



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

# **BAHASA INGGRIS**

## **English for Nusantara Kids**

**Yusnita Febrianti, dkk.**

**SD/MI KELAS V**

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

**Penulis**

Yusnita Febriyanti  
Diah Royani Meisani  
Tira Rostia Wardini  
Muhammad Agung Ibrahim  
Ika Lestari Damayanti

**Penelaah**

Eva Leiliyanti  
Nia Nafisah

**Penyelia/Penyelaras**

Supriyatno  
Lenny Puspita Ekawaty  
Ervina  
Galuh Ayu Mungkashi

**Kontributor**

Degesi Zulfa Amirah  
Resti Mariana

**Pengisi Suara Audio**

Naura Fathia Raya Achmad  
Alifandra Faiz Darmawa  
Vania Giovanna  
Winston Effendie (James)

**Ilustrator**

Okky Bagus Wahyudi

**Editor**

Seth Lawrence Kissinger

**Editor Visual**

Is Yuniarto

**Desainer**

Ingrid Pangestu

**Penerbit**

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi

**Dikeluarkan oleh**

Pusat Perbukuan  
Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete,  
Jakarta Selatan  
<https://buku.kemdikbud.go.id>

**Cetakan Pertama, 2024**

ISBN 978-623-388-241-5 (no.jil.lengkap)

ISBN 978-623-388-244-6 (jil.3 PDF)

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xii, 196 hlm.: 21 x 29,7 cm.

## 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.

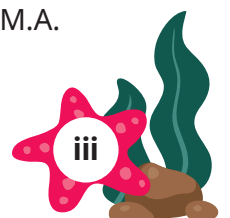
Buku teks utama, sebagai salah satu sarana membangun dan meningkatkan budaya literasi masyarakat Indonesia, perlu mendapatkan perhatian khusus. Pemerintah perlu menyiapkan buku teks utama yang mengikuti perkembangan zaman untuk semua mata pelajaran wajib dan mata pelajaran peminatan, termasuk Pendidikan 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.

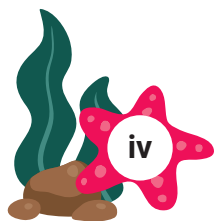
Untuk mencapai tujuan pembelajaran yang ditentukan, buku Bahasa Inggris *English for Nusantara Kids* untuk Kelas 5 menampilkan berbagai topik yang dekat dengan kehidupan peserta didik seperti lingkungan rumah dan sekolah. Topik-topik tersebut dikembangkan menjadi enam bab utama yang meliputi *Buying Some Mangoes and Spinach* (Membeli Beberapa Mangga dan Bayam), *In the Kitchen* (Di Dapur), *Visiting Bara's House* (Mengunjungi Rumah Bara), *A Market Day* (Hari Bazar), *At the Library* (Di Perpustakaan), dan *Reading a Lot of Stories* (Membaca Banyak Cerita).

Bersama Pipit dan teman-teman di buku ini, kamu akan mengikuti berbagai macam kegiatan belajar bahasa Inggris. *I Spy!* akan memperkenalkan kosakata 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.

Jakarta, Juli 2024

Tim Penulis



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## Petunjuk Penggunaan Buku Siswa

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



### I Spy!

Di kegiatan *I Spy!*, 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.



### Song Time

Di kegiatan *Song Time*, kalian mendengarkan dan menyanyikan sebuah lagu untuk menguatkan kosakata dan ungkapan yang sesuai dengan topik yang dibahas pada setiap subbab.



### Story Time

Di kegiatan *Story Time*, kalian mendengarkan dan membaca sebuah cerita untuk mengenal penggunaan kosakata, ungkapan dan alur cerita.



### Game Time

Di kegiatan *Game Time*, kalian memainkan beberapa permainan yang bertujuan untuk memperdalam penggunaan kosakata dan ungkapan yang dipelajari.



### My Turn

Di kegiatan *My Turn*, kalian menggunakan kosakata dan ungkapan yang sudah dipelajari sebelumnya disesuaikan dengan tujuan pembelajaran yang sudah ditentukan.



### I Can Do It!

Di kegiatan *I Can Do It!*, kalian merefleksikan apa yang sudah mereka pelajari dalam setiap subbab.



### I Can Do More

Di 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*.

#### ***Let's find out more!***

Di kegiatan *Let's find out more!*, kalian memperhatikan tiga model teks yang bisa kalian jadikan contoh untuk kegiatan *Practice Time*.

#### ***Practice Time***

Di kegiatan *Practice Time*, kalian membuat salah satu model teks untuk kalian tampilkan pada kegiatan *English on Stage*.

#### ***English on Stage***

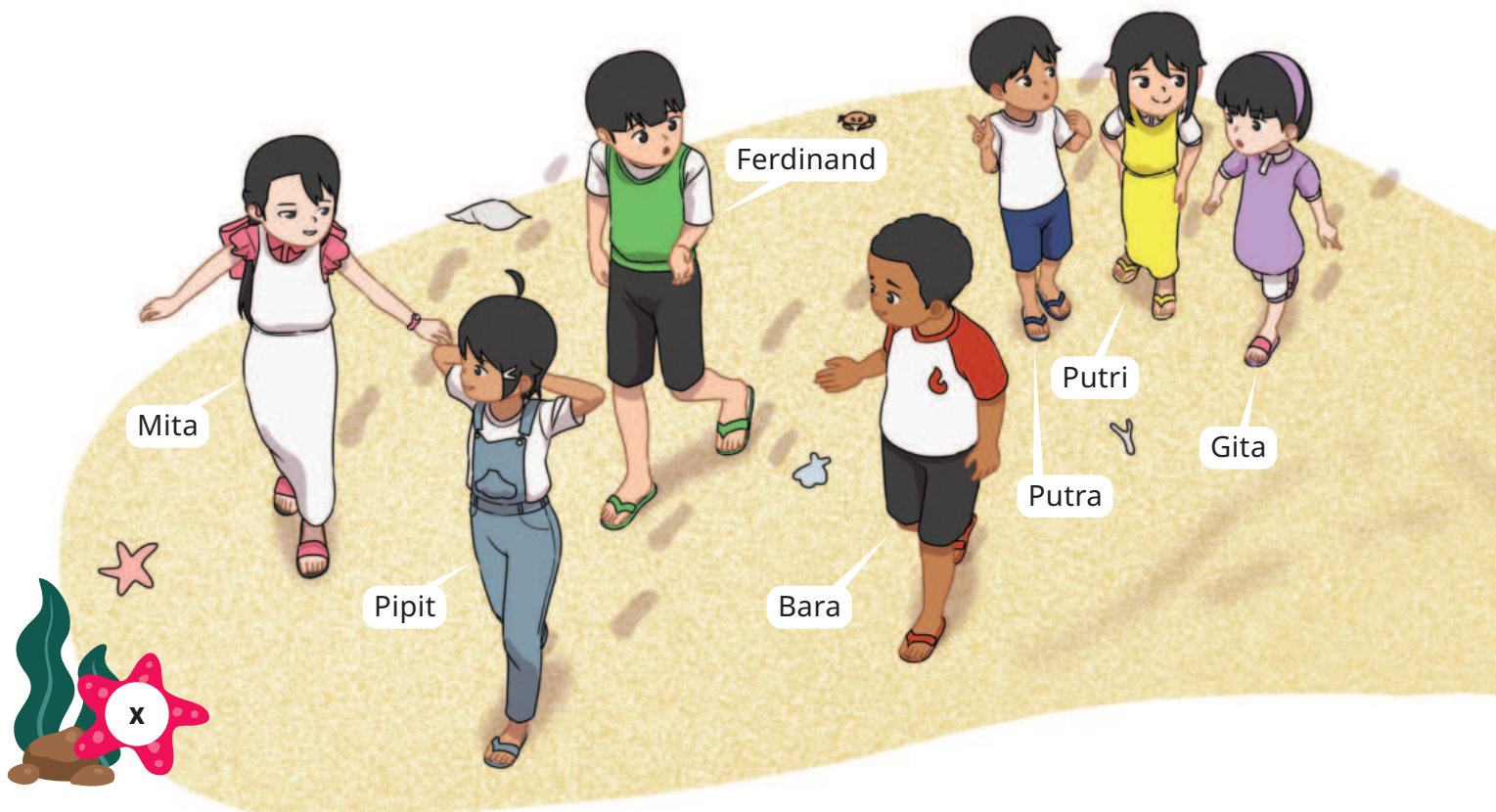
Di kegiatan *English on Stage*, kalian menampilkan model teks yang sudah kalian buat.

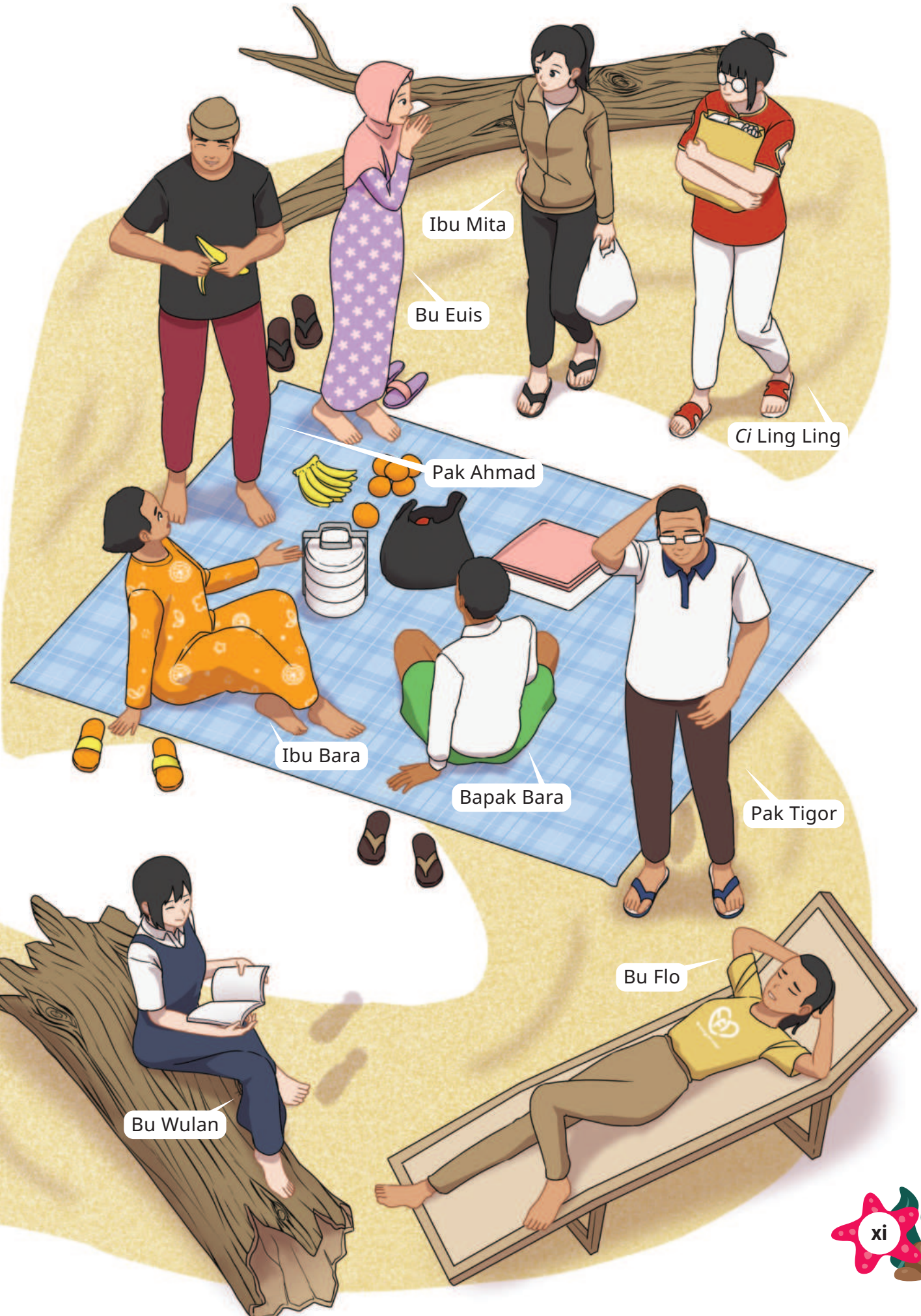


## Perkenalan Tokoh

Dalam buku ini kalian akan bertemu tokoh-tokoh yang menarik yang mewakili keanekaragaman Indonesia. Tokoh utama di buku ini adalah Pipit, Bara, Mita, dan Ferdinand. Peserta didik juga akan bertemu dengan tokoh-tokoh pendukung seperti keluarga Pipit yang terdiri atas Pak Ahmad (Abah), Bu Euis (Emak), dan adik kembar Putra dan Putri. Lalu ada juga Gita teman Putra dan Putri, Ibu Mita, Ibu Bara, dan *Ci Ling Ling* penjaga warung. Selain itu, ada juga guru SD Nusantara yaitu, Pak Tigor (Guru Bahasa Inggris), Ibu Florence (Guru Olahraga), dan Ibu Wulan (Pustakawan).

Tokoh-tokoh dalam buku ini diceritakan tinggal di daerah pesisir pantai Kabupaten Malang, Jawa Timur. Namun demikian, mereka berasal dari berbagai daerah di Indonesia. Misalnya, Pak Ahmad berasal dari Madura dan Bu Euis dari Cianjur. Mita dan keluarganya berasal dari Manado sedangkan Bara dan keluarganya berasal dari Bima. Sementara itu, Pak Tigor berasal dari Medan dan Bu Florence berasal dari Flores Timur. Berikut adalah gambar tokoh-tokoh yang ada dalam buku Kelas 5.





Ibu Mita

Bu Euis

Ci Ling Ling

Pak Ahmad

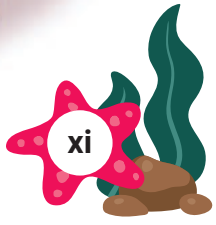
Ibu Bara

Bapak Bara

Pak Tigor

Bu Flo

Bu Wulan





**Get Ready**

### Welcome Song



Welcome, welcome, everyone.  
 Let's have fun, let's have fun.  
 Glad you're here, come on in.  
 Learning is great, let's begin.  
 Clap your hands and stomp your feet.  
 Take your seat, take your seat.  
 Learning new things every day.  
 We'll have fun along the way.



Welcome Song



Pranala: <https://buku.kemdikbud.go.id/s/k5welcome>

### Goodbye Song



Goodbye dear friends, we'll part for now,  
 But memories, we'll keep, somehow.  
 We laughed, we learned, had lots of fun.  
 Goodbye dear friends, our time is done.

Goodbye Song



Pranala: <https://buku.kemdikbud.go.id/s/k5goodbye>

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REPUBLIK INDONESIA, 2024

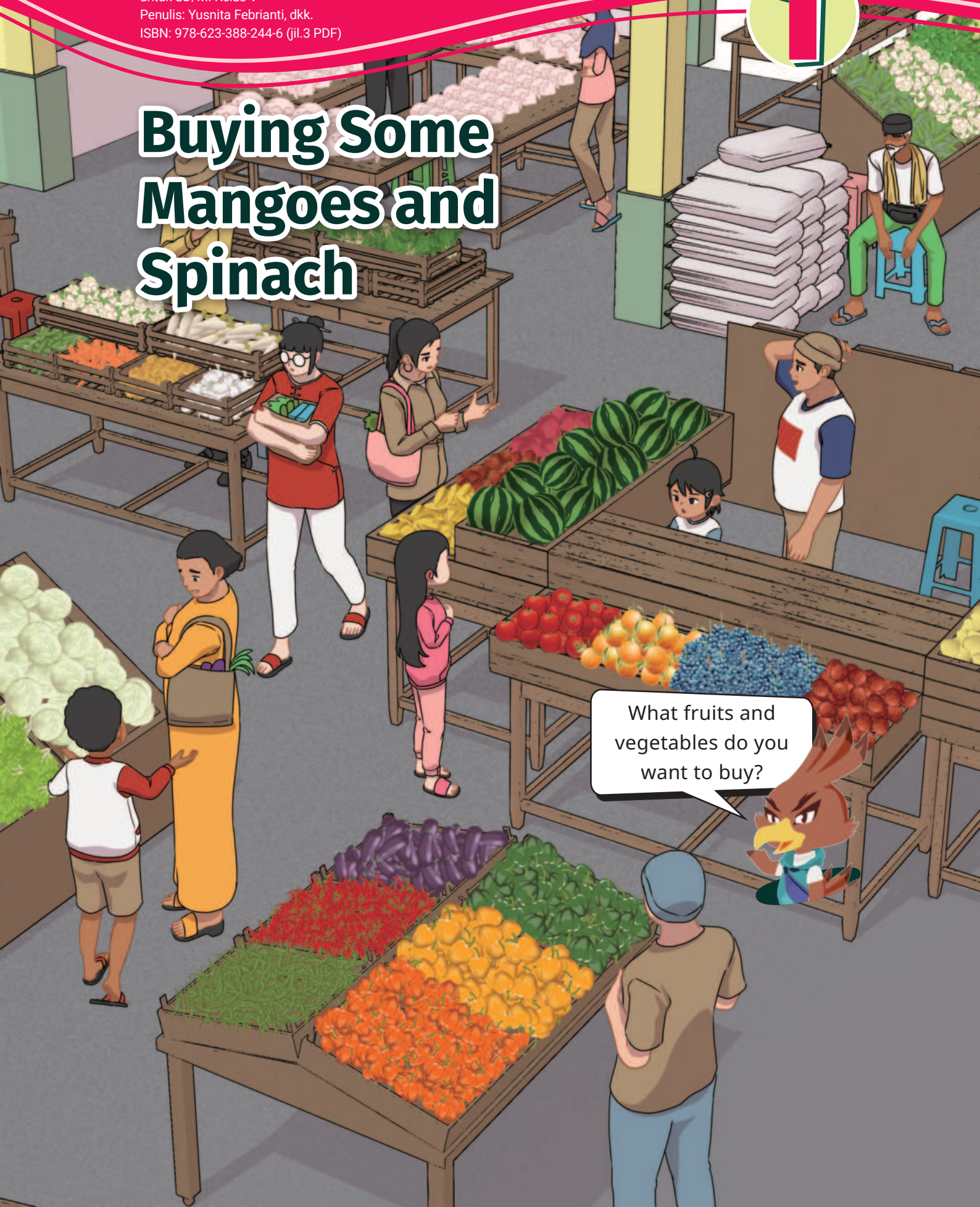
Bahasa Inggris: English for Nusantara Kids  
untuk SD/MI Kelas V

Penulis: Yusnita Febrianti, dkk.

ISBN: 978-623-388-244-6 (jil.3 PDF)

Chapter 1

# Buying Some Mangoes and Spinach



What fruits and  
vegetables do you  
want to buy?





## Learning Objectives



- You can make a short dialogue about fruits.

*Kamu dapat membuat percakapan pendek tentang buah-buahan.*

- You can write simple sentences about vegetables and grocery products.

