



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA  
2024

# **BAHASA INGGRIS**

## **English for Nusantara Kids**

**Ika Lestari Damayanti, dkk.**

**SD/MI KELAS VI**

**Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia**  
Dilindungi Undang-Undang

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**Bahasa Inggris: English for Nusantara Kids untuk SD/MI Kelas VI**

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# Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku berkaitan erat dengan kurikulum. Buku yang dikembangkan saat ini mengacu pada kurikulum yang berlaku, yaitu Kurikulum Merdeka.

Salah satu bentuk dukungan terhadap implementasi Kurikulum Merdeka di satuan pendidikan ialah mengembangkan buku teks utama yang terdiri atas buku siswa dan panduan guru. Buku ini merupakan sumber belajar utama dalam pembelajaran bagi siswa dan menjadi salah satu referensi atau inspirasi bagi guru dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik. Keberadaan buku teks utama ini diharapkan menjadi fondasi dalam membentuk Profil Pelajar Pancasila yang beriman dan bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia; berkebinekaan global, berjiwa gotong royong, mandiri, kritis, dan kreatif.

Buku teks utama, sebagai salah satu sarana membangun dan meningkatkan budaya literasi masyarakat Indonesia, perlu mendapatkan perhatian khusus. Pemerintah perlu menyiapkan buku teks utama yang mengikuti perkembangan zaman untuk semua mata pelajaran wajib dan mata pelajaran peminatan, termasuk Pendidikan Khusus. Sehubungan dengan hal itu, Pusat Perbukuan merevisi dan menerbitkan buku-buku teks utama berdasarkan Capaian Pembelajaran dalam Kurikulum Merdeka.

Kami mengucapkan terima kasih kepada semua pihak yang telah berkolaborasi dalam upaya menghadirkan buku teks utama ini. Kami berharap buku ini dapat menjadi landasan dalam memperkuat ketahanan budaya bangsa, membentuk mentalitas maju, modern, dan berkarakter bagi seluruh generasi penerus. Semoga buku teks utama ini dapat menjadi tonggak perubahan yang menginspirasi, membimbing, dan mengangkat kualitas pendidikan kita ke puncak keunggulan.

Jakarta, Juli 2024

Kepala Pusat Perbukuan,

Supriyatno, S.Pd., M.A.





# Prakata

Mari kita belajar bahasa Inggris bersama Pipit dan teman-teman dalam buku *English for Nusantara Kids*. Bisa berbicara bahasa Inggris sama pentingnya dengan berbicara bahasa Indonesia. Dengan menguasai lebih dari satu bahasa, kalian bisa memiliki kesempatan lebih besar untuk menjelajahi dunia dan menggapai cita-cita.

Bahasa Inggris digunakan untuk berkomunikasi dengan masyarakat dunia. Dalam buku ini, kalian belajar bahasa Inggris dengan seru dan asyik tentang bagaimana memperkenalkan diri dan keluarga serta menceritakan aktivitas di lingkungan sekolah, untuk bekal berkomunikasi dengan masyarakat dunia.

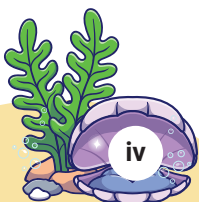
Untuk mencapai tujuan pembelajaran yang ditentukan, buku Bahasa Inggris *English for Nusantara Kids* untuk Kelas 6 menampilkan berbagai topik yang dekat dengan kehidupan peserta didik seperti lingkungan rumah dan sekolah. Topik-topik tersebut dikembangkan menjadi enam (6) bab utama yang meliputi *Healthy Vegetables* (Sayuran Sehat), *Our Hygiene Habits* (Kebiasaan Hidup Sehat Kita), *A Trip to the Zoo* (Kunjungan ke Kebun Binatang), *Let's Play!* (Ayo Bermain!), *Having Fun in Our After-School Club* (Bersenang-senang di Kegiatan Ekstrakurikuler Kita), dan *Our School Project* (Proyek Sekolah Kita).

Bersama Pipit dan teman-teman di buku ini, kamu akan mengikuti berbagai macam kegiatan belajar bahasa Inggris. *I Spy!* akan memperkenalkan kosa kata dan ungkapan yang baru. *Song Time* akan mengajak kalian bernyanyi. *Story Time* akan membawa kalian ke dalam cerita-cerita istimewa. *Game Time* akan mengajak kalian bermain bersama teman-teman kalian. Selain itu, buku ini juga menyediakan audio yang bisa kamu putar berulang-ulang agar kamu dapat menyimak dan mengucapkan kalimat-kalimat dalam bahasa Inggris dengan baik. Semuanya disajikan untuk membantu kalian bisa menggunakan bahasa Inggris.

Dengan buku ini, mari kita berlatih dan berusaha bersama.

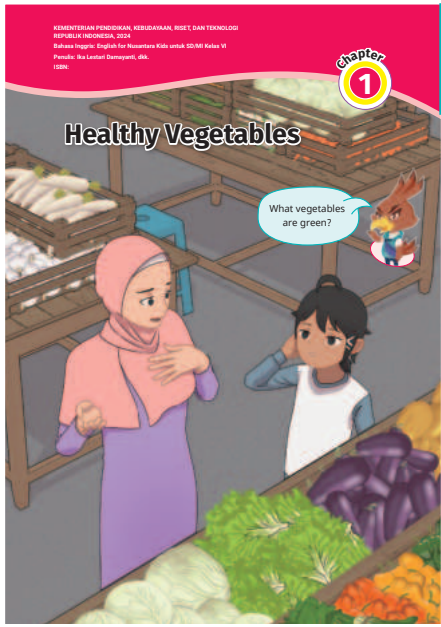
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Tim Penulis



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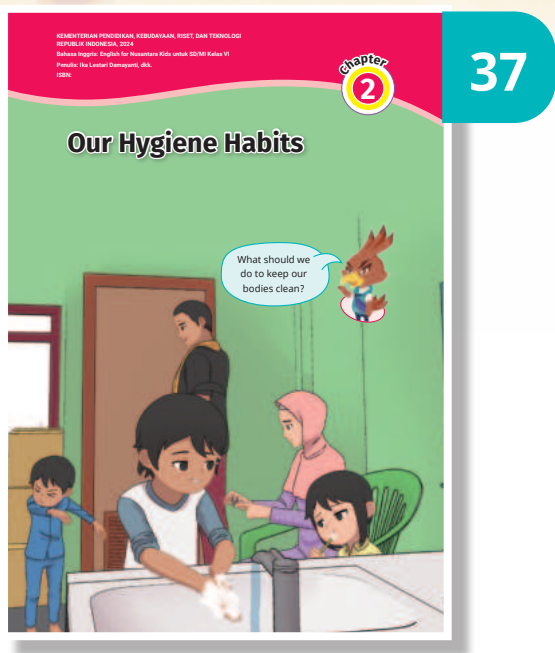


## 1

### Chapter 1 - Healthy Vegetables

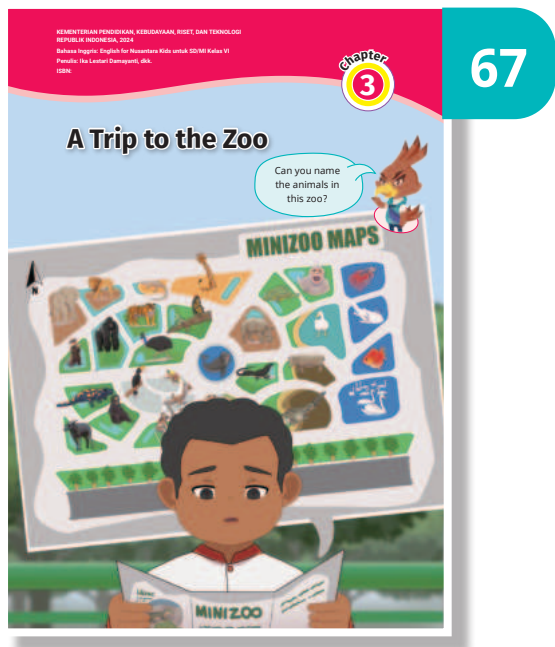
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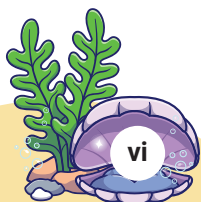
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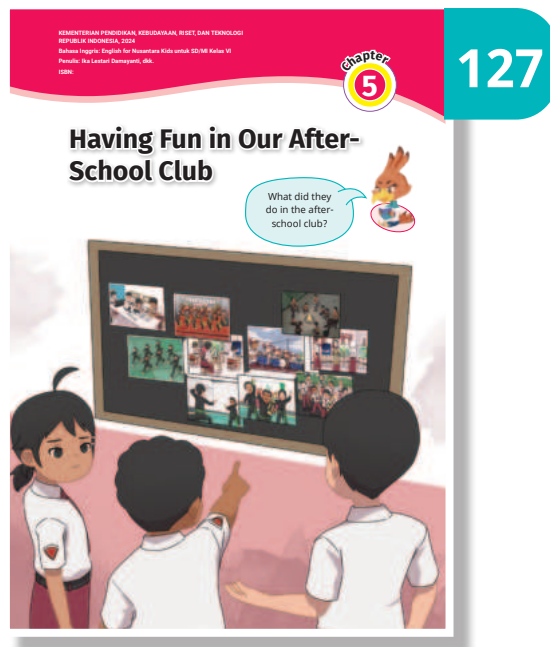
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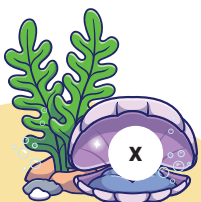
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## Bagian Buku

Buku ini memiliki enam bab (*chapter*). Setiap bab terdiri atas dua subbab dengan berbagai topik dan kegiatan. Berikut ini bagian-bagian penting yang ada dalam setiap bab.

 <b>I Spy!</b>	Pada kegiatan <i>I Spy!</i> , kamu akan berperan seperti detektif yang mengamati dan mencari tau tentang kosakata dan ungkapan yang baru yang sesuai dengan topik yang dibahas pada setiap subbab.
 <b>Song Time</b>	Pada kegiatan <i>Song Time</i> , kalian mendengarkan dan menyanyikan sebuah lagu untuk menguatkan kosakata dan ungkapan yang sesuai dengan topik yang dibahas pada setiap subbab.
 <b>Story Time</b>	Pada kegiatan <i>Story Time</i> , kalian mendengarkan dan membaca sebuah cerita untuk mengenal penggunaan kosakata, ungkapan, dan alur cerita.
 <b>Game Time</b>	Pada kegiatan <i>Game Time</i> , kalian memainkan beberapa permainan yang bertujuan untuk memperdalam penggunaan kosakata dan ungkapan yang dipelajari.
 <b>My Turn</b>	Pada kegiatan <i>My Turn</i> , kalian menggunakan kosakata dan ungkapan yang dipelajari sebelumnya disesuaikan dengan tujuan pembelajaran yang sudah ditentukan.
 <b>I Can Do It!</b>	Pada kegiatan <i>I Can Do It!</i> , kalian merefleksikan apa yang sudah mereka pelajari dalam setiap subbab.





### I Can Do More

Pada kegiatan *I Can Do More!*, kalian berlatih kembali terkait materi yang sudah dipelajari sebelumnya.



Kalian akan menemukan simbol K3 ini pada materi tertentu yang memerlukan perhatian akan keamanan dan keselamatan dalam melaksanakan kegiatan tersebut.

Selain bab materi, buku ini juga memiliki dua Bab *Get Ready for English on Stage (GRES)*. Bab GRES ini berfungsi untuk mengulas kembali materi yang sudah dipelajari dari tiga bab sebelumnya. Berikut ini bagian-bagian yang ada dalam Bab GRES.

<i>Let's find out more!</i>	Pada kegiatan <i>Let's find out more!</i> , kalian memperhatikan tiga model teks yang bisa mereka jadikan contoh untuk kegiatan <i>Practice Time</i> .
<i>Practice Time</i>	Pada kegiatan <i>Practice Time</i> , kalian membuat salah satu model teks untuk mereka tampilkan pada kegiatan <i>English on Stage</i> .
<i>English on Stage</i>	Pada kegiatan <i>English on Stage</i> , kalian menampilkan model teks yang sudah mereka buat.



## Welcome Song

**Hello dear friends! It's time to start learning and growing. Let's take part.**

**Welcome everyone! Glad you're here.**

**Let's embark on learning! Have no fear.**

**With minds open wide, let's explore. Discovering much, let's look for more.**

**Together we'll learn, create, and strive.**

**Welcome, everyone, let's thrive.**

Audio



<https://buku.kemdikbud.go.id/s/k6welcome>

## Goodbye Song

**Goodbye, my friends. It's time to part.**

**We've shared and learned with all our heart.**

**Our time together was grand.**

**But now it's time to wave our hand.**

**So long, farewell, we'll meet anew.**

**In time, in space, our paths we pursue.**

**Keep learning intensely, don't stop your quest.**

**Goodbye for now, we wish you the best.**

Audio



<https://buku.kemdikbud.go.id/s/k6goodbye>

# Healthy Vegetables

What vegetables  
are green?





## Learning Objective

- You can describe kinds of vegetables in oral and written forms.  
*Kamu dapat mendeskripsikan beragam sayuran secara lisan maupun tertulis.*
- You can talk about likes and dislikes in oral and written forms.  
*Kamu dapat membicarakan tentang apa yang disukai dan tidak disukai secara lisan maupun tertulis.*

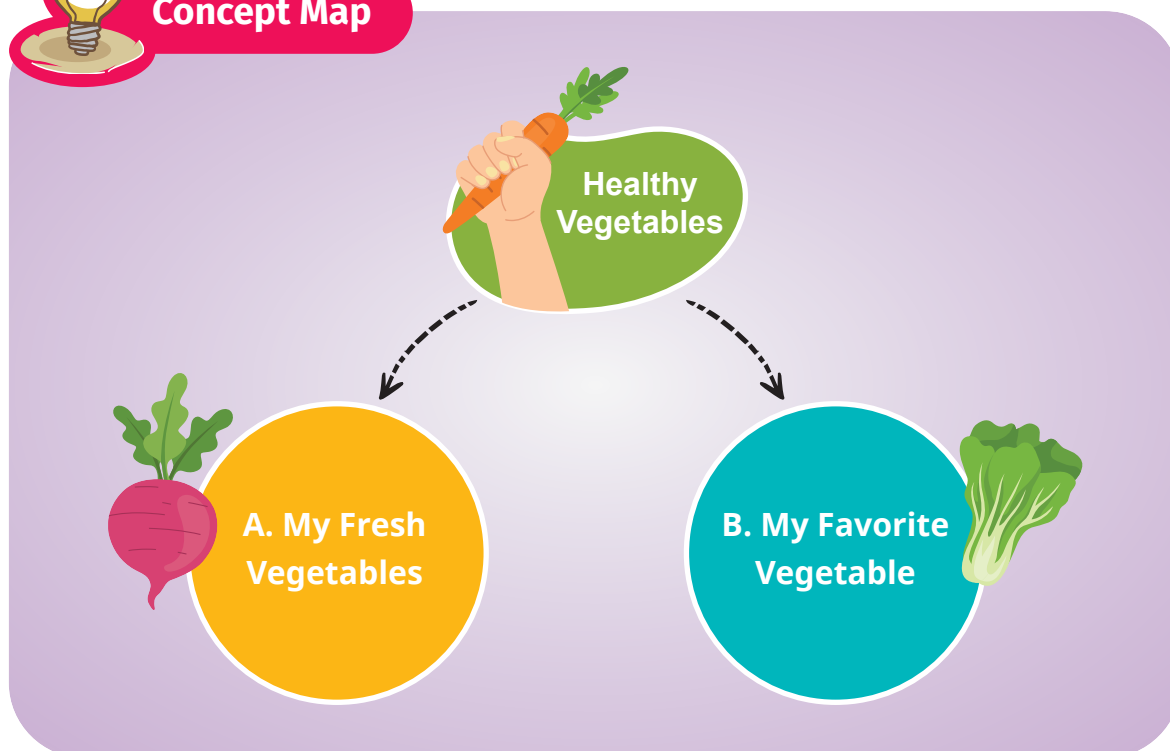


## Key Words

- snake beans  
*kacang panjang*
- cauliflower  
*kembang kol*
- bitter melon  
*pare*
- bell peppers  
*paprika*
- bean sprouts  
*tauge*



## Concept Map




## A. My Fresh Vegetables



I Spy!

### 1. Listen and Speak

Listen to  Audio 1.1 and say the expressions. Pipit is reading a list of vegetables from her mother's shopping list. Let's practice saying the vegetables by repeating after her.

*Simak Audio 1.1. Pipit sedang membaca daftar belanjaan dari ibunya. Berlatihlah menirukan nama-nama sayuran yang Pipit ucapkan.*

 Audio 1.1



<https://buku.kemdikbud.go.id/s/k6audio1.1>

#### Kinds of Vegetables



carrots



potatoes



spinach



eggplants



snake beans



bitter melons



cauliflower



broccoli



water spinach

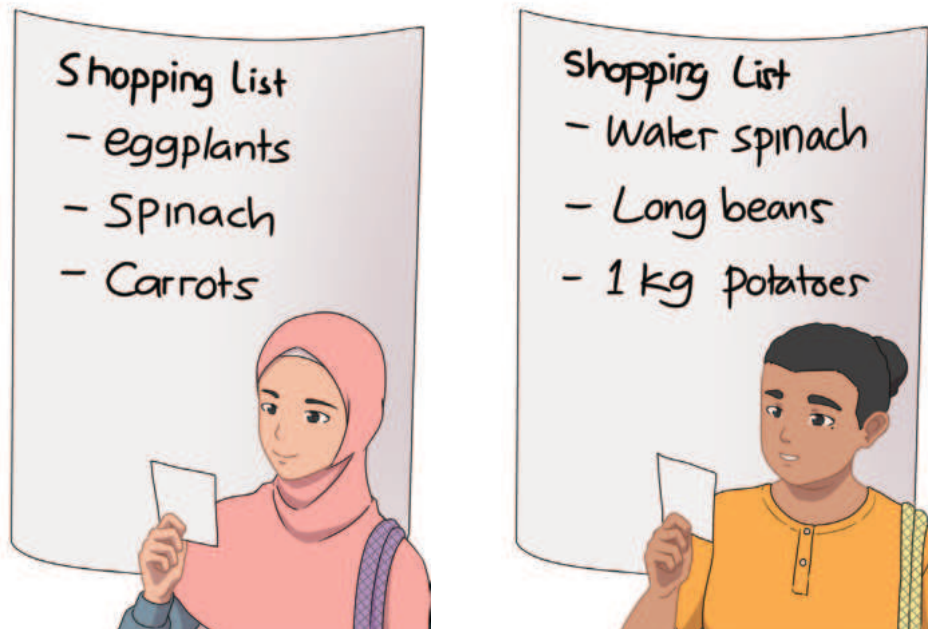


peas



## 2. Look and Match

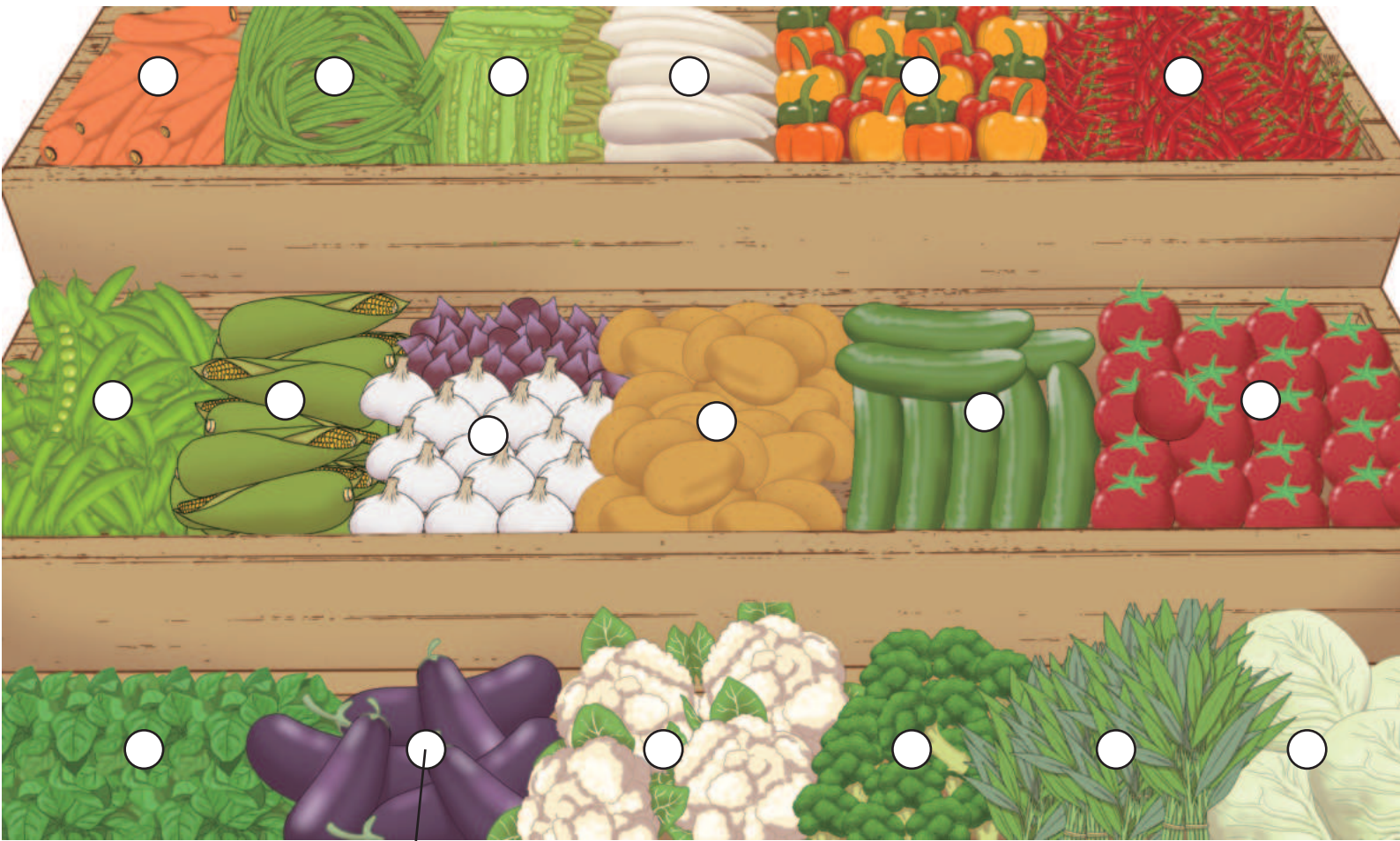
### Mothers' Shopping List



Read each of the shopping lists. Then, match the picture of the vegetables with the correct shopping bag by drawing lines. Number one has been done for you.

*Bacalah daftar belanjaan tersebut. Lalu, pasangkanlah gambar sayur-sayuran dengan tas belanja yang sesuai dengan cara menarik garis. Lihatlah contoh.*





Pipit's mother's shopping bag

Bara's mother's shopping bag

Ferdinand's mother's shopping bag



## Song Time

### 1. Listen and Sing

Listen to the song in  **Audio 1.2**. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 1.2. Bernyanyilah bersama guru dan teman sekelasmu.*

 **Audio 1.2**



<https://buku.kemdikbud.go.id/s/k6audio1.2>

### The Colors of Vegetables



What vegetables are green?  
What vegetables are red?  
What vegetables are brown?  
Tell me what they are.

Spinach and snake beans are green.  
Bell peppers and chillies are red.  
Potatoes are brown in color.  
That's all I can tell.



## 2. Listen and Read

Listen to  Audio 1.3 and read aloud.

Simak Audio 1.3, lalu bacalah kalimat berikut dengan nyaring.



1. Carrots are long and orange. They are crunchy.
2. Potatoes are brown and round.
3. Spinach is green and leafy.
4. Eggplants are long. They are purple or green.
5. Snake beans are green, thin, and long.
6. Bitter melons are long and green. They are bitter.
7. Cauliflower is white and curly. It has branches.
8. Broccoli is green and curly. It has branches.
9. Water spinach has long green leaves with hollow stems.
10. Peas have green pods. Inside the pods, there are seeds.

## 3. Match and Read

Match the statement with the correct name of vegetable by writing the letter in the box. Then, read aloud.

Pasangkan pernyataan berikut dengan nama sayuran yang tepat. Tuliskan hurufnya pada kotak yang tersedia. Lalu, bacalah dengan nyaring.

### Worksheet 1.2

- |                  |                  |
|------------------|------------------|
| a. bitter melons | f. water spinach |
| b. potatoes      | g. eggplants     |
| c. peas          | h. broccoli      |
| d. snake beans   | i. carrots       |
| e. spinach       | j. cauliflower   |



1. It has long green leaves with hollow stems.
2. It is green and leafy.
3. They are brown and round.
4. They are long, green, and bitter.
5. They are orange, long, and crunchy.
6. They have green pods outside.
7. They are green, long, and thin.
8. It is white and curly.
9. They are long and purple or green in color.
10. It is green and curly.

f



## Story Time

### 1. Listen and Read

Listen to **Audio 1.4** and read Comic Strip 1.1.

*Simak Audio 1.4 dan bacalah cerita pada Comic Strip 1.1 berikut.*



Pipit, along with Putra and Putri, are helping to unpack the vegetables that Emak has bought. What is Emak going to cook?

*Pipit bersama Putra dan Putri sedang membantu merapikan sayuran yang sudah dibeli Emak. Kira-kira Emak mau memasak apa, ya?*



### Unpacking the Groceries: Merapikan Belanjaan



## 2. Read and Write

Read the sentences in each number. Choose "A" or "B" for each statement that matches the story, and write it down. Number one has been done for you.

Bacalah kalimat berikut. Pilih dan tuliskan "A" atau "B" jika pernyataan sesuai dengan cerita diatas. Nomor satu telah dikerjakan untukmu.

### Worksheet 1.3

1.	A. Emak's bag is so full. B. Emak's bag is not full.	A
2.	A. Putra answers curly garlic. B. Pipit answers curly garlic.	....
3.	A. Snake beans are green, long, and thin. B. Cauliflower is green, long, and thin.	....
4.	A. Abah's answer is true. B. Abah's answer is false.	....
5.	A. Putra is happy at the end of the story. B. Putra is sad at the end of the story.	....



Do you help your mom unpack the groceries like Pipit, Putra, and Putri?

Apakah kamu membantu ibumu merapikan belanjaan seperti Pipit, Putra, dan Putri?



### 3. Act the Story Out

Work together in a group and act out the story. You can use props to make your performance better.

*Bekerjalah bersama kelompokmu dan perankan cerita tersebut. Kamu dapat menggunakan properti untuk membuat penampilanmu lebih baik.*

Dari cerita tersebut kamu ingin memerankan karakter yang mana? Apakah kamu ingin berperan menjadi Pipit, Putra, atau Putri?





## Game Time

### 1. Whisper Game



Instruction:

- Work in a group of four.
- Stand in a line.
- The last player in the line receives a message from the teacher.  
For example, "Carrots are orange."
- On the teacher's instruction, whisper the message to player in front of you.
- The first player in the line finds the correct message on the box in front of the class.
- The fastest group to receive the message and say it out loud is the winner.

Instruksi:

- Bekerjalah dalam kelompok yang terdiri atas empat pemain.
- Berbarislah.
- Pemain terakhir dalam barisan akan menerima sebuah pesan dari guru.  
Contohnya, "Carrots are orange."
- Setelah mendapat aba-aba dari guru, bisikkan pesan tersebut ke pemain yang ada di depanmu.

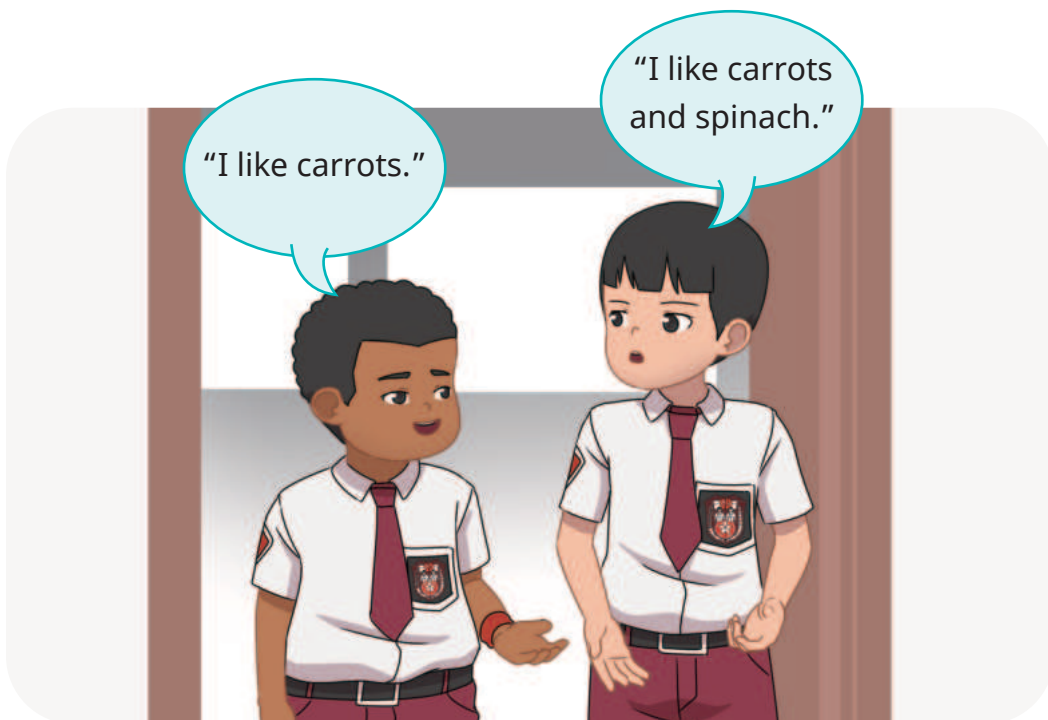


- e. Pemain pertama dalam barisan bertugas menemukan pesan yang benar dari dalam kotak yang ada di depan kelas.
- f. Kelompok yang paling cepat menemukan pesan dan mengatakannya dengan lantang adalah pemenangnya.

## 2. Listen and Repeat

Work in pairs. Listen to what your classmate says. Then, repeat the sentence and add one vegetable at the end of the sentence.

