenis profesi yang orang miliki.			
Saya dapat			
1. mencocokkan kata-kata mengenai profesi dengan gambar yang sesuai.			
2. menanyakan dan menjawab pertanyaan teman mengenai berbagai macam profesi.			
3. membuat kalimat sederhana mengenai profesi-profesi yang umum.			

My dream





Listen and answer

listen to your teacher and complete the sentences.



_____ Made wants to be a _____
He will fly to _____. He will visit many
countries like _____, _____, _____
He will invite his friends _____, _____, and
_____ to fly with him.



Look and write

Look at the sentences.
Arrange them to make
a story.



- I have a dream.
- I want to be a nurse.
- I will help sick people.
- I will work in the a hospital.
- I will take care of my patients patiently.



Look and write

Look at the pictures
and make sentences.



Example:

Bu Nina is standing in front of the class.
She will teach the children.













Look and write

Read the story and
make your own story.

Made's dream

Made has a dream. He wants to be a pilot.

He will fly to many countries.

He will visit some big cities around the world.

He will invite his parents, teachers, and friends to fly with him.

My dream



Refleksi Peserta Didik:

Saya senang			
1. mendengar cerita yang dibacakan oleh guru.			
2. menulis tentang cita-cita saya dalam bentuk paragraf pendek.			
Saya dapat			
1. mengisi teks rumpang berdasarkan cerita yang dibacakan oleh guru.			
2. menyusun kalimat menjadi paragraf.			
3. membuat kalimat mengenai cita-cita saya.			

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru di SD Muhammadiyah 1 Pucanganom Sidoarjo

Riwayat Pendidikan dan Tahun Belajar:

1. S1 Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana Surabaya (2004)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. *My Next Words* (for Grade VI Elementary School), CV Prima Surya Pustaka, 2015
2. *Teacher's Book* (for Grade VI Elementary School), CV Prima Surya Pustaka, 2017
3. *Merayakan Literasi Menata Masa Depan*, Kementerian Pendidikan dan Kebudayaan, 2017
4. *My Family is My World*, Embrio Publisher, 2018
5. *New Class New Soul*, Kanzun Books, 2018

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1. Guru di SD Muhammadiyah 1 Taman

Riwayat Pendidikan dan Tahun Belajar:

1. S1 Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana Surabaya (lulus tahun 2006)
2. S1 PGSD Universitas Terbuka (lulus tahun 2015)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. *My Next Words* (for Grade VI Elementary School), CV Prima Surya Pustaka, 2015
2. *Teacher's Book* (for Grade VI Elementary School), CV Prima Surya Pustaka, 2017
3. *Teacher's Journey*, Nizamia Learning Center, 2019

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Prodi Pendidikan Bahasa Inggris

Riwayat Pendidikan dan Tahun Belajar:

1. PhD dari University of Wollongong, Australia tahun 2020
2. MA dari University of Warwick, Inggris tahun 2006
3. S.Pd dari Universitas Pendidikan Indonesia 2001

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Damayanti, I. L., & Febrianti, Y. (2020). Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms. *Indonesian Journal of Applied Linguistics*, 9(3), 616-627.
2. Damayanti, I. L. (2017). From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia. *Indonesian Journal of Applied*
3. Damayanti, I. L. (2014). Gender construction in visual images in textbooks for primary school students. *Indonesian Journal of Applied Linguistics*, 3(2), 100-116.

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Kepala Balai Bahasa UPI (Sekarang-2019)
2. Ketua Departemen Pendidikan Bahasa Inggris (2017-2013)
3. Ketua Pusat Kajian Wanita dan Anak UPI (2011-2015)
4. Ketua Prodi Bahasa dan Sastra Inggris UPI (2009-2011)
5. Ketua Pusat Kajian Australia.

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Fakultas Ilmu Budaya, Universitas Indonesia (2005)
2. S2 – School of English and Linguistics, Macquarie University (1994)
3. S1 – Fakultas Keguruan Sastra dan Seni (1986)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sahabatku Indonesia: Tingkat C2 Safrina Noorman & Nurul Maria Jakarta: Pusat Pengembangan Strategi dan Diplomasi, 2016
2. Kajian Sastra Remaja Lupus: Remaja Jakarta di posisi antara – Kiblat Buku Utama 2011

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Doing Feminist Action Research for Disrupting Traditional Gender Discourses in Kindergartens in Indonesia – 2021
2. Representations of Disney Princesses in Indonesian books for children – 2020
3. Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini (Paud) Yang Sensitive Gender -2017

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Padjadjaran

Riwayat Pendidikan dan Tahun Belajar:

1. S3 - Linguistik, Universitas Indonesia (2012-2017)
2. S2 - Linguistik, Universitas Padjadjaran (2006-2009)
3. S1 - Sastra Inggris, Universitas Padjadjaran (1997-2003)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Multikulturalisme di Jawa Barat: Pola-Pola Intergrasi Sosial Budaya Berbasis Seni dan Budaya - 2020
2. Penulisan Akademik: Perspektif Linguistik Korpus dan Analisis Wacana - 2020
3. Sumbang Pikir Guru Besar Sosiohumaniora dalam Menyongsong Adaptasi Baru: Pandemi Virus Korona dalam Perspektif Linguistik Digital (Book Chapter) - 2020

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Dinamika Bahasa pada Masa Pandemi Covid-19 dalam Media Massa: Kajian Linguistik Korpus - 2021
2. Menjejak Multikulturalisme pada Kebudayaan Daerah di Cirebon. - 2020-2021
3. Identitas dan Interaksi Penulis dalam Wacana Akademik Berbahasa Indonesia dan Inggris: Analisis Genre Berbasis Korpus dan Upaya Peningkatan Kualitas Artikel Jurnal di Indonesia - 2020-2021
4. Konstruksi Wacana Kebencian pada Masyarakat Tutar Indonesia: Satu Kajian Linguistik - 2020

Profil Penelaah

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Instansi : Balai Bahasa UPI
Alamat Instansi : Jalan Dr. Setiabudhi 229 Bandung
Bidang Keahlian : Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Pengajar Balai Bahasa UPI

Riwayat Pendidikan dan Tahun Belajar:

1. S.Pd dari Universitas Pendidikan Indonesia 2019

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Profil Ilustrator

Nama Lengkap : Moch Isnaeni
Email : abah707@gmail.com
Instansi : Nalarstudio
Alamat : Jl. Kopo Gg Lapang 1 No 479 B
Bidang Keahlian : Ilustrator



Riwayat Pekerjaan/Profesi:

1. Owner Nalarstudio

Riwayat Pendidikan dan Tahun Belajar:

1. SDN Babakan Ciparay 4 Bandung
2. SMPN 8 Bandung
3. SMAN 18 Bandung
4. UPI Seni Rupa S1 Bandung

Judul Buku Ilustrasi dan Tahun Terbit (10 Tahun Terakhir):

1. Sudah mengisi 5 ribu ilustrasi buku anak di dalam dan luar negeri
2. Terlibat di beberapa proyek animasi nasional
3. Terlibat dalam pembuatan media edukasi dengan kemendiknas sampai sekarang

Profil Ilustrator

Nama Lengkap : Subarjah (Joy)
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Alamat : Jl. Kopo Gg Lapang 1 No 479 B
Bidang Keahlian : Ilustrator



Riwayat Pekerjaan/Profesi:

1. Ilustrator di Nalar Studio
2. Freelance diberbagai penerbit dalam dan luar negeri

Riwayat Pendidikan dan Tahun Belajar:

1. SDN Babakan Jati 1 Bandung
2. SMPN 3 Buahbatu Bandung
3. Sekolah Menengah Seni Rupa Negeri Bandung
4. S1 Pendidikan Seni Rupa UPI Bandung

Judul Buku Ilustrasi dan Tahun Terbit (10 Tahun Terakhir):

1. Kisah seru 25 Nabi dan Rosul (penerbit salamadani)
2. Khalil sayang adik Ibrahim sayang kakak (Penerbit Mizan)
3. Tiko Tidut (Penerbit Mizan)
4. Seri Nabi dan Rosul (Penerbit Mizan)
5. Lili dan Pohon Ajaib (Penerbit Mizan), dan banyak yang lainnya
6. Our Prophet Muhammad (Penerbit ABCPublishing)
7. Caliph Othman bin Affan (Penerbit ABCPublishing), dan banyak yang lainnya
8. Seri Peradaban Muslim (Penerbit Luxima)
9. Seri Sahabat Nabi (Penerbit Luxima), dan banyak yang lainnya
10. Pelangi yang Hilang (Penerbit Elex Gramedia)
11. Hewan Langka (Penerbit Elex Gramedia), dan banyak yang lainnya
12. Seri Binatang (Penerbit Mitra Edukasi)

Profil Editor

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Instansi : Academic Writing Center
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Gedung X Lantai 3 Kampus UI
Depok, Jawa Barat
Bidang Keahlian : Pengajaran dan penulisan
bahasa Inggris akademik