*Kamu dapat membuat kalimat pendek tentang sayur-sayuran dan bahan belanjaan lainnya.*

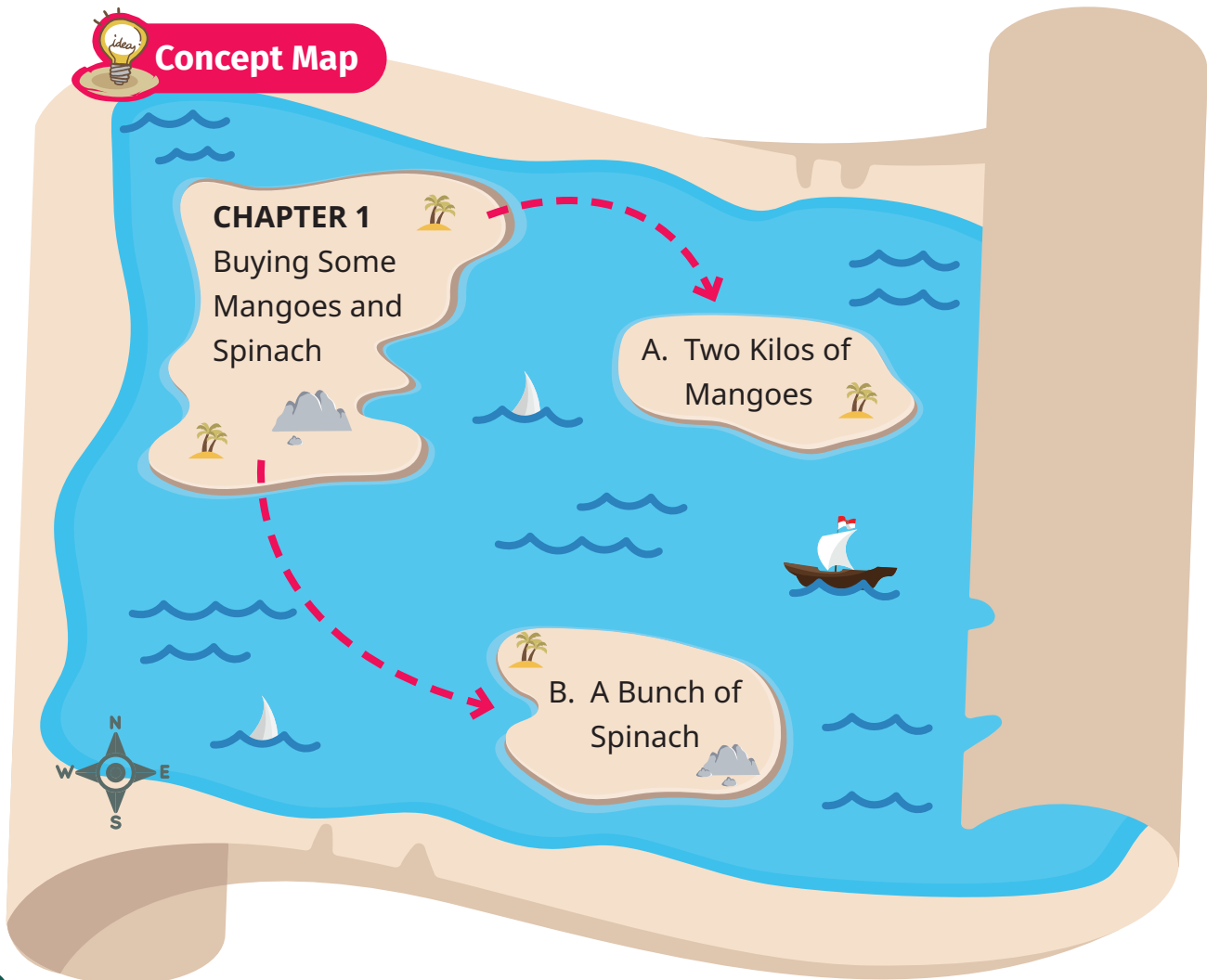


## Keywords

- fruits
- vegetables
- grocery products
- buah-buahan*
- sayur-sayuran*
- bahan belanjaan*




## Concept Map



## A. Two Kilos of Mangoes



### 1. Listen and Tick

Listen to  **Audio 1.1** and give a checkmark on the correct pictures based on the audio.

Simak Audio 1.1 lalu centang gambar yang sesuai dengan audio.

Pranala Audio 1.1: <https://buku.kemdikbud.go.id/s/k5audio1.1>



Can you help me choose what fruit Mita, Pipit, Bara, Ferdinand, and Bu Flo want?

### Worksheet 1.1

1.

a.



b.



2.

a.



b.



3.

a.



b.



4.

a.



b.



5.

a.



b.



## 2. Listen and Speak

Listen to  Audio 1.1 and say the sentences.

*Simak Audio 1.1 dan ucapkan kalimatnya.*



## 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. Lalu, bernyanyilah bersama guru dan teman sekelasmu.*

Pranala Audio 1.2: <https://buku.kemdikbud.go.id/s/k5audio1.2>



## Let's Eat Some Fruits

Hi, friend. How are you?

I'm fine. I hope you are too.

Wake up and put on your jacket.

Let's go to the fruit market.

I want to buy a kilo of apples,

Also, I need some pineapples.

How about a papaya, too?

Did you bring a shopping bag?

It is in your handbag.

Bring all the shopping goods.

Let's make a fruit salad, it is a healthy food!



## 2. Look and Tick

See the picture in Worksheet 1.2. Give a checkmark in the sentence that describes the picture. Number 1 is an example.

Lihatlah gambar pada Worksheet 1.2. Centang kalimat yang sesuai dengan gambar. Nomor 1 adalah contoh.



Mita and Bara go to the fruit market and buy some fruits.  
Complete the dialog based on the picture.

### Worksheet 1.2

1. Pak Ahmad: How many kilos of apples do you want?

Mita: .....

- a. I want two kilos of apples.
- b. I want three kilos of apples.

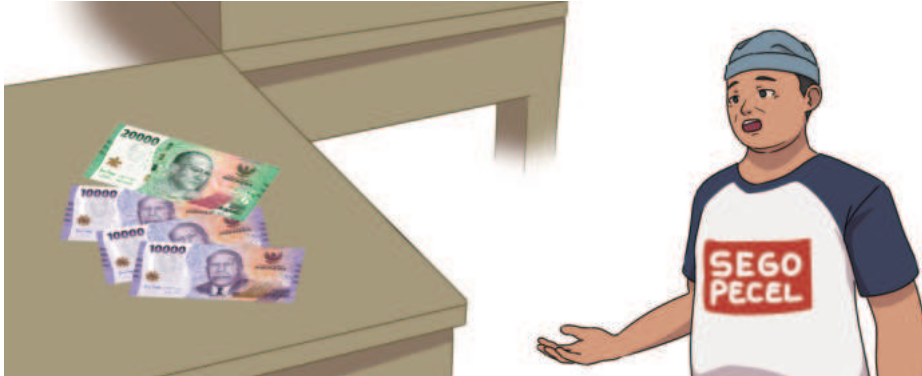


2. Mita: How much are they?

Pak Ahmad: ...

a. They are forty thousand rupiah.

b. They are fifty thousand rupiah.

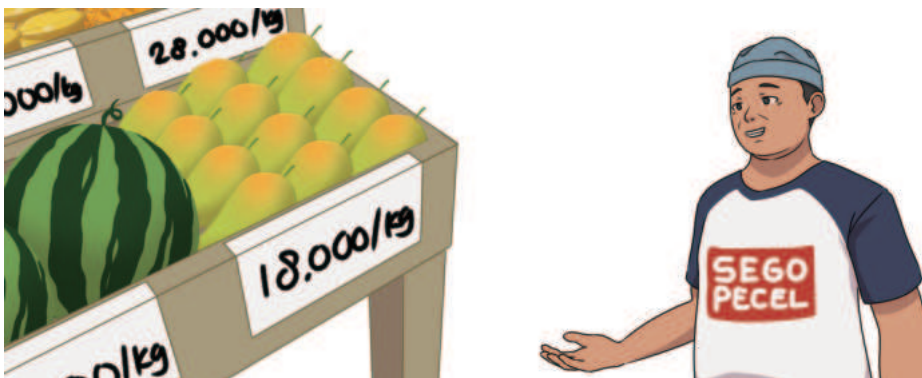


3. Bara: How much is one kilo of mangoes?

Pak Ahmad: ...

a. It is eighteen thousand rupiah.

b. It is eighty thousand rupiah.

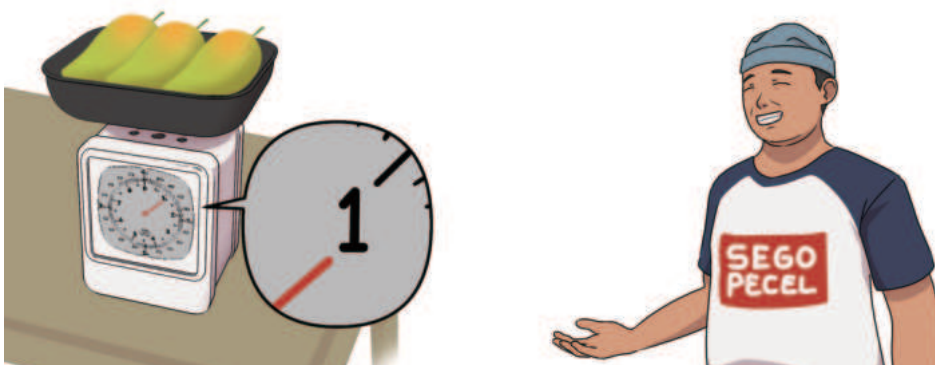


4. Bara: How many mangoes are in one kilo?

Pak Ahmad: ...

a. There are two mangoes in one kilo.

b. There are three mangoes in one kilo.



### 3. Listen and Circle

Listen to  Audio 1.3 and circle the correct fruit. Number 1 is an example.

*Simak Audio 1.3 dan lingkarkanlah buah yang benar sesuai dengan kata yang kamu dengar.*

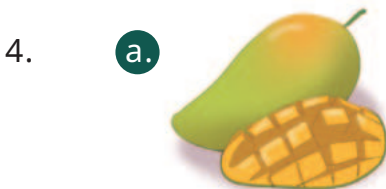
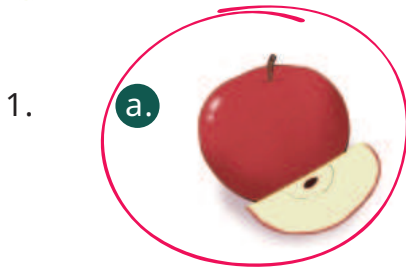
Pranala Audio 1.3: <https://buku.kemdikbud.go.id/s/k5audio1.3>

 Audio 1.3



Choose the fruit that Mita, Pipit, Bara, Ferdinand, and Bu Flo want to eat.

#### Worksheet 1.3





## Story Time

### 1. Read the Story

Read the story in **Comic Strip 1.1**. Mita is buying some fruits.

Baca cerita pada Comic Strip 1.1. Mita sedang membeli buah.

#### Comic Strip 1.1 Buying Some Fruits

Good morning, Mita. Look at my fresh fruits. Do you want to buy some?

Yes, I want to buy some apples.

A kilo, please.

How many apples do you want?

Anything else?

Do you want to taste these oranges? They are sweet.

Sure. Thank you, Pak Ahmad.

You are right. They are sweet. I want to buy two kilos of oranges, please.

Sure. Here they are.

These grapes are also sweet. Please try.

Yes, I like grapes. These are sweet.

So, do you want to buy grapes too?

I think so. One kilo, please.

So, how much are they all?


A kilo of apples, two kilos of oranges, and one kilo of grapes cost Rp 98,000.

Uh oh, I just have fifty thousand rupiah, Pak.

Oh dear!



## 2. Read and Answer


Read  **Comic Strip 1.1** and answer the questions below. Number 1 is an example.

*Bacalah Comic Strip 1.1 lalu jawablah pertanyaan berikut. Nomor 1 adalah contoh.*

1. What does Pak Ahmad sell?
  - a. Vegetables
  - b. Fruit
  - c. Food
  
2. What fruits did Mita buy?
  - a. Avocados, apples, and grapes.
  - b. Apples, oranges, and grapes.
  - c. Apples, oranges, and mangoes.
  
3. How many kilos of oranges did Mita buy?
  - a. 1 kilo
  - b. 2 kilos
  - c. 3 kilos
  
4. How much should Mita pay for the fruit?
  - a. Eighty-nine thousand rupiah
  - b. Ninety thousand rupiah
  - c. Ninety-eight thousand rupiah
  
5. What do you think the story will end?
  - a. Bu Sandra will pay the fruit.
  - b. Pak Ahmad will give discount.
  - c. Bu Sandra and Mita will not buy the fruits.
  
6. Why do you choose that answer in number 5? .....



### 3. Read and Act

Read  **Comic Strip 1.1** again. Act it out with a partner.

*Bacalah kembali Comic Strip 1.1. Lalu, perankan ceritanya secara berpasangan.*

### 4. Look and Speak

Look at Picture "Fruits in the Market" and say what you see.

*Lihat Picture "Fruits in the Market" dan ucapkan apa yang kamu lihat.*



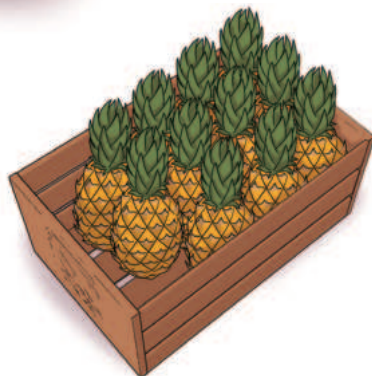
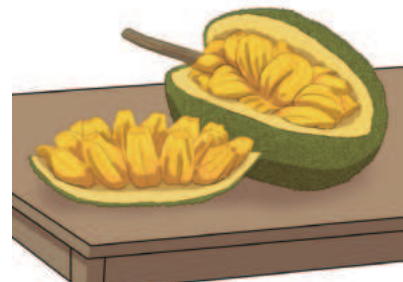
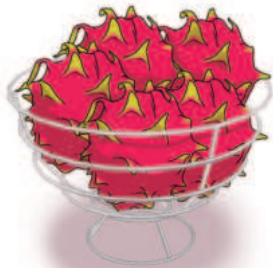
Look at the pictures again of the fruit market. What do you see?  
Say how many fruits are in the pictures.

Example:

I see seven rambutans on the table.



### Fruits in the Market



## 5. Look and Speak

Look at Picture "Fruit in the Market" and make a dialogue with a friend.

*Lihat gambar "Fruit in the Market" dan buatlah percakapan dengan seorang teman.*

1. Ask your friend a question about how many fruits are in the pictures. Your friend will respond with the correct number of fruits.

Example:

You : How many rambutans are on the table?

Your friend: There are seven rambutans on the table.

2. Ask your friend a question if they want the fruit or not. Your friend will respond by mentioning the fruit they want.

Example:

You : Do you want a banana?

Your friend: No, I don't. I want a starfruit.



## Game Time

### 1. Pick and Speak

Instruction:

- a. Work in pairs to play the game.

*Bekerjalah berpasangan untuk memainkan permainan.*

- b. One student takes the fruit picture.

*Salah satu dari kalian mengambil gambar buah.*

- c. The other student takes the number.

*Yang lain, mengambil nomor.*

- d. Now, practice asking questions using the expression below:

*Berlatihlah mengajukan pertanyaan menggunakan ungkapan di bawah ini:*

*"How many (the name of the fruit) do you want?"*

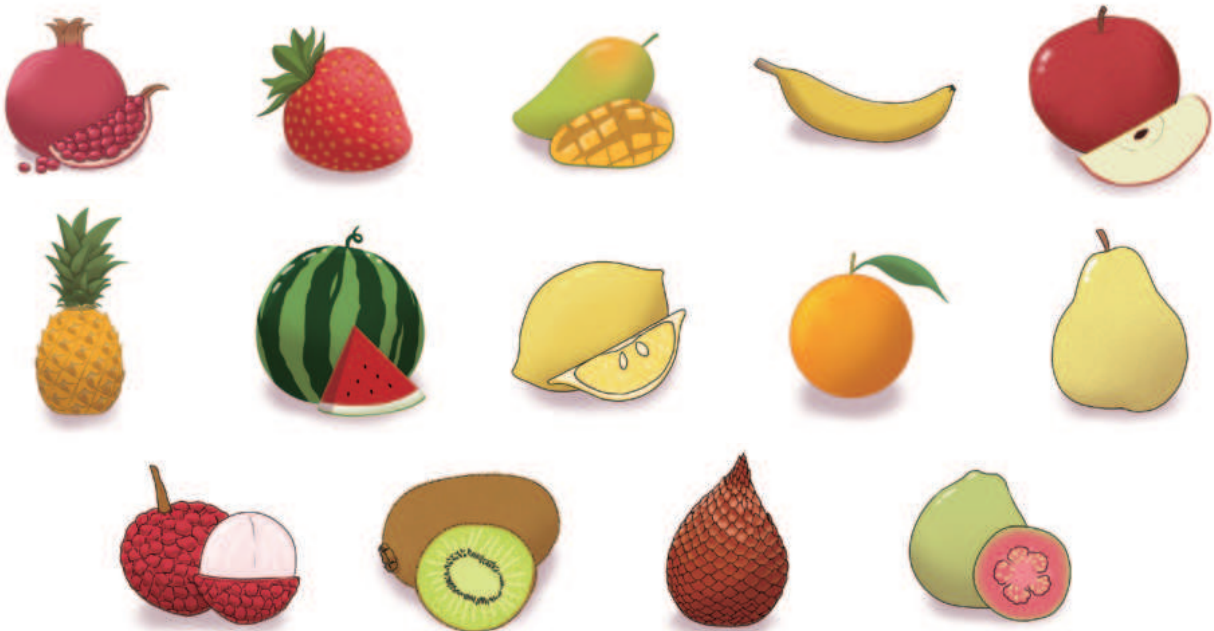
*"I want (the number) (the name of the fruit)."*

- e. Keep practicing until you take five different pictures of fruits.

*Teruslah berlatih sampai kamu mengambil lima gambar buah yang berbeda.*

- f. After that, switch roles with your partner.

*Setelah itu, bertukarlah peran dengan temanmu.*





## 2. Draw and Write

Draw and color four fruits you want to buy and four fruits you don't want to buy. Then, write a sentence about how many fruits you choose and their colors.