Bekerjalah dengan teman sekelasmu. Dengar apa yang ia ucapkan. Lalu, ulangi, dan tambahkan dengan satu nama sayuran pada akhir kalimatnya.



Bara : I like carrots.

Ferdinand : I like carrots and spinach.

Bara : I like carrots, spinach, and potatoes.

Ferdinand : I like carrots, spinach, potatoes, and broccoli.

Bara : I like carrots, spinach, broccoli, and water spinach.

Ferdinand : You forgot potatoes.

Bara : Oh, my bad. Let's start again.





# My Turn

## Buyer A



carrots



potatoes



spinach



eggplants



snake beans

## Buyer B

bitter melons



cauliflower



broccoli



water spinach



peas



### Buyer A

Name: .....

vegetables:

1. ....

2. ....

3. ....

### Buyer B

Name: .....

vegetables:

1. ....

2. ....

3. ....




1. Instruction:
  - a. Work in pairs.
  - b. One of you becomes buyer A, the other one becomes buyer B.
  - c. Choose three of the vegetables from Store A or Store B.
  - d. Do not tell your partner the name of the vegetables that you choose.
  - e. Write the names of vegetables you choose on the list.
  - f. Choose three sentences that describe your vegetables.
  - g. Read each sentence to your partner.
  - h. Let your partner guess your vegetables.
  - i. Take turns with your partner.

1. Instruksi:
  - a. Bekerjalah berpasangan.
  - b. Masing-masing dari kalian akan menjadi pembeli A dan pembeli B.
  - c. Pilih tiga sayuran dari masing-masing Toko A dan Toko B.
  - d. Jangan beritahukan nama sayuran yang kamu pilih kepada temanmu.
  - e. Tulislah nama sayur-sayuran yang kamu pilih pada daftar.
  - f. Pilih tiga kalimat yang sesuai dengan sayur-sayuran yang telah kamu pilih.
  - g. Bacalah nyaring tiap kalimat tersebut.
  - h. Biarkan temanmu menebak sayur-sayuranmu.
  - i. Bergantianlah dengan temanmu.

It has long green leaves with hollow stems.  
They are long, green, and bitter.  
They have green pods outside.  
They are long and purple or green in color.  
It is green and curly.

They are orange, long, and crunchy.  
It is green and leafy.  
They are green, long, and thin.  
It is white and curly.  
They are brown and round.



2. Listen to  **Audio 1.5** and write sentences to describe vegetables. Number one has been done for you.

*Simak Audio 1.5 dan tuliskanlah kalimat yang kamu dengar. Nomor 1 adalah contoh.*

 **Audio 1.5**



<https://buku.kemdikbud.go.id/s/k6audio1.5>

 **Worksheet 1.4**

1. Potatoes are brown and round.

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....


9. ....


10. ....




**Put a checkmark (✓) under the emoticons after your learning experience.**



*Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.*

 **Yes, I can.**  
*Aku bisa.*

 **I'm still learning.**  
*Aku masih perlu belajar.*

 **I need more support.**  
*Aku perlu bantuan.*




<b>I can</b> <b>Aku bisa</b>			
<b>My language skills</b>			
I can describe vegetables. <i>Aku bisa mendeskripsikan beragam sayuran.</i>			
I can understand the story. <i>Aku bisa memahami cerita.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan memberi ide.</i>			
I listen to my teacher and my friends. <i>Aku menyimak perkataan guru dan teman-temanku.</i>			

## B. My Favorite Vegetable



### 1. Listen and Speak

Listen to  **Audio 1.6**. Bara is reading a list of vegetables from his mother's shopping list. Let's practice saying the vegetables by repeating after him.

*Simak Audio 1.6. Bara sedang membacakan daftar belanja milik ibunya. Berlatihlah menirukan nama-nama sayuran yang diucapkan Bara.*



Kinds of Vegetables



lettuce



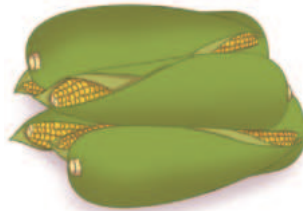
cabbage



bell peppers



bean sprouts



corn



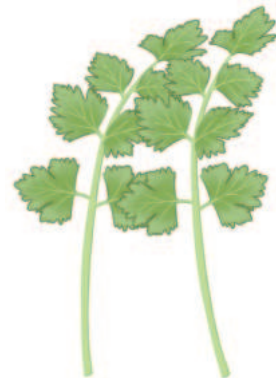
cucumber



chilies



pumpkin



celery



turnips



## 2. Read and Write the Answer

Read the incomplete sentences in Worksheet 1.5. Fill in the blanks with the correct vegetable names from the *Listen and Speak* activity to complete the sentences.

*Bacalah kalimat rumpang pada Worksheet 1.5 berikut dan lengkapi dengan nama sayuran yang terdapat pada kegiatan Listen and Speak.*

### Worksheet 1.5

1. This vegetable has red, green, or yellow in color. It is spicy.  
It is ...
2. This vegetable is used in soups to add more aroma. It has tiny leaves.  
It is ...
3. This vegetable is watery. It is green outside but white inside.  
It is ...
4. This vegetable is round, big, and has a pale green color.  
It is ...
5. This vegetable is tiny, red, and spicy. It is ...
6. This vegetable has yellow seeds on the surface.  
It is ...
7. This vegetable looks like a carrot but is bigger and white in color.  
It is ...
8. This vegetable has wavy green leaves.  
It is ...
9. This vegetable is big, round, and orange in color.  
It is ...
10. This vegetable is tiny and has a yellow head.  
It is ...





## Story Time

### 1. Read Aloud

Read aloud the sentences below.

*Bacalah kalimat-kalimat berikut secara nyaring.*

1.



I like lettuce.

2.



I like pumpkin, **too**.

3.



She likes corn.

4.



He likes corn, **too**.

5.



I don't like cabbage.

6.



I don't like eggplants, **either**.



7.



He doesn't like corn.

8.



She doesn't like corn, **either**.

9.

What vegetable do you like?



10.

I like lettuce.



11.

Do you like bean sprouts?



12.

Yes, I do.

No, I don't.



- The words **“too”** and **“either”** are used to express the same preferences as another person talking.
- The word **“too”** shows agreement with **positive** statements. And the word **“either”** shows agreement with **negative** statements.



## 2. Look and Write

Look at *Read Aloud* activity and make a sentence for each picture about preferences. Use the words **"too"** or **"either"** whenever you need to. Number one and two have been done for you.

Lihatlah kembali kegiatan *Read Aloud* dan buatlah sebuah kalimat untuk masing-masing gambar tentang apa yang disukai dan tidak disukai. Gunakan kata **"too"** dan **"either"** bilamana diperlukan. Nomor satu dan dua telah dikerjakan untuk kalian.

### Worksheet 1.6

1.



She likes corn.



He likes corn, **too**.

2.



They don't like chilies.



He doesn't like chilies, **either**.

3.



.....



.....



4.



.....



.....

5.

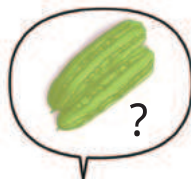


.....



.....

6.



.....



.....

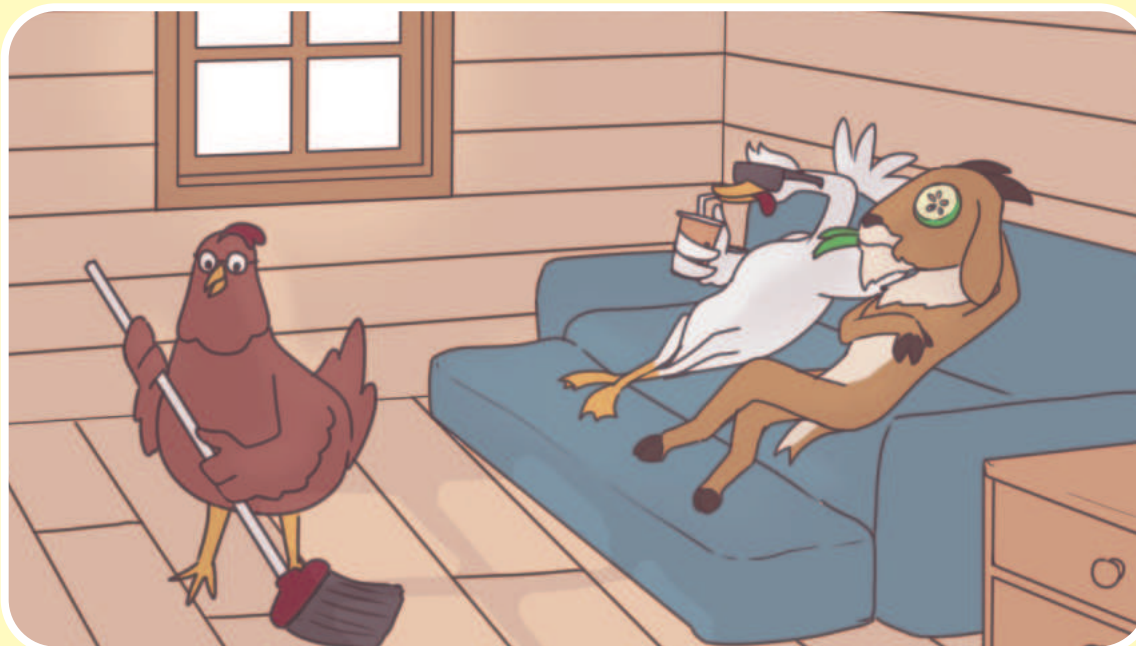
### 3. Listen and Read

Listen to **Audio 1.7** and read the story.

Simak Audio 1.7 dan bacalah ceritanya.



#### Little Red Hen



Once upon a time, in a peaceful village, there lived Little Red Hen and her friends, Goat and Duck.

On a bright sunny day, Little Red Hen went to the garden to plant some vegetable seeds. Little Red Hen said to herself, "I have some bean sprout seeds here. I like bean sprouts. Oh, I have some snake bean and spinach seeds, too. I like snake beans and spinach, too. Goat, Duck, and I can plant the seeds and make *pecel* from the bean sprouts, snake beans, and spinach. Goat and Duck will like the *pecel*."

Then Little Red Hen said to Goat and Duck, "I have some bean sprouts, snake bean, and spinach seeds. Who will help me plant the seeds?"

"Not I," said Goat.

"I don't like bean sprouts, snake beans, or spinach."



"Not I," said Duck.

"I don't like bean sprouts, snake beans, and spinach, either."

Little Red Hen said, "Then I will plant the seeds."

And so, she did.

One week later, Little Red Hen asked, "Who will help take care of the bean sprouts, snake beans, and spinach plants?"

"Not I," said Goat.

"I don't like bean sprouts, snake beans, or spinach."

"Not I," said Duck.

"I don't like bean sprouts, snake beans, or spinach, either."

Little Red Hen said, "Then I will take care of the bean sprouts, snake beans, and spinach plants."

And so, she did.

Then one day Little Red Hen asked, "Who will help make *pecel* from the bean sprouts, snake beans, and spinach plants?"

"Not I," said Goat.

"I don't like bean sprouts, snake beans, or spinach."

"Not I," said Duck.

"I don't like bean sprouts, snake beans, or spinach, either."

Little Red Hen said, "Then I will make *pecel* from the bean sprouts, snake beans, and spinach plants."

And so, she did.

Little Red Hen asked, "Who will help eat this delicious *pecel*?"

Goat said, "I will eat the *pecel*. I like *pecel*."

Duck said, "I will eat the *pecel*. I like *pecel*, too."

Then Little Red Hen said, "No, you will not. You said you don't like those vegetables. You did not cook the *pecel*, either. I did it. I will eat this delicious *pecel* by myself."

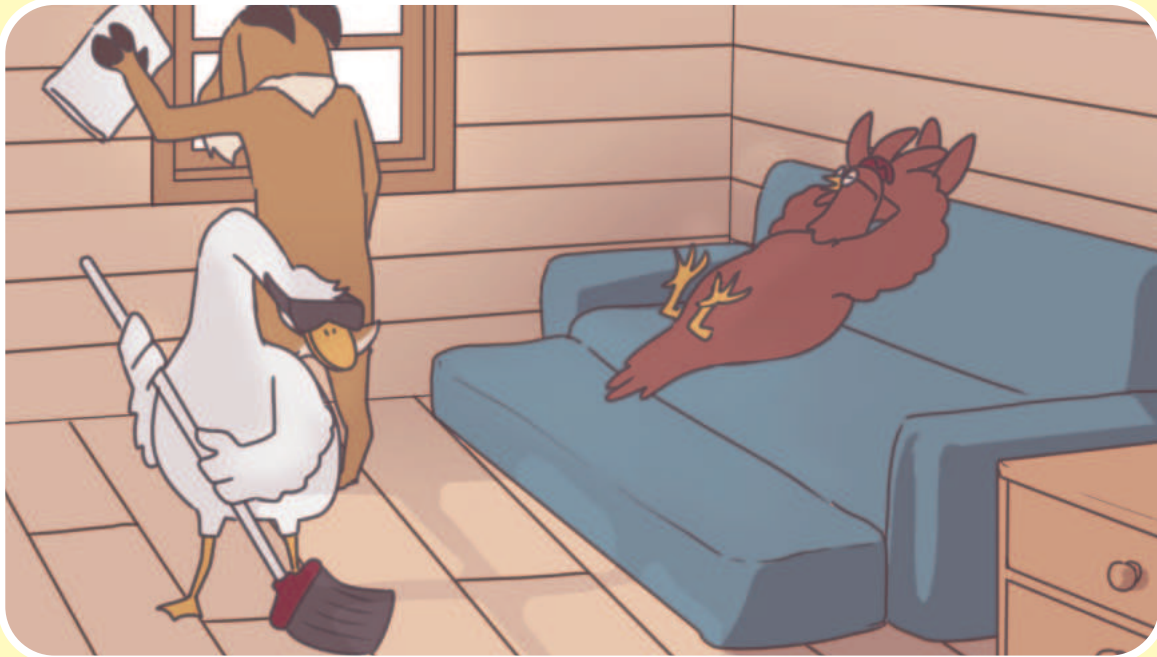


Goat and Duck said, "No no no! Please, let us eat the *pecel*, too!"

Little Red Hen said, "Well, I have so much *pecel*. I suppose we can eat it together. But let's wash our hands first before eating the *pecel*."

And so, they did.

*Adapted from The Little Red Hen collected by Mary Mapes Dodge in St. Nicholas Magazine in 1874*



Do you want to help Little Red Hen?  
*Apakah kamu mau membantu Little Red Hen?*



#### 4. Read and Write

Based on the story, fill in the blank spaces with correct answers.

Lengkapilah kalimat rumpang berikut berdasarkan cerita di atas.

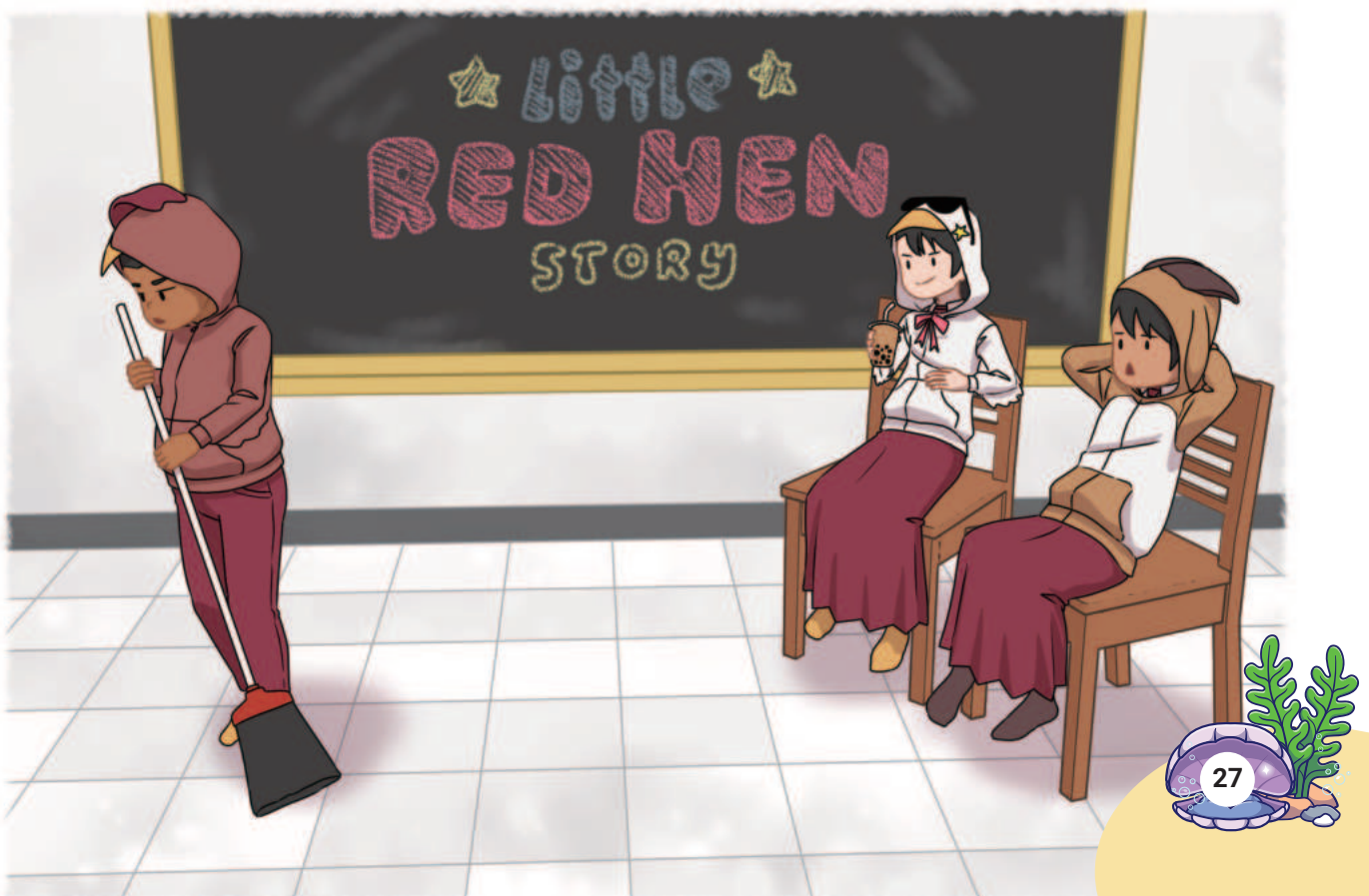
Worksheet 1.7

No.	Statement
1.	Little Red Hen planted _____ seeds in the garden.
2.	Goat and Duck did not help because they did not like _____, _____, or _____.
3.	Little Red Hen made _____.
4.	Little Red Hen told Goat and Duck to wash their _____ before eating the <i>pecel</i> .
5.	_____, _____, and _____ ate the <i>pecel</i> together.

#### 5. Act the Story Out

With your friends, act the story out.

Peragakanlah cerita "Little Red Hen" bersama teman-temanmu.





## Game Time

### What Am I?



Instruction:

1. One player stands in front of the class.
2. Teacher writes one name of a vegetable on the whiteboard.
3. The standing player has to guess what vegetable it is by asking some "yes/no" questions to the classmates (the number of questions can be limited to five questions).

For example: *Am I green? Am I long?*

4. The player is not allowed to guess by mentioning the name of the vegetable directly.
5. The rest of the students answer the questions by saying "yes/no" only. They are not allowed to give any other clues.
6. The standing student keeps asking questions until he/she can find out the right vegetable. But it is limited to five to seven questions only.
7. Teacher may help if the standing players cannot guess the vegetable.

Instruksi:

1. Satu pemain berdiri di depan kelas.
2. Guru menuliskan satu nama sayuran pada papan tulis.



3. Pemain yang berdiri harus menebak jenis sayuran dengan menanyakan beberapa pertanyaan "ya/tidak" kepada teman-teman sekelas (jumlah pertanyaan dapat dibatasi hingga lima).
4. Pemain tidak diperkenankan untuk menyebutkan nama sayur secara langsung.
5. Para pemain yang lain menjawab pertanyaan dengan mengatakan "yes/no" saja. Mereka tidak boleh memberi petunjuk apapun.
6. Pemain yang berdiri terus bertanya sampai dia dapat menebak sayuran apakah itu. Tetapi pertanyaan terbatas lima pertanyaan saja.
7. Guru boleh memberikan bantuan jika pemain yang berdiri tidak dapat menebak.



### My Turn

1. Pick up a card and speak

#### Vegetable Cards



**lettuce**



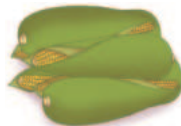
**cabbage**



**bell peppers**



**bean sprouts**



**corn**



**cucumber**



**chilies**



**pumpkins**



**celery**



**turnips**

Instruction:

- a. Work in pairs/groups.
- b. Shuffle the vegetable cards.
- c. Play rock paper scissors or hompimpa.
- d. Ask the winner to take one card randomly and say a sentence about his/her preferences.

For example, when a friend takes a card of broccoli, he/she says "I like broccoli/I don't like broccoli."

Then, the other person should ask the reason why he/she likes or doesn't like it.

- e. Take turns taking the cards and saying a sentence.

Instruksi:

- a. Bekerjalah berpasangan/berkelompok.
- b. Acaklah kartu sayuran.
- c. Lakukan batu gunting kertas atau hompimpa.
- d. Mintalah pemenang untuk mengambil satu kartu secara acak dan mengatakan pilihannya.  
Contoh, ketika seorang teman mengambil kartu brokoli, ia mengatakan "I like broccoli./I don't like broccoli."  
Bertanyalah juga mengapa ia menyukai/tidak menyukai sayuran tersebut.
- e. Bergantianlah mengambil kartu dan mengucapkan kalimat.

2. Listen to  Audio 1.8 and circle the correct picture.

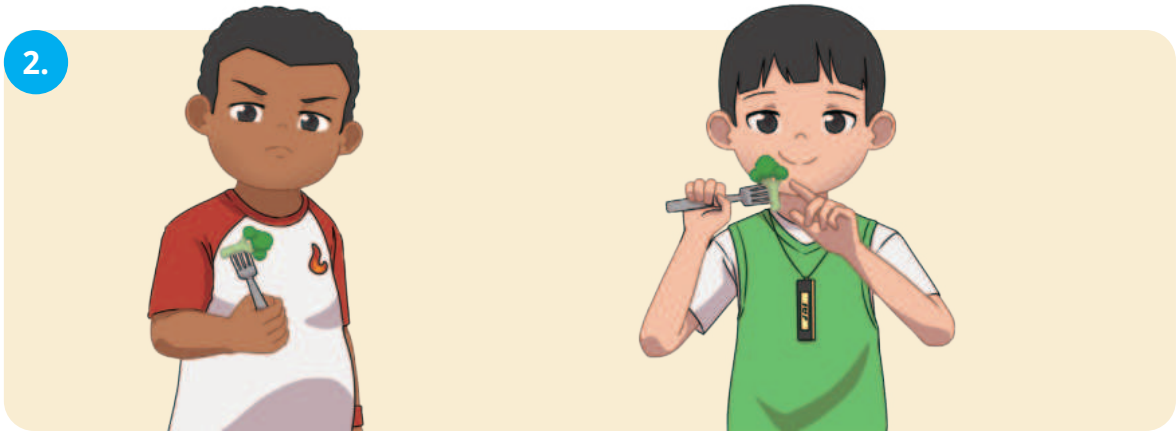
Dengarkan audio 1.8 dan lingkarilah gambar yang tepat.



 Worksheet 1.8



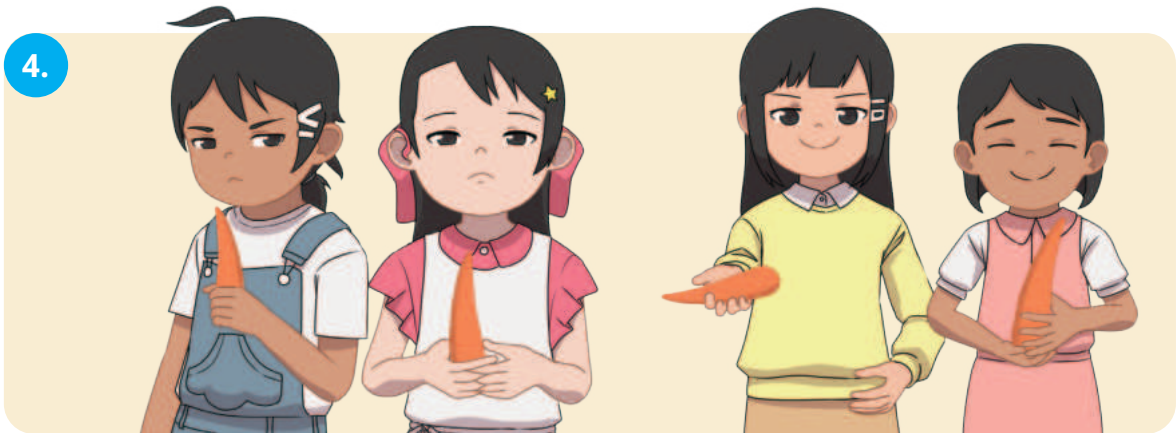
2.



3.



4.



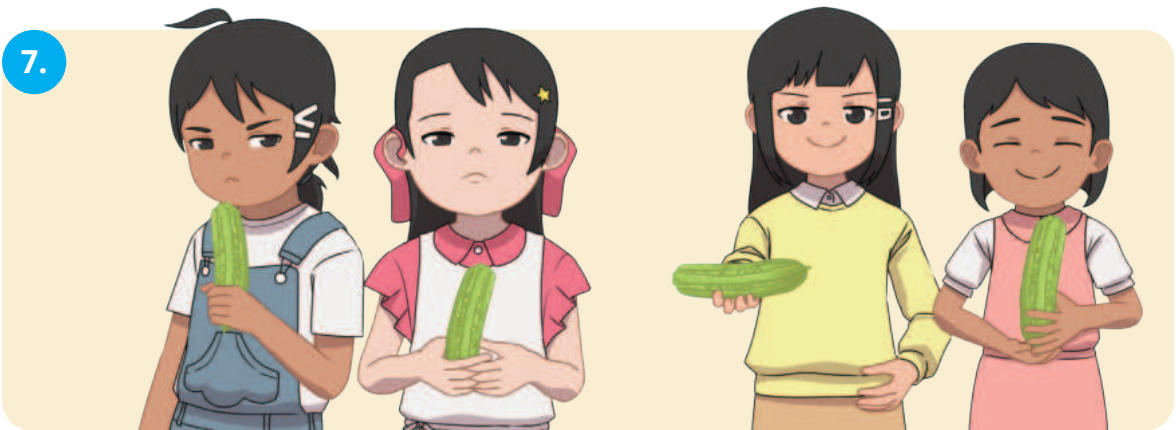
5.



6.



7.



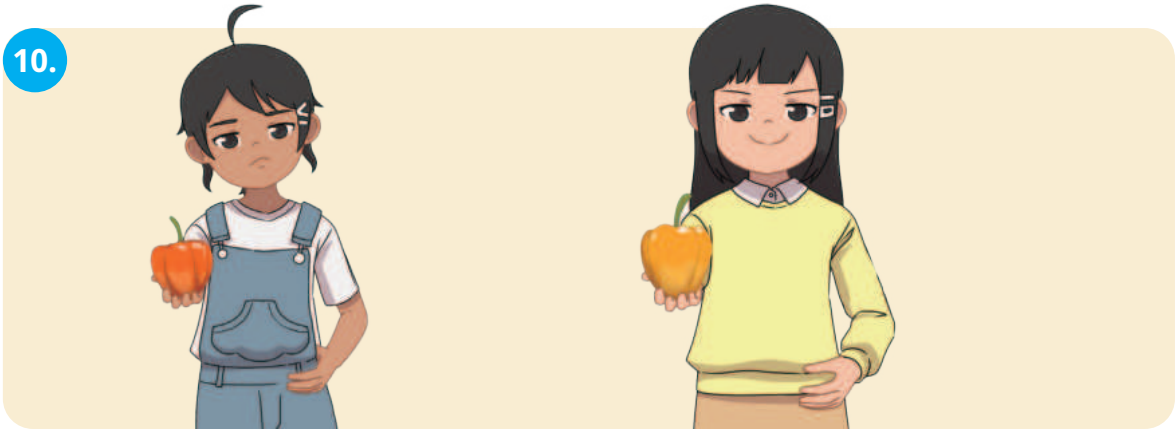
8.



9.



10.



3. Let's write

a. Choose one of these vegetables: onions or green beans.

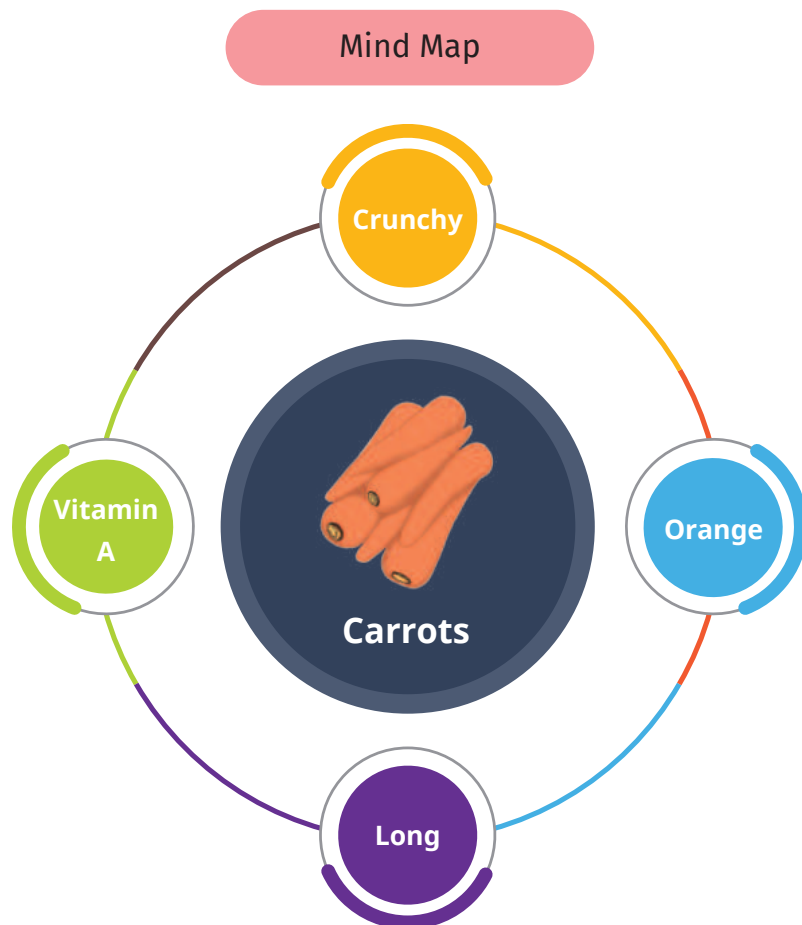
Make a mind mapping to describe the vegetable you choose.