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Koordinator tutor penulisan akademik
2. Tutor dan editor penulisan akademik
3. Pengajar bahasa Inggris akademik (EAP)
4. Pelatih pengajaran bahasa Inggris untuk penutur asing (EFL)

Riwayat Pendidikan dan Tahun Belajar:

1. Magister Humaniora, Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia (2021)
2. Sarjana Sastra, Sekolah Tinggi Bahasa Asing LIA (2007)
3. AMD, Fakultas Sastra, Universitas Indonesia (1997)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Ludji, I.W. (2021). Pengukuran kesadaran metakognitif pembaca tingkat dasar melalui penilaian pemantauan metakognitif. Depok: Universitas Indonesia.
2. Jurnal Ludji, I.W. (2020). Extending the reading performance of low-level readers through the use of a diagnostic assessment tool in explicit strategic reading instruction. Jurnal Ilmiah Lingua Idea, 11(1), 16-29.

Profil Desainer

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Bidang Keahlian : Desainer Grafis



Riwayat Pekerjaan/Profesi:

1. Desainer Grafis, Cosmogirl Magazine (2014)
2. Desainer Grafis, Kotak Imaji Creative Studio (2015-2016)
3. Desainer Grafis, Kwik Kian Gie School of Business (2016-2019)
4. Freelancer Desain Grafis (2019-sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. S1 Desain Komunikasi Visual, Sekolah Tinggi Media Komunikasi Trisakti (2009)

Judul Buku Hasil Desain dan Tahun Terbit:

1. Pendidikan Agama Islam Kelas 2, Kementerian Pendidikan dan Kebudayaan (2013)
2. Pendidikan Agama Hindu Kelas 12, Kementerian Pendidikan dan Kebudayaan (2013)

the 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation 1999). The prevalence of mental health problems in the UK is estimated to be 10% (Mental Health Foundation 1999).

There is a growing awareness of the need to address the needs of people with mental health problems in the community. The Department of Health (1999) has set out a strategy for mental health care, which aims to improve the lives of people with mental health problems and to reduce the burden of mental illness on society. The strategy is based on three main principles: (1) to promote the recovery of people with mental health problems; (2) to provide a range of services to meet the needs of people with mental health problems; and (3) to ensure that people with mental health problems are treated with respect and dignity. The strategy is being implemented through a range of measures, including the development of new services, the improvement of existing services, and the promotion of good practice.

One of the key areas of focus in the strategy is the need to improve the lives of people with mental health problems in the community. This involves a range of measures, including the development of new services, the improvement of existing services, and the promotion of good practice. The Department of Health (1999) has set out a number of key objectives for the strategy, which include: (1) to reduce the number of people with mental health problems who are admitted to hospital; (2) to improve the quality of life of people with mental health problems; (3) to ensure that people with mental health problems are treated with respect and dignity; and (4) to ensure that people with mental health problems are able to participate in society.

The Department of Health (1999) has also set out a number of key measures to achieve these objectives, including: (1) the development of new services, such as community mental health teams and crisis teams; (2) the improvement of existing services, such as the provision of more intensive community care; and (3) the promotion of good practice, such as the development of self-help materials and the provision of peer support. The Department of Health (1999) has also set out a number of key indicators to monitor the progress of the strategy, including the number of people with mental health problems who are admitted to hospital, the quality of life of people with mental health problems, and the number of people with mental health problems who are treated with respect and dignity.

The Department of Health (1999) has also set out a number of key challenges to the implementation of the strategy, including: (1) the need to ensure that the strategy is implemented in a timely and effective manner; (2) the need to ensure that the strategy is implemented in a way that is consistent with the principles of the strategy; and (3) the need to ensure that the strategy is implemented in a way that is sustainable. The Department of Health (1999) has also set out a number of key recommendations for the implementation of the strategy, including: (1) the need to ensure that the strategy is implemented in a timely and effective manner; (2) the need to ensure that the strategy is implemented in a way that is consistent with the principles of the strategy; and (3) the need to ensure that the strategy is implemented in a way that is sustainable.

The Department of Health (1999) has also set out a number of key conclusions from the strategy, including: (1) the need to ensure that the strategy is implemented in a timely and effective manner; (2) the need to ensure that the strategy is implemented in a way that is consistent with the principles of the strategy; and (3) the need to ensure that the strategy is implemented in a way that is sustainable. The Department of Health (1999) has also set out a number of key recommendations for the implementation of the strategy, including: (1) the need to ensure that the strategy is implemented in a timely and effective manner; (2) the need to ensure that the strategy is implemented in a way that is consistent with the principles of the strategy; and (3) the need to ensure that the strategy is implemented in a way that is sustainable.

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