*Gambar dan warnailah empat macam buah yang ingin kamu beli dan empat macam buah yang tidak ingin kamu beli. Lalu, tulislah kalimat berdasarkan jumlah buah dan warnanya.*

Example:

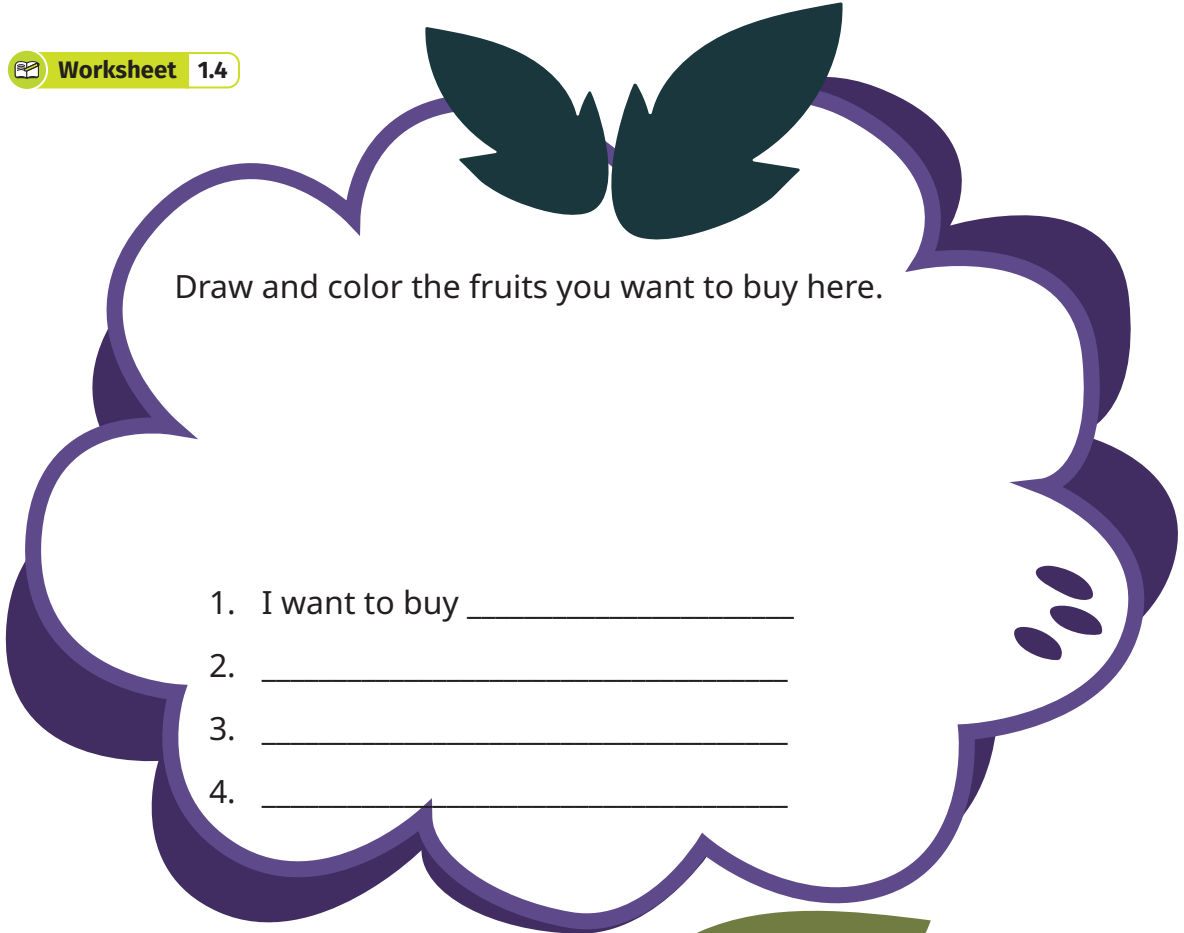


You write: I want to buy two green pears.



You write: I don't want to buy a green banana.





Draw and color the fruits you want to buy here.

1. I want to buy \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Draw and color the fruits you don't want to buy here.

1. I don't want to buy \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

 **My Turn**

Work in pairs. Read and complete the dialogue in Worksheet 1.5.

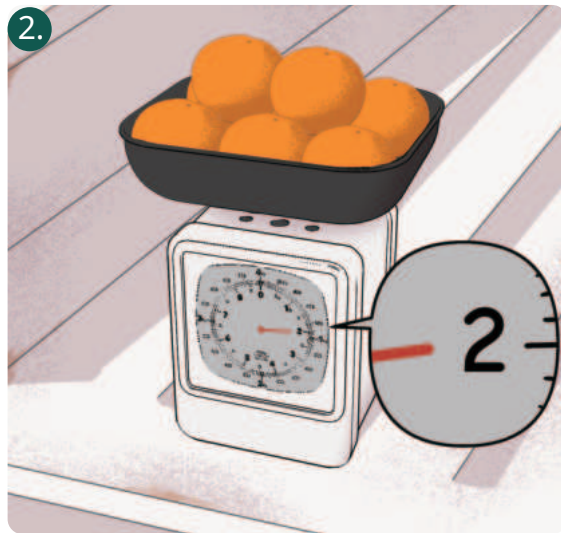
*Bekerjalah berpasangan. Baca dan lengkapi dialog di Worksheet 1.5.*

 **Worksheet 1.5**



Buyer: How much is one kilo of ...?

Seller: It is ... rupiah.



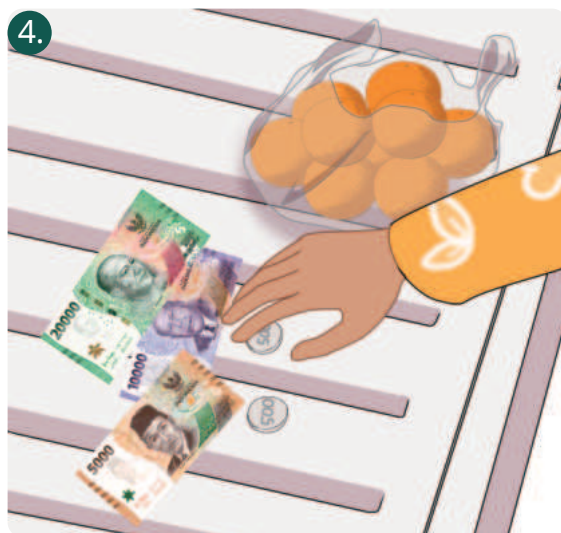
Seller: How many kilos of ... do you want to buy?

Buyer: I want to buy ... of ... .



Buyer: How many ... are in ... kilos?

Seller: There are ... .



Buyer: How much is all?

Seller: It is ...



## I Can Do It!

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 Aku bisa



#### My language skills

I can mention different kinds of fruits in English.

*Aku bisa menyebutkan nama buah-buahan dalam bahasa Inggris.*

I can tell how many fruits are in the picture.

*Aku bisa menyebutkan berapa jumlah buah dalam gambar.*

I can make a sentence using "I want ... and I don't want ...".

*Aku bisa membuat kalimat menggunakan 'I want...and I don't want...'*

I can ask questions using how much and how many.

*Aku bisa bertanya menggunakan 'how much' dan 'how many'.*

#### My Social Skills

I can work together with my friends.

*Aku bisa bekerjasama dengan teman-temanku.*

I can ask questions and express my ideas.

*Aku bisa bertanya dan memberi ide.*

I can listen to my teacher and my friends.

*Aku bisa mendengarkan guru dan teman-temanku.*



## B. A Bunch of Spinach



### 1. Listen and Number

Listen to **Audio 1.4** and write the number in Worksheet 1.6 based on what you hear.

Simak Audio 1.4 dan tulis nomor di Worksheet 1.6 berdasarkan urutan yang kamu dengar.

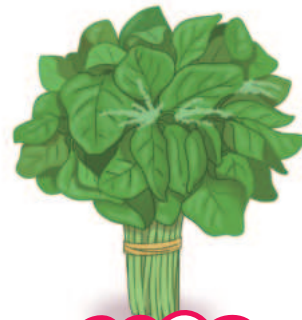
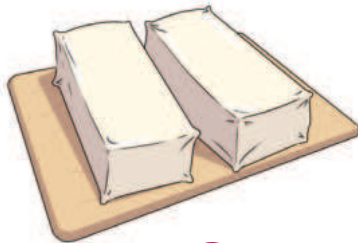
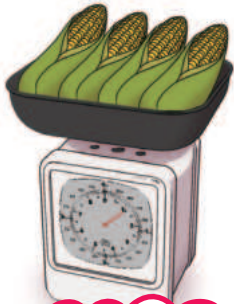
Pranala Audio 1.4: <https://buku.kemdikbud.go.id/s/k5audio1.4>



Mita, Pipit, Bara, Ferdinand, and Putra want to buy vegetables and milk. Let's listen to the audio and give the correct number based on the order.

### Worksheet 1.6

#### Grocery Products




## 2. Listen and Speak

Listen to  **Audio 1.4** and say the sentence.

Simaklah Audio 1.4 dan berlatihlah mengucapkan kalimat sesuai percakapan pada audio.

### Story Time

#### 1. Listen and Tick

Listen to  **Audio 1.5**. Give a checkmark on the picture in Worksheet 1.7 that describes the dialogue. Number 1 has been done for you.

Simak Audio 1.5. Beri tanda centang pada gambar di Worksheet 1.7 yang sesuai dengan deskripsi di audio.



Pranala Audio 1.5: <https://buku.kemdikbud.go.id/s/k5audio1.5>



Can you choose the right picture based on the dialogue?

#### Worksheet 1.7

1.

a.



b.



2.

a.



b.



3.

a.

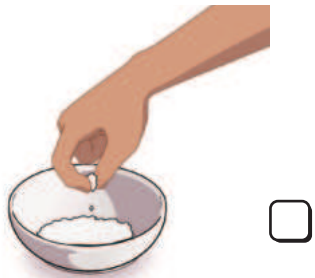


b.



4.

a.



b.

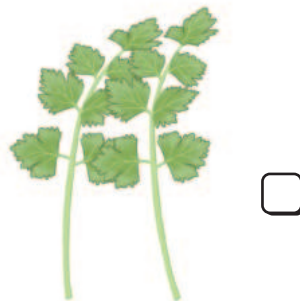


5.

a.



b.



## 2. Look and Write

See the picture in Worksheet 1.8 and complete the dialogues by choosing the correct words. Not all words are used in the sentences. Number one has been done for you.

Lihat gambar di Worksheet 1.8 dan lengkapi dialog dengan memilih kata-kata yang benar di dalam kotak. Tidak semua kata digunakan dalam kalimat. Nomor 1 adalah contoh.



Pipit, Bara, Mita, and Ferdinand are having a conversation using the words in the box below. Let's help them complete the sentences based on the picture.

Bag

Box

Celery

Salt

Basket

Bowl

Garlic

Spinach

Bottle

Spoonful

Lettuce

Yogurt

### Worksheet 1.8

1. Bara: What do you want to buy, Pipit?

Pipit: I want to buy **a bag of garlic**.



2. Pipit: What did you get from the farm, Ferdinand?

Ferdinand: I got ....



3. Ferinand: What did you bring home, Mita?

Mita: I brought ....



4. Mita: How much salt do you need to cook the soup, Pipit?

Pipit: I need ....



5. Ferdinand: What do you see on the table, Pipit?

Pipit: I see ....



### 3. Listen and Read

Listen to  **Audio 1.6** and read the story.

*Simak Audio 1.6 dan bacalah ceritanya.*

Pranala Audio 1.6: <https://buku.kemdikbud.go.id/s/k5audio1.6>



## **Surya and the Tasty Porridge** **Adapted from Goldilocks and the Three Bears**

There was a little boy named Surya. He went for a walk in the forest and found a house of three big bears. The bears welcomed him to their house.

In the kitchen, Surya saw three bowls of porridge. He tasted the first one, but it was too salty. The second one was too sweet. The third one was too sour.

“Oh no!” said Surya.

Surya saw colorful vegetables in the kitchen; carrots, spinach, and cabbage. “I could make the porridge tasty,” said Surya to the three bears.

In the first bowl, Surya added three long carrots. The bears counted, “One, two, three long carrots!”

In the second bowl, he added five leaves of green spinach. The bears counted, “One, two, three, four, five leaves of green spinach!”

In the third bowl, he added three pieces of white cabbage. The bears counted, “One, two, three pieces of white cabbage!”

Surya tasted the porridge again. “Now, the porridge is delicious!” Surya exclaimed.

The three bears could finally have their tasty porridge. Hooray!

But, what about Surya? Was he having a bowl of tasty porridge?

*Adapted from Goldilocks and the Three Bears written by Flora Annie Steel, 1922*

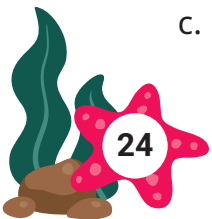


## 4. Read and Answer

Read the story again and answer the questions below. Number 1 is the example.

*Baca Kembali ceritanya. Jawablah pertanyaan di bawah ini. Nomor 1 adalah contoh.*

1. What did Surya find in the forest?
  - a. A playground
  - b. A house of three big bears
  - c. A river
  
2. What was the problem with the first bowl of porridge?
  - a. It was too sweet
  - b. It was too salty
  - c. It was too sour
  
3. How did Surya make the porridge tasty?
  - a. By adding colorful vegetables
  - b. By adding more salt
  - c. By adding sugar
  
4. What does Surya add to the third bowl of porridge?
  - a. Three long carrots
  - b. Three pieces of white cabbage
  - c. Three leaves of green spinach
  
5. How did the three bears feel about the final porridge?
  - a. It was still not tasty
  - b. It was too hot
  - c. It was delicious
  
6. Did Surya eat a bowl of the tasty porridge?
  - a. Yes, he did.
  - b. No, he didn't.
  - c. Surya didn't like porridge.



## 5. Read and Circle

Read the story. Circle one of the underlined words to complete the text.

*Bacalah lagi ceritanya. Lingkarilah salah satu kata yang digarisbawahi untuk melengkapi teksnya.*

There was a little boy named Surya. He took a walk in the forest and found a house with three big (1) bear/bears. They said, "Hello!" and invited him to their house.

In the kitchen, Surya saw three (2) bowl/bowls of porridge. He tasted the first one, but it was too salty. The second one was too sweet. The third one was too sour. "Oh dear!" said Surya.

Surya saw colorful vegetables in the kitchen. They were carrots, cabbage, and broccoli. He told the bears that he wanted to make the taste of the porridge better. He put three long (3) carrot/carrots in the first bowl, added five pieces of green (4) spinach/spinaches in the second bowl, and added three pieces of white (5) cabbage/cabbages.

Surya tasted the porridge again. Now, the porridge was delicious! The three bears could finally enjoy the tasty porridge. Hooray!

## 6. Choose and Write

Work in pairs. Put the words in Table 1.1 based on the categories in Worksheet 1.9.

*Bekerjalah berpasangan. Kelompokkan buah dan sayur di Tabel 1.1 ke dalam Worksheet 1.9.*



After learning about the names of fruits and vegetables, let's identify the groups of nouns. Read the notes below.

*Countable noun* adalah benda yang dapat dihitung, misalnya: *one carrot, two carrots, three carrots*. *Uncountable nouns* adalah benda yang tidak dapat dihitung dan membutuhkan satuan pengukur untuk dapat dihitung, misalnya: *three pieces of cabbage*.

Table 1.1 Fruits and Vegetables



 **Worksheet 1.9**

Countable noun	Uncountable noun
- Carrot	- Soup
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



## Game Time

### 1. Answer and Move Forward

Work in pairs to do the game below. You need to answer the questions correctly to be able to move forward until you finish.

*Bekerjalah secara berpasangan dan lakukan permainan berikut. Kamu harus menjawab pertanyaan dengan benar untuk bisa maju sampai selesai.*



Say the name of the vegetable if you stop on the vegetable picture. The student who finishes first wins the game.



## 2. Draw and Speak

Draw and color the vegetables you usually see at the market in Worksheet 1.10. Write the names of the vegetables you draw. You can also draw the dish that contains the vegetable.

*Gambar lalu warnailah sayuran yang biasanya ada di pasar pada Worksheet 1.10. Tuliskan nama sayuran yang kamu gambar. Kamu juga bisa menggambar makanan yang mengandung sayuran.*

Example:



You say: This is a bowl of cauliflower soup.

### Worksheet 1.10

Draw here:

Write the sentence here:

.....

Draw here:

Write the sentence here:

.....

Draw here:

Write the sentence here:

.....

Draw here:

Write the sentence here:

.....












## My Turn

Work in pairs to match the names of fruits and vegetables with their pictures in Worksheet 1.11. Decide whether the foods and vegetables are countable or uncountable. Number 1 is an example.

Cocokkanlah nama buah dan sayur dengan gambarnya dengan cara menarik garis pada Worksheet 1.11. Tentukan apakah buah atau sayur itu countable atau uncountable. Nomor 1 adalah contoh.


### Worksheet 1.11


avocado		Countable noun Uncountable noun
orange		Countable noun Uncountable noun
mango		Countable noun Uncountable noun
spinach		Countable noun Uncountable noun
celery		Countable noun Uncountable noun
garlic		Countable noun Uncountable noun
carrot		Countable noun Uncountable noun


## I Can Do It!




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 Aku bisa			
<b>My language skills</b>			
I can mention different kinds of vegetables. <i>Aku bisa menyebutkan berbagai macam sayur-sayuran.</i>			
I can correctly describe how many vegetables are in the picture. <i>Aku bisa menggunakan pengukur untuk mendeskripsikan sayuran pada gambar.</i>			
I can identify the countable and uncountable nouns. <i>Aku bisa membedakan benda yang dapat dihitung dan benda yang tidak dapat dihitung.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerjasama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan memberi ide.</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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5s>



# In the Kitchen



What is Pipit doing  
in the kitchen?