Look at the following mind mapping as an example.

*Pilihlah salah satu sayuran berikut: bawang merah atau buncis.*

*Buatlah sebuah peta pikiran untuk mendeskripsikan sayuran yang kamu pilih.*

*Lihatlah peta pikiran berikut sebagai contoh.*



b. Describe your mind map in sentence.

*Deskripsikan peta pikiranmu ke dalam kalimat seperti contoh berikut.*

Carrots are long and crunchy.  
They are orange.  
They have vitamin A.

c. Describe the vegetable you choose in front of your classmates.

*Deskripsikan sayuran yang kamu pilih di depan teman sekelasmu.*



**Put a check mark (✓) under the emoticons after your learning experience.**

*Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.*

**Yes, I can.**  
*Aku bisa.*

**I'm still learning.**  
*Aku masih perlu belajar.*

**I need more support.**  
*Aku perlu bantuan.*

I can <i>Aku bisa</i>			
<b>My language skills</b>			
<i>I can describe vegetables.</i> <i>Aku bisa mendeskripsikan beragam sayuran.</i>			
<i>I can talk about likes and dislikes.</i> <i>Aku bisa membicarakan tentang apa yang disukai dan tidak disukai.</i>			
<i>I can understand the story.</i> <i>Aku bisa memahami cerita.</i>			



## My Social Skills

I can work together with my friends.

*Aku bisa bekerja sama dengan teman-temanku.*

I can ask questions and express my ideas.

*Aku bisa bertanya dan memberi ide.*

I listen to my teacher and my friends.

*Aku menyimak perkataan guru dan teman-temanku.*



### I Can Do More

Scan the QR code to learn more about this chapter.

*Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini.*

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6n>





“ The future belongs to those who believe in the beauty of their dreams. ”

**Eleanor Roosevelt**



# Our Hygiene Habits

What should we  
do to keep our  
bodies clean?





## Learning Objective

- You can practice good hygiene.  
*Kamu dapat mempraktikkan tata cara menjaga kebersihan.*
- You can share your habits for keeping your body clean.  
*Kamu dapat menceritakan kebiasaan menjaga kebersihan diri.*



## Key Words

- Wash your hands  
*Cuci tanganmu*
- Cough into your elbow  
*Batuk ke arah sikumu*
- Brush your teeth  
*Menggosok gigi*
- Comb your hair  
*Menyisir rambut*
- Clip your nails  
*Memotong kuku*



## Concept Map



## A. Let's Wash Our Hands!



I Spy!

### 1. Listen and Read

Listen to Audio 2.1 and read the text.

Simak Audio 2.1 dan bacalah teks berikut.



Mita and Pipit are looking at the poster in their school cafeteria. The poster shows how to wash hands properly.



These are the steps to wash your hands effectively:

1. Wet your hands with clean water.
2. Get soap and rub your hands with the soap.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under running water.
5. Dry your hands using a clean towel.



## 2. Read and Check

Read the statements in Worksheet 2.1.

Put (✓) for the correct statement and (✗) for the incorrect statement.


Bacalah pernyataan dalam Worksheet 2.1 berikut.

Bubuhkan tanda centang (✓) pada pernyataan yang benar dan tanda silang (✗) pada pernyataan yang salah.

### Worksheet 2.1

No.	Statement	✓ / ✗
1.	You need water to wash your hands.	✓
2.	You need shampoo to wash your hands.	.....
3.	You should scrub your hands for less than 20 seconds.	.....
4.	You should rinse your hands with dirty water.	.....
5.	The last step in handwashing is to dry your hands.	.....

## 3. Listen and Do

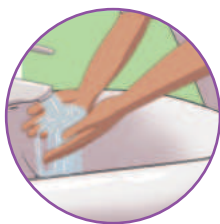
Listen to  Audio 2.2 and practice the steps of washing your hands.

Simak Audio 2.2 dan lakukan praktik cara mencuci tangan seperti berikut.

These are five steps to wash your hands effectively.



### Five Steps of Washing Your Hands



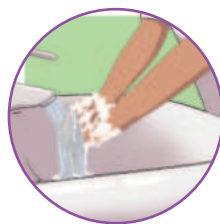
Wet



Get Soap



Scrub



Rinse



Dry





## Song Time

### Listen and Sing

Listen to the song in  **Audio 2.3**. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 2.3. Bernyanyilah bersama guru dan teman sekelasmu.*



### Let's Wash Our Hands!



Germs are everywhere  
We should wash our hands  
Rub and scrub, rub and scrub  
Germs will go away

Germs are everywhere  
We should wash our hands  
Rinse and dry, rinse and dry  
Germs will go away





## Story Time

### 1. Look and Discuss

Look at Picture Coughing and Sneezing Manner Poster and discuss with your friends.

*Lihat Gambar Coughing and Sneezing Manner Poster dan diskusikan dengan temanmu.*

Pipit and Mita also find a poster in their school cafeteria. They talk about the poster.

#### Coughing and Sneezing Manner Poster



Discuss with your friends:

- What is the poster about?
- What does the poster say to do when we cough or sneeze?
- Do you know why we should cover our mouth when coughing or sneezing?



## 2. Look and Check

Look at the pictures in Worksheet 2.2. Observe what Pipit and friends do in the school cafeteria. Put a checkmark (✓) for good manners and put a cross mark (✗) for bad manners.

Lihat gambar pada Worksheet 2.2. Perhatikan apa yang dilakukan Pipit dan kawan-kawan di kantin sekolah. Beri tanda centang (✓) untuk etika yang baik dan tanda silang (✗) untuk etika yang tidak baik.

### Sneezing Manner

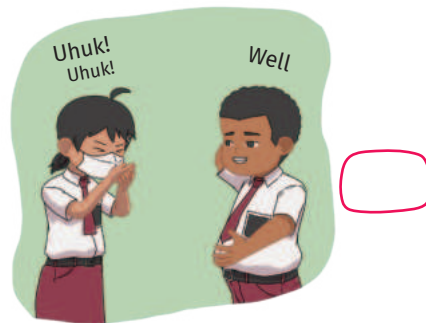
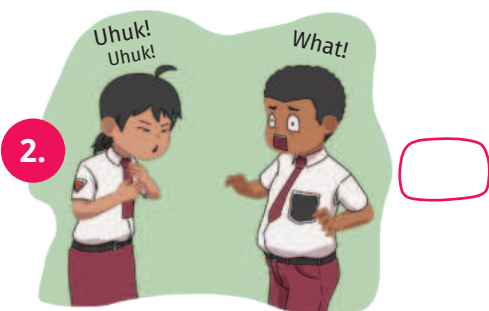


(✗)



(✓)

### Worksheet 2.2



### 3. Match and Speak

Give suitable advice for Pipit and friends. Draw a line to connect each picture to the relevant advice in Worksheet 2.3. Then, practice saying the expressions.

Buatlah garis yang menghubungkan gambar Pipit dan temannya dengan nasihat yang sesuai gambar. Berlatihlah mengucapkan nasihat tersebut dengan baik.

#### Worksheet 2.3

1.



I catch a cold.



a. You should cough into your elbow.

2.

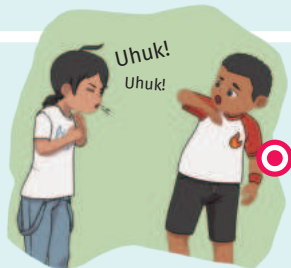


I have a cough.



b. You should wash your hands.

3.



I have a cough, but I have to talk to people in public places.



c. You should blow your nose into a tissue.

4.



What should I do after playing soccer?



d. You should wear a mask.



## 4. Listen and Read

Listen to **Audio 2.4** and read Comic Strip 2.1.

Simak Audio 2.4 dan bacalah Comic Strip 2.1.

**Audio 2.4**



<https://buku.kemdikbud.go.id/s/k6audio2.4>

**Comic Strip 2.1**

The bell is ringing. It's recess time. The students are enjoying their meals together.

**Panel 1:** The boy says, "I'm so hungry." One girl replies, "It's recess time. Let's eat our meals." The other girl says, "Me too!"

**Panel 2:** The boy sneezes, "Achoo...!" One girl says, "Oops... sorry." The other girl says, "You should cover your mouth and nose with a tissue."

**Panel 3:** One girl says, "Oh, no! Germs are everywhere." The boy says, "Oh, no! Germs are everywhere."

**Panel 4:** The boy says, "Oops... sorry." One girl says, "Oh, no! Germs are everywhere." The other girl says, "You should cough into your elbow!"

**Panel 5:** The boy says, "Stop! Our hands are dirty." One girl says, "Okay, let's eat now!" The other girl says, "We should wash our hands."

**Panel 6:** The boy says, "We'll get wet." One girl says, "Oh, no! You should not shake off the water like that!" The other girl says, "You should dry your hands with a towel."

**Panel 7:** The boy says, "Oops sorry!"

**Panel 8:** One girl says, "Okay, let's eat now!" The boy says, "Stop!" The other girl says, "Ugh, now what?"

**Panel 9:** The boy says, "We should pray before eating."



## 5. Read and Circle

Read the statements in Worksheet 2.4 and circle the word *True* or *False*.

Baca pernyataan dalam Worksheet 2.4 dan lingkari kata benar atau salah.

 Worksheet 2.4

Statement	True/False
1. Bara has a cough.	<input checked="" type="radio"/> True/False
2. Bara should cover his mouth and nose with a tissue when sneezing.	<input type="radio"/> True/False
3. We should wash our hands before having a meal.	<input type="radio"/> True/False
4. Bara should shake his hands with his friends after washing them.	<input type="radio"/> True/False
5. Bara asked his friends to pray before eating.	<input type="radio"/> True/False

## 6. Act the Story Out

Work together in a group. Act out the story in the *Listen and Read* activity.

Bekerjalah dalam sebuah kelompok. Perankan cerita yang terdapat pada kegiatan *Listen and Read*.





## Game Time

### Pass the Card



Instruction:

1. Make a circle.
2. Your teacher will give you a bowl of flashcards.
3. Pass the bowl of flashcards while singing "Let's Wash Our Hands" together.
4. When the singing stops, the player who holds the bowl should take one of the cards.
5. Do what the flashcard says.

Instruksi:

1. Buatlah lingkaran bersama teman-temanmu.
2. Gurumu akan memberimu kartu yang diletakkan dalam wadah.
3. Kelilingkan wadah berisikan kartu tersebut, sambil menyanyikan lagu "Let's Wash Our Hands" together.
4. Ketika lagunya berakhir, pemain yang memegang wadah tersebut harus membawa satu kartu dari wadah tersebut.
5. Lakukan apa yang diperintahkan dalam kartu tersebut.





## My Turn

### Worksheet 2.5

1. Work with a partner to do "Show and Tell" in Worksheet 2.5.  
*Bekerjalah secara berpasangan untuk melakukan "Show and Tell" pada Worksheet 2.5.*
2. Choose one of the topics below for a campaign. Put a checkmark (✓).  
*Pilih salah satu topik di bawah ini untuk kampanye. Berikan tanda centang (✓).*

Coughing/Sneezing manner

Steps in washing your hands

3. Plan the campaign. Choose one of the ways to do the campaign. Put a checkmark (✓).  
*Buatlah rencana kampanye. Pilihlah salah satu cara untuk melakukannya. Berikan tanda centang (✓).*

Drawing a picture

Making a poster

Making a video tutorial

Other: \_\_\_\_\_

4. Do the campaign. Show and tell your friends about the work.  
*Lakukan kampanye menjaga kebersihan. Perlihatkan dan ceritakan hasil pekerjaanmu kepada temanmu.*





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.


I can Aku bisa			
<b>My language skills</b>			
I can practice all the steps of how to wash my hands properly. <i>Aku bisa mempraktikkan semua langkah dalam mencuci tangan dengan benar.</i>			
I can explain all the steps in washing my hands. <i>Aku bisa menjelaskan semua langkah dalam mencuci tanganku.</i>			
I can practice coughing and sneezing manners. <i>Aku bisa mempraktikkan etika batuk dan bersin.</i>			
I can explain coughing and sneezing manners. <i>Aku bisa menjelaskan etika batuk dan bersin.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## B. My Personal Hygiene Habits



### 1. Listen and Speak

Listen to  Audio 2.5 and practice saying the expression of good hygiene.

*Simak Audio 2.5 dan berlatihlah mengucapkan ungkapan tentang menjaga kebersihan.*



What should we do to keep our bodies clean?



Take a bath



Brush your teeth



Wash your face



Wash your hair



Comb your hair



Clip your nails



## 2. Read and Match

Look at the pictures and read the sentences in Worksheet 2.7. Draw a line to match the situation with the advice. Then, practice saying the expressions.

Perhatikan gambar pada Worksheet 2.7 berikut dan bacalah kalimatnya. Tariklah garis untuk mencocokkan situasi pada gambar dengan nasihat yang sesuai. Lalu, berlatihlah mengucapkan kalimatnya.

### Worksheet 2.7



a. You should wash your face.

b. You should brush your teeth.

c. You should comb your hair.

d. You should clip your nails.

e. You should take a bath.

f. You should wash your hair.



## Song Time

### 1. Listen and Sing

Listen to your teacher and sing the song together.

*Simaklah gurumu dan nyanyikan lagunya bersama-sama.*



#### **This is the Way I Take a Shower (to the tune of *The Wheels on the Bus*)**

This is the way I take a shower  
Take a shower, take a shower  
This is the way I take a shower twice a day  
This is the way I brush my teeth  
Brush my teeth, brush my teeth  
This is the way I brush my teeth twice a day  
This is the way I wash my face  
Wash my face, wash my face  
This is the way I wash my face twice a day  
This is the way I wash my hair  
Wash my hair, wash my hair  
This is the way I wash my hair three times a week  
This is the way I comb my hair  
Comb my hair, comb my hair  
This is the way I comb my hair twice a day  
This is the way I clip my nails  
Clip my nails, clip my nails  
This is the way I clip my nails once a week



## 2. Listen and Write

Listen again to *This is the Way I Take a Shower*. Then, write down how often Bima does each hygiene practice according to the song on Worksheet 2.8.

Simak lagi lagu *This is the Way I Take a Shower*. Lalu, tuliskan seberapa sering seberapa sering Bima menjaga kebersihan diri pada Worksheet 2.8.



How often do you **take a shower**?

*Seberapa sering kamu mandi?*

I **take a shower twice a day**.

*Aku **mandi dua kali sehari**.*

Twice a day

*Dua kali sehari*

Once a week

*Seminggu sekali*

Three times a week

*Tiga kali seminggu*



How often does she/he **take a shower**?

*Seberapa sering dia (perempuan)/dia (laki-laki) mandi?*

She/He **takes a shower twice a day**.


*Dia (perempuan)/Dia (laki-laki) **mandi dua kali sehari**.*

### Worksheet 2.8

Personal Hygiene Habits	How Often
take a shower	.....
brush my teeth	.....
wash my face	.....
wash my hair	.....
comb my hair	.....
clip my nails	.....



### 3. Listen and Number

Listen to  Audio 2.6. Look at the pictures in Worksheet 2.9. Then, write the correct number.

*Simak Audio 2.6. Perhatikan gambar pada Worksheet 2.9. Lalu, tuliskan angka yang tepat sesuai audio.*

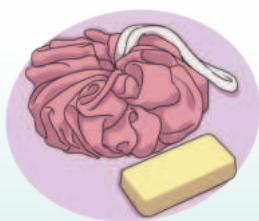
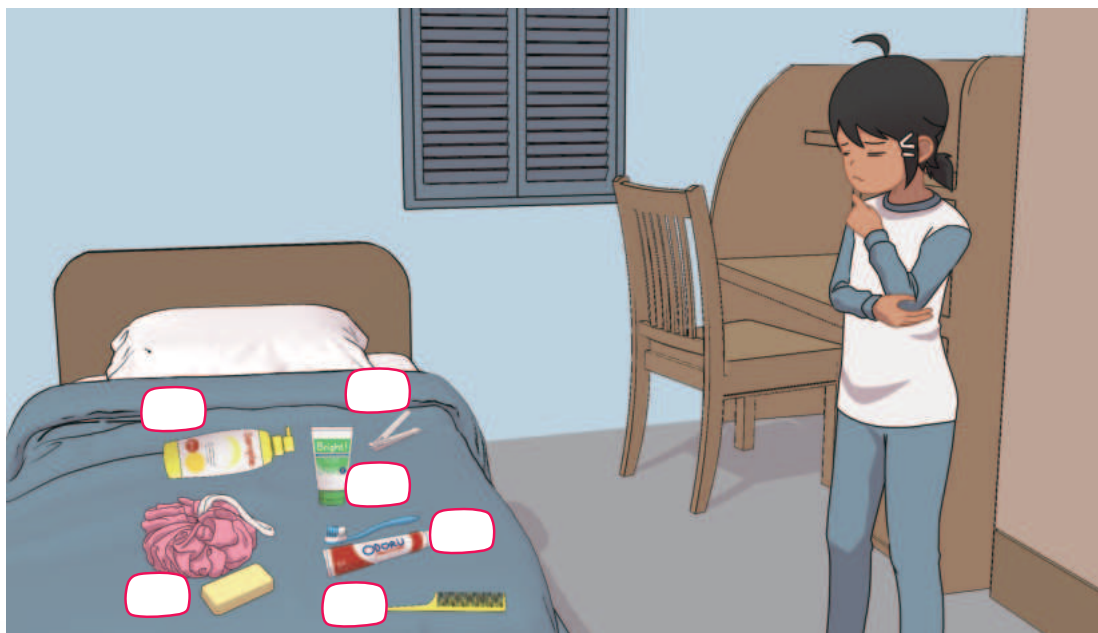
Pipit wants to sleep over at her grandmother's house. She packs her toiletries in her bag.

 Audio 2.6



<https://buku.kemdikbud.go.id/s/k6audio2.6>

#### Worksheet 2.9



Soap and Shower Puff



Toothbrush and Toothpaste



Water and Face Wash



Shampoo



Comb



Nail clipper

## 4. Match and Write

Read the questions in Worksheet 2.10. Match the answer with the word in the box. Then, write down the answer.

Baca pertanyaan di dalam Worksheet 2.10. Pasangkan jawaban dengan kata yang terdapat dalam kotak. Kemudian, tulis jawabanmu.

### Worksheet 2.10



Soap and Shower Puff



Toothbrush and Toothpaste



Water and Face Wash



Shampoo



Comb



Nail clipper

1. What do you need to wash your hair?



Shampoo

2. What do you need to wash your face?



.....

3. What do you need to take a shower?



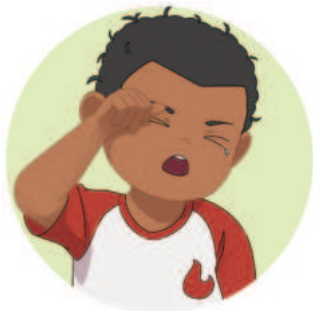
.....

4. What do you need to clip your nails?



.....

5. What do you need to comb your hair?



.....

6. What do you need to brush your teeth?



.....

### 5. Look and Speak

Work with a partner. Look at the pictures in Worksheet 2.11 and practice the dialogue.

*Bekerjalah secara berpasangan. Lihat gambar dalam Worksheet 2.11 dan berlatihlah mengucapkan dialognya.*

#### Example:

1. What should you do **before** going to school?
2. What should you do **after** playing outside?

You should take a shower **before** going to school.  
 You should take a shower **after** playing outside.



1. Before



going to school

2. After



playing outside



3. After



touching animals



#### 4. Before



going to bed

#### 5. After



waking up



### Story Time

#### 1. Listen and Read

Listen to  Audio 2.7 and read the story.

*Baca dan simak Audio 2.7.*

 Audio 2.7



<https://buku.kemdikbud.go.id/s/k6audio2.7>

### Ouch! My Tooth Hurts!

Pipit always keeps her body clean. She usually takes a shower twice a day. She takes a shower in the morning before going to school. In the evening, she also takes a shower before going to bed. She loves having a fresh body.



Pipit always keeps her hair clean. She usually washes her hair three times a week. She uses shampoo to wash her hair. She loves smelling her hair.

Pipit always keeps her face clean. She washes her face twice a day. She washes her face in the morning and afternoon. She loves having a fresh face.

Pipit loves being clean but she has one secret. She doesn't like to brush her teeth before going to bed. In fact, she often skips it. Sometimes, she keeps some candy in her pocket. She eats one or two pieces of candy after dinner.

Everything was fine until one night, she had a toothache. Her right cheek was swollen, too.

"Ouch, my tooth hurts!"

The next day, *Emak* took Pipit to see a dentist. The dentist asked,

"How often do you brush your teeth, Pipit?"

"I brush my teeth once a day," said Pipit.

"You should brush your teeth twice a day, Pipit," said the dentist.

"Okay, from now on, I will never skip brushing my teeth before going to bed."



Pipit now brushes her teeth twice a day. She still hates brushing her teeth at night, but she hates having a toothache even more.



## 2. Read and Circle

Look at Worksheet 2.12 and read the sentences. Circle 'True' or 'False' for each statement.

Bacalah kalimat pada Worksheet 2.12. Lingkari 'True' atau 'False' pada pernyataan berikut berdasarkan cerita.

 Worksheet 2.12

Statement	True/False
1. Pipit usually takes a shower twice a day.	<input checked="" type="radio"/> True / <input type="radio"/> False
2. Pipit washes her face in the morning and afternoon.	<input type="radio"/> True / <input type="radio"/> False
3. Pipit likes eating candies in the afternoon.	<input type="radio"/> True / <input type="radio"/> False
4. Pipit doesn't like to brush her teeth in the morning.	<input type="radio"/> True / <input type="radio"/> False
5. The dentist said that Pipit should brush her teeth once a day.	<input type="radio"/> True / <input type="radio"/> False

## 3. Read and Check

Look at Worksheet 2.13 and read Pipit's personal hygiene habits. Put a checkmark on the statements that are similar to yours.

Perhatikan Worksheet 2.13 dan bacalah kebiasaan Pipit dalam menjaga kebersihan diri. Beri tanda centang pada pernyataan yang sesuai dengan kebiasaanmu.



- She usually takes a shower twice a day.
- She usually washes her hair three times a week.
- She usually washes her face twice a day.
- She usually brushes her teeth only in the morning.
- She often skips brushing her teeth before going to bed.

#### 4. Act the Story Out

Reread the story in Story Time. Choose three hygiene habits from the Story Time. Then, act them out.

*Baca kembali cerita pada Story Time. Pilihlah tiga kebiasaan menjaga kebersihan diri yang terdapat pada Story Time. Kemudian, peragakan sesuai cerita.*

#### Game Time

#### Mingle with Your Classmates

How often  
do you brush  
your teeth?

How often  
do you  
take a shower?

Instruction:

1. Your teacher will give a flashcard.
2. Chant "Mingle, Mingle!", and move your body while chanting (you can dance, jump, run, etc).
3. When the teacher says "Stop!", you must stop chanting and moving.
4. Then, your teacher will say "find a partner". Get a friend to be your partner.
5. Ask the question on the flashcard, then your partner must answer it.
6. Take turns. Your partner will ask a question on the flash card, and you must answer it.
7. Exchange the flashcard with your partner.
8. Repeat the steps.

Instruksi:

1. Gurumu akan memberimu kartu.
2. Nyanyikan "Mingle, Mingle!", dan gerakkan tubuhmu sambil bernyanyi.
3. Ketika guru berkata "Stop!" kamu harus menghentikan nyanyian dan gerakannya.
4. Kemudian, gurumu akan berkata "Find a partner!". Kamu harus mencari seorang teman.
5. Tanyakan pertanyaan yang ada di kartu tersebut kepada temanmu, dan temanmu akan menjawab pertanyaanmu.
6. Lakukan sebaliknya. Temanmu akan bertanya pertanyaan yang ada dalam kartu dan kamu harus menjawabnya.
7. Tukar kartumu dengan kartu temanmu.
8. Ulangi langkah-langkahnya.





## My Turn

### 1. Fill in the blanks. Use the words in the box.

Lengkapilah kalimat rumpang di bawah menggunakan kata yang terdapat di dalam kotak.

Worksheet 2.14

clip your nails	brush your teeth	shampoo	going to bed
three times	wash your face	toothpaste	soap
	facial wash	take a shower	

My name is Pipit. I want to share some tips to keep your body clean. You should 1) \_\_\_\_\_ twice a day. You can do it before going to school and after doing activities outside. Use 2) \_\_\_\_\_ to clean your body.

You should wash your hair while you shower twice or 3) \_\_\_\_\_ a week. Wet your hair and use 4) \_\_\_\_\_. Then, rinse your hair.

You should 5) \_\_\_\_\_ to keep your teeth strong. Brush your teeth after having breakfast and before 6) \_\_\_\_\_. You need 7) \_\_\_\_\_ and a toothbrush to brush your teeth.

You should 8) \_\_\_\_\_ twice a day. You can use water, or you may need 9) \_\_\_\_\_ to clean your face.

Don't forget to 10) \_\_\_\_\_ once a week. Keep your nails short and clean. It will avoid the spread of the germs.







## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.





**Yes, I can.**  
Aku bisa.



**I'm still learning.**  
Aku masih perlu belajar.



**I need more support.**  
Aku perlu bantuan.

<p><b>I can</b> <i>Aku bisa</i></p>			
<b>My language skills</b>			
<p>I can tell you about my hygiene habits. <i>Aku bisa menceritakan mengenai kebiasaan menjaga kebersihan diriku.</i></p>			
<p>I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i></p>			
<b>My Social Skills</b>			
<p>I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i></p>			
<p>I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i></p>			
<p>I listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i></p>			





## I Can Do More

"Scan the QR code to learn more about this chapter.

*Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini."*

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6p>



# A Trip to the Zoo

Can you name  
the animals in  
this zoo?





## Learning Objective

- You can tell your classmates about your past activities.  
*Kamu dapat menceritakan kepada teman sekelasmu kegiatan-kegiatanmu di masa lalu.*
- You can talk about your classmates' past activities.  
*Kamu dapat berbicara mengenai kegiatan-kegiatan teman sekelasmu di masa lalu.*
- You can tell or talk about the past activities according to the order of time.  
*Kamu dapat menceritakan atau berbicara mengenai kegiatan-kegiatan masa lalu berdasarkan waktunya.*
- You can ask about those past activities.  
*Kamu dapat bertanya mengenai kegiatan-kegiatan masa lalu tersebut.*

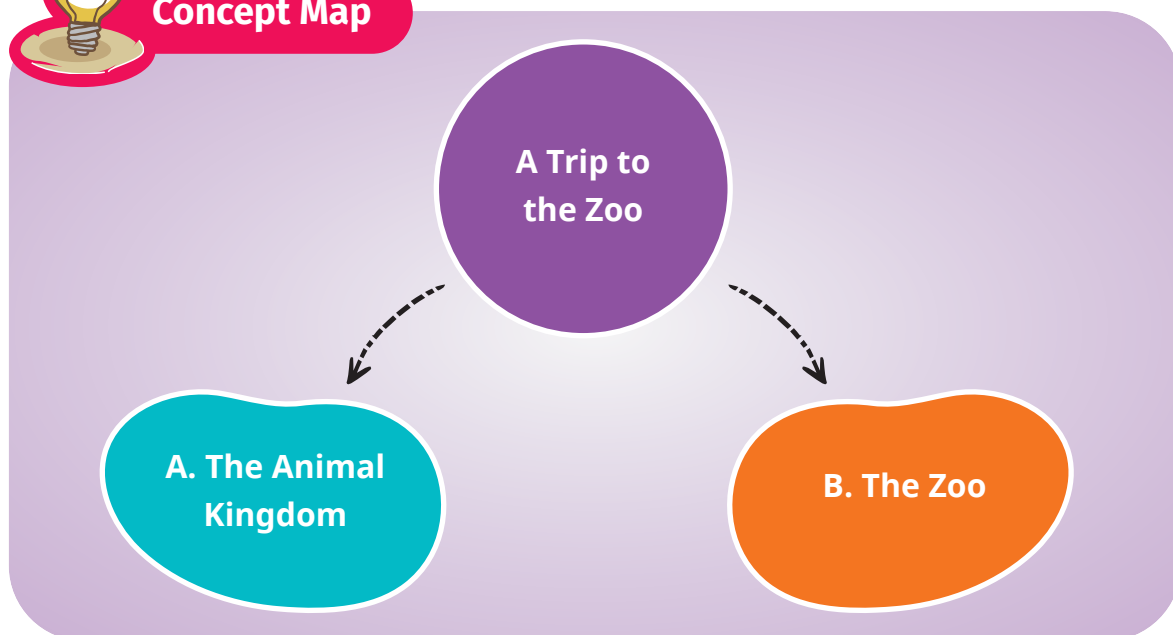


## Key Words

- mammals  
*mamalia*
- reptiles  
*reptil*
- amphibians  
*amfibi*
- fish  
*ikan*
- birds  
*burung*



## Concept Map



## A. The Animal Kingdom



### 1. Listen and Point

Listen to your teacher saying the names of some animals. Then, point to those animals on Worksheet 3.1.

*Simak nama-nama hewan yang diucapkan oleh gurumu. Lalu, tunjuk gambar hewan yang sesuai pada Worksheet 3.1.*

#### Worksheet 3.1



Write the animals' names in Bahasa Indonesia in Worksheet 3.2.

*Tuliskan padanan nama hewan dalam bahasa Indonesia pada Worksheet 3.2 berikut.*

#### Worksheet 3.2

Animals in English	Animals in Bahasa Indonesia
Salamander	
Lion	
Crocodile	
Eagle	
Koi fish	
Elephant	



## 2. Listen and Speak

Listen to Pipit's questions in **Audio 3.1**. Answer Pipit's questions in Worksheet 3.3. Number 1 has been done for you.  
*Jawab pertanyaan Pipit pada Worksheet 3.3. Nomor 1 sebagai contoh.*



### Worksheet 3.3

#### Example:

1. Pipit : What animal did you see at the zoo first?

Bara: I saw an elephant. It's in picture number one.