## Learning Objectives



- You can make and respond to a request.  
*Kamu dapat membuat dan menanggapi suatu permintaan.*
- You can make a sequence of cooking steps.  
*Kamu dapat membuat serangkaian langkah memasak.*

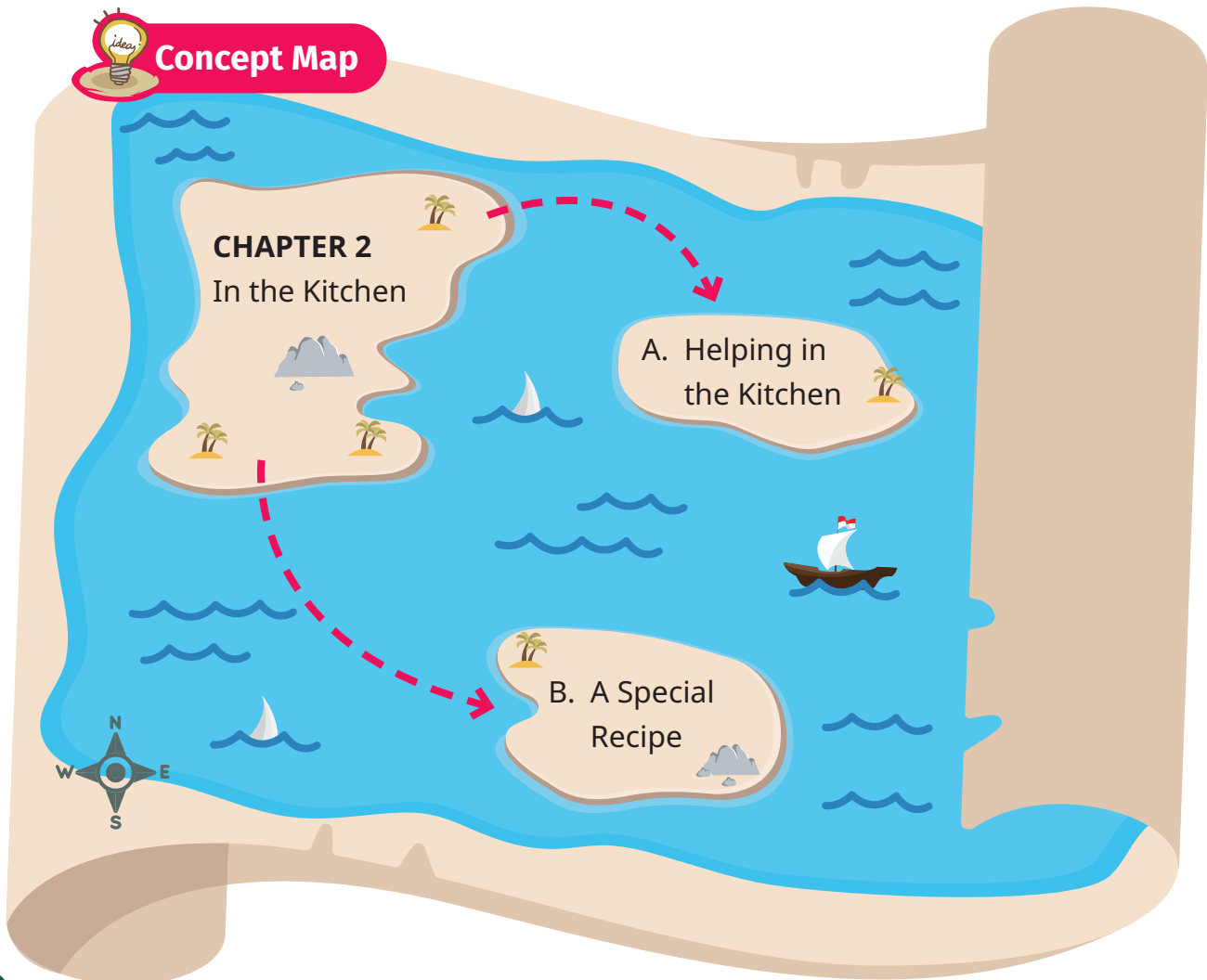


## Keywords

- recipe
- cooking steps
- kitchen
- kitchen utensils
- resep
- langkah memasak
- dapur
- peralatan dapur



## Concept Map



## A. Helping in the Kitchen

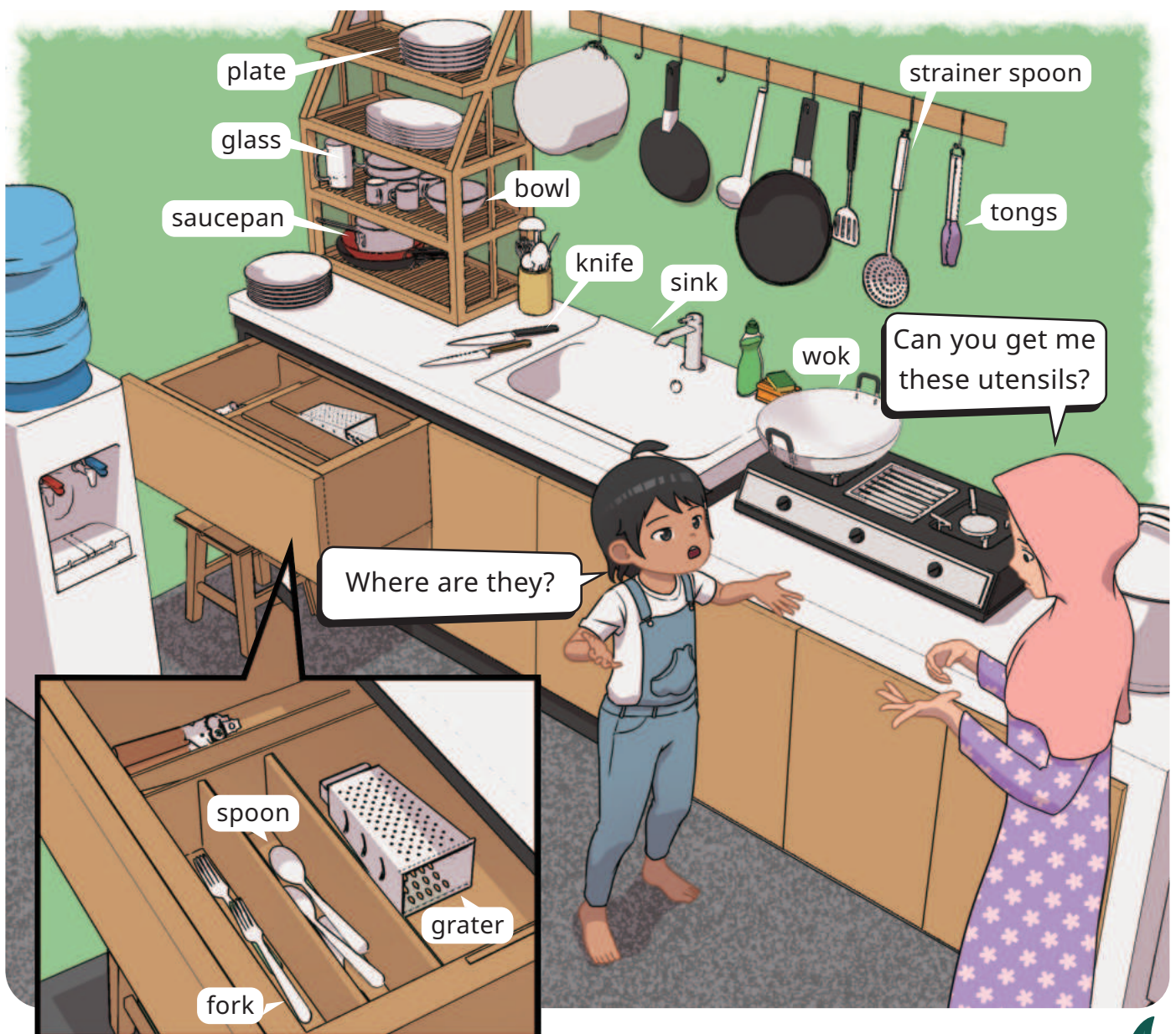


### 1. Listen and Point

Listen to Audio 2.1 and point to the kitchen utensils.

Simak Audio 2.1 dan tunjukkan peralatan dapur berikut sesuai dengan audio.

Pranala Audio 2.1: <https://buku.kemdikbud.go.id/s/k5audio2.1>



## 2. Listen and Speak

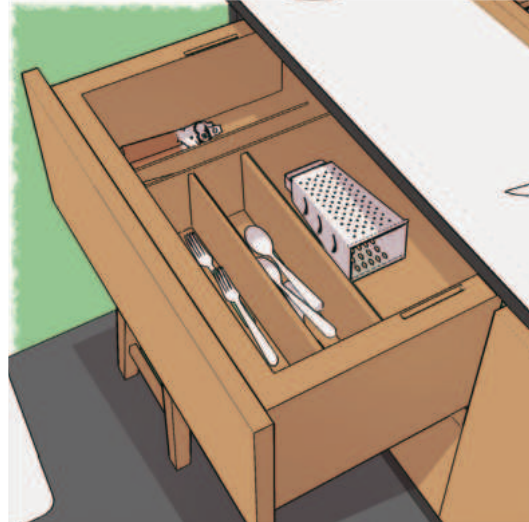
Listen to  Audio 2.2 and say the sentences.

Simak Audio 2.2 dan ucapkan kalimatnya.

Pranala Audio 2.2: <https://buku.kemdikbud.go.id/s/k5audio2.2>



The plate is on the kitchen shelf.



The spoon is in the kitchen drawer.



The strainer spoon is above the stove.



The saucepan is on the shelf, under the bowl.



 **Song Time**

**1. Listen and Sing**

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

*Simak lagu pada Audio 2.3. Nyanyikan bersama guru dan teman sekelasmu.*

Pranala Audio 2.3: <https://buku.kemdikbud.go.id/s/k5audio2.3>



**Are You Ready to Cook?**

Are you ready to cook?  
Are you ready to cook?  
Please, prepare your wok.  
Please, prepare your wok.


Can you get me a strainer?  
Can you get me a strainer?  
It's above the stove.  
It's above the stove.

Can you get me a bowl?  
Can you get me a bowl?  
It's on the shelf.  
It's on the shelf.

Now you're ready to cook.  
You're ready to cook.  
Please, prepare yourself.



## 2. Listen and Match

Listen to  Audio 2.4 and match the picture with their position. Look at the example.

Simak Audio 2.4 dan cocokkan gambar dengan posisinya. Lihat contohnya.

Pranala Audio 2.4: <https://buku.kemdikbud.go.id/s/k5audio2.4>


 Audio 2.4



### Worksheet 2.1



The matching exercise consists of four kitchen items on the left and four locations on the right. A line connects the bowl to the location 'on the shelf, under the bowl'.

- 
- 
- 
- 

-   above the stove
-   on the kitchen shelf
-   on the shelf, under the bowl
-   in the kitchen drawer



## Story Time





### 1. Odd One Out

Look at the things in Worksheet 2.2. Some things are in the kitchen drawer, and some are on the kitchen table and shelf. Circle one thing that does not belong to the group.

Lihat gambarnya. Beberapa benda ada yang ada di laci dapur, dan ada pula yang di meja dapur dan rak. Lingkari salah satu benda yang tidak cocok dengan kelompok posisinya.



#### Worksheet 2.2



In	On
Grater 	Knife 
Bowl 	Wok 
Spoon 	Plate 
Spatula 	Fork 



## 2. Listen and Read

Listen to  Audio 2.5 and read  Comic Strip 2.1. Pipit is helping her mother in the kitchen.

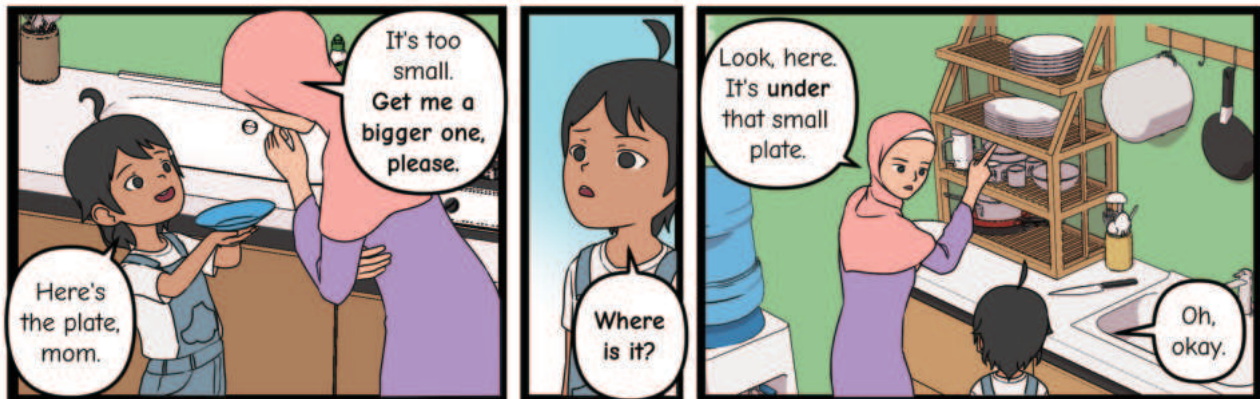
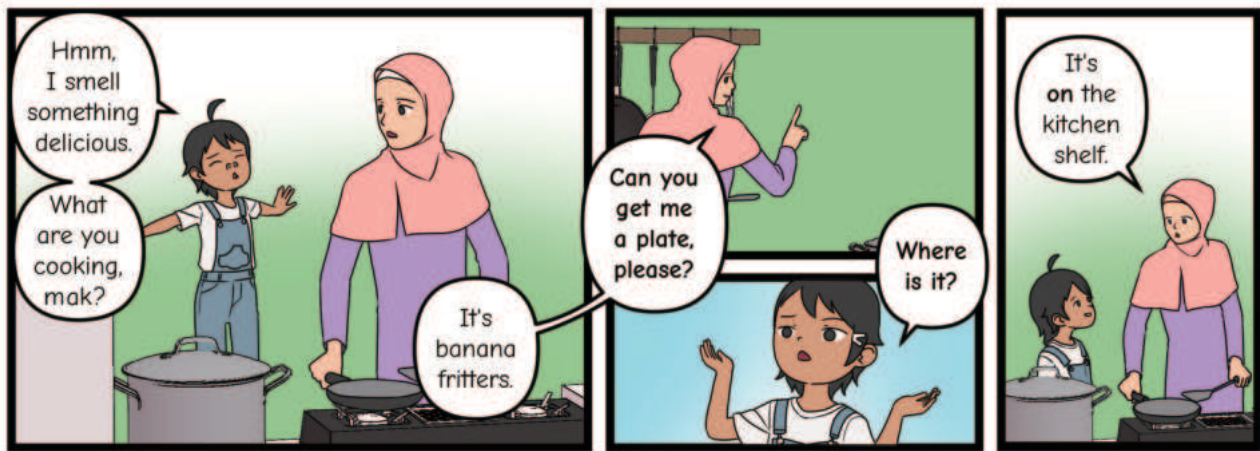
Simak Audio 2.5 dan baca Comic Strip 2.1. Pipit sedang membantu ibunya di dapur.

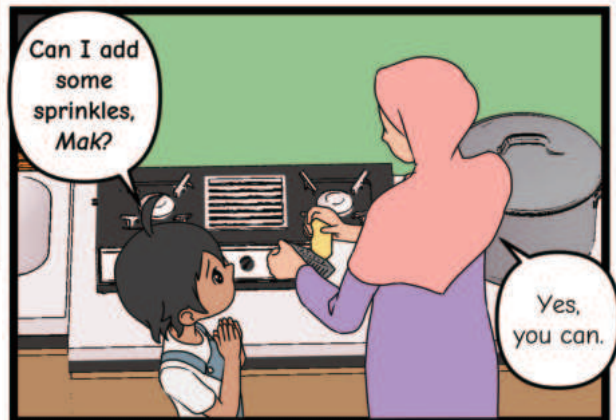
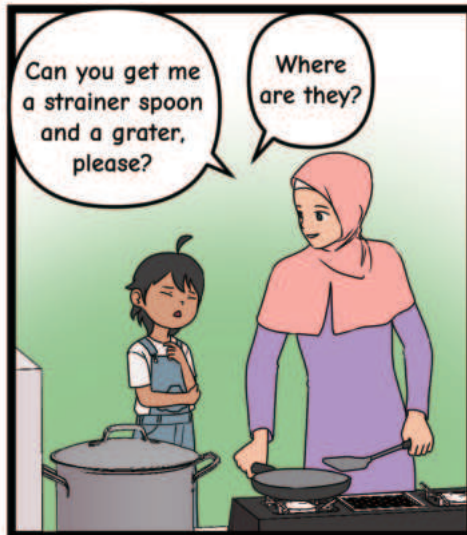
Pranala Audio 2.5: <https://buku.kemdikbud.go.id/s/k5audio2.5>

 Audio 2.5



 Comic Strip 2.1





### 3. Read and Circle

Read **Comic Strip 2.1** again. Circle the correct picture based on the story. Look at the example.

Baca kembali Comic Strip 2.1. Lingkari gambar yang benar sesuai dengan cerita. Lihat contohnya.

#### Worksheet 2.3

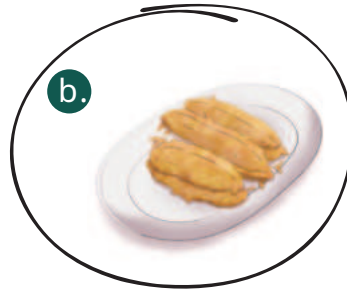
1. Emak cooks ....

a.



vegetable fritters

b.



banana fritters

2. Emak needs ....

a.



a big plate

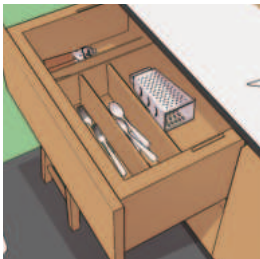
b.



a small plate

3. The plate is ....

a.



in the kitchen drawer

b.



on the kitchen shelf

4. The strainer spoon and grater are ....

a.



on the kitchen table

b.



in the kitchen drawer

5. If there is no grater, Emak and Pipit can use ... to make a cheese topping.

a.



a knife

b.



a spatula

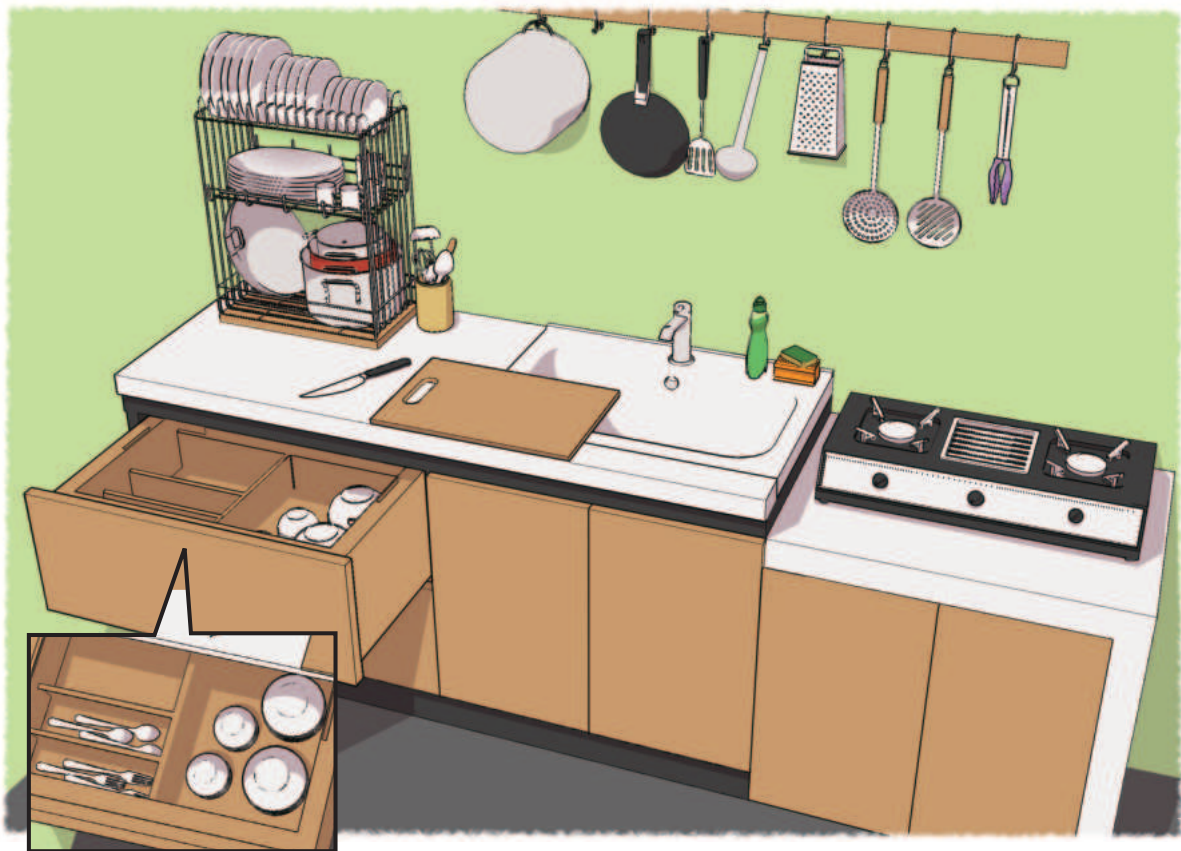
## 4. Read and Act

Read  **Comic Strip 2.1** again. Act it out.

*Baca kembali Comic Strip 2.1. Peragakan ceritanya.*

## Game Time

### Roll and Speak



Instructions:

1. Play in a group of four.
2. Each of you must roll the dice.
3. Move your pawn in Worksheet 2.4 based on the number you got.
4. Say the position of the utensil on pawn position based on Picture.
5. For example: The bowl is in the kitchen drawer.

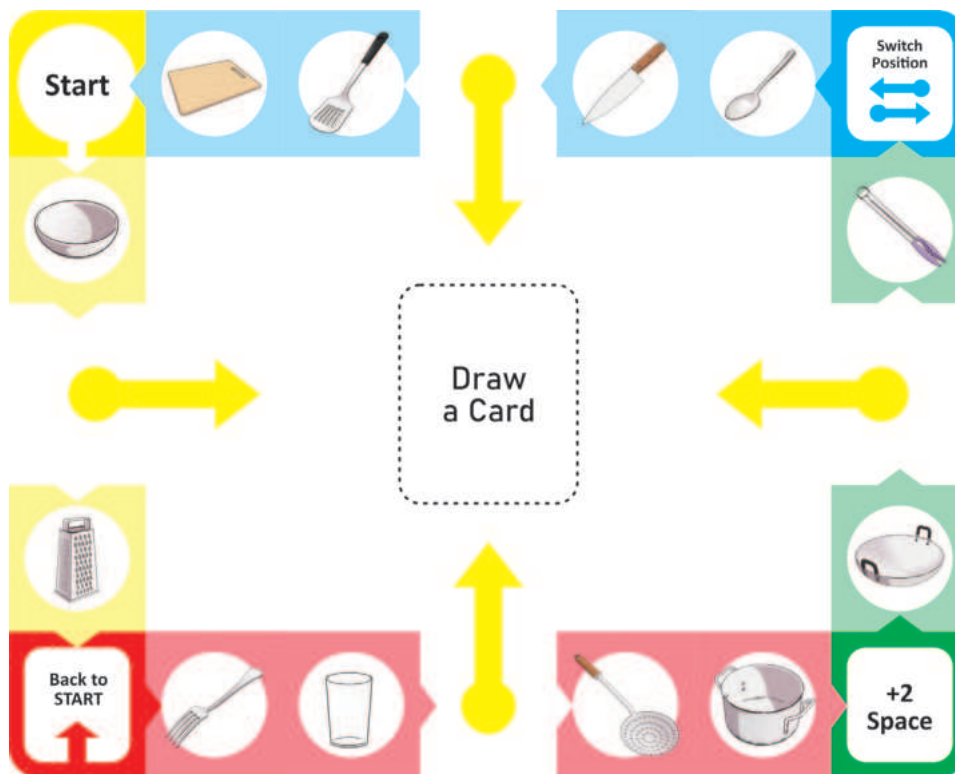
6. If you go to a blank space, you can draw an expression card.
7. Match the expression card with the picture in Worksheet 2.5.
8. You get 2 points for each card you match.
9. You get 3 points if you come back to the "START" point.

*Petunjuk:*

1. Bermainlah dalam kelompok beranggotakan empat orang.
2. Masing-masing dari kamu harus melempar dadu.
3. Pindahkan posisi pionmu pada Worksheet 2.4 berdasarkan nomor yang didapatkan.
4. Sebutkan posisi peralatan dapur pada posisi pionmu berdasarkan Gambar di atas.
5. Contoh: *The bowl is in the kitchen drawer.*
6. Jika Kamu pergi ke ruang kosong, Kamu dapat mengambil satu kartu ekspresi.
7. Cocokkan kartu ekspresi dengan gambar pada Worksheet 2.5.
8. Kamu mendapatkan 2 poin untuk setiap kartu yang dapat dicocokkan.
9. Kamu mendapat 3 poin jika kembali ke titik "START".

**Board Game:**

 **Worksheet 2.4**

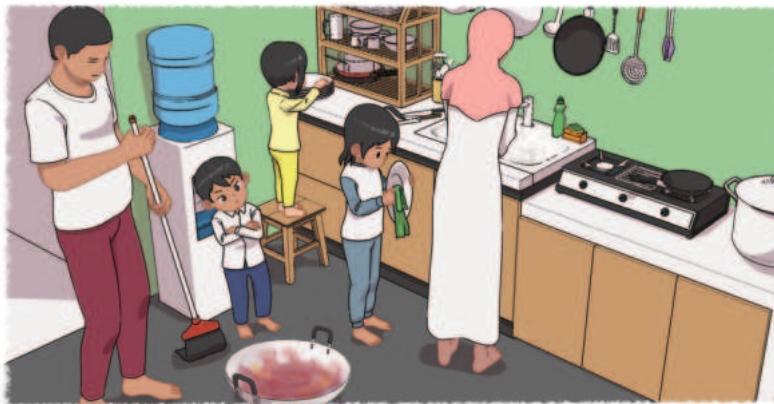




Can you pass me the salt, please?



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Expression cards**

Can you put the bowl on the shelf, please?

Can you pass me the salt, please?

Can you get her a glass of water, please?

Can you put the wok in the sink, please?



## My Turn

1. Spot the differences between two kitchen pictures. Write it based on the position. Look at the example.

*Temukan perbedaan antara dua gambar dapur. Tulis perbedaan tersebut berdasarkan posisi peralatan dapurnya. Lihat contohnya.*

### Worksheet 2.6



A	B
• There is a wok on the stove.	• There is a saucepan on the stove.
....	....
....	....
....	....
....	....
....	....



2. Complete the conversation with the words from Table 2.1. Look at the example.

*Lengkapi percakapan dengan kata-kata dari Table 2.1. Lihatlah contohnya.*

 **Worksheet** 2.7

**Fill in the conversation**



Emak: Putra, (1) ..... the bowl?

Putra: Which one, Mak?

Emak: The dirty one.

Putra: (2) .....?

Emak: It's (3) on the kitchen table.

Putra: Here, it is.

Emak: Thank you. Can you (4) ..... this plate on the kitchen shelf?

Putra: Which shelf, Mak?

Emak: The second one. Put it (5) ..... the bowl.

Putra: Alright, where should I put these spoons, Mak?

Emak: Put them (6) ..... the kitchen drawer.

Putra: All done.

Emak: Thank you, darling.

3. Work in pairs. Practice and take turns to act out the conversation in Worksheet 2.7. Perform it in front of the classroom.

*Bekerja berpasangan. Berlatihlah dan bergiliran memerankan percakapan pada Worksheet 2.7. Lakukan di depan kelas.*



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

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

	Yes, I can. <i>Aku bisa.</i>
	I'm still learning. <i>Aku masih perlu belajar.</i>
	I need more support. <i>Aku perlu bantuan.</i>

I can <i>Aku bisa</i>			
<b>My language skills</b>			
I can mention the kitchen utensils. <i>Aku bisa menyebutkan peralatan dapur.</i>			
I can tell the positions of kitchen utensils <i>Aku bisa menyebutkan posisi peralatan dapur.</i>			
I can make a request and respond to it. <i>Aku bisa membuat sebuah permintaan dan menanggapi.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerjasama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan memberi ide.</i>			
I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i>			



## B. A Special Recipe



### 1. Listen and Point

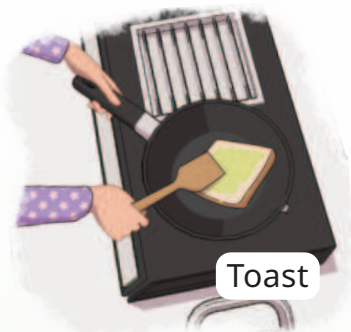
Listen to Audio 2.6 and point to the actions in Picture "Cooking steps".

Simak Audio 2.6 dan tunjuk gerakan pada gambar "Cooking steps".

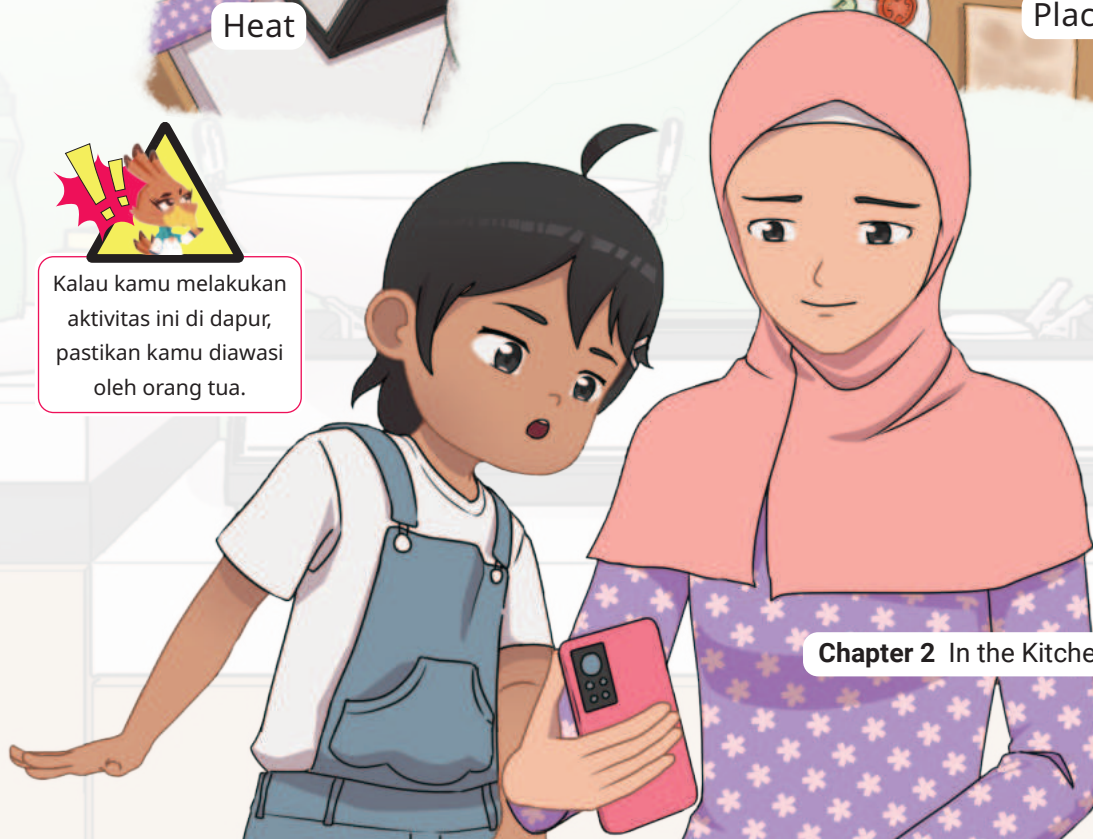
Pranala Audio 2.6: <https://buku.kemdikbud.go.id/s/k5audio2.6>



### Cooking steps



Kalau kamu melakukan aktivitas ini di dapur, pastikan kamu diawasi oleh orang tua.



## 2. Listen and Do

Make actions/gestures for the words toast, spread, heat, put, and cut. Listen to your teacher. Chant and do the actions.

*Buat gerakan untuk kata toast, spread, heat, put, dan cut. Simak gurumu. Nyanyikan dan lakukan gerakannya.*



Clap, clap, clap - Toast the bread,

Clap, clap, clap - Toast the bread.

Spread it wide, side to side,

We're making a sandwich. Enjoy the ride!

Heat it up, make it hot,

Put it together. Give it all you've got.

Place it, cut it, nice and neat,

Our sandwich is ready! Let's eat! Let's eat!





## Story Time

### 1. Listen and Match

Listen to **Audio 2.7** and match the cooking step to the picture. Write the cooking step under the right picture. Look at the example.

Simak Audio 2.7 dan cocokkan tahapan memasak dengan gambar. Tulis tahapan memasak di bawah gambar yang tepat. Lihat contohnya.



Pranala Audio 2.7: <https://buku.kemdikbud.go.id/s/k5audio2.7>

### Worksheet 2.8

Place the tempeh.

Heat some margarine in a pan.

Cut the sandwich in half.

Toast the bread.

Spread the margarine.

Add some ketchup.



....



....



....



Place the tempeh.



....



....



## 2. Look and Read

Look at and read the recipe in Picture "A recipe for a special sandwich", Pipit and Emak got a special recipe from a cooking blog. They want to cook the new recipe for breakfast.

Lihat dan bacalah resep pada Gambar "A recipe for a special sandwich", Pipit dan Emak memperoleh resep spesial dari sebuah blog. Mereka ingin memasak resep baru tersebut untuk sarapan.



### A recipe for a special sandwich

#### Ingredients:

1



One slice of fried tempeh

2



Two slices of bread

3



Two slices of tomato

4



Two slices of cucumber

5



One tablespoon of margarine

6



Some ketchup

**Steps:**

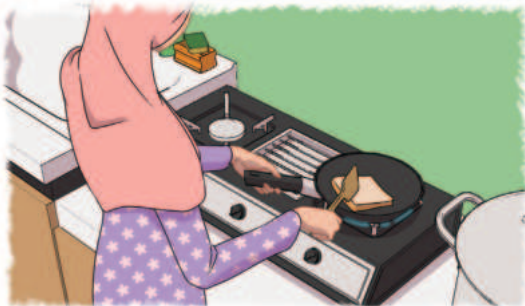
1. Spread margarine on the bread.



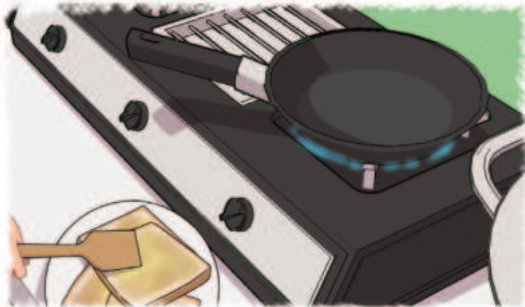
2. Heat some margarine in a pan.



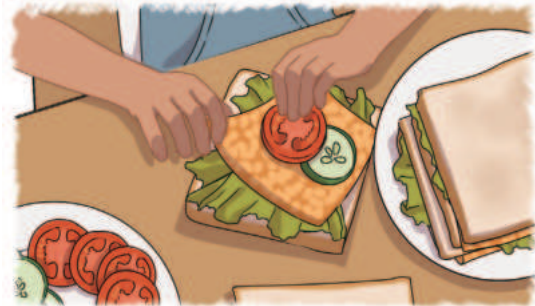
3. Toast the bread until golden brown.



4. Place a slice of bread on a plate.



5. Put tempeh, tomato, and cucumber on the bread.



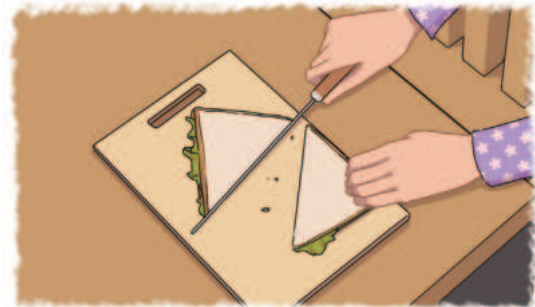
6. Add the ketchup.



7. Put another slice of bread on top.



8. Cut the sandwich in half.



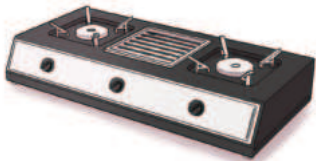
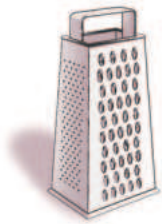
✦ **Now, the special sandwich is ready to eat.**

### 3. Read and Circle

Read the recipe again and circle the pictures of kitchen utensils to make a special sandwich. Look at the example.

*Baca kembali resep diatas dan lingkarilah gambar peralatan dapur yang dibutuhkan untuk membuat sandwich. Lihat contohnya.*

#### Worksheet 2.9



## 4. Read and Rearrange

Read the recipe in Picture "A recipe for a special sandwich" again and rearrange the cooking steps into the right order. Look at the example.

*Baca kembali resep pada Gambar "A recipe for a special sandwich" dan urutkan langkah memasaknya ke dalam urutan yang benar. Lihat contohnya.*

### Worksheet 2.10

1. Heat some margarine in a pan.
2. Add the ketchup.
3. Put tempeh, tomato, and cucumber on the bread.
4. Toast the bread until golden brown.
5. Put another slice of bread on the top.
6. Spread margarine on the bread.
7. Cut the sandwich in half.
8. Place a slice of bread on a plate.

6. Spread margarine on the bread.

.....

.....

.....

.....

.....

.....

.....

## Game Time

### Explain and Guess

Instructions:

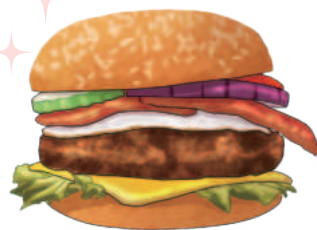
1. Play in a group of four.
2. Player A starts the game by picking a card.
3. Player A mime the actions of making the food based on the card.
4. Player B, C, and D will try to guess the name of food.
5. Take turns to pick a card and mime the cooking actions.
6. Get one point if other members can guess the food.

*Petunjuk:*

1. *Bermainlah dalam kelompok beranggotakan empat orang.*
2. *Pemain A memulai permainan dengan mengambil sebuah kartu.*
3. *Pemain A memeragakan langkah-langkah membuat makanan berdasarkan kartu.*
4. *Pemain B, C, dan D menebak nama makanan yang diperagakan.*
5. *Bermainlah secara bergantian,*
6. *Dapatkan satu poin jika anggota lain dapat menebak makanan berdasarkan langkah-langkahnya.*

Cards:

1

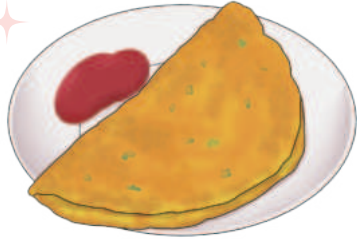


#### Steps:

- Toast the bun.
- Put the patty on the bun.
- Add tomatoes, cucumber, and lettuce.
- Add some ketchup.



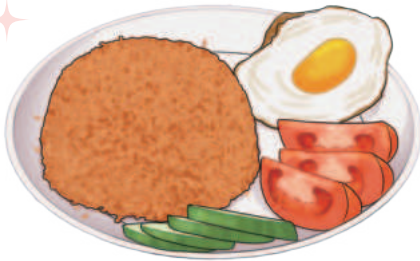
2



**Steps:**

- Beat an egg.
- Add onions, salt and pepper.
- Stir them well.
- Heat some cooking oil.
- Fry the egg until golden brown.

3



**Steps:**

- Heat some cooking oil.
- Put an egg into the pan.
- Add some sliced onions.
- Stir and scramble it.
- Add cooked rice.
- Add a pinch of salt.
- Stir them well.

4



**Steps:**

- Mix flour and sugar with water.
- Stir the batter well.
- Peel a banana.
- Dip the banana into the batter.
- Heat some cooking oil.
- Fry the banana until golden brown.



## My Turn

1. Complete the recipe in Worksheet 2.11.

*Lengkapi resep pada Worksheet 2.11.*



Have you heard of a hotdog? We are going to make a recipe for a banana hotdog.

### A banana hot dog



#### Ingredients:

One banana  
fritter



Chocolate  
jam



Some  
sprinkles



One hot  
dog bun



One tablespoon  
of margarine



## Complete the recipe

heat	put	add
Spread	cut	toast

### Steps:

- Cut the hot dog bun in half.
- ..... margarine on the bread.
- ..... some margarine in a pan.
- ..... the bun until golden brown.
- Place the bun on a plate.
- ..... the banana fritter into the hot dog bun.
- ..... the chocolate jam on the banana fritter.
- ..... some sprinkles on top of the banana fritter.