2. Pipit: What animal did you see at the zoo next?

Bara:

3. Pipit: What animal did you see at the zoo after that?

Bara:

4. Pipit: What animal did you see at the zoo then?

Bara:

5. Pipit: What animal did you see at the zoo next?

Bara:

6. Pipit: What animal did you see at the zoo last?

Bara:





## Song Time

### 1. Listen and Sing

Listen to the song in Audio 3.2. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 3.2. Bernyanyilah bersama guru dan teman sekelasmu.*



### I Saw a Bear (and Other Animals, Too!)



It's yesterday (It's yesterday)  
I saw a bear (I saw a lion)  
It's at the zoo (It's at the zoo)  
It's a big bear. (a big lion, too!)

It was last week (It was last week)  
I saw an eagle (I saw a pigeon)  
It's at the zoo (It's at the zoo)  
It's a big eagle. (pretty pigeon)

It's yesterday I saw a bear (and a lion)  
It's at the zoo and it's a big bear  
(and a big lion, too)

It was last week I saw an eagle (and  
a pigeon)  
It's at the zoo and it's a big eagle  
(pretty pigeon)

I was happy (I was happy)  
To see the bear (to see the lion)

I was happy (I was happy)  
To see the lion (to see the lion)

And he saw me (and he saw me)  
I saw him, too (I saw him, too)

And he saw me (and he saw me)  
I saw him, too (I saw him, too)

I was happy to see the bear (and the  
lion)  
And he saw me, I saw him, too

I was happy to see the eagle (and  
the pigeon)  
And he saw me, I saw him, too





## Story Time

### 1. Match and Speak

Match each question with the correct answer in Worksheet 3.4. Draw a line to connect them. Then, practice with a friend. They will ask the question, and you will say the answer.

*Cocokkan setiap pertanyaan dengan jawaban yang tepat pada Worksheet 3.4. Tarik garis untuk menghubungkan mereka. Kemudian, berlatihlah bersama temanmu. Mereka akan memberikan pertanyaan dan kamu menjawabnya.*

#### Worksheet 3.4



1. Did you see crocodile and turtle at the zoo?

a. No, I didn't. I didn't see the fish.



2. Did you see eagle, doves and duck?

b. Yes, I did. I saw the amphibians.



3. Did you see elephant, monkey, giraffe, and lion?

d. No, I didn't. I didn't see the reptiles.



4. Did you see Koi fish?

d. Yes, I did. I saw the birds.



5. Did you see toad, frog, and salamander?

e. Yes, I did. I saw the mammals.




## 2. Read and Match

Match each animal picture in **A** with the correct animal group in **B**. Then, match the sentences in A with the sentences in **C** that use the same verbs but in past tense. Draw a line to connect them in Worksheet 3.5.

Cocokkan setiap gambar hewan di kolom **A** dengan grup hewan yang sesuai di kolom **B**. Kemudian, cocokkan kalimat-kalimat pernyataan di kolom A dengan kalimat-kalimat pernyataan di kolom **C** yang menggunakan kata kerja yang sama tetapi dalam bentuk lampau. Tarik garis untuk menghubungkan semuanya pada Worksheet 3.5.

### Worksheet 3.5

A	B	C
<p>I <b>see</b> a lizard, a <i>komodo dragon</i>.</p> 	<p>It is a <i>mammal</i>.</p>	<p><b>felt</b> Bara <b>felt</b> playful in the swimming pool like a dolphin.</p>
<p>I <b>have</b> <i>tuna</i> for lunch.</p> 	<p>They are <i>birds</i>.</p>	<p><b>went</b> A duck just <b>went</b> into our house yesterday.</p>
<p>I <b>feel</b> brave like a <i>tiger</i>.</p> 	<p>It is a <i>reptile</i>.</p>	<p><b>saw</b> Putri <b>saw</b> a snake in the school yard last week.</p>
<p>A <i>frog</i> often <b>does</b> a high jump.</p> 	<p>It is <i>fish</i>.</p>	<p><b>had</b> They <b>had</b> many guppies in the pond last year.</p>
<p>Swans often <b>go</b> in groups.</p> 	<p>It is an <i>amphibian</i>.</p>	<p><b>did</b> Pipit and Putri <b>did</b> an experiment with toads and frogs at school yesterday.</p>

### 3. Listen and Read

Audio 3.3



<https://buku.kemdikbud.go.id/s/k6audio3.3>

Listen to **Audio 3.3** and read Comic Strip 3.1. It is about Bara's experience at the zoo.

Simak Audio 3.3 dan bacalah Comic Strip 3.1. Tentang pengalaman Bara di kebun binatang.

#### Comic Strip 3.1

Panel 1: Bara asks, "Hi Bara". Pipit and Mita reply, "Hi Pipit, hi Mita." Bara asks, "What did you do last weekend?". Pipit replies, "I had a wonderful trip with my family!"

Panel 2: Pipit asks, "Where did you go?". Bara replies, "Well, we went to the zoo!". Mita asks, "To the zoo? What fun!". Bara replies, "Did you see interesting animals at the zoo?"

Panel 3: Bara replies, "Yes, I did! We learned many of the animals with Pak Tigor two weeks ago." Mita asks, "Really? Which ones?". Bara replies, "Well, first we saw some mammals and..."

Panel 4: Bara lists, "Mammals, like elephants, monkeys and lions?". Mita asks, "Yes, and many more. After that, we went to see reptiles." Bara replies, "Whoa, were you scared of the snakes and the crocodiles?". Mita replies, "Of course not!"

Panel 5: Bara explains, "Crocodiles and snakes are actually nice reptiles." Mita asks, "What did you see next?". Bara replies, "Next, we went to see salamanders and frogs. Amazing amphibians!"

Panel 6: Mita asks, "And then?". Bara replies, "We also had lunch at a cafeteria at the zoo." Mita asks, "Finally after lunch, we saw a lot of beautiful birds." Bara replies, "Finally after lunch, we saw a lot of beautiful birds."



## 4. Read and Write

Answer the following questions about Bara's experience at the zoo in Worksheet 3.6.

*Jawab pertanyaan-pertanyaan berikut mengenai pengalaman Bara di kebun binatang pada Worksheet 3.6.*

### Worksheet 3.6

1. What did Bara do last weekend?  
Last weekend, Bara \_\_\_\_\_.
2. What animals did Bara and his family see first?  
First, they saw \_\_\_\_\_.
3. What did Bara feel about amphibians and reptiles?  
He felt that they were \_\_\_\_\_.
4. What did Bara and his family do before they saw the birds?  
They \_\_\_\_\_.
5. How many kinds of animals did Bara and his family see at the zoo?  
They saw \_\_\_\_\_ kinds of animals at the zoo.





## 1. A Journey to the Animal Kingdom

Instruction:

Listen to your teacher and explore the animal kingdom together with your friends.

- First, your teacher will say the name of an animal group.
- Then, you have to draw a line that goes to an animal that belongs to the group in Worksheet 3.7.
- You should continue until you know which animal your teacher saw before the zoo exit gate.

Instruksi:

Simak perkataan gurumu dan jelajahi kerajaan hewan bersama-sama dengan temanmu.

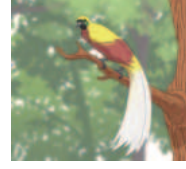
- Pertama, gurumu akan menyebutkan nama satu kelompok hewan.
- Kemudian, kalian harus menarik garis ke salah satu contoh hewan dari kelompok tersebut pada Worksheet 3.7.
- Kalian harus lanjutkan hingga kalian tahu hewan apa saja yang gurumu lihat sebelum ia keluar dari kebun binatang.

### Worksheet 3.7



## Entrance Gate

First, I went to see a bird.



Then, I saw some mammals



Next, I saw some reptiles.



After that, I saw some insects.



Finally, I saw an amphibian.









## Exit Gate

## 2. Match the Pairs

- a. Match each tile with its pair in Worksheet 3.8.
- b. Connect or use the same color to the tiles that match. The tiles consist of animals and animal groups, or verbs and their past tense forms.
  - a. *Cocokkan setiap kotak dengan pasangannya pada Worksheet 3.8.*
  - b. *Hubungkan atau gunakan warna yang sama untuk setiap kotak yang cocok. Kotak-kotak ini berisikan hewan dan grup hewan, atau kata kerja dan bentuk lampau kata kerja tersebut.*

### Worksheet 3.8

	See	Reptile		Had	Amphibian
Are	Insect	Felt		Do	Go
Bird	Went		Were	Saw	Fish
Have		Did		Feel	Mammal





## My Turn

### Instruksi:

1. Put your token on 'Start'.
2. Roll the dice.
3. Move your token forward based on the number shown on the dice.
4. Read and answer the question.
5. If your answer is correct, you stay and wait for your turn.
6. If your answer is wrong, you go back to where you were.

### Instruksi:

1. Letakkan gacokmu pada posisi 'Mulai'.
2. Lemparkan dadu.
3. Pindahkan gacokmu sesuai dengan angka yang tertera pada dadu.
4. Baca dan jawab pertanyaannya.
5. Jika jawabanmu benar, boleh tinggal dan tunggu giliran selanjutnya.
6. Jika jawabanmu salah, kembali ke tempat semula.



3. Did Bara feel scared of the reptiles?	<b>Go back 4 spaces</b>	4. Did Bara like to see the amphibians?	10. What did you do last weekend?	Move forward three spaces	11. Did Bara see any reptiles at the zoo?
<b>Lose a turn</b>		5. Did Bara learn about the animals with Pak Tigor a week ago?	<b>Lose a turn</b>		<b>Lose a turn</b>
2. What did Bara see first there?		Move forward four spaces	9. Who did Bara go to the zoo with?		12. What did Bara see after lunch?
1. Where did Bara and his family go last weekend?		6. Did Pipit and Mita learn about the animals with Pak Tigor, too?	<b>Go Back to Start</b>		<b>Go back 2 spaces</b>
<b>START</b>	<b>Miss a turn</b>	7. Where did Bara and his family have lunch?	8. Did Pipit and Mita go to the zoo with Bara?	<b>You are a winner!</b>	<b>FINISH</b>





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can tell my classmates about my past activities. <i>Aku bisa menceritakan kegiatanku pada waktu lampau kepada teman sekelasku.</i>			
I can talk about my classmates' past activities. <i>Aku bisa menceritakan kegiatanku pada waktu lampau kepada teman sekelasku.</i>			
I can ask about my classmates' past activities. <i>Aku bisa bertanya mengenai kegiatan-kegiatan yang dilakukan teman sekelasku pada waktu lampau.</i>			
I can tell or talk about the past activities according to the order of time. <i>Aku bisa bertanya mengenai kegiatan-kegiatan yang dilakukan teman sekelasku pada waktu lampau.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I listen to my teacher and my friends. <i>Aku menyimak perkataan guru dan teman-temanku.</i>			



## B. The Zoo

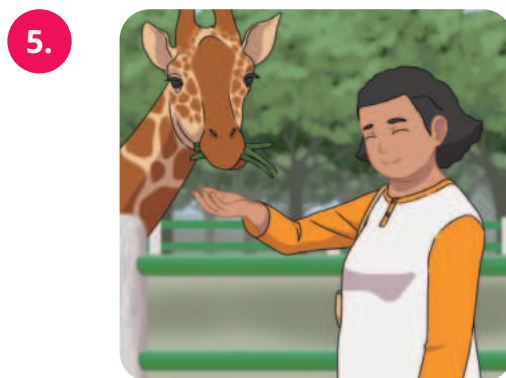
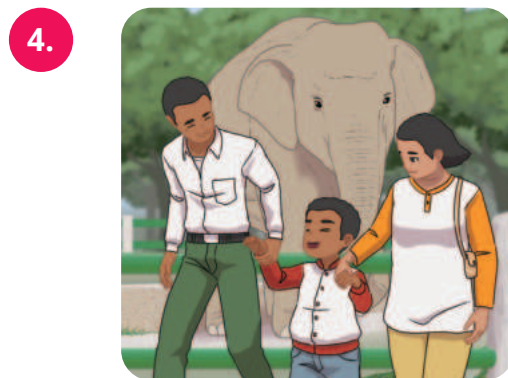
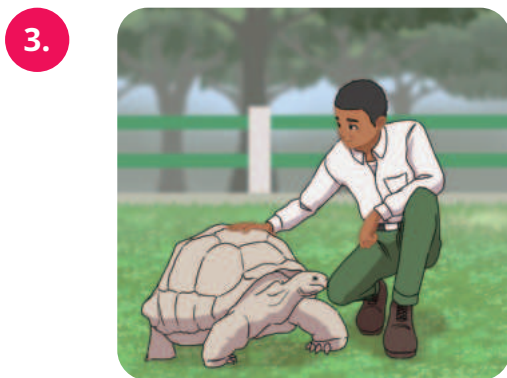
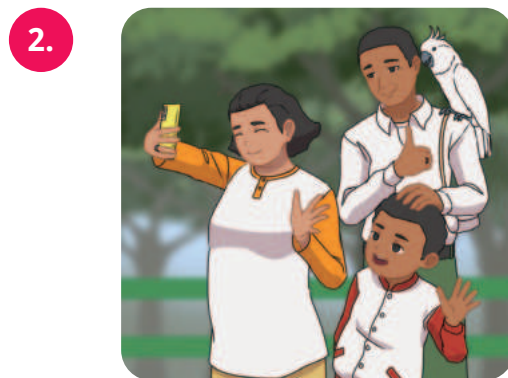
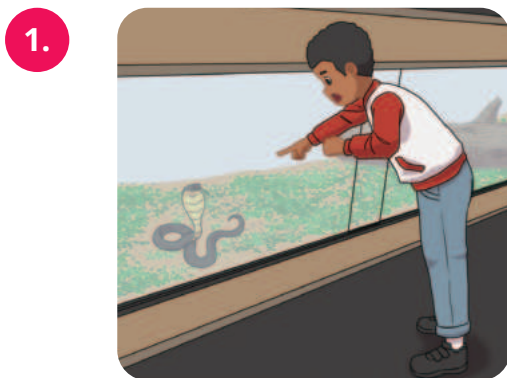


### 1. Listen and Point

Listen to your teacher saying some of the activities Bara and his parents did at the zoo. Point to the activities in Worksheet 3.10

*Simak ucapan gurumu mengenai beberapa kegiatan yang dilakukan Bara dan orang tuanya di kebun binatang. Tunjuk gambar kegiatan yang sesuai pada Worksheet 3.10.*

Worksheet 3.10



Look at Worksheet 3.11. Write the meaning of the words in Bahasa Indonesia. Then, identify their matching pictures from Worksheet 3.10.

*Perhatikan Worksheet 3.11. Tuliskan padanan kata berikut dalam bahasa Indonesia. Lalu, tuliskan nomor gambar dari Worksheet 3.10 yang sesuai dengan kata tersebut.*

**Worksheet 3.11**

Activities at the Zoo		Pictures
walked	.....	.....
fed	.....	.....
pointed	.....	.....
petted	.....	.....
took a selfie	.....	.....

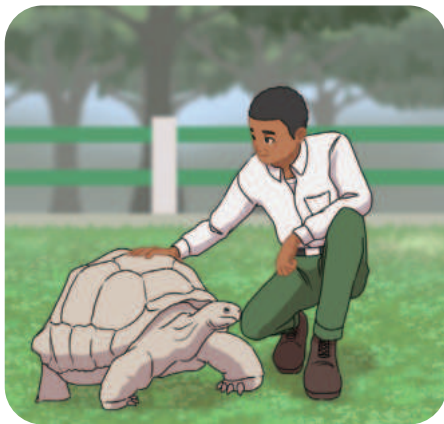
**2. Listen and Speak**

Look at the following pictures in Worksheet 3.12. Listen to your teacher saying the sentences under each picture. Then, repeat after her.

*Perhatikan gambar pada Worksheet 3.12 berikut. Simak gurumu mengucapkan kalimat di bawah setiap gambar. Kemudian, tiru dan ulangi.*

**Worksheet 3.12**

1.



Bara's father petted a turtle.

2.



Bara's mother fed the giraffe.

3.



Bara and his parents took a selfie with some parrots.

4.



Bara pointed at a snake in the cage.

5.



Bara and his parents walked around at the zoo.

6.



Bara and his parents had lunch at the cafeteria.





## Story Time

### 1. Order the Activities

Look at your answers in Worksheet 3.12 and say again the sentences with one of the signals in Worksheet 3.13. The first one is an example.

*Lihat jawabanmu pada Worksheet 3.12 dan ucapkan kalimat-kalimat tersebut lagi dengan menggunakan salah satu kata penanda urutan yang tersedia di dalam Worksheet 3.13. Kalimat pertama adalah contoh yang diberikan.*

#### Example:

First, Bara's father petted a turtle.

#### Worksheet 3.13

First,

Second,

Finally,

Next,

Then,

After that

### 2. View and Read

Read the following story about Bara and his parents at the zoo.

*Bacalah cerita berikut mengenai Bara dan kedua orang tuanya di kebun binatang.*

#### Fun at the Zoo

"Dad, Mom, we are at the zoo!" said Bara happily.

"We are! First, we need to scan this barcode at the gate," said Bara's dad. He took his mobile phone out of his pocket.

After they scanned the barcode, they walked into the zoo complex.

"Look at this zoo map, Bara," Mom said. "It shows the locations of all the animals."



"What animals do you want to see first?" asked Dad. "There are mammals on the left, birds on the right, and the way to see reptiles and amphibians is right in front of us."

"I want to see elephants, bears, chimpanzees, giraffes, tigers, and lions," said Bara joyfully.

"So, which way do we go?" asked Mom.

"To the left, of course!" Bara replied confidently. "Then I want to see turtles, crocodiles, lizards, and chameleons."

"And I want to see snakes, too," Bara's Dad added.

"So, do we have to go to the aviary or the reptiles and amphibians', Bara?" asked Mom.

"Well, we have to go to the reptiles and amphibians, right?" he replied hesitantly.

"You're right!" said his parents. "You learned a lot about animals at school last week, didn't you?"

"I did, and it was super fun!" Bara answered.

"We are so proud of you, son", Bara's Dad said. "Very well then, now let's see those mammals first. We can learn where they are from, what they eat, and many other things."

"Yay, let's go!" shouted Bara excitedly. "But Mom,...Dad,... speaking of eating, I'm kind of hungry now. Can we buy something to eat?"

"It's not lunch time yet, son. We can have lunch later at the cafeteria near the entrance gate," his mom suggested.

"Let's go see and learn about many animals in this zoo, son!" Bara's dad called him to walk with him and mom at once.

"Yay! This is fun already. Let's go!" Bara shouted happily, holding his parents' hands side by side.








### 3. Read and Answer

Read the story again and answer these questions in Worksheet 3.14. Draw a line to match your answers with the related pictures.

Baca kembali cerita tentang kegiatan Bara dan kedua orang tuanya di kebun binatang dan jawab pertanyaan-pertanyaan pada Worksheet 3.14. Tarik garis untuk mencocokkan jawaban kamu dengan gambar yang sesuai.

 Worksheet 3.14

No.	Questions	Answers	Pictures
1.	Why did Bara's father scan the ticket barcode at the gate?	They scanned the ticket barcode at the gate so that they could _____.	
2.	What did the zoo map show?	The map showed _____ in the zoo.	
3.	Which way did they go to see the mammals?	They went to the _____ to see the mammals.	
4.	How did Bara know about the animals in the zoo?	Bara knew about the animals in the zoo because he _____.	
5.	What did they do after seeing the animals in the zoo?	After seeing the animals in the zoo, they _____.	

Read the following statements in Worksheet 3.15. Write 'T' if the statement is true or 'F' if the statement is false based on the previous story about Bara at the zoo.

*Bacalah pernyataan pada Workshet 3.15 berikut. Tulislah 'T' jika pernyataan benar dan 'F' jika pernyataan salah sesuai cerita sebelumnya tentang Bara di kebun binatang.*

 **Worksheet 3.15**

No.	Statement	T/F
1.	Bara scanned the tickets after they went into the zoo.	<input type="text"/>
2.	Bara went to the left because he wanted to see the birds first.	<input type="text"/>
3.	Bara's dad wanted to see snakes so they went to the mammals.	<input type="text"/>
4.	Bara learned a lot about animals at school.	<input type="text"/>
5.	Bara and his parents saw five groups of animals in the zoo.	<input type="text"/>

### **4. Act the Story Out**






Match the past tense verbs with the activities at the zoo and the correct pictures. Draw a line to connect them in Worksheet 3.16. Once matched, you may say the sentences or act out the activities. The first activity has been done for you as an example.

*Cocokkan kata kerja bentuk lampau berikut dengan aktivitas di kebun binatang dan gambar yang benar. Tarik garis untuk menghubungkan mereka pada Worksheet 3.16. Setelah selesai, kamu bisa mengucapkan kalimat-kalimat tersebut atau memerankan kegiatan tersebut. Kegiatan pertama telah dituliskan untuk kamu sebagai contoh.*



Bara asked (ask) the zookeeper some questions about the koalas. (picture c)

More activities at the zoo last weekend...

No.	Past Tense Verbs	Activities at the Zoo	Pictures
1.	watched	Bara <b>asked</b> (ask) the zookeeper some questions about the koalas.	
2.	petted	Bara and his parents _____ (take) a photo with some cockatoos.	
3.	fed	Bara _____ (watch) many people at the zoo.	
4.	took	Bara's mother _____ (feed) the giraffe at the zoo.	
5.	asked	Bara's father _____ (pet) a giant tortoise at the zoo.	

## 1. Grouping the Animals

Instruction:

- Look at the animal pictures in Worksheet 3.17.
- Complete the sentence under each picture with the name of an animal group.
- Number one has been done for you.

Instruksi:

- Lihat gambar hewan pada Worksheet 3.17.
- Lengkapi kalimat-kalimat di bawah setiap gambar dengan nama grup hewan yang benar.
- Nomor satu adalah contoh.

 **Worksheet 3.17**



Last week, I saw giraffes, elephants, monkeys and lions at the zoo.

They are mammals.



Yesterday, I saw pigeon, duck, and geese on my way back home.

They are \_\_\_\_\_.



Last month, I went to the beach. I saw turtles and lizards.

They are \_\_\_\_\_.



I saw some frogs and toads just now.

They are \_\_\_\_\_.



Two weeks ago, we went to see my uncle's Koi fish.

They are \_\_\_\_\_.



Last night, I saw a butterfly and a dragonfly inside our house.

They are \_\_\_\_\_.



## 2. Word Search

Instruction:

- Work with a group.
- Circle the words that answer the clues below the puzzle in Worksheet 3.18. The puzzle is based on Bara's story about going to the zoo last weekend.
- The first one has been done for you.

*Instruction:*

- Work with a group.*
- Circle the words that answer the clues below the puzzle in Worksheet 3.18. The puzzle is based on Bara's story about going to the zoo last weekend.*
- The first one has been done for you.*



Worksheet 3.18

### Bara

SYCDOE  
SKGDADW  
HADLRTH  
GRABEDRPII  
PAJIQFFRVA  
BQZABAMOTHERZ  
WAZSLEPTOITPPR  
FVAMNVRARNGSEE  
TDRXMZLYZOORCY  
WZKDONEUBTOWMA  
FISHJVYVIQWIKDIDCA  
ENXRYHSLEEPDKKNRABL  
TSAWRJCRWCAMPHIBIANS  
TMQWDRLPRYEDINYBIRDS  
TDSRTDTGRABBEDRBTPIN  
GYEUIYGYOUPUQRXHWVS  
SNZWPSEEMUJVPVJJMAKEHA  
DLINSECTSLSFHATEHOBQBNCWB  
CAUWEEKTNBQSKABLFMAMMALS  
WNSCNEUUEANUJEZYMATUWENTN  
PYTMADELRLUNJJKYOJQUOXSTLM  
QCFTDAAORDVWENDLASDWJXZVGNUT  
RTQRSITALASTUSJOREPTILESFIIONJP  
CSKZTWDITYYUBZNMVSCUSNAKESIJ



### Clues:

1. What \_\_\_\_ (do) Bara do at the zoo \_\_\_\_ weekend?
2. Bara and his parents \_\_\_\_ (have) a good time at the zoo.
3. They \_\_\_\_ (go) to the zoo by bus.
4. They \_\_\_\_ (see) some giraffes. They were very tall!
5. The elephants at the zoo \_\_\_\_ (eat) a lot of bananas.
6. The koalas \_\_\_\_ (sleep) on the tree branches.
7. The monkeys \_\_\_\_ (make) funny noises.
8. Can you also find the animal groups in the puzzle?



### My Turn

#### Instruction:

1. Go back to the previous activities (1-6) again to help you remember about Bara's mother experience at the zoo.
2. Write what happened at the zoo last weekend based on Bara's mother's point of view in worksheet 3.19.
3. Use the following prompts to write.

#### Instruksi:

1. *Kembalilah ke aktivitas sebelumnya (aktivitas 1-6) untuk membantumu mengingat pengalaman ibu Bara saat di kebun binatang.*
2. *Tuliskan apa yang terjadi di kebun binatang akhir pekan lalu berdasarkan sudut pandang ibu Bara pada Worksheet 3.19.*
3. *Ikuti petunjuk berikut untuk menulis.*



**What Bara's mother did last weekend: (go) to the zoo.**

**Who she was with:**

1. Her husband
2. Her son, Bara

**What activities Bara's mother did:**

Last weekend, Bara's mother \_\_\_\_\_. She was with her husband and son, Bara. First, Bara's mother \_\_\_\_\_. Second, \_\_\_\_\_. Then, she \_\_\_\_\_. After that \_\_\_\_\_. Next, \_\_\_\_\_, and \_\_\_\_\_. Finally, she \_\_\_\_\_.



**Put a checkmark (✓) under the emoticons after your learning experience.**

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.

**Yes, I can.**  
 Aku bisa.

**I'm still learning.**  
 Aku masih perlu belajar.

**I need more support.**  
 Aku perlu bantuan.

I can Aku bisa			
My language skills  I can tell my classmates about my past activities. Aku bisa menceritakan kegiatanku pada waktu lampau kepada teman sekelasku.			



I can talk about my classmates' past activities.  
*Aku bisa menceritakan kegiatanku pada waktu lampau kepada teman sekelasku.*

I can ask about my classmates' past activities.  
*Aku bisa bertanya mengenai kegiatan-kegiatan yang dilakukan teman sekelasku pada waktu lampau.*

I can tell or talk about the past activities according to the order of time.  
*Aku bisa bertanya mengenai kegiatan-kegiatan yang dilakukan teman sekelasku pada waktu lampau.*

### My Social Skills

I can work together with my friends.  
*Aku bisa bekerja sama dengan teman-temanku.*

I can ask questions and express my ideas.  
*Aku bisa bertanya dan mengekspresikan ideku.*

I listen to my teacher and my friends.  
*Aku menyimak perkataan guru dan teman-temanku.*



### I Can Do More

Scan the QR code to learn more about this chapter.  
*Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini.*

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6q>



# Get Ready for English on Stage



Scan the QR code to see three exciting performance samples. Pick one, follow the steps, and get ready to show your skills in English on Stage at the end of the semester!

*Pindai kode QR untuk melihat tiga contoh penampilan yang menarik. Pilih satu, ikuti langkah-langkahnya, dan bersiaplah untuk menunjukkan kemampuanmu dalam English on Stage pada akhir semester!*

SCAN ME



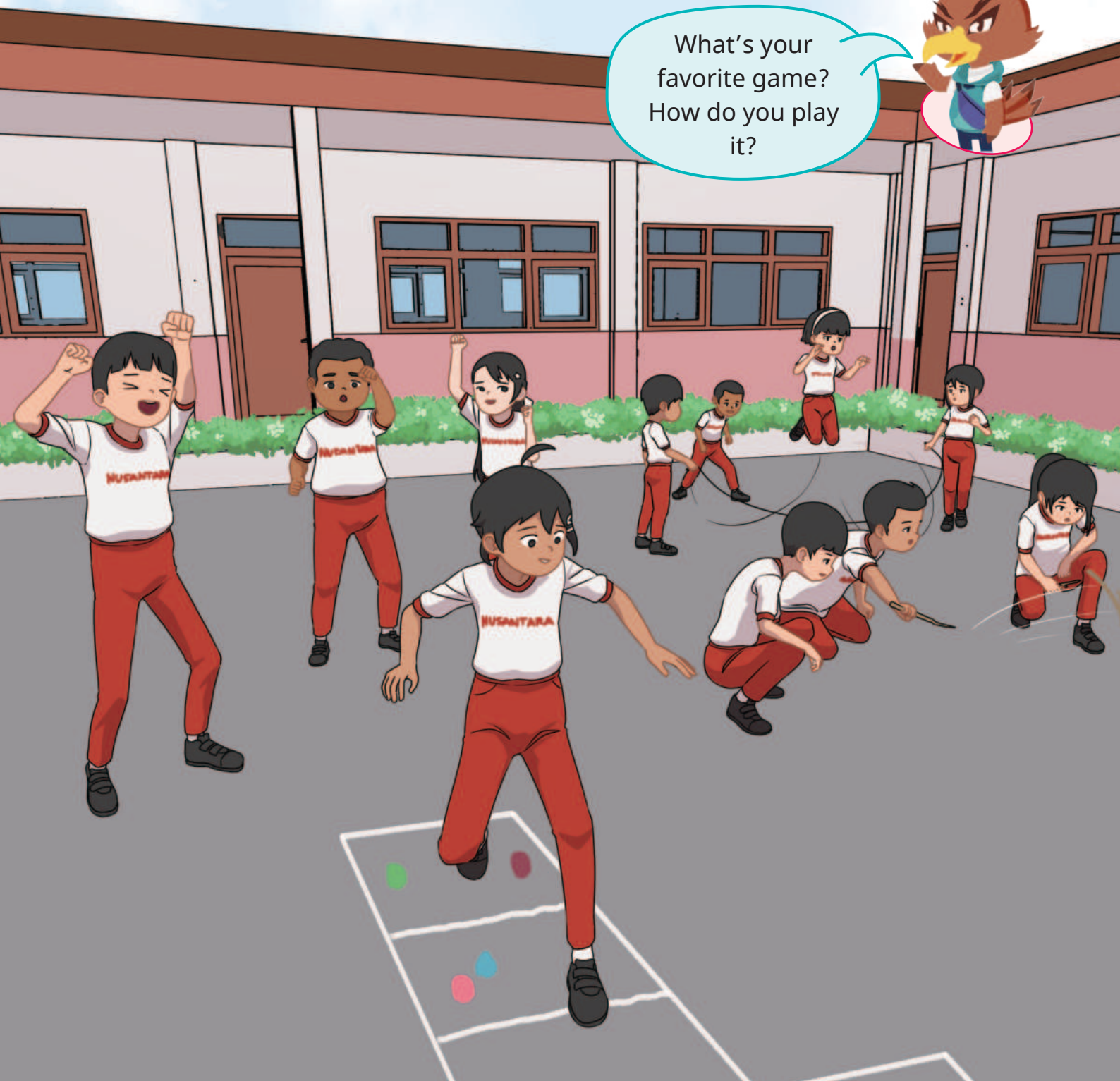
<https://buku.kemdikbud.go.id/s/bing6kk>





# Let's Play!

What's your  
favorite game?  
How do you play  
it?