**Now, the banana hot dog is ready to eat.**

2. Make your own hot dog recipe in Worksheet 2.12. You can choose the ingredients and steps in below. You can also choose other ingredients and steps as you like.

*Buatlah resep hot dog kamu sendiri dalam Worksheet 2.12. Kamu dapat memilih bahan dan langkah-langkahnya di bawah ini. Kamu juga dapat memilih bahan dan langkah lainnya sesuai keinginanmu.*

## Make your own hot dog recipe

### Ingredients:

One hot dog bun



One tablespoon of margarine



One scrambled egg



One banana fritter



Ketchup



Mayonnaise



Strawberry jam



Chocolate jam

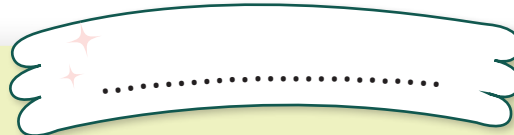


Others: .....

### Steps:

heat	put	toast
Spread	cut	Others: .....

Worksheet 2.12



### Ingredients:

- One hot dog bun

### Steps:

- Cut the hot dog bun in half.

3. Show and tell your recipe in front of your classmates. Choose and follow one of the options in below..

*Tunjukkan dan jelaskan resep buatanmu di depan teman-teman sekelasmu. Pilih dan ikuti salah satu opsi di bawah ini.*

## ✦ Show and tell

### ✦ Gallery Walk

- Write and decorate your recipe.
- Put your recipe on your class wall.
- Take turns sharing your recipes.
- Give a star to another recipe that you like.



### ✦ Padlet


- Write and decorate your recipe.
- Take a picture of your recipe.
- Upload the picture to [padlet.com](https://padlet.com).
- Take turns sharing your recipes.
- Give a star emoticon in the comment section to another recipe that you like.





## I Can Do It!

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 Aku bisa			
<b>My language skills</b>			
I can identify the ingredients of a recipe. <i>Aku bisa mengidentifikasi bahan-bahan dari sebuah resep.</i>			
I can identify the steps of cooking something. <i>Aku bisa mengidentifikasi langkah-langkah memasak.</i>			
I can make a sequence of cooking steps. <i>Aku bisa membuat urutan langkah memasak.</i>			
<b>My Social Skills</b>			
I can work together with my friends. <i>Aku bisa bekerjasama dengan teman-temanku.</i>			
I can ask questions and express my ideas. <i>Aku bisa bertanya dan memberi ide.</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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5t>



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2024  
Bahasa Inggris: English for Nusantara Kids  
untuk SD/MI Kelas V  
Penulis: Yusnita Febrianti, dkk.  
ISBN: 978-623-388-244-6 (jil.3 PDF)



# Visiting Bara's House





## Learning Objectives

- You can tell directions.  
*Kamu dapat menyebutkan petunjuk arah.*
- You can describe your neighbourhood.  
*Kamu dapat mendeskripsikan lingkungan rumahmu.*



## Keywords

- public places
- directions
- neighbourhood
- *tempat umum*
- *petunjuk arah*
- *lingkungan sekitar*



## Concept Map



## A. Turn Right!



### 1. Listen and Point

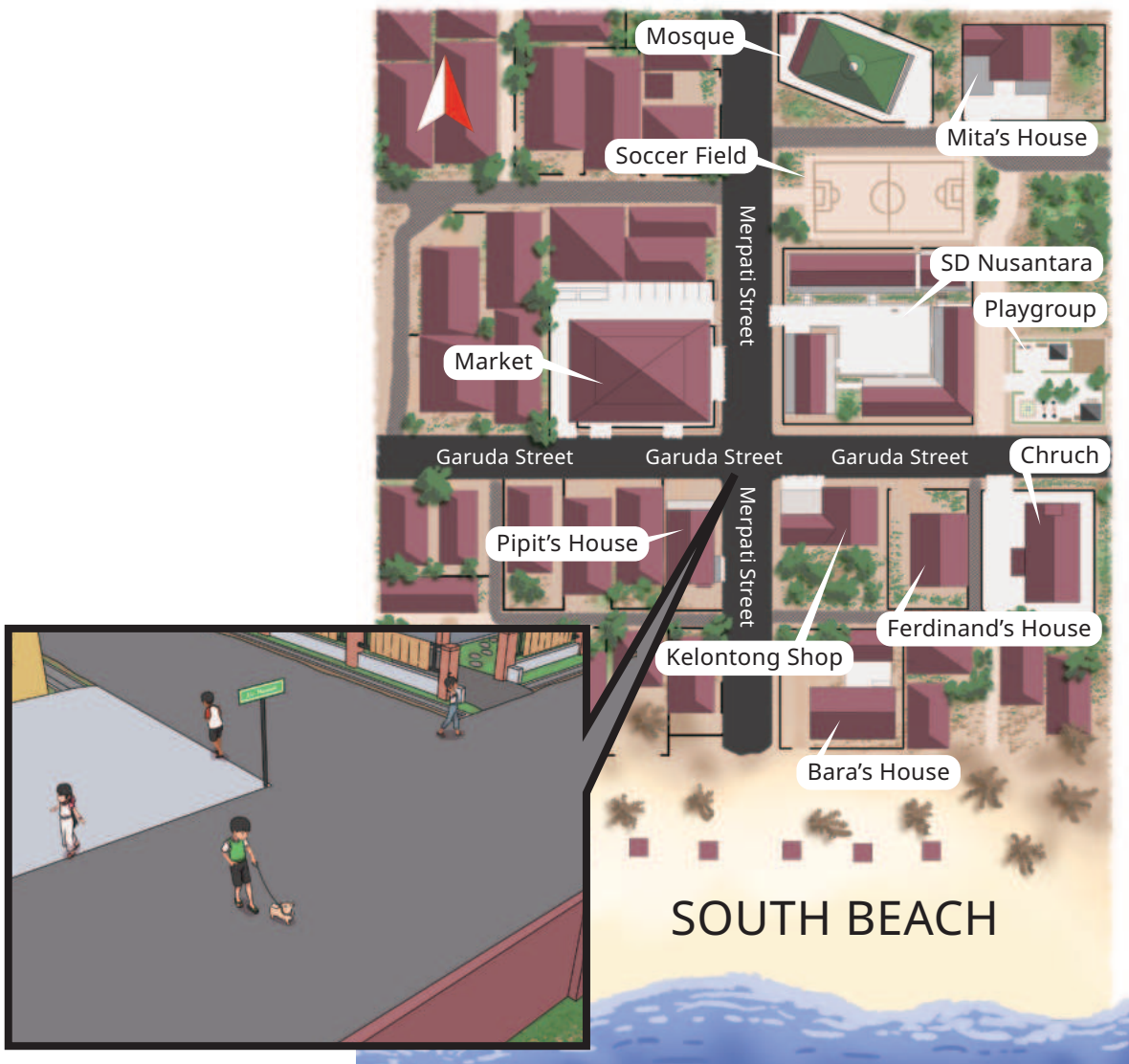
Listen to Audio 3.1 and point to the pictures.

Simak Audio 3.1 dan tunjuklah arah pada gambar sesuai audio.

Pranala Audio 3.1: <https://buku.kemdikbud.go.id/s/k5audio3.1>



Where is Bara's house?



## 2. Listen and Speak

Listen to  **Audio 3.1** again. Say the directions.

*Simak lagi Audio 3.1. Tiru dan ucapkan kalimat sesuai audio.*

## 3. Match and Speak

Match the pictures with the directions in Worksheet 3.1. Say the directions.

*Cocokkan gambar dengan arahnya di Worksheet 3.1. Ucapkan arahnya.*

### **Worksheet 3.1**



**Turn right on Garuda Street.**



**Turn left on Garuda Street.**



**Go straight on Merpati Street.**



**Cross Garuda Street.**



## Song Time

### 1. Listen and Sing

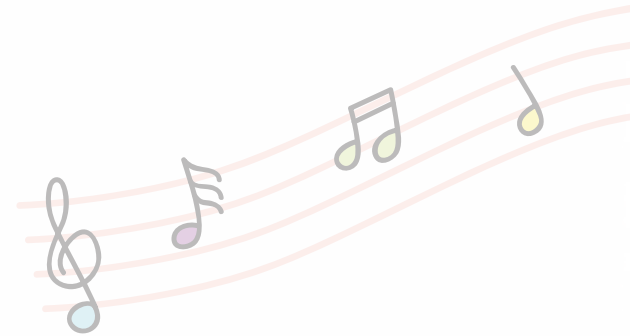
Listen to the song in  **Audio 3.2** and sing it together with your teacher and classmates.

*Simak lagu pada Audio 3.2 dan nyanyikan bersama guru dan teman sekelasmu.*

Pranala Audio 3.2: <https://buku.kemdikbud.go.id/s/k5audio3.2>

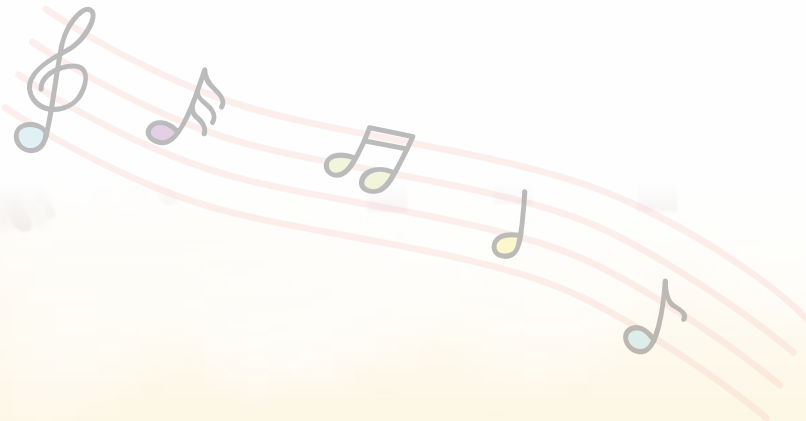


Excuse me. Excuse me.  
Where is the school?  
Go straight. Go straight.  
It is on the left side of the street.  
Thank you.



Excuse me. Excuse me.  
Where is the grocery store?  
Go straight. Go straight.  
It is on the right side of the street.  
Thank you.

Where is the beach?  
Turn right and go straight.  
It's at the end of the street.  
Thank you.

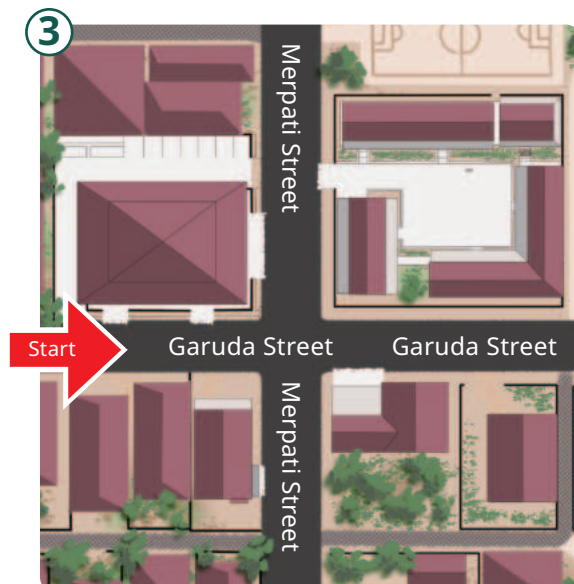
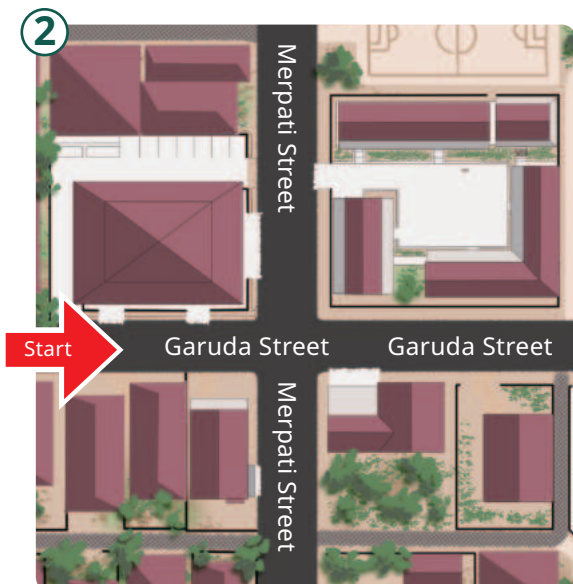
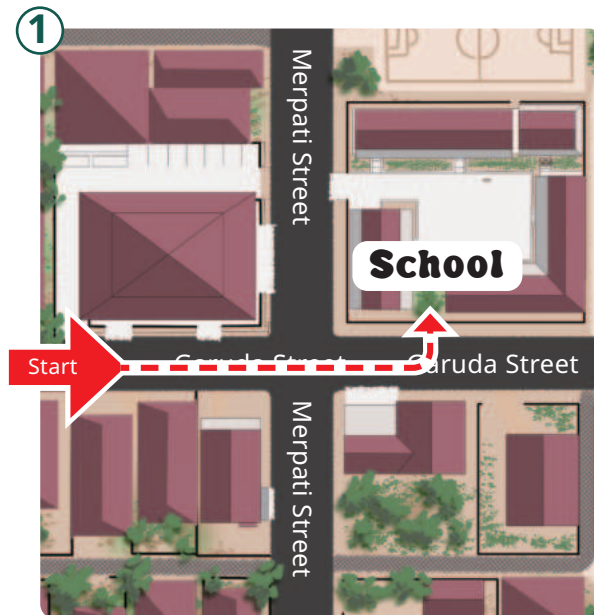


## 2. Listen and Write

Listen to **Audio 3.2**. Follow the directions and write the name of the place. Look at the example.

*Simak lagu pada Audio 3.2. Ikuti arahnya dan tuliskan nama tempatnya. Lihat contohnya.*

### Worksheet 3.2





## Story Time

### 1. Listen and Read

Listen to **Audio 3.3** and read **Comic Strip 3.1**. Bara is unwell. Pipit, Mita and Ferdinand are visiting him.

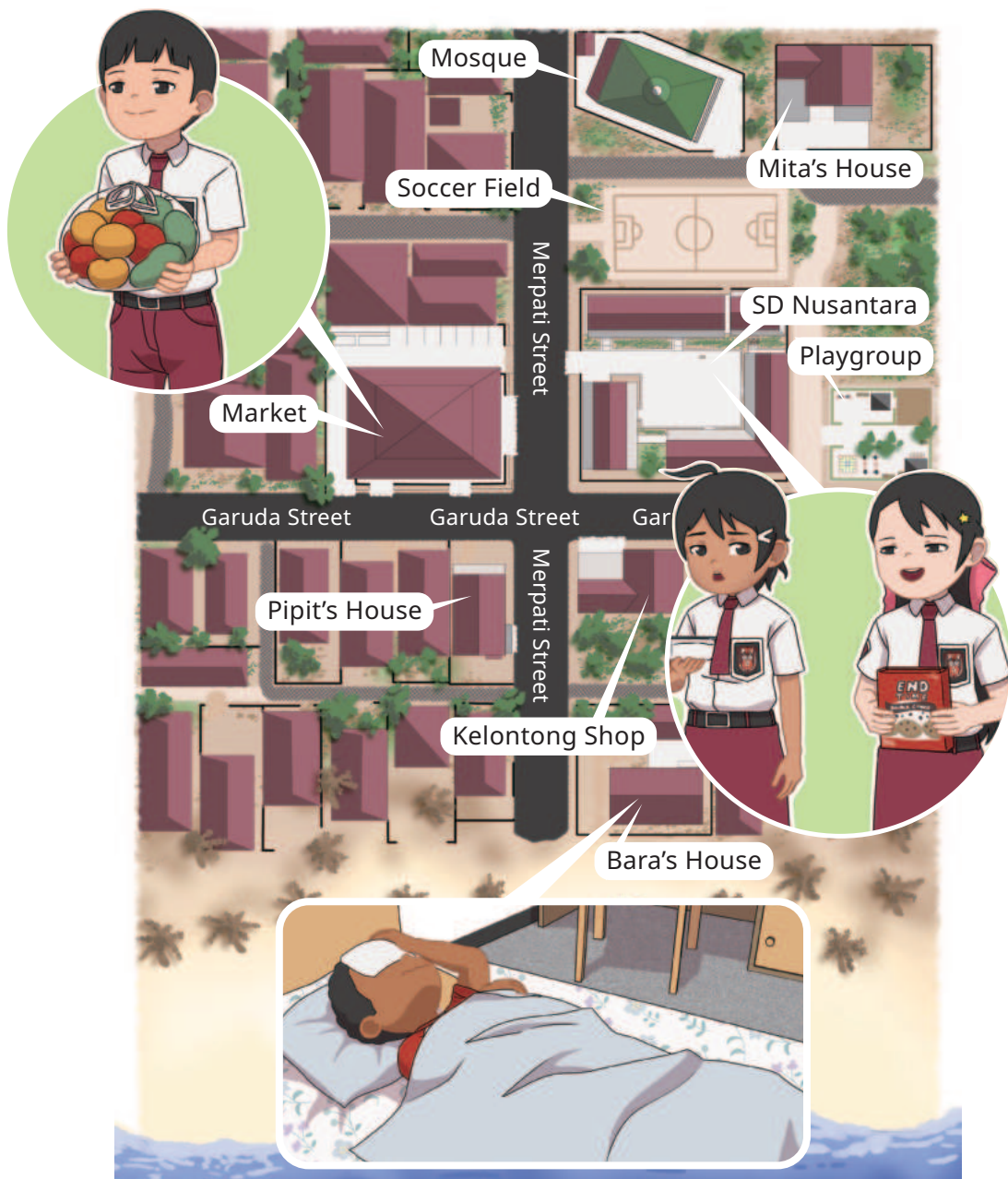
*Simak Audio 3.3 dan baca Comic Strip 3.1. Bara sedang sakit. Pipit, Mita dan Ferdinand menjenguk Bara.*

**Audio 3.3**



Pranala Audio 3.3: <https://buku.kemdikbud.go.id/s/k5audio3.3>

### Visiting Bara





Berhati-hatilah ketika berjalan di jalan raya. Tengok kiri dan kanan sebelum menyebrang.

Panel 1: Hello Ferdinand. (Jln. Merpati)

Panel 2: Hi! Nice to meet you, Pipit, Mita! We are going to Bara's house. He is unwell.

Panel 3: Do you want to come with us? Sure!

Panel 4: I am going to buy fruits for Bara. Okay. See you at Bara's house.

Panel 5: From the market's gate, you go straight. Then, turn right. The fruit stand is on the right, you can see my Abah there.

Panel 6: But wait. Where is the fruit stand?

Panel 7: Thank you. But wait. Where is Bara's house?

Panel 8: From market, you go straight on Garuda Street. Then, you turn right on Merpati Street. At the end of Merpati Street, you turn left. Bara's house is in front of the beach. Thank you.

Panel 9: A Few Moment later... Nobody is home. Where is Bara?

Panel 10: Here you are!

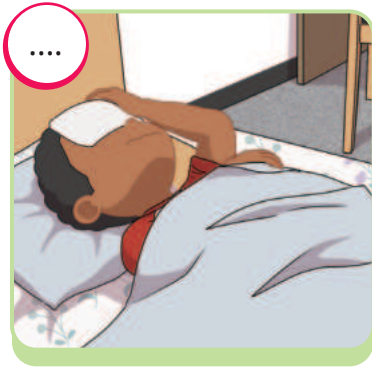


## 2. Order the Story

Order the pictures based on the story. Write a number (1-7) in Worksheet 3.3. Look at the example.