## Learning Objective

- You can respond to and give simple instructions about doing physical activities.  
*Kamu dapat merespon dan memberi instruksi gerakan-gerakan sederhana.*
- You can identify materials for playing a game.  
*Kamu dapat mengidentifikasi alat yang dibutuhkan untuk memainkan suatu permainan.*
- You can write steps on how to play a game.  
*Kamu dapat menulis langkah-langkah untuk memainkan suatu permainan.*

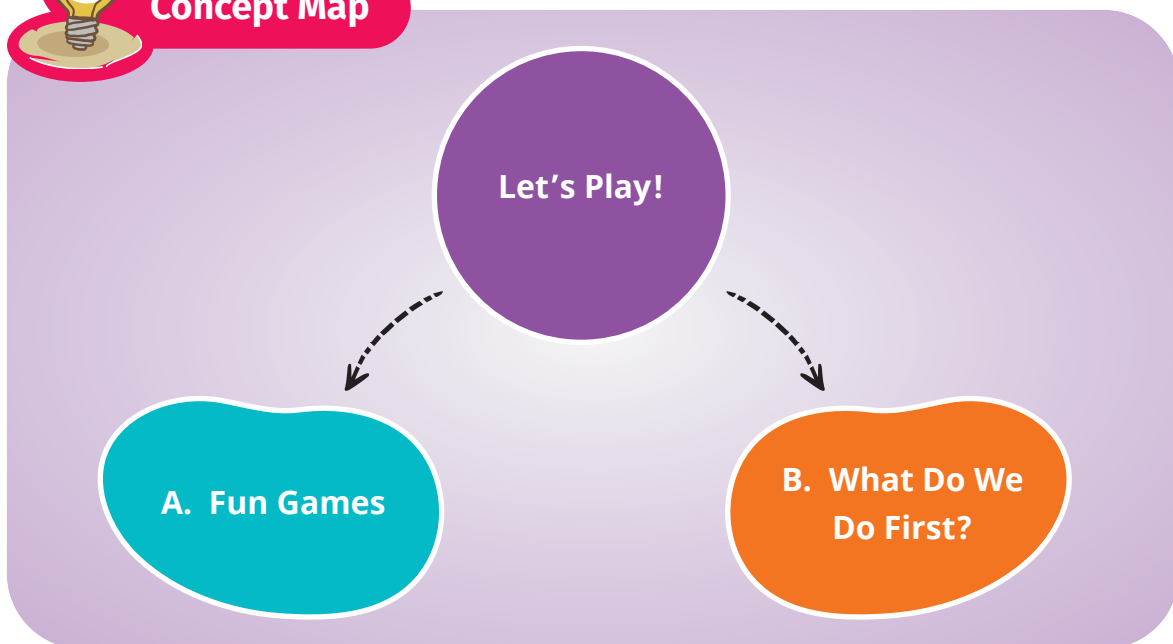


## Key Words

- jump  
*melompat*
- hop  
*meloncat*
- tag  
*menandai*
- swing  
*mengayun*
- throw  
*melempar*



## Concept Map




## A. Fun Games



I Spy!

### 1. Listen and Point

Listen to  **Audio 4.1**. Look at picture of fun games and point at the correct picture.

*Simak Audio 4.1. Lihat gambar di bagian "fun games" dan tunjuklah gambar yang tepat.*

 **Audio 4.1**



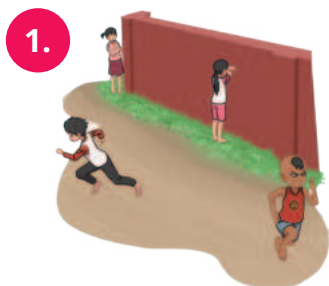
<https://buku.kemdikbud.go.id/s/k6audio4.1>

blindfold tag = *tutup mata jaga*  
 hide and seek = *petak umpet*  
 hopscotch = *englek*

jump rope = *lompat tali*  
 tag = *kucing-kucingan*  
 patok lele = *patok lele*



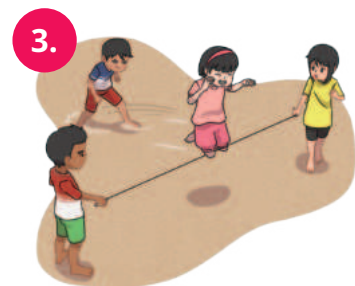
### Fun Games



hide and seek



hopscotch



jump rope



blindfold tag



tag



patok lele

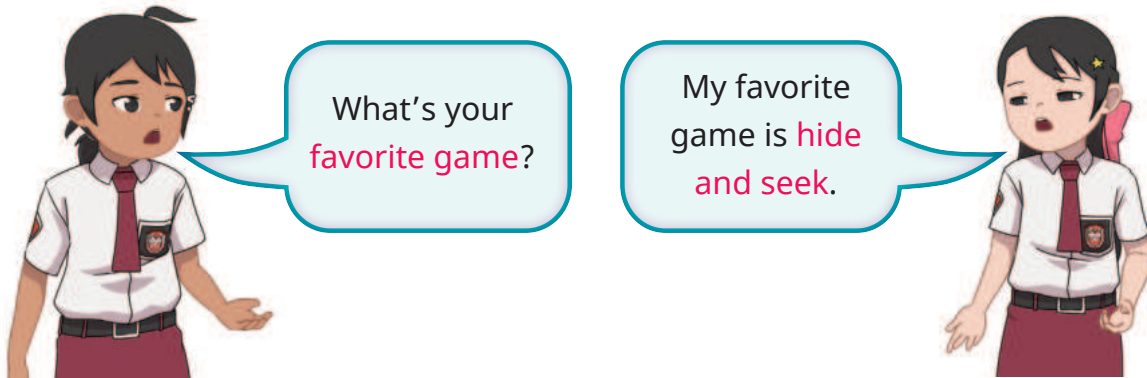


## 2. Look and Speak

Work in pairs. Look at picture of fun games and practice the dialogue in Worksheet 4.1.

Bekerjalah secara berpasangan. Lihat gambar di bagian "fun games" dan praktikkan dialog pada Worksheet 4.1.

### Worksheet 4.1



## 3. Listen and Speak

Listen to Audio 4.2. Look at Worksheet 4.2 and practice saying the expressions.

Simaklah Audio 4.2 dan perhatikan Worksheet 4.2. Lalu, berlatihlah mengucapkan ungkapannya.



Putra and Putri want to play games, but they don't know how to play the games. They ask Pipit how to play the games.

### Worksheet 4.2



tag



hide and seek



swing and jump





hop



catch



throw



1. How do you play tag?	.....
2. How do you play hide and seek?	.....
3. How do you play jump rope?	.....
4. How do you play hopscotch?	.....
5. How do you play blindfold tag?	.....
6. How do you play patok lele?	.....



## Song Time

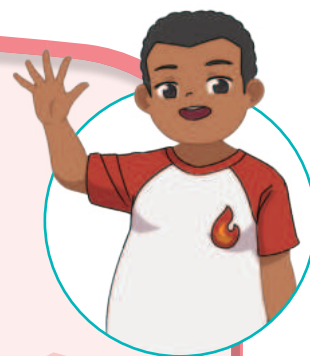
### 1. Listen and Sing

Listen to the song in  **Audio 4.3**. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 4.3. Bernyanyilah bersama guru dan teman sekelasmu.*



### Let's Play!



Let's play together  
Follow the rules  
We'll have fun together  
Come join us

Let's play together  
Follow the rules  
We'll have fun together  
Come join us

Let's play run and tag  
Run and tag your friends  
We'll have fun together  
Come join us

Let's play hopscotch  
Throw the token and jump  
We'll have fun together  
Come join us

Let's play hide and seek  
Some will hide  
One will seek  
We'll have fun together

Let's play jump rope  
Swing the rope and jump  
We'll have fun together  
Come join us



### 2. Match and Speak

Draw a line to connect the pictures with the questions. Then, practice saying the expressions.

*Tarik garis untuk menghubungkan gambar dengan pertanyaan. Kemudian, berlatihlah untuk mengucapkan ungkapannya.*

Help Pipit to answer Bara's questions.





1. How do you play tag?



2. How do you play blindfold tag?



3. How do you play hopscotch?



4. How do you play hide and seek?



5. How do you play jump rope?



6. How do you play *patok lele*?

a. Hide and your friends will look for you.



b. Swing the rope and jump over it.



c. Run and tag your friends.



d. Put on a blindfold over your eyes, then look for your friends.



e. Throw a small twig and your friends will catch it.



f. Throw the token and hop to the square.





## Story Time

Audio 4.4



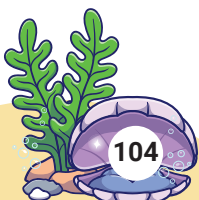
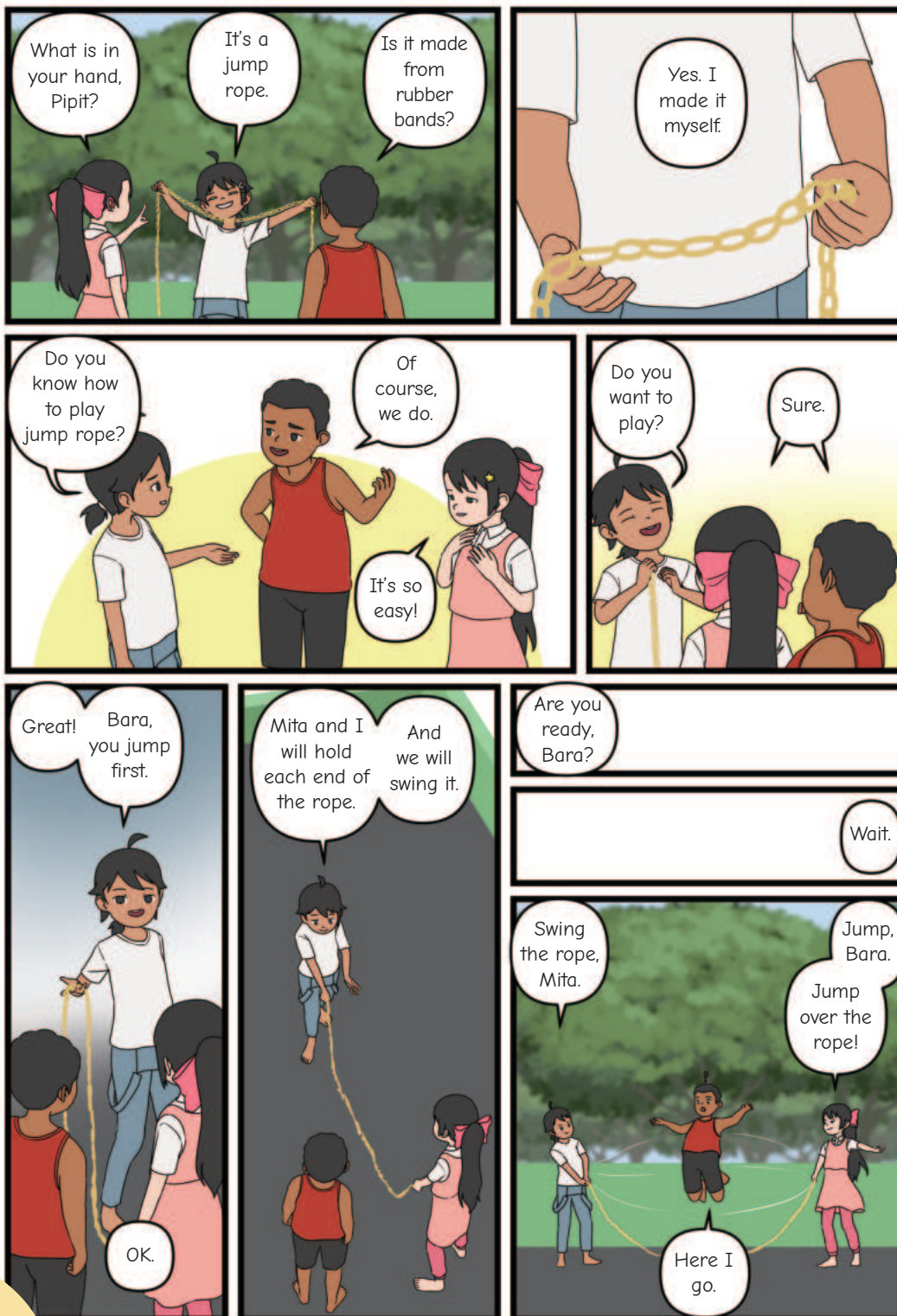
<https://buku.kemdikbud.go.id/s/k6audio4.4>

### 1. Listen and Read

Listen to **Audio 4.4** and read Comic Strip 4.1.

Simak Audio 4.4 dan bacalah Comic Strip 4.1.

Comic Strip 4.1



## 2. Read and Write

Based on the story in Comic Strip 4.1, write the answers to questions in Worksheet 4.4 about playing jump rope.

*Berdasarkan cerita pada Comic Strip 4.1, tuliskan jawaban pertanyaan pada Worksheet 4.4 mengenai permainan lompat tali.*

### Worksheet 4.4

1. What is the rope in the story made of?  
The rope is made of \_\_\_\_\_.
2. Who made the rope?  
\_\_\_\_\_ made the rope.
3. Who swings the jump rope in the story?  
\_\_\_\_\_ swing the jump rope in the story.
4. How do they hold the rope?  
They hold \_\_\_\_\_.
5. Why do they need to play jump rope together? \_\_\_\_\_

## 3. Match and Write

Draw a line to connect the pictures with their correct movements. Write number one, two, or three under each picture to play jump rope in Worksheet 4.5.

*Tarik garis untuk menghubungkan gambar dengan gerakan yang tepat. Tulis nomor satu, dua, atau tiga di bawah setiap gambar lompat tali pada Worksheet 4.5.*

1. Hold one end of the rope.



a. This is number \_\_\_\_.

2. Swing the rope.



b. This is number \_\_\_\_.

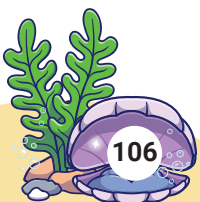
3. Jump over the rope.



c. This is number \_\_\_\_.

 **Game Time**

**1. Bima says...**



Instruction:

a. Your teacher will give you an instruction that starts with *"Bima says ...."*, you must follow the instructions.

For example, *"Bima says, jump!"*. You have to jump.

b. If the instruction does not start with *"Bima says...."* you should not do anything.

For example, your teacher says *"Catch!"*, you do not have to follow the instructions.

Instruksi:

a. Gurumu akan memberikan instruksi yang diawali dengan *"Bima says...."*, kamu harus mengikuti instruksinya.

Contohnya, *"Bima says, jump!"*, maka kamu harus melompat.

b. Jika instruksinya tidak diawali dengan *"Bima says...."*, kamu tidak boleh melakukan apapun.

Contohnya, gurumu berkata *"Catch!"*, maka jangan ikuti instruksinya.

jump	hop	run	catch
tag	hide	turn around	swing

## 2. I Love Jumping!

### I Love Jumping Game



Jump in



Jump out



Jump right



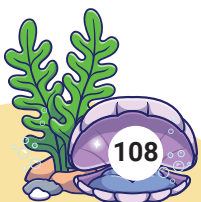
Jump left

Instruction:

- a. Work in a group of six, then make a circle.
- b. Your teacher will give you instruction, for example *"Jump in, jump out, jump left, jump right!"*
- c. All groups have to repeat the instruction while doing the instruction.
- d. When the teacher says *"Jump in!"*, all groups jump forward while repeating the instruction.
- e. When the teacher says *"Jump out!"*, all groups jump backward while repeating the instruction.
- f. When the teacher says *"Jump left!"*, all groups jump left while repeating the instruction.
- g. When the teacher says *"Jump right!"*, all groups jump right while repeating the instruction.
- h. Your teacher will also double the instruction. For example *"Jump in, Jump out!"*, all groups have to jump in, jump out all at once.
- i. If a group fails following the instructions, they have to sit.
- j. The last group standing is the winner.

*Instruksi:*

- a. *Buatlah kelompok dengan jumlah enam orang, kemudian buatlah lingkaran.*
- b. *Gurumu akan memberikan instruksi, contohnya "Jump in, jump out, jump left, jump right!"*
- c. *Semua kelompok harus mengulangi instruksi sambil melakukan apa yang diinstruksikan.*
- d. *Ketika gurumu berkata "Jump in!", semua kelompok melompat ke dalam lingkaran sambil mengucapkan kembali instruksinya.*
- e. *Ketika gurumu berkata "Jump out!", semua kelompok melompat ke luar lingkaran sambil mengucapkan kembali instruksinya.*
- f. *Ketika gurumu berkata, "Jump left!", semua kelompok melompat ke arah kiri sambil mengucapkan kembali instruksinya.*
- g. *Ketika gurumu berkata, "Jump right!", semua kelompok melompat ke arah kanan sambil mengucapkan kembali instruksinya.*
- h. *Gurumu juga akan mengucapkan dua instruksi, contohnya "Jump in, Jump out!", semua kelompok harus melompat ke dalam lalu keluar lingkaran.*
- i. *Jika ada kelompok yang tidak dapat mengikuti instruksi, mereka harus duduk.*
- j. *Kelompok terakhir yang masih berdiri adalah pemenangnya.*





## My Turn

### 1. Read and Circle

Read the text in Worksheet 4.6 and circle the correct instruction for the game.  
*Bacalah teks pada Worksheet 4.6 dan lingkari instruksi permainan yang tepat.*

#### Worksheet 4.6

Ferdinand is asking about his mom and dad's childhood favorite game.

Ferdinand : What is your childhood favorite game, Mom?

Mom : My childhood favorite game is hopscotch. It's fun to play.

Ferdinand : I know how to play hopscotch. You have to 1) **throw** / **catch** the token and 2) **run** / **hop** to the square.

Mom : Yes, you are right.

Ferdinand : How about you, Dad? What is your childhood favorite game?

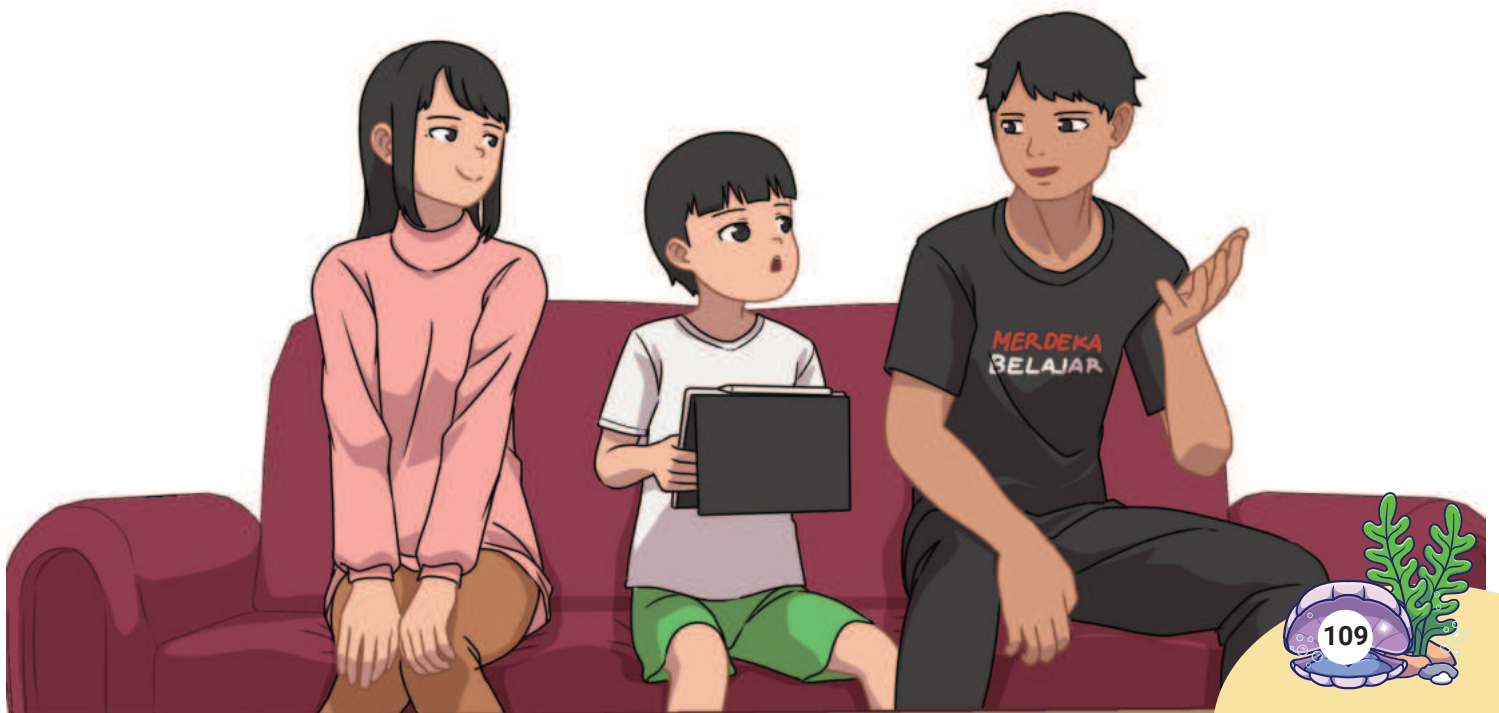
Dad : I played many games when I was a kid. I liked to play *patok lele*.

Ferdinand : *Patok lele*? I have not heard about that game before. "How did you play it, Dad?"

Dad : It's so easy. You have to 3) **throw** / **put** a small branch and your friends will 4) **tag** / **catch** it.

Mom : How about you, son? What game do you like to play?

Ferdinand : Well, I rarely play traditional games, but last week my friends and I played blindfold tag at school. It was fun. I had to 5) **put** / **catch** a blindfold over my eyes and 6) **look** / **run** for my friends.



## 2. Play the board game and do as instructed

Mainkanlah permainan papan berikut dan lakukan yang diperintahkan.

Instruction:

- Throw a dice.
- Move based on the number of the dice.
- Answer the question or do the instruction.

Instruction:

- Lemparkan sebuah dadu.
- Bergerak sesuai nomor pada dadu.
- Jawab pertanyaan atau lakukan instruksinya.

### Board Game





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.





**Yes, I can.**  
Aku bisa.



**I'm still learning.**  
Aku masih perlu belajar.



**I need more support.**  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can follow simple instructions. <i>Aku bisa mengikuti instruksi sederhana.</i>			
I can give simple instructions. <i>Aku dapat memberikan instruksi sederhana.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## B. What Do We Do First?



### 1. Listen and Point

Listen to Audio 4.5. Look at Worksheet 4.7 and write the correct letter.

*Simak Audio 4.5. Lihat Worksheet 4.7 dan tuliskan huruf yang sesuai.*

Putri watched Pipit and friends play some games in the schoolyard. She asked Ibu Flo about the games.

soccer

bekel

congklak

marble

sepak bola

bekel

congklak

kelereng

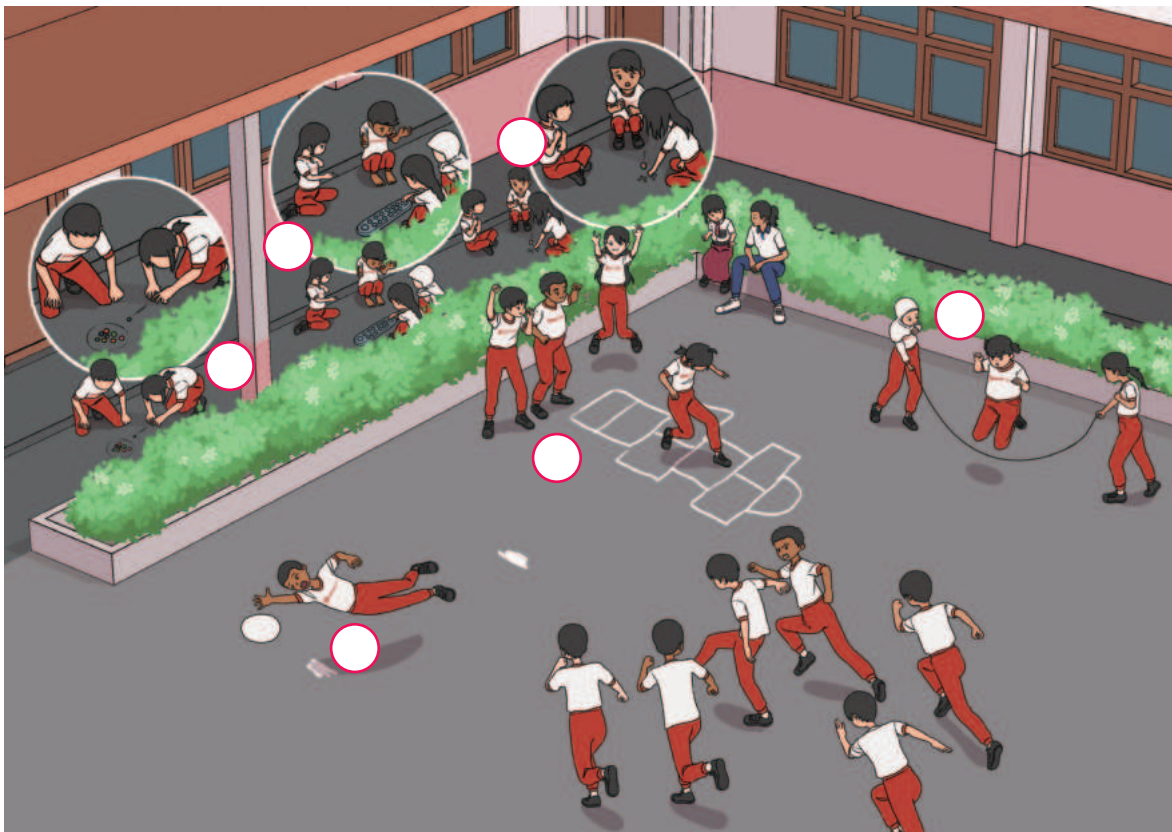


Audio 4.5



<https://buku.kemdikbud.go.id/s/k6audio4.5>

Worksheet 4.7



## 2. Look and Speak

Work with a partner. Look at the pictures in Worksheet 4.7. Then, practice the dialogue in Worksheet 4.8.

*Bekerjalah secara berpasangan. Lihat gambar pada Worksheet 4.7. Kemudian, praktikkan dialog pada Worksheet 4.8.*

 Worksheet 4.8

**Example:**

Putri : What do we need to play  
hopscotch?

Ibu Flo: We need **a token and  
a twig.**



**Story Time**

## 1. Look and Speak

Look at Picture Traditional Game Book and practice saying the expressions.

*Lihat Picture Traditional Game Book dan berlatihlah mengucapkan ungkapannya.*

Ferdinand is reading a book in the school library. The book is about kinds of traditional games. He is learning about the steps in playing many kinds of traditional games.

Traditional Game Book



1. Hopscotch



throw the token



hop to the square

2. Soccer



kick the ball



shoot toward the goal

3. Bola Bekel



throw the ball



take the seeds



catch the ball

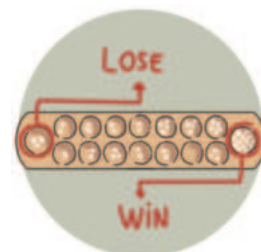
4. Congklak



take the seeds from the holes



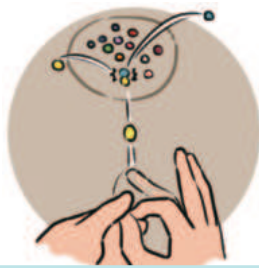
spread the seeds to the holes



collect the seeds as much as you can



5. Marbles



Shoot the marble.

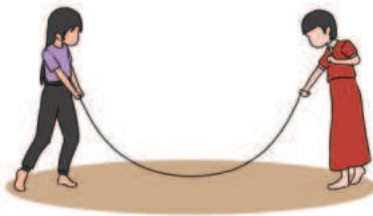


Take the knocked out marble.



Collect the marbles as much as you can.

6. Jump Rope



Hold the rope.



Swing the rope.



Jump over the rope.

2. Look and Speak

Work with a partner. Look at the previous picture again. Then, practice saying the expression in Worksheet 4.9.

*Bekerjalah secara berpasangan. Lihat kembali the previous picture. Lalu, berlatihlah mengucapkan ungkapan pada Worksheet 4.9.*

Worksheet 4.9

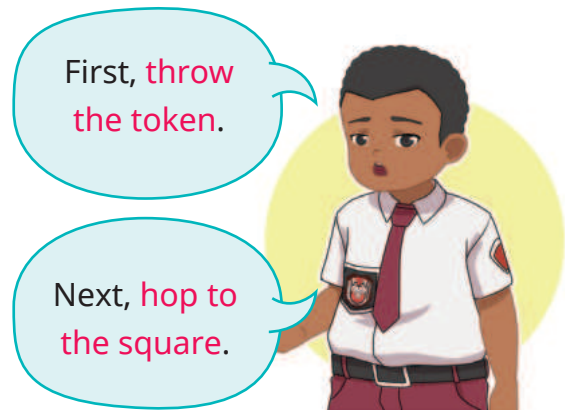
Sequencers

First,

Second,  
Next,  
Then,  
After that,

Finally,

**Example:**



	<p><i>What do we do first?</i> <i>What do we do next?</i></p>	<p><i>First,</i> <i>Next,</i></p>
	<p><i>What do we do first?</i> <i>What do we do next?</i> <i>What do we do after that?</i></p>	<p><i>First,</i> <i>Next,</i> <i>After that,</i></p>

### 3. Listen and Read

Audio 4.6

Listen to **Audio 4.6** and read Comic Strip 4.2.

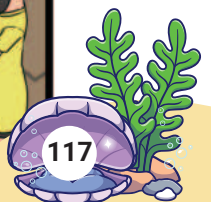
Simak Audio 4.6 dan bacalah Comic Strip 4.2.