Urutkan gambar sesuai cerita. Tulis angka (1-7) pada Worksheet 3.3. Lihat contohnya.

### Worksheet 3.3



Bara was unwell.



Pipit and Mita met Ferdinand.



Mita bought cookies at the grocery store.



Pipit brought a bowl of chicken porridge.



Pipit, Mita and Ferdinand visited Bara.



Ferdinand went to Bara's house.



Ferdinand bought the fruit in the market.

### 3. Read and Answer

Read the sentences. Write **True** if the statement is correct or **False** if the statement is incorrect.

Bacalah kalimat di bawah ini. Tulis **True** jika pernyataan benar atau **False** jika pernyataan salah.

#### Worksheet 3.4

No.	Statement	True/False
1.	Bara was unwell.	.....
2.	Pipit brought chicken porridge for Ferdinand.	.....
3.	Mita brought cookies for Bara.	.....
4.	Mita bought the cookies in the market.	.....
5.	Ferdinand brought oranges, guava, and papayas for Bara.	.....
6.	Pipit went to Bara's house alone.	.....
7.	Bara's house is in front of the beach.	.....
8.	Bara's house is blue.	.....
If you visit Bara, what will you bring for him? .....		

### 4. Write Numbers

Where is Bara's house? Write a number (1-5) to put the direction in the correct order.

Ke mana arah menuju rumah Bara? Tulis angka (1-5) untuk mengurutkan langkah perjalanan Ferdinand ke rumah Bara.



Worksheet 3.5

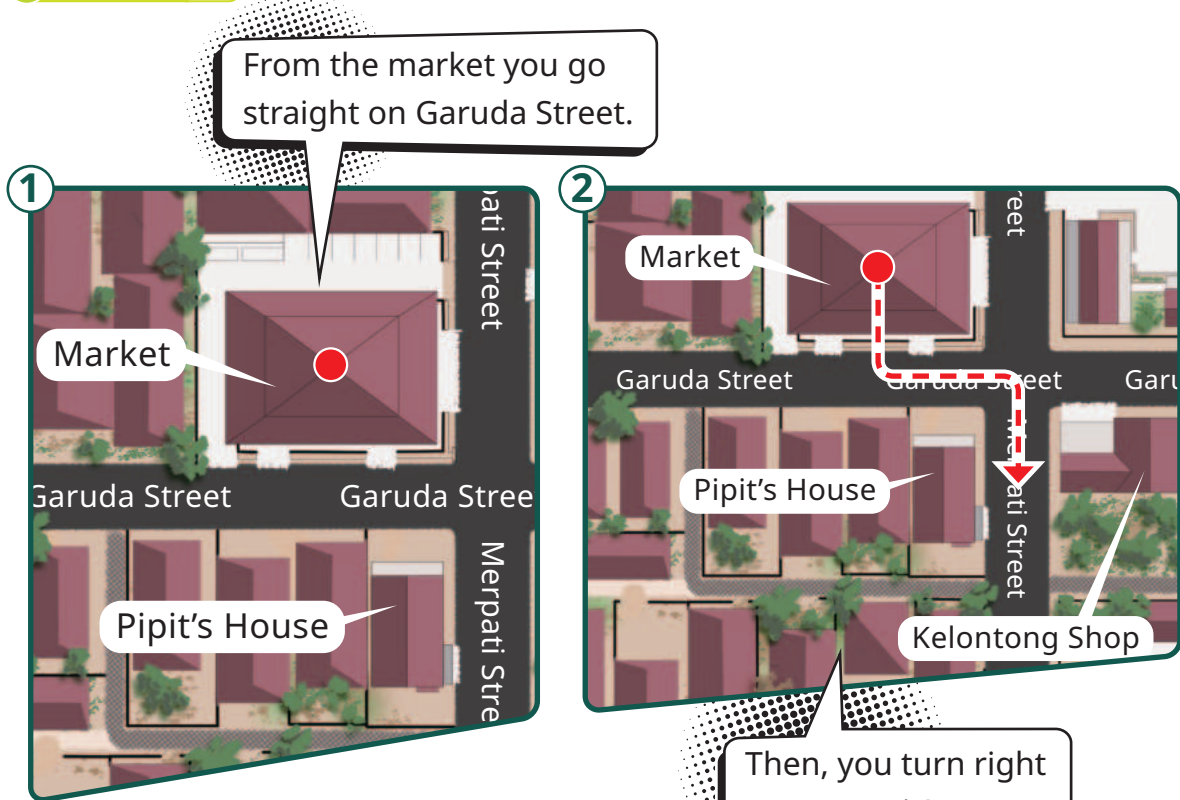
.....	Then, you turn right on Merpati Street.
.....	From the market you go straight on Garuda Street.
.....	At the end of Merpati Street, you turn left.
.....	You go straight on Merpati Street.
.....	Bara's house is on the left side of the street. It is in front of the beach.

5. Read and Act

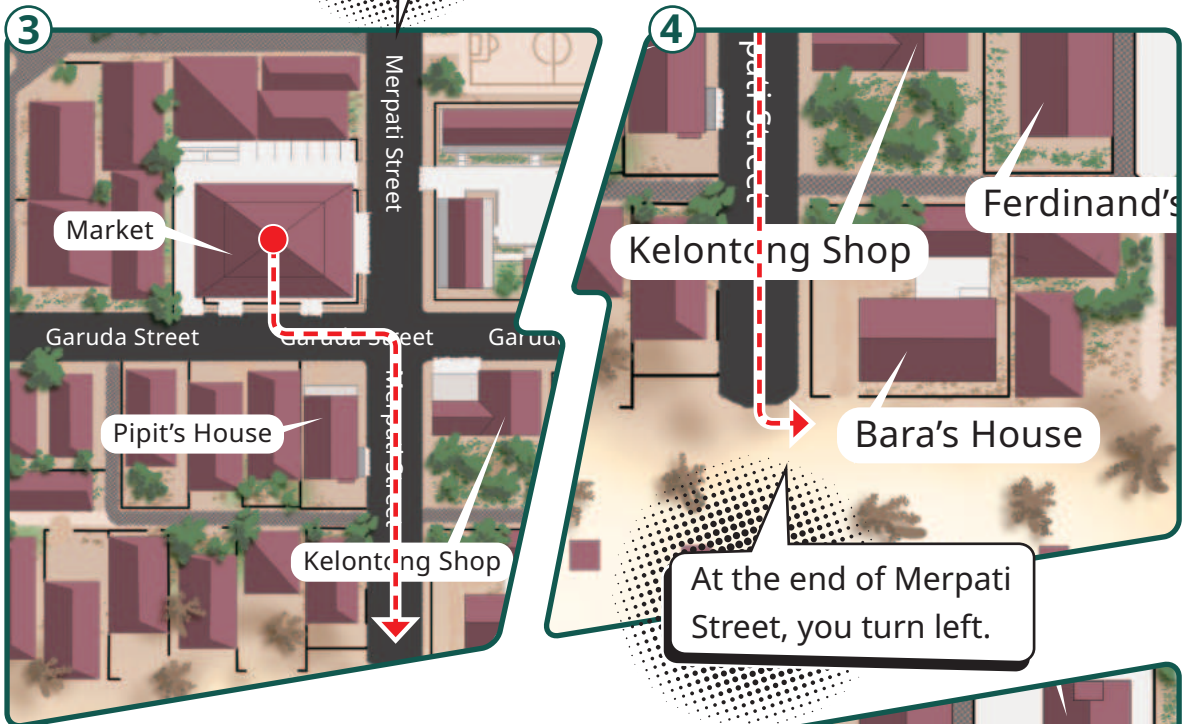
Read **Comic Strip 3.1** again. Act it out.

Bacalah kembali Comic Strip 3.1.

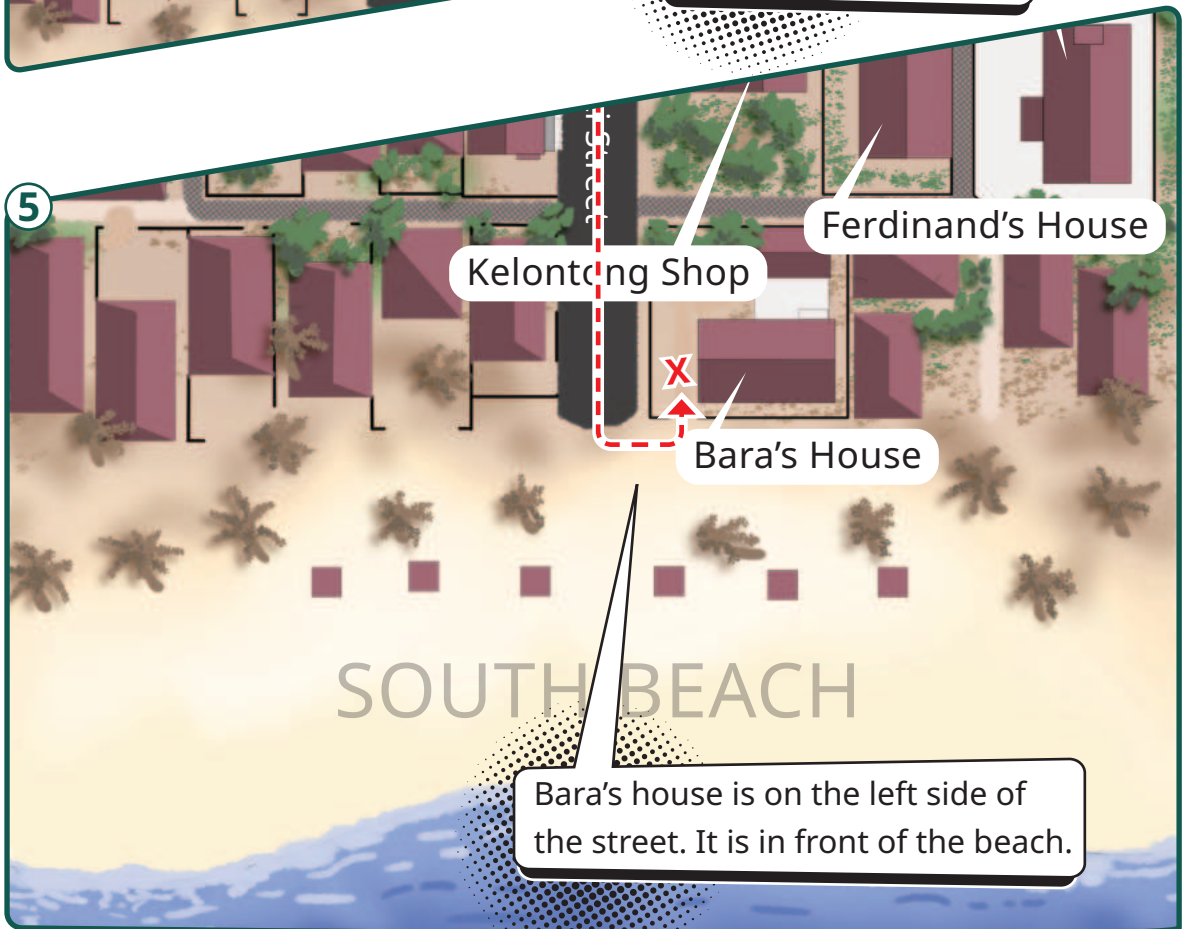
Worksheet 3.6



You go straight on Merpati Street.



At the end of Merpati Street, you turn left.



Bara's house is on the left side of the street. It is in front of the beach.



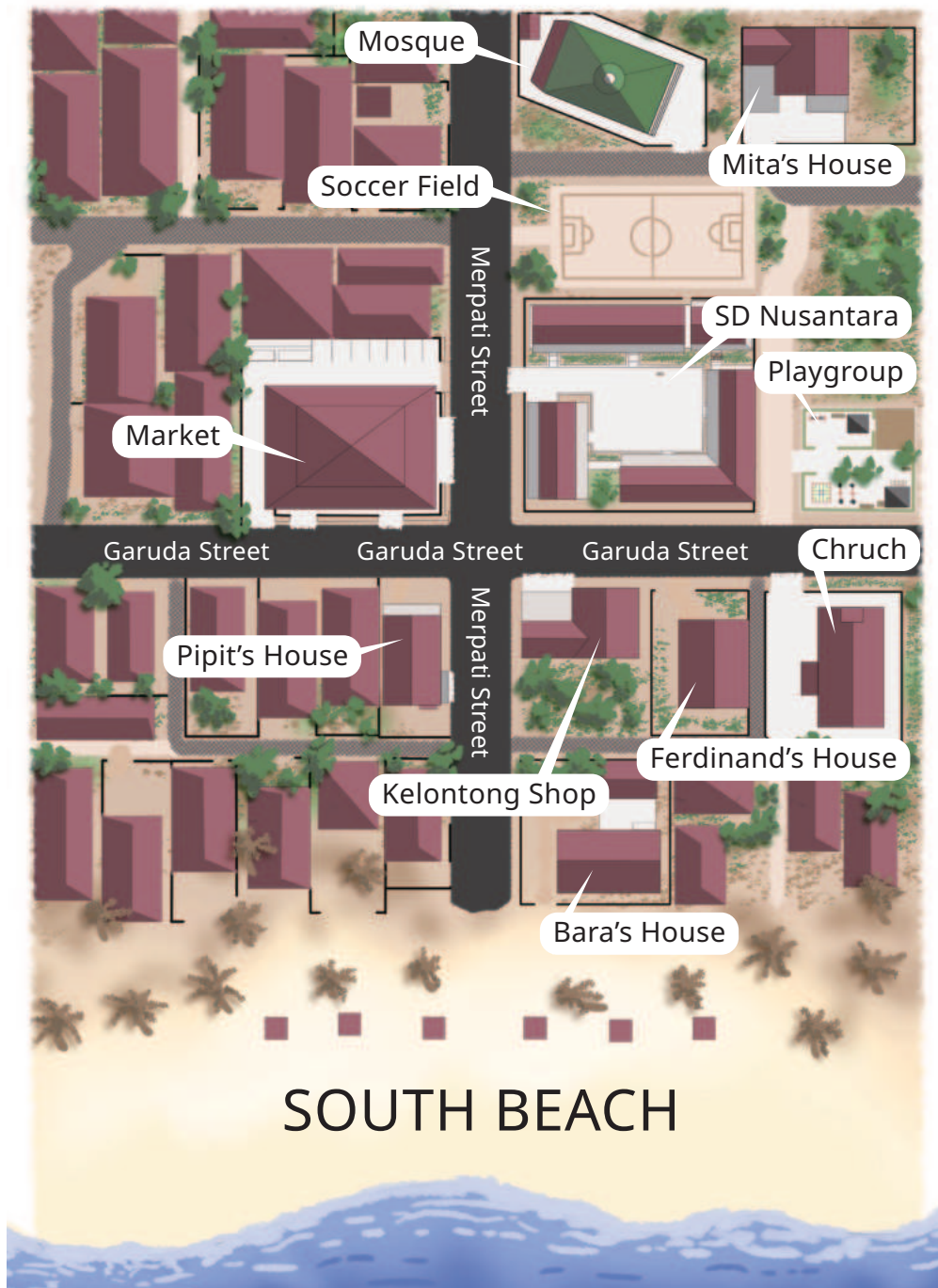
## Game Time

### Let's Play a Game!

Work with a partner. Take turn to read the directions. Number the place in the map. Look at the example.

*Cari pasangan. Baca petunjuk arah secara bergiliran. Tulis nomor pada tempatnya. Lihat contohnya.*

### Pipit's neighborhood



1. You are from the beach. Go straight on Merpati Street, then turn left on Garuda Street. The place is on the left side of the street. You can buy chicken porridge here.
2. You are from the beach. Go straight on Merpati Street, then turn right on Garuda Street. The place is on the right side of the street. The place is beside Ferdinand's house. Christians pray here.
3. You are at Pipit's house. Go straight on Garuda Street, then turn right on Merpati Street. After that, continue straight on Merpati Street. The place is in front of you. You swim here.
4. You are from the beach. Go straight on Merpati Street, then turn right on Garuda Street. The place is on the left side of the street. You study here.
5. You are from the beach. Go straight on Merpati street, then turn right on Garuda Street. The place is on the right side of the street. You buy snacks here.



### My Turn

Draw a map of your neighborhood. Choose three places. Give directions to the places.

1. Choose three places in your neighborhood.  
*Pilih tiga tempat di lingkungan rumahmu.*
2. Draw the places on a map of your neighborhood.  
*Gambarlah tiga tempat itu ke dalam peta lingkungan rumahmu.*
3. Write directions from your house to those three places in Worksheet 3.7.  
*Tulis petunjuk jalan dari rumahmu ke ketiga tempat yang kamu pilih pada Worksheet 3.7.*
4. Choose a classmate.  
*Pilih seorang teman kelasmu.*
5. Show your map to your classmate.  
*Tunjukkan peta kepada teman kelasmu.*
6. Ask and tell the directions to those places.  
*Lakukan tanya jawab mengenai petunjuk arah menuju tempat-tempat tersebut.*
7. Use the expressions to ask and tell the directions.  
*Gunakan ungkapan berikut untuk melakukan tanya jawab.*



## Going to Bara's house



### Example:

Student 1 : Where is Bara's house?

Student 2 : From the market, you go straight on Garuda Street.

Then, you turn right on Merpati Street.

You go straight on Merpati Street.

At the end of Merpati Street, you turn left.