<https://buku.kemdikbud.go.id/s/k6audio4.6>

#### Part 1: Drawing the Hopscotch Area

Comic Strip 4.2



## 4. Read and Check

Read the statements in Worksheet 4.10 and put a checkmark (✓) if the statement is true and put an cross mark (✗) if the statement is false.


Baca pernyataan pada Worksheet 4.10 dan berikan tanda centang (✓) pada pernyataan yang benar dan tanda silang (✗) pada pernyataan yang salah.

### Worksheet 4.10

No.	Statement	✓ / ✗
1.	Bara needs a twig to draw the hopscotch court.	✓
2.	Putri helps Bara to draw a circle.	.....
3.	Putra helps Bara to draw squares.	.....
4.	We need tokens to play hopscotch.	.....
5.	We need to hop and run to play hopscotch.	.....



## 5. Listen and Read

Listen to  Audio 4.7 and read the comic strip.

Simak Audio 4.7 dan bacalah Comic Strip 4.3.

Part 2: Let's Play Hopscotch!

### Comic Strip 4.3

 Audio 4.7



<https://buku.kemdikbud.go.id/s/k6audio4.7>

Let's play hompimpa!

I win! Yay!!

Ok, Putri. First, throw the token to the first square.

Then, hop with one foot to the next single square.

What about the double squares, Bang Bara?

Land with both feet. Hop into the empty squares only.

What should I do in the circle?

Land with both feet, too.

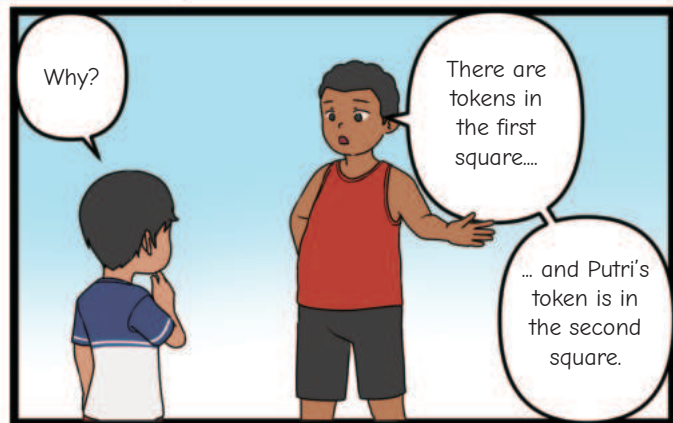
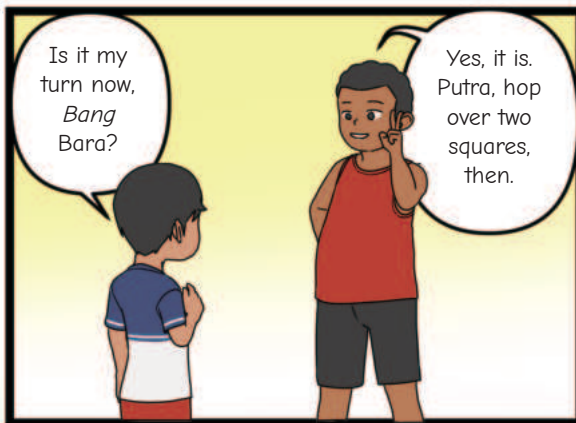
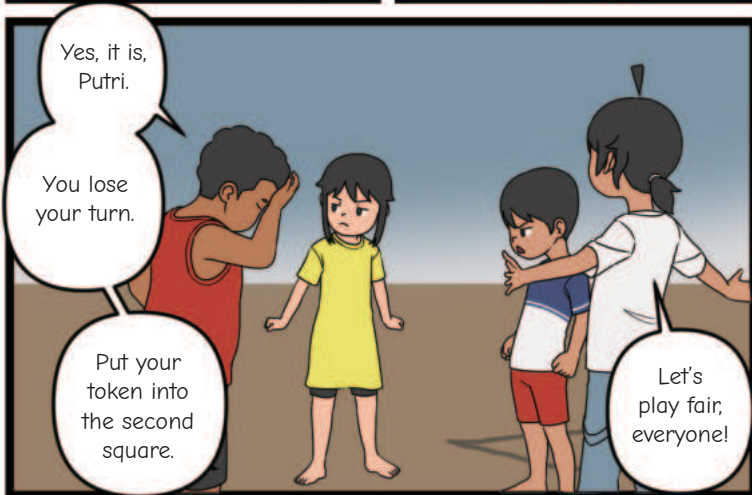
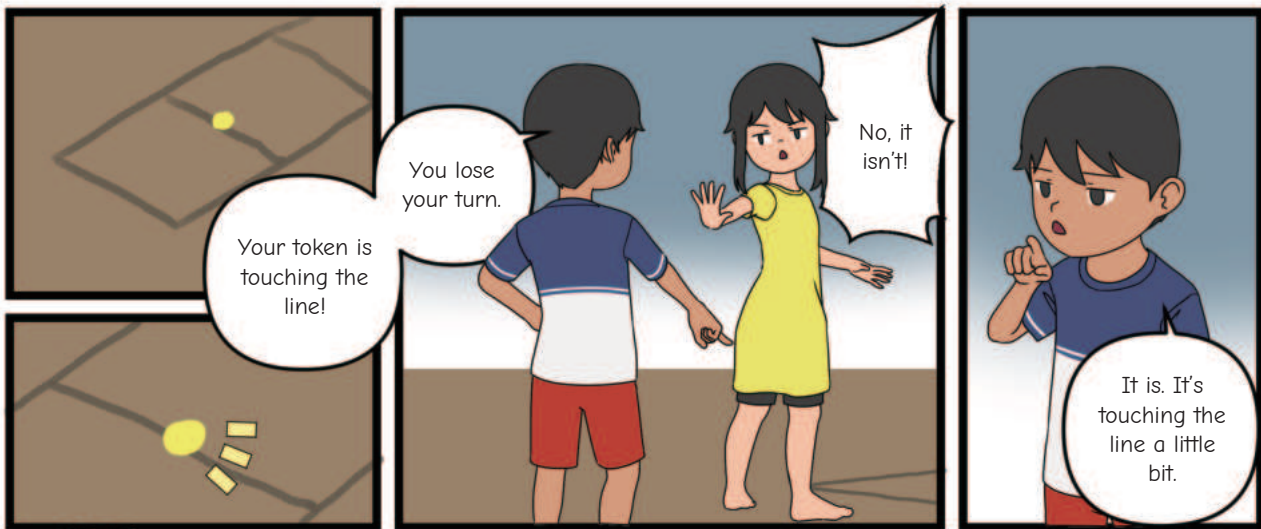
Next, turn your body around and hop back to the start.

After that, pick up your token!

I've done it!

Now, throw your token into the next square. Inside the square!

Ok Bang Bara.








## 6. Write and Match

Read the story again in Comic Strip 4.3 and answer the questions in Worksheet 4.11. Draw a line to match your answers with the related pictures.

Baca ceritanya kembali pada Comic Strip 4.3 dan jawablah pertanyaan pada Worksheet 4.11. Tarik garis untuk menghubungkan jawabannya dengan gambar yang berkaitan.

### Worksheet 4.11

No.	Questions	Answers	Pictures
1.	Why does Putri get to play the hopscotch first?	Putri plays the hopscotch first because she _____.	a. 
2.	What does Putri have to do in the double squares?	Putri has to _____ in the double squares.	b. 
3.	How does Putri lose her turn?	Putri loses her turn after her token _____.	c. 
4.	In what square does Putri have to put her token back after losing her turn?	After losing her turn, Putri has to put her token back in _____.	d. 
5.	Why does Bara have to hop over two squares?	Bara has to hop over two squares because _____.	e. 

## Game Time

### Let's Play a Game!



Pastikan kalian bermain dengan tertib, menaati aturan permainan yang telah disepakati dan menjaga keamanan.



Instruction:

1. Work with a group. Choose one of the games.

marble	jump rope	hopscotch	other: _____
congklak	bekel	blindfold tag	

2. Discuss with your group the materials needed and the steps to play it!
3. Play the game of your choice with your group.

Instruksi:

1. Buatlah kelompok. Pilih salah satu permainan.
2. Diskusikan dengan kelompokmu bahan apa saja yang diperlukan dan langkah-langkah untuk memainkan permainan tersebut.
3. Mainkan permainan pilihanmu dengan teman-teman di kelompokmu.





## My Turn

### 1. Ask and answer your classmates.

Instruction:

- Choose five classmates.
- Ask and answer about their favorite game and the materials needed in playing the game.
- write the answer on Worksheet 4.12.

Instruksi:

- Pilihlah lima orang teman.
- Bertanya jawablah tentang permainan kesukaan mereka dan benda-benda yang dibutuhkan untuk bermain permainan tersebut.
- Tulislah jawabannya pada Worksheet 4.12.

#### Example:

Pipit : What is your favorite game?

Mita : My favorite game is congklak.

Pipit : What do we need to play congklak?

Mita : We need a wooden board and shells.

#### Worksheet 4.12

No.	Name	Favorite Games	Materials needed to play the game
-----	------	----------------	-----------------------------------

1.	Mita	Congklak	A wooden board and shells.
----	------	----------	----------------------------

2.			
----	--	--	--

3.			
----	--	--	--

4.			
----	--	--	--

5.			
----	--	--	--



## 2. Choose one of the games. Write how you play it.

Pilihlah salah satu permainan berikut. Tuliskan bagaimana memainkannya.

 Worksheet 4.13

marble	soccer	hopscotch	jump rope
congklak	bekel	blindfold	other: _____

**How to Play** \_\_\_\_\_

**Materials:**

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

**Steps:**

1. **First,** \_\_\_\_\_ .
2. **Second,** \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ .
5. \_\_\_\_\_ .
6. \_\_\_\_\_ .
7. \_\_\_\_\_ .





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can identify materials for playing a game. <i>Aku bisa mengidentifikasi bahan-bahan untuk memainkan permainan.</i>			
I can write steps on how to play a game. <i>Aku bisa menulis langkah-langkah untuk memainkan suatu permainan.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			





## I Can Do More

Scan the QR code to learn more about this chapter.

*Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini.*

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6r>



# Having Fun in Our After-School Club

What did they do in the after-school club?





## Learning Objective

- You can talk about past experiences of after school club activities.  
*Kamu dapat menceritakan pengalamammu tentang kegiatan ekstrakurikuler di sekolah.*
- You can express your feelings about after school club activities.  
*Kamu dapat mengekspresikan perasaanmu tentang kegiatan ekstrakurikuler.*
- You can write a simple recount text about after school club activities.  
*Kamu dapat menulis teks recount sederhana tentang kegiatan ekstrakurikuler.*

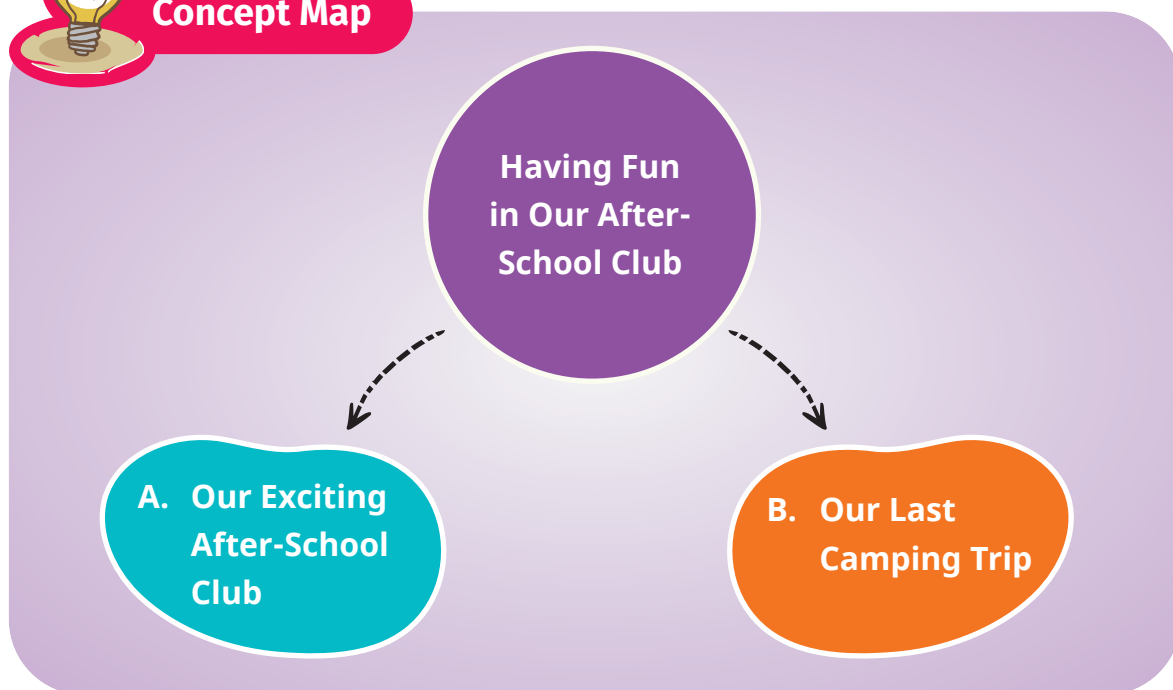


## Key Words

- **Performed** in an event.  
*Sudah tampil dalam suatu acara.*
- **Joined** a competition.  
*Sudah mengikuti kompetisi.*
- **Worked** on a project.  
*Sudah mengerjakan suatu proyek.*
- **Built** a tent.  
*Sudah mendirikan tenda.*
- **Lit** a campfire.  
*Sudah menyalakan api unggun.*




## Concept Map



## A. Our Exciting After-School Club



### 1. Listen and Write

Listen to  **Audio 5.1**. Choose the correct picture and write a number.

*Simaklah Audio 5.1. Pilih gambar yang sesuai dan tuliskan nomornya.*

 **Audio 5.1**



<https://buku.kemdikbud.go.id/s/k6audio5.1>

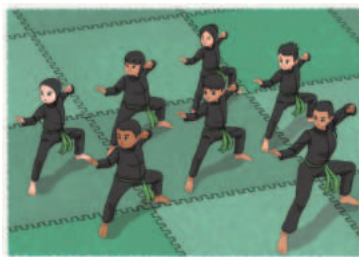
Pipit, Mita, Ferdinand, and Bara made a class scrapbook. The scrapbook was about their activities in the last semester. They chose and stuck the photos for the scrapbook.

### Worksheet 5.1



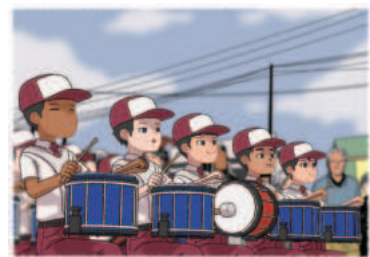
1

robotics



....

martial arts:  
*pencak silat*



....

marching band



....

art club



....

scouts



....

traditional  
dance club

## 2. Match and Speak

Help Pipit and friends to match the photos with the caption for the scrapbook in Worksheet 5.2. Draw a line from the photos to the captions. Then, practice saying the captions.

Bantu Pipit dan kawan-kawan untuk mencocokkan foto dan takarir untuk scrapbook pada Worksheet 5.2. Tarik garis dari foto ke takarir. Kemudian, berlatihlah mengucapkan takarirnya.

### Worksheet 5.2



a. Traditional Dance



b. Robotics



c. Scouts

1. We camped out two months ago.

2. We performed *Grebek Sabrang*, the traditional dance, last semester.

3. We worked on a project for the school exhibition last year.

4. We performed in a concert last year. We played musical instruments.

5. We joined a *Pencak Silat* competition last month. We practiced a lot.

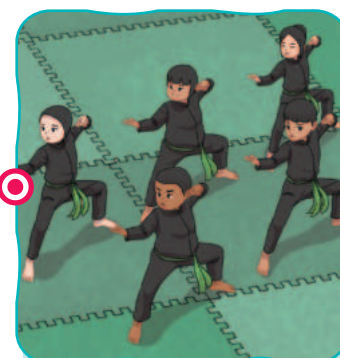
6. We coded and designed a robot last semester.



d. Art Club



e. Marching Band



f. Martial Arts: *Pencak Silat*





## Song Time

### 1. Listen and Sing

Listen to the song in **Audio 5.2**. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 5.2. Bernyanyilah bersama guru dan teman sekelasmu.*

Audio 5.2

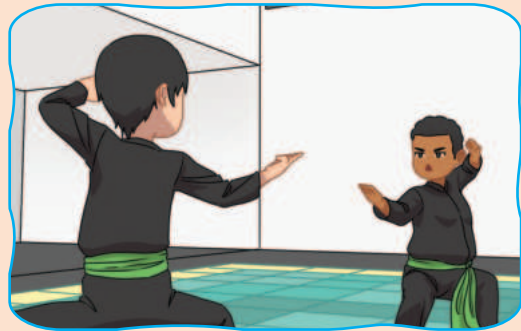


<https://buku.kemdikbud.go.id/s/k6audio5.2>

### Our Great Time



We had a great time  
Guess what we did!  
We designed a robot  
It was challenging



We had a great time  
Guess what we did!  
We joined a competition  
It was thrilling




We had a great time  
Guess what we did!  
We worked on a project  
It was exciting



We had a great time  
Guess what we did!  
We went camping  
It was fascinating



## 2. Listen and Write

Listen again to  **Audio 5.2**. Then, write about Pipit and her friends' feelings about their past activities.

*Simak kembali Audio 5.2. Lalu, tuliskan perasaan Pipit dan kawan-kawan mengenai aktivitas mereka.*

How was the after-school club activity?  
*Bagaimana kegiatan ekstrakurikulermu?*



challenging  
*menantang*

exciting  
*menyenangkan*

thrilling  
*mendebarkan*

fascinating  
*mengesankan*

### **Worksheet 5.3**

Write Pipit and friends' feelings about their after-school club activity.

Robotics Club	Art Club	Pencak Silat	Scout
It was challenging.	.....	.....	.....

How about you? What did you think about after-school club activities?

*Bagaimana denganmu? Bagaimana perasaanmu tentang kegiatan ekstrakurikulermu?*



Write about past experiences of after-school club activities based on your feelings.

Challenging	Exciting	Thrilling	Fascinating
.....	.....	.....	.....





<https://buku.kemdikbud.go.id/s/k6audio5.3>

# 1. Listen and Read

Listen to **Audio 5.3** and read Comic Strip 5.1.

Simak Audio 5.3 dan bacalah Comic Strip 5.1.

## Comic Strip 5.1

Ferdinand, Mita, Bara and Pipit talked about their after-school club activities.

Marching band is super fun. Last year, we performed in many events.

Come and join us!  
We often joined competitions, too.

This photo was taken when we won the Provincial Marching Band Competition.

If you like drawing, painting or artistic projects, you should join the art club!

We worked on a project last year.  
We showed our artwork in our school exhibition.

It was exciting.

Pencak silat is one of the best martial arts. Come and join us!

hiyaooooo...

We got a lot of trophies last year.  
We practiced a lot.

I think robotics is the best club ever!

We coded and designed a robot.

Look, this robot is from our project last year.

Now, choose one after-school club for you, and register!

I don't know which one I should choose. I want all of them.



## 2. Look and Check

Look at the photos in Worksheet 5.4 and check (✓) the correct photos.

Think about the photos that should be prepared before the presentation (Comic Strip 5.1).

Help Pipit, Ferdinand, Bara, and Mita to choose the photos.

*Perhatikan foto pada Worksheet 5.4 dan berikan tanda centang (✓) pada foto yang tepat.*

*Tentukan foto mana saja yang harus disiapkan sebelum presentasi (Comic Strip 5.1).*

### Worksheet 5.4



### 3. Read and Circle

Read the statements in Worksheet 5.5 and circle the word 'True' or 'False' based on the story in Comic Strip 5.1.

Bacalah pernyataan pada Worksheet 5.5 dan lingkari pernyataan yang benar atau salah berdasarkan cerita pada Comic Strip 5.1.

#### Worksheet 5.5

No.	Statement	True/False
1.	Ferdinand joined the marching band competition last year.	<input checked="" type="radio"/> True / <input type="radio"/> False
2.	Mita said that working on a project for the school exhibition was exciting.	<input type="radio"/> True / <input type="radio"/> False
3.	Pipit designed the robot last month.	<input type="radio"/> True / <input type="radio"/> False
4.	Bara performed in many marching band events.	<input type="radio"/> True / <input type="radio"/> False
5.	Students can join all of the after-school clubs.	<input type="radio"/> True / <input type="radio"/> False

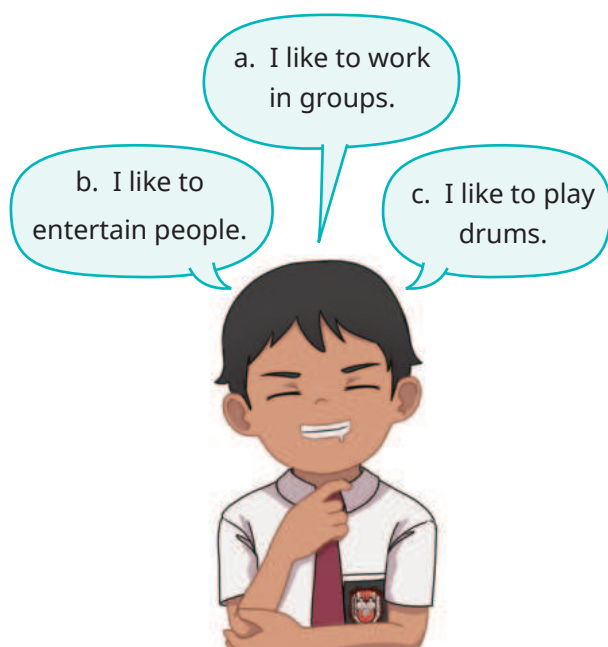
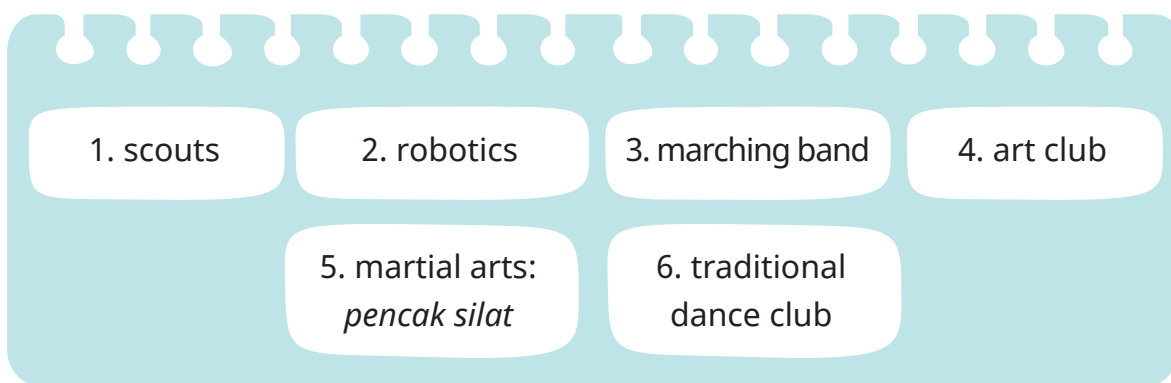
## 4. Think and Choose

Continue the story in Comic Strip 5.1 by drawing a line from the word in the box to the picture of Putra and Putri.

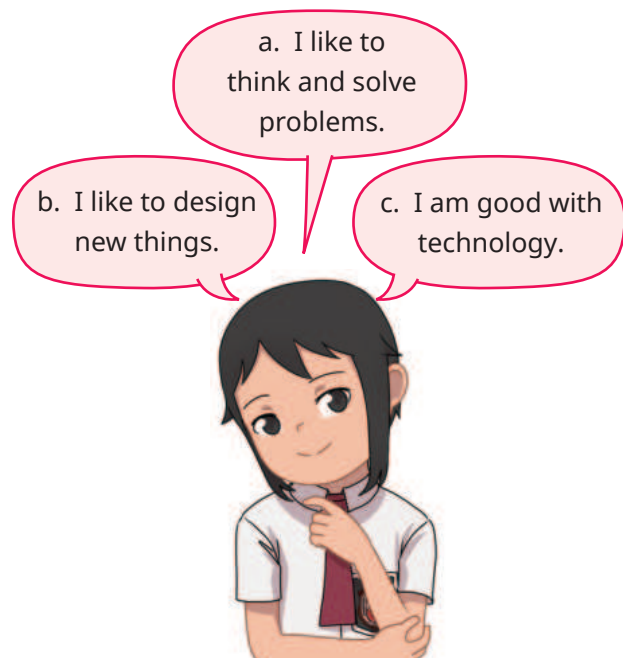
Lanjutkan cerita pada Comic Strip 5.1 dengan menarik garis dari kata di dalam kotak ke gambar Putra dan Putri.

Putra and Putri filled out the registration form for the after-school club. They didn't know what to choose. Help them to choose the most suitable after-school club.

### Worksheet 5.6



Which after-school club should I choose?



Which after-school club should I choose?





## 1. Memory Game



Instruction:

- a. Work in groups.
- b. Make a line of each group.
- c. Your teacher will stick some flashcards (see Appendix 5.1) on the board.
- d. Pay attention to the flashcards on the board and try to memorize them.
- e. Your teacher will say "*Turn around!*" and you have to turn around.
- f. Your teacher will remove one flashcard.
- g. Your teacher will say "*turn around*" and you have to turn around.
- h. The first member of each group in the line should raise a hand if she/he knows what is missing from the board. Say what is missing, for example: "*He designed a robot yesterday.*"
- i. Correct answer will get 100 points.
- j. After the front person has tried, they will go to the end of the line.
- k. The group with the highest number of points wins.

Instruksi:

- a. Bekerjalah secara berkelompok.
- b. Setiap kelompok membuat barisan.
- c. Guru akan menempelkan kartu di papan tulis.
- d. Perhatikan kartu dengan seksama.
- e. Guru akan menginstruksikan untuk berbalik badan dengan mengucapkan "turn around".
- f. Guru akan mengambil salah satu kartu yang menempel di papan tulis.
- g. Guru akan menginstruksikan untuk berbalik badan kembali menghadap papan tulis dengan mengatakan "turn around".
- h. Orang yang ada pada barisan pertama setiap kelompok harus mengangkat tangan jika mengetahui kartu apa yang hilang dari papan tulis. Katakan kalimat yang hilang pada kartu tersebut, contohnya: "He designed a robot yesterday."
- i. Jawaban yang benar akan mendapatkan 100 poin.
- j. Orang yang ada pada barisan pertama yang sudah mencoba menjawab akan pindah ke belakang barisan.
- k. Kelompok dengan poin tertinggi akan menjadi pemenang.

## 2. Find Someone Who...

Walk around the classroom and ask your classmates questions about their activities last week.

Berkelilinglah dan tanyalah teman sekelasmu mengenai kegiatan mereka pekan lalu.

**Example:**

Did you code or design a robot last week?

Yes, I did.



Did you camp out last week?

No, I did not.



Coded or designed a robot Pipit, .....	Joined a competition
Camped out	Painted a picture
Played musical instruments	Practiced <i>Pencak Silat</i> techniques
Performed in an event	Worked on a project
Other .....	

 **My Turn**

**1. Read and circle the correct words in Worksheet 5.8.**

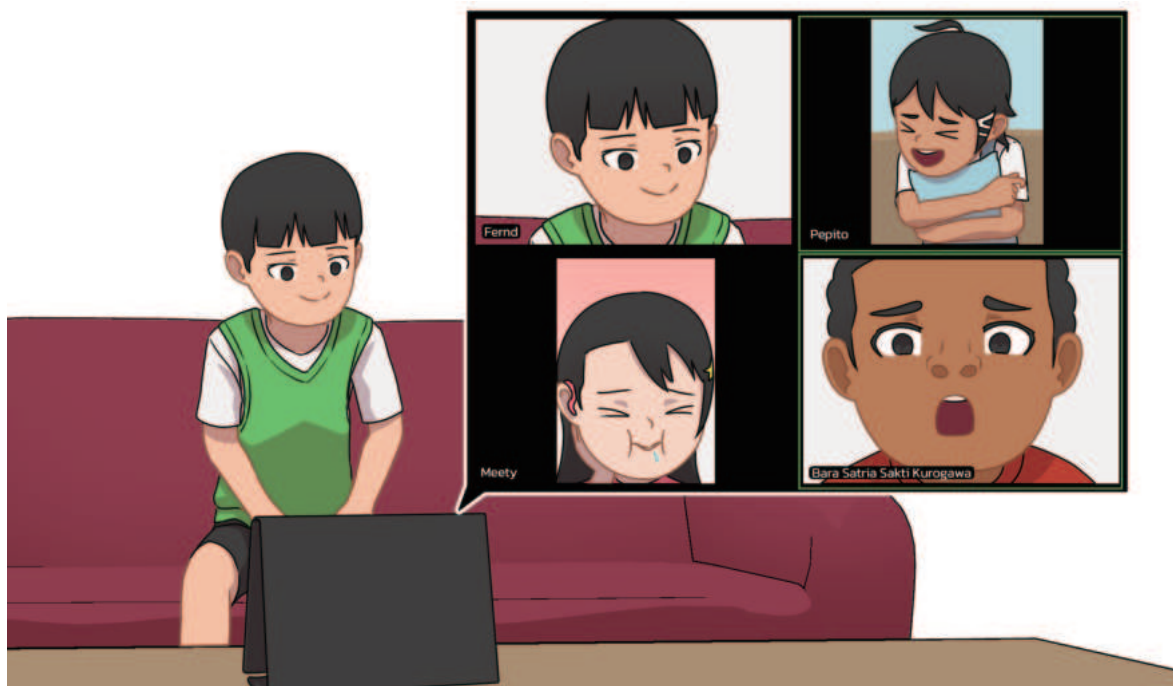
Baca dan lingkari kata yang tepat pada Worksheet 5.8.

Ferdinand video-called his cousin, Dion. Help Ferdinand to choose what to say. Circle the correct verb.

Ferdinand menelepon sepupunya, Dion. Bantu Ferdinand untuk memilih apa yang harus ia katakan. Lingkarilah kata kerja yang tepat.



- Ferdinand : Hello, Dion. How are you?
- Dion : I am great, how about you?
- Ferdinand : I am great. When will you come to my house?
- Dion : I am sorry, I could not go to your house last week. I 1) am/**was** very busy last week.
- Ferdinand : I heard that you had a *Pencak Silat* competition last week. You must have had a lot of training.
- Dion : Yes, you are right. My friends and I 2) **practice/practiced** a lot and we 3) **won/win** the competition.
- Ferdinand : Wow, that's great. Congratulations! I am proud of you.
- Dion : Thank you so much, Ferdinand. How about you? What 4) **do/did** you do last week?
- Ferdinand : My marching band friends and I 5) **performed/perform** in an event last week. We 6) **played/play** musical instruments. It was tiring but exciting.
- Dion : Okay then, we had a tight schedule last week. I hope we can play together next week.
- Ferdinand : I think we will be free next week. See you next week, Dion.
- Dion : See you.



## 2. Look and speak based on the pictures.

Instruction:

- Your teacher will show you some pictures.
- The pictures show students' activities in the after-school club last semester.
- Look at the pictures and say what they did last semester.

Instruksi:

- Gurumu akan menunjukkan beberapa gambar.
- Gambar tersebut menunjukkan aktivitas Bara dan teman-teman pada kegiatan ekstrakurikuler pada semester lalu.
- Lihat gambar tersebut dan katakan apa yang mereka lakukan pada semester lalu.





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can talk about past experiences of after-school club activities. <i>Aku bisa menceritakan pengalaman masa lalu mengenai kegiatan ekstrakurikuler.</i>			
I can express my feelings about after-school club activities. <i>Aku bisa mengekspresikan perasaanku mengenai kegiatan ekstrakurikuler.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## B. Our Last Camping Trip



### 1. Listen and Circle

Listen to **Audio 5.4** and circle the correct picture.

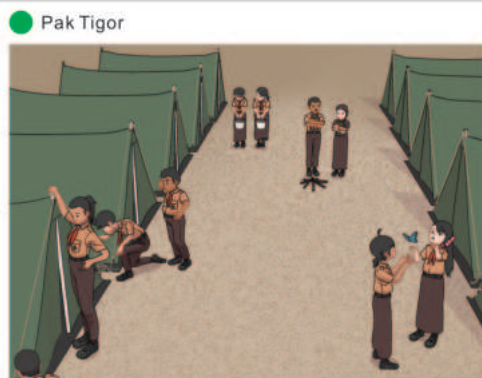
*Simak Audio 5.4 dan lingkarilah gambar yang benar.*

Bara visited his grandmother's house. Bara showed his camping trip photo to his grandmother.



### 6th grade parents

Ferdinand Mother, Pipit Mother, and more....



During the day **we built a tent** and they saw a bug.



During the night, **we lit a Campfire**, they brought a torch and he took a bucket of water.

Ferdinand Father

Thanks @pak\_Tigor @bu\_flo for looking after our children

Im happy to see this Photo



## 2. Listen and Check

Listen to **Audio 5.5** and check the correct photos.

*Simak Audio 5.5 dan beri tanda centang pada foto yang sesuai.*

Bara and his mom wanted to forward his camping photos to their family group chat. Help Bara's mom to check the photos they will forward.

*Bara dan ibunya ingin mengirimkan foto saat berkemah ke grup keluarga mereka. Bantu Ibu Bara mengecek foto yang akan mereka kirimkan.*

**Audio 5.5**



<https://buku.kemdikbud.go.id/s/k6audio5.5>

### Worksheet 5.10

1.



2.



3.





## Story Time

### 1. Listen and Read

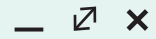
Listen to  **Audio 5.6** and read the story.

*Simak Audio 5.6 dan bacalah cerita tersebut.*



Nusantara Elementary School has a sister school program. It collaborates with North Elementary School in Finland. Bara wrote an email to his friend in Finland, Mikko. He talked about his camping trip.

## New Message



To: mikko\_mom@email.com

Bara mom@email.com

Subject:

Hello, Mikko. How are you doing?

I hope you had a great weekend! Mine was pretty busy, but I had fun. I went camping with my schoolmates last week. We stayed in the camping ground for two days. My teacher, Pak Tigor, took some photos of our activities.



We built a tent together. My teacher, Ibu Flo, helped us to build a tent.



On the first day, we went around the beach. We collected some twigs and took them to our camping area.



This is my friend, Pipit. A big lizard chased her. She was scared, but it was funny.



We also saw some bugs. We were happy to play with the bugs.



At night, we lit a campfire. We grilled corn and sausages over the fire, we ate corn and sausages together. They were yummy.

Well, I enjoyed the camping. It was exciting. Now, tell me about your weekend.


All the best,

Bara



### Irregular Past Tense Verbs

Present		Past
build	→	built
see	→	saw
light	→	lit
go	→	went
take	→	took
eat	→	ate



## 2. Read and Choose

Choose the best subject for the email you read in *Listen and Read*. Put a checkmark (✓) in the most suitable answer.

Pilih judul yang sesuai untuk surat elektronik yang kamu baca pada kegiatan *Listen and Read*. Berikan tanda centang (✓) pada judul yang paling tepat.

### Worksheet 5.11

- My Wonderful Activities
- My Great Weekend Camping Trip
- My Adventure

## 3. Read and Order

Write 1-6 on Worksheet 5.12 to put the events from *Listen and Read* activity in order.

Tuliskan angka 1-6 pada Worksheet 5.12 untuk menyusun urutan peristiwa dari cerita yang terdapat pada kegiatan *Listen and Read*.

### Worksheet 5.12

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | We collected some twigs and took them to the campsite. |
| <input type="checkbox"/> | We saw some bugs and played with them.                 |
| <input type="checkbox"/> | Ibu Flo helped us to build a tent.                     |
| <input type="checkbox"/> | Pipit was scared because of a seagull.                 |
| 1                        | I went camping with my classmates last weekend.        |
| <input type="checkbox"/> | We made a campfire.                                    |

## 4. Read and Check

Read the statements in Worksheet 5.13 and put a checkmark (✓) on the exciting activities.

Baca pernyataan pada Worksheet 5.13 dan berikan tanda centang (✓) pada aktivitas yang menyenangkan.

What activities in Activity 1. Listen and Read do you like? Think of the exciting activities in the story.

*Aktivitas apa yang kamu sukai pada Aktivitas 1. Listen and Read? Pikirkan aktivitas menyenangkan yang ada dalam cerita.*

 **Worksheet 5.13**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | When Bara and his friends built a tent.              |
| <input type="checkbox"/> | When Bara and his friends collected some twigs.      |
| <input type="checkbox"/> | When a seagull swooped on Pipit.                     |
| <input type="checkbox"/> | When Bara and his friends saw bugs.                  |
| <input type="checkbox"/> | When Bara and his friends lit a campfire.            |
| <input type="checkbox"/> | When Bara and his friends grilled corn and sausages. |

 **Game Time**

**1. Read and Mime**



Instruction:

- a. Work in a group of five.
- b. Make a line.
- c. Your teacher will show a picture to the first person in each group. The picture is about Bara and his friend's activities last week.
- d. The first person should mime the movement in the picture. Do not say anything, only movement is allowed.
- e. The next person in the line from each group should raise a hand if they know the answer.
- f. The next person should guess "what did they do" in the pictures based on the movement in 15 seconds.
- g. If the answer is correct, the group will get 100 points. If the answer is wrong, they will not get any points.
- h. After guessing, the person who mimed the movement and the person who guessed the activity should go to the end of the line.
- i. The next person in the line will move one step forward and repeat the steps.
- j. The group with the highest score wins.

*Instruksi:*

- a. *Bermainlah dalam kelompok sebanyak lima orang.*
- b. *Bentuklah satu barisan.*
- c. *Gurumu akan menunjukkan sebuah gambar kepada orang pertama pada setiap kelompok. Gambarnya tentang Aktivitas Bara dan teman-temannya pada minggu lalu.*
- d. *Kamu harus memegang gambar tersebut. Pastikan pasangannya tidak bisa melihatnya.*
- e. *Orang pertama harus memeragakan gerakan berdasarkan gambar. Jangan mengatakan apapun, hanya gerakan yang diperbolehkan.*
- f. *Orang selanjutnya di dalam barisan harus mengacungkan tangan jika ia mengetahui jawabannya.*
- g. *Orang tersebut harus menebak jawaban untuk pertanyaan "Apa yang mereka lakukan?" sesuai gambar yang diperagakan. Waktunya 15 detik.*
- h. *Jika jawabannya benar, kelompok tersebut akan mendapatkan 100 poin. Jika jawabannya salah, kelompok tersebut tidak akan mendapat poin.*
- i. *Setelah menebak, orang yang memeragakan dan menebak gerakan harus pindah ke ujung barisan.*
- j. *Orang selanjutnya dalam barisan akan maju satu langkah dan mengulangi langkah-langkah dalam permainan.*
- k. *Kelompok dengan poin tertinggi akan menjadi pemenangnya.*



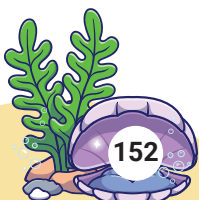
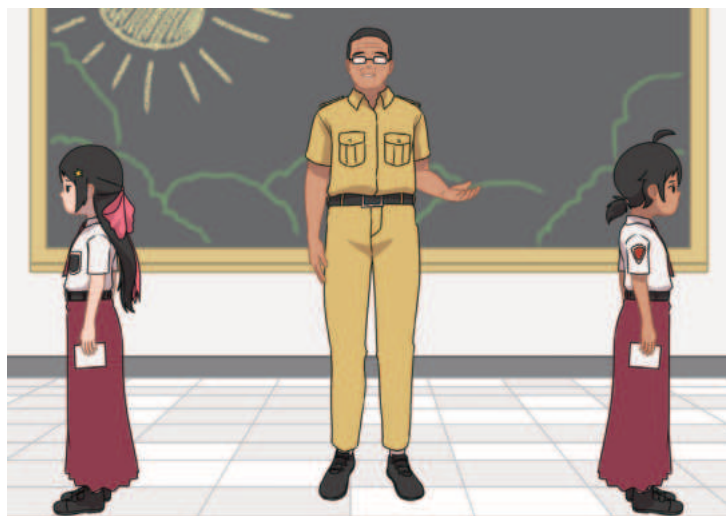
## 2. One, Two, Three, Turn back!

Instruction:

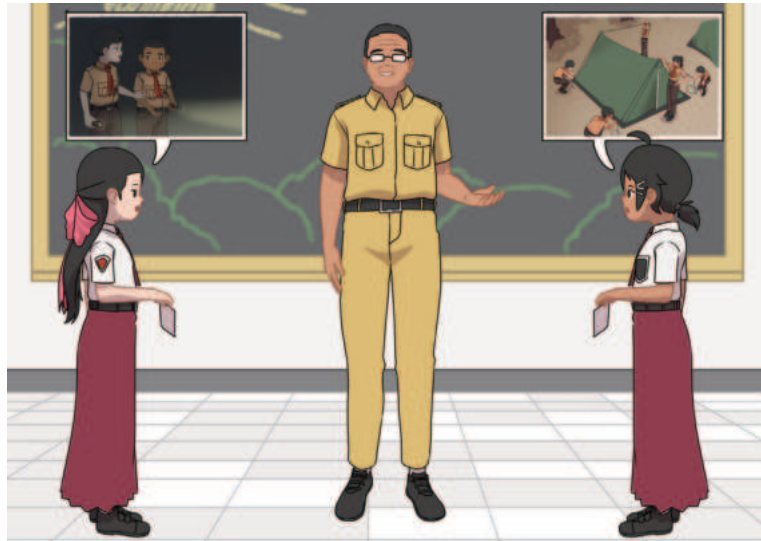
- a. Work in pairs.
- b. Each pair should turn their back to their partner, so they cannot see each other.



- c. Each member will get a picture from your teacher about Bara and his friends' activities last weekend.
- d. You have to hold the picture but make sure not to let your partner see the picture.
- e. When the teacher says "One!", both should move one step forward.
- f. When the teacher says "Two!", both should move one more step forward.
- g. When the teacher says "Three!", both should move one more step forward.



- h. When the teacher says “Turn back!”, both should turn back around.



- i. Once they face each other, they have to say what the picture shows as fast as possible, for example: “He brought a torch” and “They built a tent”.
- j. If the answer is correct, they will get 100 points.
- k. The pair with the highest score wins.

*Instruksi:*

- a. *Bermainlah secara berpasangan.*
- b. *Setiap pasangan kelompok harus saling membelakangi, sehingga mereka tidak saling melihat satu sama lain.*
- c. *Setiap orang dalam pasangan kelompok tersebut akan mendapatkan gambar mengenai aktivitas yang Bara dan teman-teman lakukan pekan lalu.*
- d. *Kamu harus memegang gambar tersebut. Pastikan pasanganmu tidak bisa melihatnya.*
- e. *Ketika gurumu berkata “One!”, keduanya harus maju satu langkah ke depan.*
- f. *Ketika gurumu berkata “Two!”, keduanya harus maju satu langkah ke depan.*
- g. *Ketika gurumu berkata “Three!”, keduanya harus maju satu langkah ke depan.*
- h. *Ketika pasangan kelompok berhadapan satu sama lain, mereka harus mendeskripsikan gambar secepat mungkin, contohnya “He brought a torch” (Dia membawa lampu senter)” dan “They built a tent” (Mereka mendirikan tenda).*
- i. *Jika jawabannya benar, pasangan kelompok tersebut akan mendapatkan 100 poin.*
- j. *Pasangan kelompok dengan poin tertinggi akan menjadi pemenangnya.*



## My Turn

1. Look at the pictures in Worksheet 5.14. Find and circle the differences.

Perhatikan gambar-gambar pada Worksheet 5.14. Temukan dan lingkarilah perbedaannya.

Worksheet 5.14



Fun Camp 2022



Fun Camp 2023

Write the differences.

Tuliskan perbedaannya.

In Fun Camp 2022, Ferdinand  
1) \_\_\_\_\_ twigs.  
Bara 2) \_\_\_\_\_ a torch.  
Pak Tigor and some students  
3) \_\_\_\_\_ a tent. Mita  
4) \_\_\_\_\_ with bugs. But  
Pipit only 5) \_\_\_\_\_  
them.

Fun Camp 2022

In Fun Camp 2023, Ferdinand  
1) \_\_\_\_\_ wood. Bara  
2) \_\_\_\_\_ a bucket  
of of water. Ibu Flo and some  
students 3) \_\_\_\_\_  
built a tent. Mita and Pipit  
4) \_\_\_\_\_ corn and sausages.  
They 5) \_\_\_\_\_ yummy.

Fun Camp 2023



## 2. Write about your experiences.

Tuliskan pengalamannya.

### Worksheet 5.15

- a. Put a check mark (✓) on your after-school club activities in the past.  
*Pilih aktivitas ekstrakurikuler yang kamu lakukan di masa lalu. Berikan tanda centang (✓).*

<input type="checkbox"/> scouts	<input type="checkbox"/> traditional dance	<input type="checkbox"/> robotics	<input type="checkbox"/> martial arts
<input type="checkbox"/> art club	<input type="checkbox"/> marching band	<input type="checkbox"/> Other: _____	

- b. Write your activity(ies) in the after-school club:  
*Tulis aktivitas yang kamu lakukan di dalam kegiatan ekstrakurikuler:*

\_\_\_\_\_

- c. Write a letter or an e-mail to tell your friend or family member about your past after-school club experience(s). You can add some photos or drawings if needed.

*Tuliskan sebuah surat atau surat elektronik kepada teman atau anggota keluarga mengenai aktivitas ekstrakurikuler yang kamu lakukan pada masa lampau.*

### New Message

To \_\_\_\_\_ Cc Bcc

Subject: \_\_\_\_\_

Hello, \_\_\_\_\_. How are you doing?  
I hope you are doing great. I want to tell you about \_\_\_\_\_,  
I \_\_\_\_\_.

That's all about experiences in the past. It was \_\_\_\_\_. What about you? I hope to hear from you soon.

All the best,

\_\_\_\_\_

Send

🔍 📎 🌐 😊 🗑️ 📷 🔒 ✎ ⋮ 🗑️





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can write a simple recount text about my past experiences. <i>Aku bisa menulis teks rekon sederhana mengenai pengalaman di masa lalu.</i>			
I can ask questions and express my ideas. <i>Aku bisa menulis teks rekon sederhana mengenai pengalaman di masa lalu.</i>			
I can understand the story. <i>Aku bisa mengerti cerita.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## I Can Do More

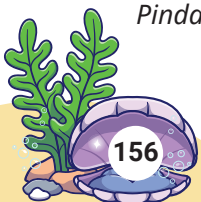
Scan the QR code to learn more about this chapter.

Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini.

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6s>



# Our School Project

“Do you grow vegetables for your school project?”





## Learning Objective

- You can get information about the process of growing vegetables.  
*Kamu dapat memperoleh informasi tentang proses menanam sayuran.*
- You can follow the steps of growing vegetables.  
*Kamu dapat mengikuti langkah-langkah menanam sayuran.*
- You can retell the experience of growing vegetables.  
*Kamu dapat menceritakan kembali pengalaman dalam menanam sayuran.*
- You can write the steps of growing vegetables.  
*Kamu dapat menulis langkah-langkah dalam menanam sayuran.*

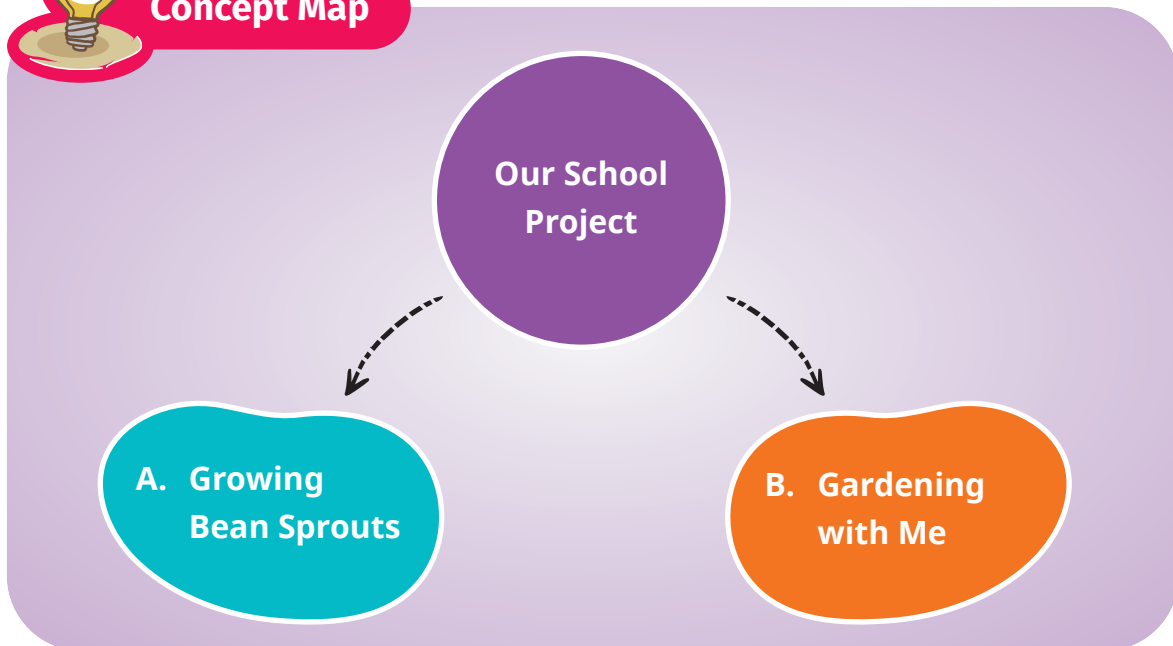


## Key Words

- grow  
*menanam*
- plant  
*menanam*
- dig  
*menggali*
- water  
*menyirami*
- harvest  
*memanen*



## Concept Map



## A. Growing Bean Sprouts



I Spy!

### 1. Listen and Circle

Listen to **Audio 6.1**. Pipit and Bara are talking about their school project in the library. Circle the things that they need.

*Simak Audio 6.1. Pipit dan Bara sedang membicarakan proyek sekolah mereka di perpustakaan. Lingkarilah benda-benda yang mereka butuhkan.*



### Worksheet 6.1



a jar



a flower pot



planting book



mung beans



cheesecloth



a rubber band

What is Pipit and Bara's plan for the school project?

---



## 2. Listen and Number

Listen to **Audio 6.2**. Pipit and Bara are reading a book about the steps of growing sprouts. Read the sentences and number the steps.

*Simak Audio 6.2. Pipit dan Bara sedang membaca langkah-langkah menanam kecambah. Bacalah kalimat berikut. Beri nomor untuk mengurutkan langkah-langkah berikut ini.*



### Worksheet 6.2



Place a spoon of mung beans in a jar.



Cover the jar with cheesecloth and seal it with a rubber band. Keep the jar overnight.



Repeat the process 2-4 times a day.



Soak the mung beans in the jar.





Rinse and drain the mung beans.



Drain the water from the jar.



Tip the jar to allow excess water to drain out and air to flow in.



Harvest and enjoy your sprouts.

(Adapted from: <https://www.bhg.com/how-to-grow-sprouts-6824808>)

### 3. Read and Speak

Read your answers in Worksheet 6.2 and say the steps.

*Baca kembali jawabanmu untuk Worksheet 6.2. Lalu, ucapkan langkah-langkahnya.*



## Song Time

### 1. Listen and Sing

Listen to the song in Audio 6.3. Sing it together with your teacher and classmates.

*Simaklah lagu pada Audio 5.2. Bernyanyilah bersama guru dan teman sekelasmu.*

Audio 6.3



<https://buku.kemdikbud.go.id/s/k6audio6.3>



### Let's Grow the Mung Beans

Get a jar,  
Place beans inside.  
Soak them in water,  
Let them hide.

Rinse the beans,  
Clean them now.

Cover their house,  
Let them grow.

Watch them grow,  
Sprouts in the sun.

Harvest them now,  
Gardening is fun!

### 2. Listen and Act

Listen again to Audio 6.3 and act out the lyrics in the song.

*Simak kembali Audio 6.3 dan peragakan lirik lagunya.*






## Story Time

Mung beans	Kacang hijau
Jar	Toples
Cozy	Nyaman
Suitable	Cocok
Blanket	Selimut

### 1. Listen and Read

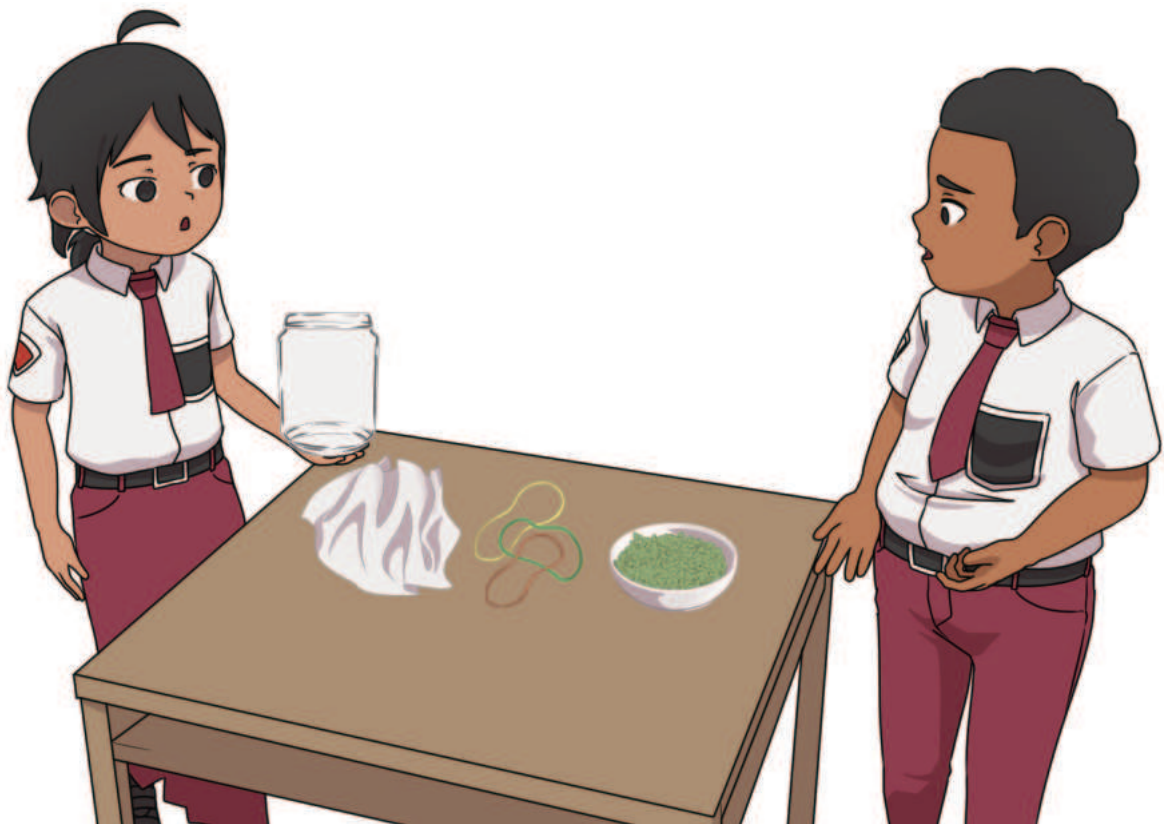
Listen to  **Audio 6.4** and read Comic Strip 6.1. Pipit and Bara are doing their school project about growing bean sprouts.

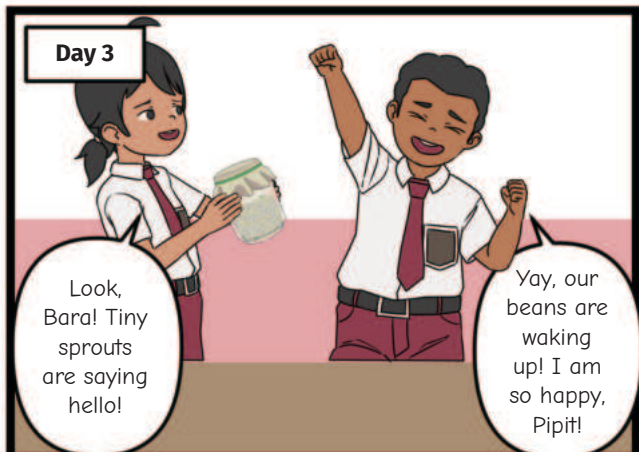
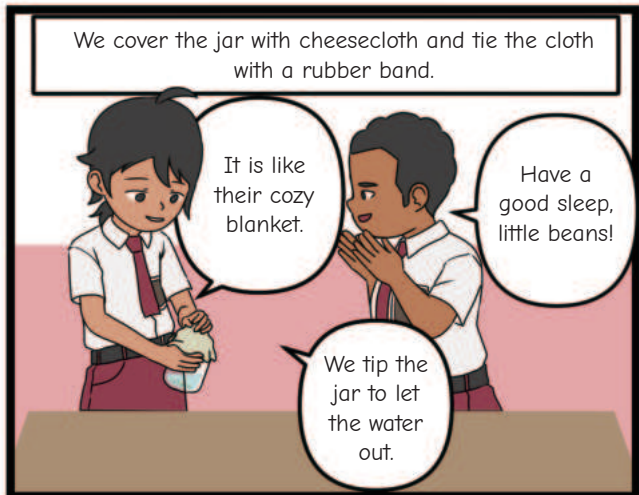
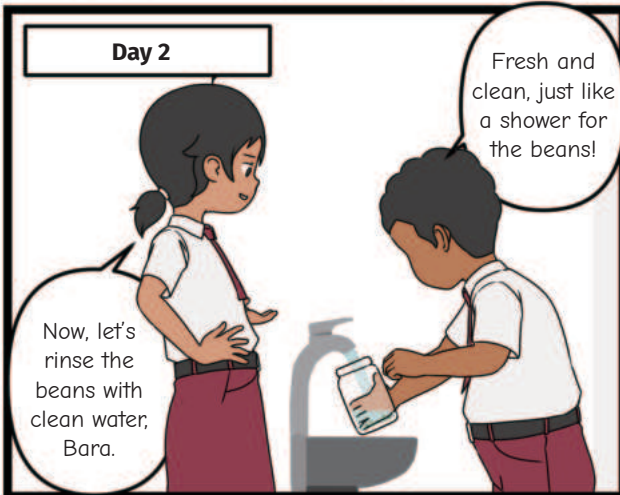
*Simak Audio 6.4 dan bacalah Comic Strip 6.1. Pipit dan Bara sedang mengerjakan proyek sekolah mereka tentang menanam tauge.*

 **Audio 6.4**



<https://buku.kemdikbud.go.id/s/k6audio6.4>





## 2. Read and Check

Read Comic Strip 6.1 again. Write a checkmark (✓) for the correct pictures.  
Baca kembali Comic Strip 6.1. Beri tanda centang (✓) pada gambar yang tepat.

### Worksheet 6.3

1. What is the first step of growing bean sprouts?



Rinse the beans with clean water.



Get a jar.

2. What does Pipit do after placing the mung beans in the jar?



Soak the beans in water overnight.



Take a handful of mung beans.

3. Who covers the jar?



Bara



Pipit

4. What are Pipit and Bara's feelings on Day 3?



Happy

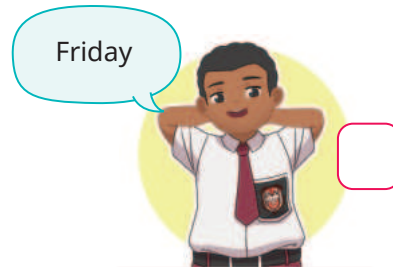


Sad

5. If Pipit and Bara started to grow the mung beans on Tuesday, when were the mung beans ready to harvest?



Thursday



Friday

### 3. Read and Act

Read the story in Comic Strip 6.1 again. Act it out.

*Baca kembali cerita di Comic Strip 6.1. Perankanlah ceritanya.*





## Bean Sprouts Race

### Step 1: Picture Matching Challenge

Instruction:

1. Work in a group of four.
2. Your teacher will give you a set of pictures of growing bean sprouts.
3. Work together with your group to put the pictures in the right order.
4. Add a number below each picture to indicate its order. The first and the last number have been done for you.

*Instruksi:*

1. *Bekerjalah dalam kelompok berisikan empat anggota.*
2. *Gurumu akan memberikan serangkaian gambar menanam taube.*
3. *Bekerjalah bersama kelompokmu untuk menempatkan gambar-gambar tersebut dalam urutan yang benar.*
4. *Tambahkan angka di bawah setiap gambar untuk menunjukkan urutannya. Angka pertama dan terakhir sudah dikerjakan untukmu.*

### Step 2: Action Matching Race

Instruction:

1. Now, get a set of cards with actions, such as 'take', 'soak', 'cover', etc.
2. Race against other groups to match each action to the right picture.  
For example, if the picture shows soaking beans, find the card that says "soak" and put them together!
3. The first group to correctly match all the pictures and actions is the winner.

*Instruction:*

1. *Sekarang, dapatkan satu set kartu dengan tindakan, seperti 'take', 'soak', 'cover', dll.*
2. *Berlombalah melawan kelompok lain untuk mencocokkan setiap tindakan dengan gambar yang tepat.*  
*Misalnya, jika gambar menunjukkan merendam kacang, temukan kartu yang bertuliskan 'soak' dan pasangkan!*
3. *Kelompok pertama yang berhasil mencocokkan semua gambar dan tindakan dengan benar adalah pemenang.*





## My Turn

1. Look at pictures of growing bean sprouts in Worksheet 6.4. Put the pictures into the correct order.

*Lihatlah gambar-gambar dalam proses menanam taube di Worksheet 6.4. Susunlah gambarnya sesuai urutan menanam taube dan tuliskan nama tindakannya.*

### Worksheet 6.4

#### Random Procedures of Growing Bean Sprouts



2. Write the correct order to grow bean sprouts. Begin with picture number 4.  
*Tulis urutan yang benar untuk menanam kacang hijau. Mulailah dari nomor 4.*

4 - \_ - \_ - \_ - \_ - \_ - \_ - \_

3. Based on your answer in Worksheet 6.5, write the steps for growing bean sprouts in the correct order.  
*Berdasarkan jawabanmu pada Worksheet 6.5, tulis langkah-langkah menanam kacang hijau dalam urutan yang benar.*

 **Worksheet 6.5**

Order	Step
4	Get a jar.

4. Read your answers in Worksheet 6.4 and Worksheet 6.5 to make sure they are correct. Then, present them in front of the class.  
*Baca lagi jawabanmu pada Worksheet 6.4 dan Worksheet 6.5 untuk memastikan bahwa isinya sudah benar. Lalu, presentasikan di depan kelas.*





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



**Yes, I can.**  
Aku bisa.

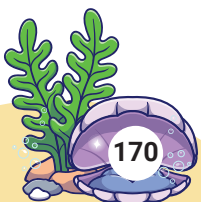


**I'm still learning.**  
Aku masih perlu belajar.



**I need more support.**  
Aku perlu bantuan.

I can <i>Aku bisa</i>			
<b>My language skills</b>			
I can follow the steps of growing vegetables. <i>Aku bisa mengikuti langkah-langkah dalam menanam sayuran.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			




## B. Gardening with Me



I Spy!

### 1. Listen and Point

Listen to  Audio 6.5 and point to the picture. Pipit and Pak Ahmad are in the garden to see the plants of carrots. Pipit is asking Pak Ahmad how he grew his carrots.


*Simak Audio 6.5 dan tunjuk ke gambar. Pipit dan Pak Ahmad sedang berada di kebun untuk melihat tanaman wortel. Pipit bertanya kepada Pak Ahmad bagaimana ia menanam wortelnya.*



#### Actions in Growing Vegetables



### 2. Listen and Write

Listen to  Audio 6.5 again. Write the number from 1 to 6 and the simple sentences about the activities below the picture that goes with the sound you hear correctly.

*Simak Audio 6.5 lagi. Tuliskan nomor urutan dari 1 hingga 6 dan kalimat sederhana tentang apa yang dilakukan di bawah gambar yang sesuai dengan audio yang kamu dengar dengan benar.*





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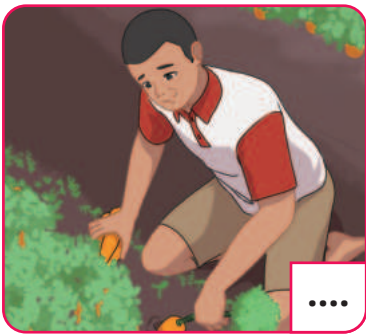
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1

*dug the soil*



....

.....

### 3. Read and Speak

Read and say the sentences.

*Baca dan ucapkan kalimat-kalimat berikut.*

#### The Procedure of Growing Carrots



1. I dug the soil.



2. I took the carrot seeds.



3. I planted the carrots.





4. I watered the carrots.



5. I watched the carrots grow.



### Story Time

#### 1. Listen and Read

Listen to  Audio 6.6 and read the story.

*Simak Audio 6.6 dan bacalah cerita berikut.*



### The Enormous Carrot

One Sunday morning, an old man planned to plant carrots. He was really excited to grow the carrots in his garden.



On Monday, he prepared the planting bed. He dug and dug the soil. Then, he planted the carrot seeds. He planted and planted them in rows.



For the next four days, the old man watered and watered his garden. Day by day, the carrots grew and grew.



On the next day, the old man checked his garden again. The carrots still grew and grew. But wait, one carrot was different. It was enormous.



The old man was shocked and started to pull the carrot out of the ground. He pulled and pulled, but could not pull it out. So, he called over his wife.



The old woman held the old man, the old man held the carrot. They pulled and pulled, but could not pull it out. So, the old woman called over their granddaughter.

The granddaughter held the old woman, the old woman held the old man, and the old man held the carrot.



They pulled and pulled and finally, out came the enormous carrot!

Adapted from The Giant Turnip collected in Arkhangelsk Governorate and published in 1863 by folklore researcher Alexander Afanasyev in his collection Russian Fairy Tales.



## 2. Listen and Order

Listen to  Audio 6.6 again and order these events correctly.

Simak kembali Audio 6.6 dan urutkan peristiwa berikut dengan benar.

### Random Steps of Growing Carrots



(1) The old man prepared the planting bed.



(2) The old man planted carrot seeds.



(3) The old man pulled the enormous carrot.



(4) The old man took the carrot seeds.



(5) The old man watered the garden.



(6) The old man planned to plant carrots.

 Worksheet 6.7

(6) - \_ - \_ - \_ - \_ - \_

### 3. Read and Circle

Read the story "The Enormous Carrot" again and circle the correct answer.  
Bacalah kembali cerita "The Enormous Carrot" dan lingkari jawaban yang benar.

Worksheet 6.8

1. What did the old man plant in his garden on Sunday?



Carrots



Radish

2. How did the old man prepare the soil on Monday?



He dug the soil.



He planted the carrots in the soil.

3. Why was the old man shocked when he checked his garden the next day?



His carrot garden was destroyed.



One of his carrots grew to be enormous.



4. Who helped the old man pull out the enormous carrot?

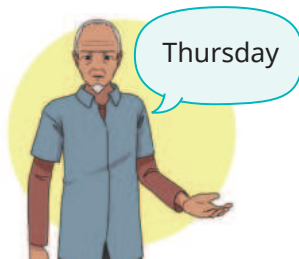


His wife and granddaughter

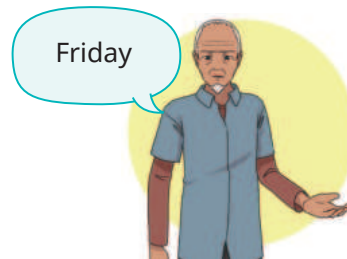


His friends

5. When did the old man pull the enormous carrot?



On Thursday






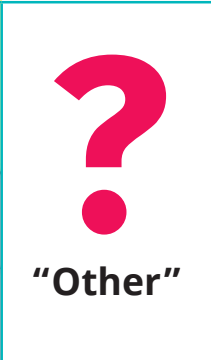
On Saturday

#### 4. Choose and Write

Read the story *"The Enormous Carrot"* again. Choose one topic from Picture Ending to Choose and write a short paragraph telling what happens next in the story.

Baca kembali cerita *"The Enormous Carrot"*. Pilih satu topik dari gambar Ending to Choose dan tulis satu paragraf singkat menceritakan apa yang terjadi selanjutnya dalam cerita.

#### Ending to Choose

			
cut the carrot	held a party	sold the carrot	?
A	B	C	D

**Example:**



If you want to choose 'A', you can write it like this:

***"The next day, the old man cut the enormous carrot. Then, he shared it with everyone in the village. Everyone was very happy."***

Your answer:

 **Worksheet 6.9**

On the next day, \_\_\_\_\_

\_\_\_\_\_

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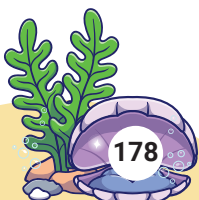
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 5. Read and Act

Read the story in front of your classmates and do the actions in growing carrots.  
*Bacakan kisah tersebut di depan teman sekelasmu dan lakukan peragaan menanam wortel.*

### Pipit and Friends' Project



### Game Time

## Growing Carrots

Instruction:

1. Work in pairs.
2. Listen to your teacher. You will receive ten word-cards.
3. From the ten-word cards, find five correct words used in growing carrots.
4. Use the words in the cards to describe the steps in growing carrots.
5. Raise your hands when finished.
6. Present your work in front of the class.
7. Your teacher will check your work.
8. The first pair to complete the task correctly is the winner.

*Instruksi:*

1. *Bekerjalah berpasangan.*
2. *Dengarkan perintah gurumu. Kamu akan menerima 10 kartu tentang tindakan dalam menanam wortel.*



3. Dari sepuluh kartu kata, temukan lima kata yang benar digunakan dalam proses menanam wortel.
4. Buatlah kalimat-kalimat yang menggambarkan langkah-langkah menanam wortel menggunakan kata-kata tersebut.
5. Angkat tangan ketika selesai.
6. Presentasikan pekerjaanmu di depan kelas.
7. Gurumu akan memeriksa pekerjaanmu.
8. Pasangan pertama yang menyelesaikan tugas dengan benar adalah pemenangnya.

Have a blast playing the game!

Selamat bermain permainan ini!







**My Turn**

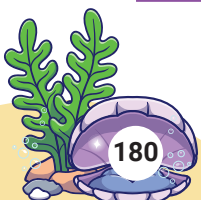
### 1. Write a short story.

Look back at the story in **2. Story Time**. Choose one topic from the Picture Topic to Choose and complete the story in Worksheet 6.10. You can make different stories with different characters and create different endings for your own story.

Lihatlah kembali cerita "The Enormous Carrot" di **2. Story Time**. Pilih satu topik dari gambar Topic to Choose dan lengkapi kisahnya di Lembar Kerja 6.11. Kamu dapat membuat cerita yang berbeda dengan karakter yang berbeda dan membuat akhir yang berbeda juga untuk ceritamu.

#### Topic to Choose

			 "Other"
<b>Title:</b> The Enormous Radish <b>Character:</b> A girl	<b>Title:</b> The Enormous Broccoli <b>Character:</b> A boy	<b>Title:</b> The Enormous Potato <b>Character:</b> An old woman	<b>Title:</b> ? <b>Character:</b> ?
A	B	C	D



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Title: The Enormous \_\_\_\_\_

One (1) \_\_\_\_\_, (2) \_\_\_\_\_ planned to plant (3) \_\_\_\_\_. (She/He) was really excited to grow the plant in her/his garden.

On (4) \_\_\_\_\_, she/he prepared the planting bed. She/he dug and dug the soil. Then, that person planted the seeds. She/he planted and planted them in rows.

For the next (5) \_\_\_\_\_ days, she/he watered and watered the garden. Day by day, the plant grew and grew.

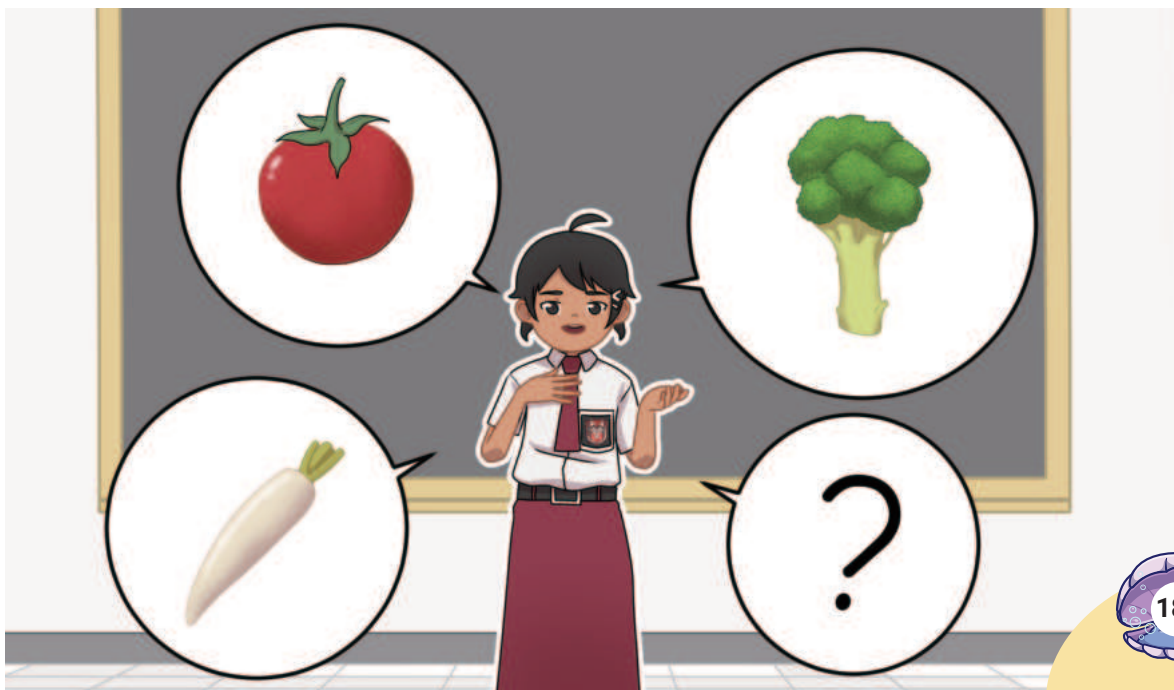
On the next day, (6) \_\_\_\_\_ checked the garden again. The plant still grew and grew. But wait, one (7) \_\_\_\_\_ was different. It was enormous.

(8) \_\_\_\_\_ was shocked and started to pull the (9) \_\_\_\_\_ out of the ground. She/he pulled and pulled, but could not pull it out. So she/he called over her/his friends.

They pulled and pulled and finally out came the enormous (10) \_\_\_\_\_!

**2. Tell the story in front of your classmates.**

*Tampilkanlah cerita yang kamu buat di depan teman sekelasmu.*





## I Can Do It!

Put a checkmark (✓) under the emoticons after your learning experience.

Beri tanda centang (✓) di bawah emotikon berdasarkan pengalaman belajar kamu.



Yes, I can.  
Aku bisa.



I'm still learning.  
Aku masih perlu belajar.



I need more support.  
Aku perlu bantuan.

I can Aku bisa			
<b>My language skills</b>			
I can explain the experience of growing vegetables. <i>Aku bisa menjelaskan pengalamanku mengenai menanam sayuran.</i>			
I can write the steps of growing vegetables. <i>Aku bisa menuliskan langkah-langkah dalam menanam sayuran.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerja sama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan mengekspresikan ideku.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## I Can Do More

Scan the QR code to learn more about this chapter.

Pindai kode QR berikut untuk mempelajari lebih lanjut bab ini.

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6t>



# Get Ready for English on Stage



Scan the QR code to see three exciting performance samples. Pick one, follow the steps, and get ready to show your skills in English on Stage at the end of the semester!

*Pindai kode QR untuk melihat tiga contoh penampilan yang menarik. Pilih satu, ikuti langkah-langkahnya, dan bersiaplah untuk menunjukkan kemampuanmu dalam English on Stage pada akhir semester!*

SCAN ME



<https://buku.kemdikbud.go.id/s/bing6m>





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# Penulis

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### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Pendidikan Indonesia (2001 – sekarang)
2. Kepala Balai Bahasa Universitas Pendidikan Indonesia (2023 – sekarang)
3. Presiden PELTIN (Primary English Language Teachers of Indonesia (2023- sekarang)

### Riwayat Pendidikan dan Tahun Belajar

1. S3 – Education and Literacy – The University of Wollongong (Lulus tahun 2020)
2. S2 – Teaching English to Young Learners – The University of Warwick (Lulus tahun 2006)
3. S1 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2001)

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. English for Nusantara Kelas 7 (2022) - Pusat Kurikulum dan Perbukuan
2. English for Nusantara Kelas 8 (2022) - Pusat Kurikulum dan Perbukuan
3. English for Nusantara Kelas 9 (2022) - Pusat Kurikulum dan Perbukuan

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. The representation of environmental issues in an EFL module for primary school: A multimodal analysis (2024) - Journal of English Education and Linguistics Studies, 11(1), 23-50
2. Building knowledge about language for teaching IELTS writing tasks: A genre-based approach (2023) - Studies in English Language and Education, 10(2), 756-776
3. Duet this: Storytelling through social media video for teaching English (2023) - English Review: Journal of English Education, 11(3), 599-608

### Link Google Scholar

<https://scholar.google.com/citations?hl=en&user=jj8fDA4AAAAJ>





## Penulis

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### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Negeri Medan (2006 – sekarang).
2. Tutor (Literacy courses), School of Education, University of Wollongong (2017-2018)
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### Riwayat Pendidikan dan Tahun Belajar

1. S3 – Education and Literacy – University of Wollongong (Lulus tahun 2022)
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3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Medan (Lulus tahun 2000)

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. TOEFL ITP® Preparation Course Book (2022) – FBS Unimed Press.
2. English for Nusantara Buku Siswa SMP/MTs Kelas VIII – Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.
3. English for Nusantara Buku Guru SMP/MTs Kelas VIII – Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Perancangan Lingkungan Belajar Blended Virtual Learning Bahasa Inggris K13 Tingkat SMP Berbasis Sistem E-Commerce (2022)  
Engaged at the first sight! Anticipating your audience as a way to think critically in writing an argument. (2023). IJAL, 12(03), 680-693.



## Penulis

# Ajeng Meidina Fadhillah, S.Pd., M.Pd.

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**Bidang Keahlian** : Critical Thinking, Critical Reading, TEYL, Teacher Professional Development

### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Guru Bahasa Inggris, SD Darul Hikam Bandung (2018-sekarang).
2. Guru Bahasa Inggris, TK Darul Hikam Bandung (2017-2018)
3. Dosen English for General Communication, Program Studi Ilmu Komunikasi, STIKOM (2017-2018).

### Riwayat Pendidikan dan Tahun Belajar

1. S2 - Pendidikan Bahasa Inggris - Universitas Pendidikan Indonesia (Lulus tahun 2022).
2. S1 - Pendidikan Bahasa Inggris - Universitas Pendidikan Indonesia (Lulus tahun 2017).

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

Belajar dan Mengajar Membaca untuk PISA. (2023). UPI Press.

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Exploring teachers' ability in developing PISA-like reading tasks. (2022). English Review: Journal of English Education, 10(3), 1057-1068. <http://doi.org/10.25134/erjee.v10i3.6351>
2. Interpersonal metafunction analysis of a literary response text in tertiary education. (2022). Indonesian Journal of Functional Linguistics, <https://doi.org/10.17509/ijfsfl.v1i2.43977>
3. Embedding critical thinking through critical reading: Teaching Narrative Text in Junior High School. (2017). Journal of English and Education. 5 (2). 92 – 102. <http://ejournal.upi.edu/index.php/L-E/article/view/9938>





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Material Development, Literacy, TEYL

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

1. Guru Bahasa Inggris, SDN Percobaan 1 Malang (2020-sekarang)
2. Tutor, First Step to English (2014-2015)
3. Tutor, Royal English (2013-2014)

### **Riwayat Pendidikan dan Tahun Belajar**

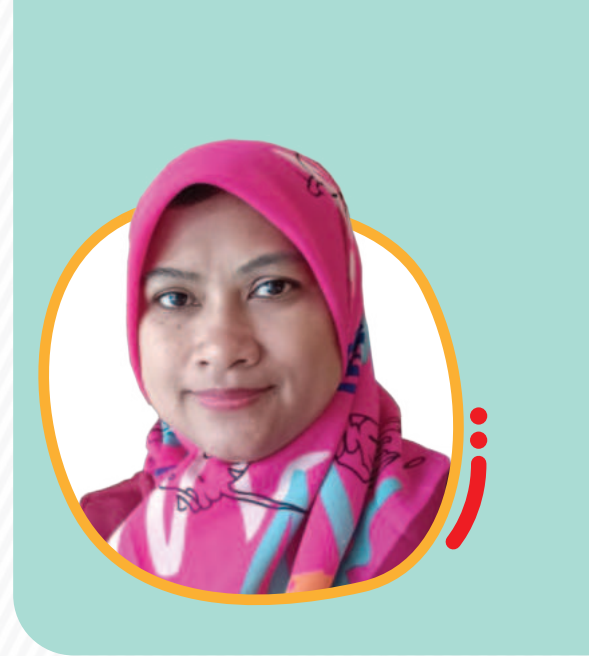
S1 - Pendidikan Bahasa Inggris - Universitas Negeri Malang (Lulus tahun 2013)



## Penulis

# Dr. Iyen Nurlaelawati, M.Pd.

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**Bidang Keahlian** : Genre Pedagogy, Materials Development

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Sastra, Universitas Pendidikan Indonesia (2009 – sekarang)

### **Riwayat Pendidikan dan Tahun Belajar**

1. S3 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2023)
2. S2 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2009)
3. S1 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2001)

### **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)**

1. Duet This: Storytelling through Social Media Video for Teaching English. Terbit pada Journal of English Education p-ISSN 2301-7554, e-ISSN 2541-3643 Volume 11, Issue 3, October 2023
2. Enhancing student participation in learning to write a recount text: Learning from EFL pre-service teachers in implementing R2L pedagogy. Terbit pada INDONESIAN JOURNAL OF APPLIED LINGUISTICS, Vol. 12 No. 2, September 2022, pp. 374-384
3. Early Reading Movement through Read Aloud Training for Parents: A Community Development Project. Terbit pada ENGAGEMENT, Volume 05, Number 02, November, 2021, pp. 566 - 585

### **Link Google Scholar**

<https://tinyurl.com/3kr892mf>





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**Bidang Keahlian** : TESOL

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

1. Dosen Tetap di Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung (2008 – Sekarang)
2. Dosen di Prodi Tadris Bahasa Inggris Program Pasca Sarjana UIN Sunan Gunung Djati Bandung (2022 – Sekarang)
3. Dosen Tamu di MPBI Universitas Terbuka (2020-2022)

### **Riwayat Pendidikan dan Tahun Belajar**

1. Doktor, Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia, Lulus tahun 2016
2. Magister, Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia, Lulus tahun 2007
3. Sarjana, Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia Lulus tahun 2000

### **Judul Buku dan Tahun Terbit (10 Tahun Terakhir)**

1. Designing Critical and Multicultural Literacies-Based Language Program for Indonesian Migrant Workers' Children in Indonesian Context (Monograph, 2024, LPPM UIN Sunan Gunung Djati Bandung)
2. FOCUS: Integrating the Four English Skills (Edisi Revisi) (2024, Prodi Pendidikan Bahasa Inggris)

### **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)**

1. Engaging Indonesian students in "Read, reread, list, compose (RRLC)" strategy to enhance paraphrasing skills (Journal of Education and Learning (EduLearn), Vol. 17, No. 2, May 2023, pp. 195-205.)
2. Indonesian EFL Students' Writing Anxiety in Post-Pandemic Online Classroom Context: A Survey (International Journal of Research on English Teaching and Applied Linguistics, 2021)
3. A Portrait of Indonesian EFL Teacher Talk and Student Talk in International Teaching Practicum: Thailand Classroom Context (Atlantis Press, Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)



# Penelaah

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**Bidang Keahlian** : Kajian budaya

### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. 2004 – sekarang Dosen Bahasa Inggris, Universitas Pendidikan Indonesia
2. 2002 – 2006 Balai Bahasa, Universitas Pendidikan Indonesia

### Riwayat Pendidikan dan Tahun Belajar

1. 2009 – 2014 Doctor of Philosophy in Education, Monash University, Australia
2. 2006 – 2008 Master of Education, Monash University, Australia
3. 1997 – 2003 Bachelor of English Education, Universitas Pendidikan Indonesia

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Pratama, M.T., & Gandana, I. (2024). The use of silent way through digital flashcards: Benefits and challenges. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 12(1), 34-43.
2. Johansyah, V. R., & Gandana, I. S. S. (2023). Unravelling students' emotions of online learning during the pandemic through metaphors: A poetry analysis. *Journal of Literature, Linguistics and Culture Studies*, 12(2), 104-114, doi: <https://doi.org/10.15294/rainbow.v12i2.68971>
3. Fitaloka, D., & Gandana, I. S. S. (2023). A narrative inquiry of two English teachers' identity construction. *Teaching and Learning English in Multicultural Contexts*, 7(1), 30-41, doi: <https://doi.org/10.37058/tlemc.v7i1.6889>
4. Novitri, S. A., Noorman, S., & Gandana, I. (2021). Lokalitas dan globalitas dalam sebuah perjalanan pemahaman konsep diri: Penelitian berbasis cerita. Dalam E. Malihah, dkk. (Eds). *Perempuan Menulis*. Bandung: UPI Press.

### Link Google Scholar

<https://scholar.google.co.id/citations?user=cO8VtjMAAAAJ&hl=en>





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**Bidang Keahlian** : Ilustrasi

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

Ilustrator

### **Riwayat Pendidikan dan Tahun Belajar**

1. (2017) S1 Desain Komunikasi Visual
2. (2013) SMK Negeri 4 Grafika Malang

### **Judul Buku dan Tahun Terbit (10 Tahun Terakhir)**

1. English For Nusantara Kelas 7
2. English For Nusantara Kelas 8
3. English For Nusantara Kelas 9
4. Pendidikan Pancasila Kelas 7
5. Pendidikan Pancasila Kelas 8
6. Pendidikan Pancasila Kelas 9



# Editor

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### Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Dosen Prodi Pendidikan Bahasa Inggris, Universitas Perjuangan Tasikmalaya (2017-sekarang)
2. Guru SD Juara Cimahi, Indonesia Juara Foundation (2008-2013)
3. Instruktur Language Center IT Telkom (2009-2010)
4. Guru SD Juara Bandung, Rumah Zakat Indonesia (2008)

### Riwayat Pendidikan dan Tahun Belajar

1. S3 Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (2021-sekarang)
2. S2 English Language Teaching, University of Warwick (2015-2016)
3. Non-Degree TEFL/Applied Linguistics, Gunma University (2013-2015)
4. Short Course (Daring) Language Assessment, Oregon University (2014)
5. S1 Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (2003-2008)

### Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. English for Nusantara untuk SMP/MTs Kelas VII (2022)
2. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VII (2022)
3. English for Nusantara untuk SMP/MTs Kelas IX (2022)
4. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas IX (2022)

### Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Metacognitive strategy instruction in EFL classrooms: A systematic review (2024), *Proceedings of UHAMKA International Conference on ELT and CALL*, 291-306.
2. Looking into metacognitive strategies used in young Indonesian EFL learners' online learning (2022), *The 20<sup>th</sup> AsiaTEFL-68<sup>th</sup> TEFLIN-5<sup>th</sup> iNELLTAL International Conference Proceedings*, 580-591.
3. Exploring learning to learn: Metacognitive strategies covered in the Indonesian EFL textbooks (2021), *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN)*, 407-413.

### Link Google Scholar

<https://bit.ly/googlescholar-pipitprihartantisuharto>





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### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

1. Language Student (Bahasa Indonesia) - 2021-2023
2. Kissinger Drafting & Design - 2013-2021
3. Life and Culture Coach for International Exchange Students – 2018-2020

### **Riwayat Pendidikan dan Tahun Belajar**

1. Texas A&M University (USA) Bachelor of Science in Sociology - 2014-2017
2. TEFL 120 Hour Certification - 2023

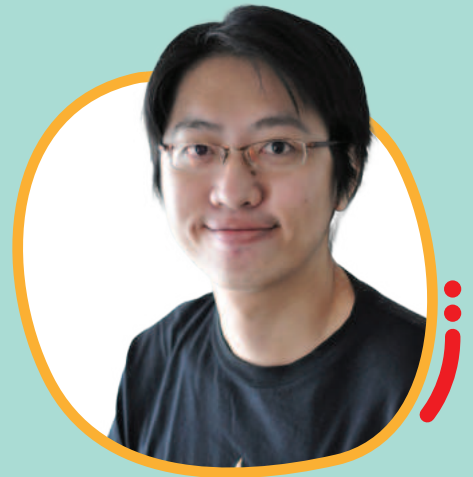
### **Judul Buku dan Tahun Terbit (10 Tahun Terakhir)**

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## Editor Visual Is Yuniarto

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**Alamat Instansi** : Surabaya

**Bidang Keahlian** : Komik, ilustrasi, desain

### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

1. Illustrator dan komikus
2. General Manager Bumilangit Comic Media
3. Dosen honorer di Universitas Kristen Petra, Universitas Ciputra, iSTTS Surabaya.

### **Riwayat Pendidikan dan Tahun Belajar**

1. S1 jurusan Desain Komunikasi Visual, Universitas Kristen Petra. 1999-2003

### **Judul Buku dan Tahun Terbit (10 Tahun Terakhir)**

1. Grand Legend Ramayana vol 7 – Reon Comics, 2023
2. Grand Legend Ramayana vol 6 – Reon Comics, 2022
3. Grand Legend Ramayana vol 5 – Reon Comics, 2020
4. Gundala Son of Lightning – Line Webtoon2., 2019
5. Garudayana Saga format scroll – Ciayo Comics, 2018
6. Grand Legend Ramayana Japan edition – Digital Catapult, 2016
7. Garudayana Saga Japan edition – Digital Catapult, 2015
8. Garudayana Saga vol 4-6 – CAB Publishing, 2015
9. Garudayana Saga vol 1-3 – CAB Publishing, 2014
10. Grand Legend Ramayana – Reon Comics, 2013





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### **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)**

1. Sekarang : Freelancer
2. 2012-2014 : Layouter CV Bintang Anaway
3. 2004-2012 : Layouter CV Regina Bogor

### **Riwayat Pendidikan dan Tahun Belajar**

SMA

### **Buku yang Pernah Dilayout (10 Tahun Terakhir)**

1. BS dan BG Pendidikan Pancasila Kelas V, Kemdikbudristek, 2023
2. SBMPTN 2014
3. TPA Perguruan Tinggi Negeri & Swasta
4. Matematika Kelas VII CV. Bintang Anaway