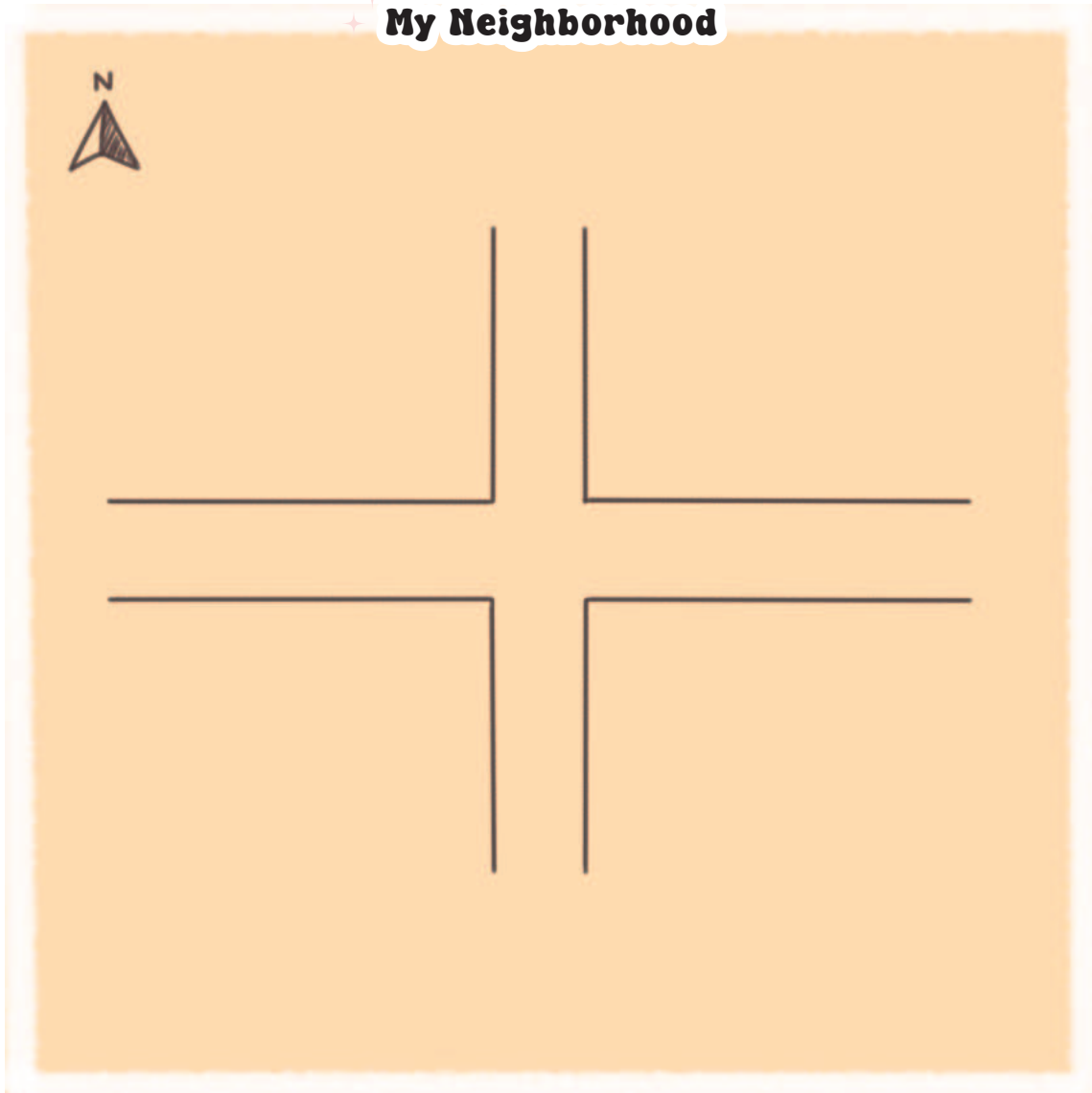
Bara's house is on the left side of the street.

Student 1 : Thank you.

Student 2 : You're welcome.



### My Neighborhood



Name of place: Direction: 1. .... 2. .... 3. .... 4. The place is on.....	Name of place: Direction: 1. .... 2. .... 3. .... 4. The place is on.....	Name of place: Direction: 1. .... 2. .... 3. .... 4. The place is on.....
--	--	--





## I Can Do It!

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 Aku bisa



#### My language skills

I can ask for directions to places.

*Aku bisa bertanya tentang arah.*

I can give directions to places.

*Aku bisa memberi tahu arah.*

#### My Social Skills

I can work together with my friends.

*Aku bisa bekerjasama dengan teman-temanku.*

I can ask questions and express my ideas.

*Aku bisa bertanya dan memberi ide.*

I can listen to my teacher and my friends.

*Aku bisa mendengarkan guru dan teman-temanku.*



## B. My Neighborhood



### 1. Listen and Point

Listen to **Audio 3.4** and point at the places.

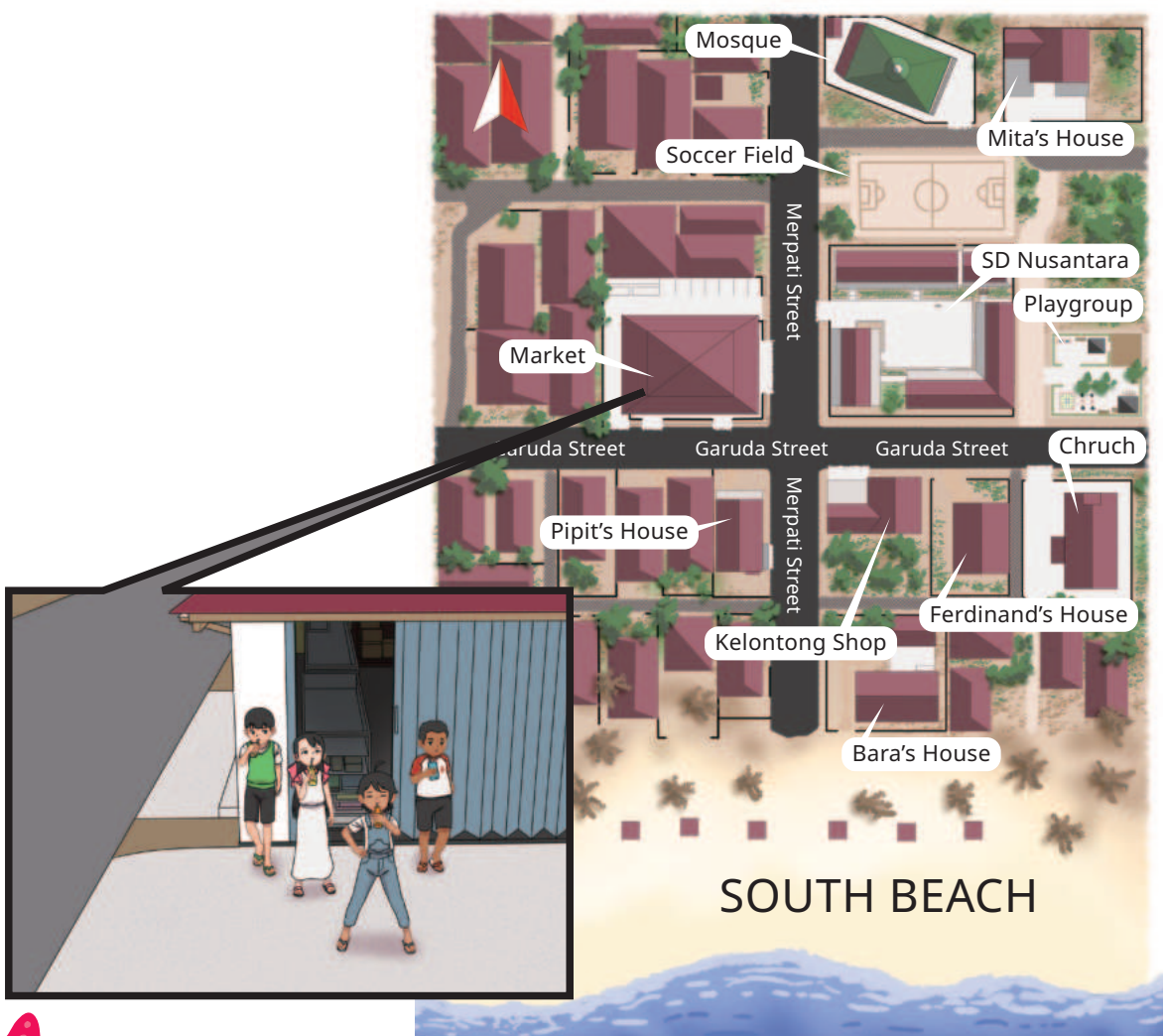
Simak Audio 3.4 dan tunjuklah nama tempat yang disebutkan.

Pranala Audio 3.4: <https://buku.kemdikbud.go.id/s/k5audio3.4>




Where did you buy the juice?

### Buying a Bottle of Juice



## 2. Listen and Speak

Listen to  **Audio 3.5** and say the expressions.

Simaklah Audio 3.5, lalu tiru dan ucapkan kalimat untuk menunjukkan posisi tempat sesuai audio.

Pranala Audio 3.5: <https://buku.kemdikbud.go.id/s/k5audio3.5>

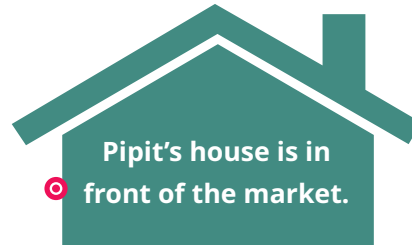


## 3. Match and Speak

Match the pictures. Say the places and their positions.

Cocokkan gambar dengan kalimat. Ucapkan nama tempat dan posisinya.

### **Worksheet 3.8**





## Story Time



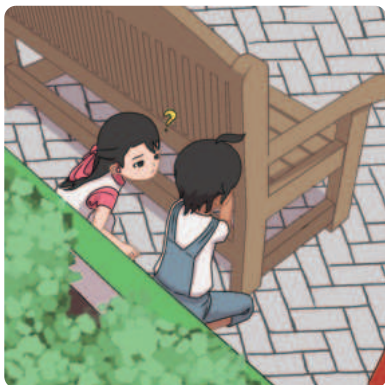
These are the words you will find in the story.



They played **hide and seek**.



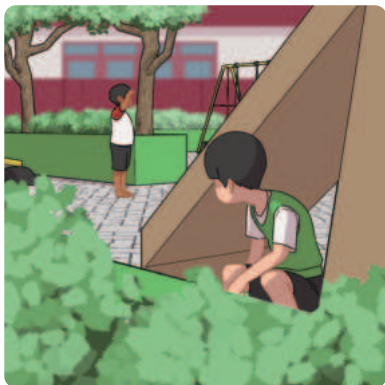
Bara hid behind the **bush**.



Pipit and Mita hid behind **a bench**.



Mita hid **between** the trees.



Ferdinand hid under the **slide**.



They jumped in the **muddy puddle**.



## 1. Read the Story

Read the story. Pipit, Mita, Ferdinand, and Bara played hide and seek in the playground.

*Baca cerita. Pipit, Mita, Ferdinand, dan Bara bermain 'Petak Umpet' di taman bermain.*

*Di suatu sore, Pipit, Mita, dan Ferdinand bermain petak umpet di taman bermain. Di manakah mereka bersembunyi? Apa yang mereka lakukan ketika hujan turun saat mereka bermain?*



Pipit, Mita, Ferdinand, and Bara love playing games together.

One Saturday afternoon, Pipit suggested playing hide and seek in the playground. "Let's hide in fun places!" she exclaimed.

Ferdinand closed his eyes and counted **near** the big tree.

Pipit, Mita, and Bara ran to find hiding spots.

Pipit and Mita hid **behind** a bench **beside** the school. Bara found a spot **behind** the bushes **next to** the mosque. They waited quietly for Ferdinand to find them.

Ferdinand finished counting and began searching. He looked around and found Pipit and Mita giggling **behind** the bench. "Found you!" he shouted.

Now it was Pipit's turn to seek. Mita hid **between** the trees, while Ferdinand hid **under** the slide. Bara hid **behind** the bushes **next to** the mosque. Pipit searched high and low until she found Mita **between** the trees.

With big smiles, they decided it was Mita's turn to seek. But it began to rain. They quickly ran and gathered **in front of** the grocery store.

They waited for the rain to stop, but Bara ran and played in the rain. Pipit, Mita, and Ferdinand followed him to the playground.



*Splish, Splash, Splosh!* They jumped in the muddy puddle. They got all wet and dirty but were very happy.



## 2. Order the Story

Order the pictures based on the story. Write a number (1-4) in Worksheet 3.9.

*Urutkan gambar sesuai cerita. Tulis angka (1-4) pada Worksheet 3.9.*

### Worksheet 3.9



It began to rain.



Pipit, Mita, Ferdinand, and Bara played hide an seek.





Pipit's mom was upset.



They jumped in the muddy puddle.

Guess the ending. What happened after Bima, Pipit, Mita, and Ferdinand played in the rain? Choose. You can write the ending, too.

- A. They still played in the rain.
- B. They stopped playing in the rain.
- C. ....

### 3. Look and Write

Look at the pictures. Complete the sentences. Use the words in the box.

*Perhatikan gambar. Lengkapi kalimat dengan kata di dalam kotak.*

Worksheet 3.10

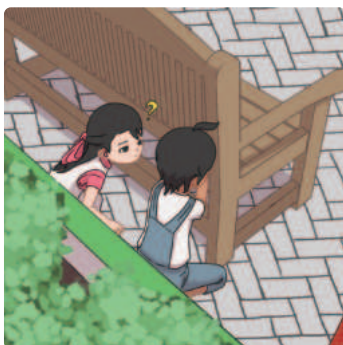
beside

behind

under

between

1



Pipit and Mita hid ..... the bench ..... the school.

②



Bara hid ..... the bushes .....  
the mosque.

③



Mita hid ..... the trees.

④



Ferdinand hid ..... the slides.

## Game Time

### ① Draw a Map

Work with a friend. Write five places in your neighborhood in Worksheet 3.11.

*Pilih seorang teman sebagai pasangan. Tuliskan lima tempat yang ada di lingkungan rumah kalian pada Worksheet 3.11.*

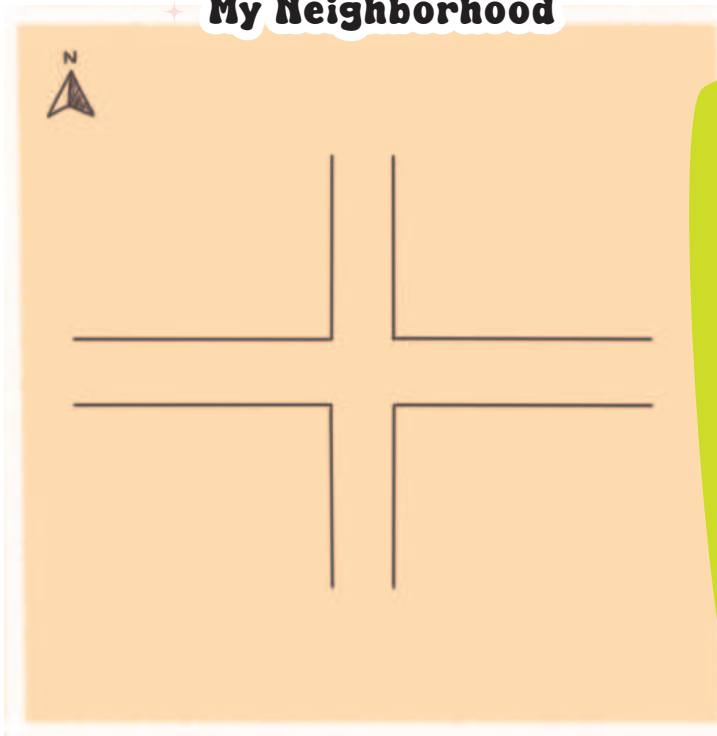
Five places in my neighborhood:

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

Draw a map of your neighborhood.

*Gambar peta lingkungan rumah kalian.*

### My Neighborhood



Write the description of the places using the correct prepositions. You can use *in front of*, *beside*, *behind* or *between*.

For example: My house is behind the school.

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

## 2. Present Your Map

Present your map in front of the class.

*Presentasikan peta kalian di depan kelas.*



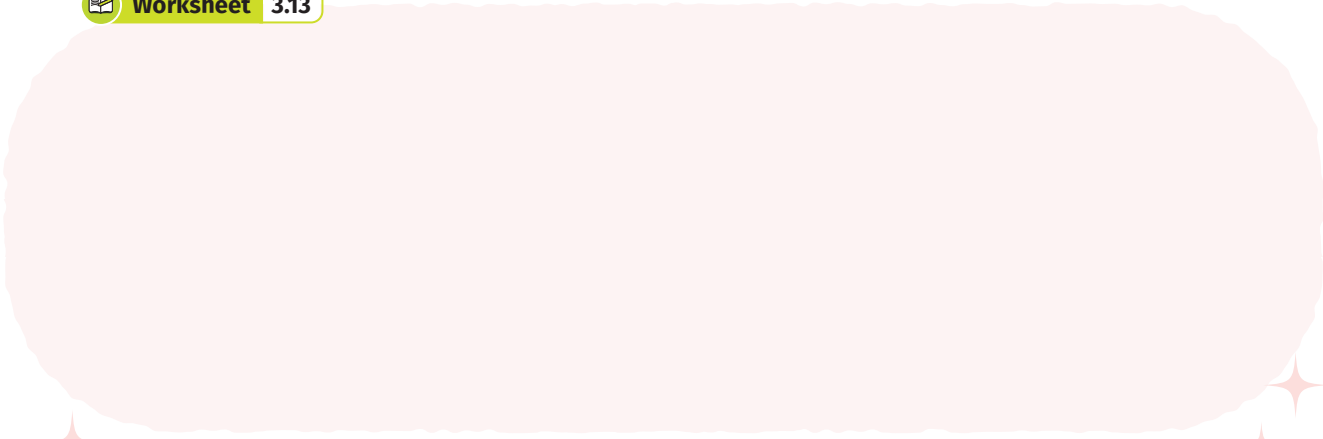
## My Turn

Create an imaginary town. Name the town. Draw a map of your imaginary town.

*Buatlah sebuah kota imajinasi. Namai kota tersebut. Gambarlah peta tempat-tempat yang ada di kota imajinasimu.*



Worksheet 3.13



Write five sentences about the places in your imaginary town in Worksheet 3.14. Use *in front of*, *beside*, *behind* and *between*.

*Tulis lima kalimat mengenai tempat-tempat di kota imajinasimu pada Worksheet 3.14. Gunakan *in front of*, *beside*, *behind*, dan *between*.*



Worksheet 3.14

## My Imaginary Town

I live in (1) .....

(2) .....

(3) .....

(4) .....

(5) .....

Present your map to your classmates.

*Tampilkan petamu kepada teman sekelasmu.*





## I Can Do It!

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 Aku bisa



#### My language skills

I can name the places in the neighborhood.

Aku bisa menyebutkan nama-nama tempat di lingkungan rumahku.

I can describe a place in a neighborhood using the correct preposition.

Aku bisa mendeskripsikan sebuah tempat di lingkungan rumahku dengan menggunakan preposisi yang tepat.

#### My Social Skills

I can work together with my friends.

Aku bisa bekerjasama dengan teman-temanku.

I can ask questions and express my ideas.

Aku bisa bertanya dan memberi ide.

I can listen to my teacher and my friends.

Aku bisa mendengarkan 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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5u>

### I Can Do More



# Get Ready for English on Stage

GRES  
1

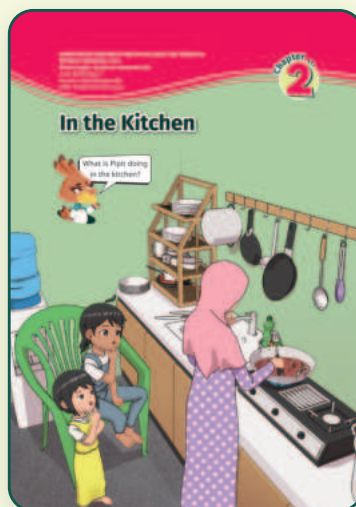
To see three exciting performance samples, ask your teacher/parent(s) to scan the QR code. Pick one performance, follow the steps, and prepare to show your skills in *English on Stage* at the end of the semester.

Gres 1



*Untuk melihat tiga contoh penampilan yang menarik, minta guru/orangtuamu untuk memindai kode QR di samping. Pilih salahsatu contoh penampilan, ikuti langkah-langkahnya, dan bersiap untuk menunjukkan kemampuanmu dalam English on Stage pada akhir semester.*

Pranala Gres 1: <https://buku.kemdikbud.go.id/s/bing5q>



# A Market Day





## Learning Objectives



- You can use phrases for selling and buying.  
*Kamu dapat menggunakan ungkapan untuk menjual dan membeli.*
- You can describe the value of objects.  
*Kamu dapat mendeskripsikan benda.*

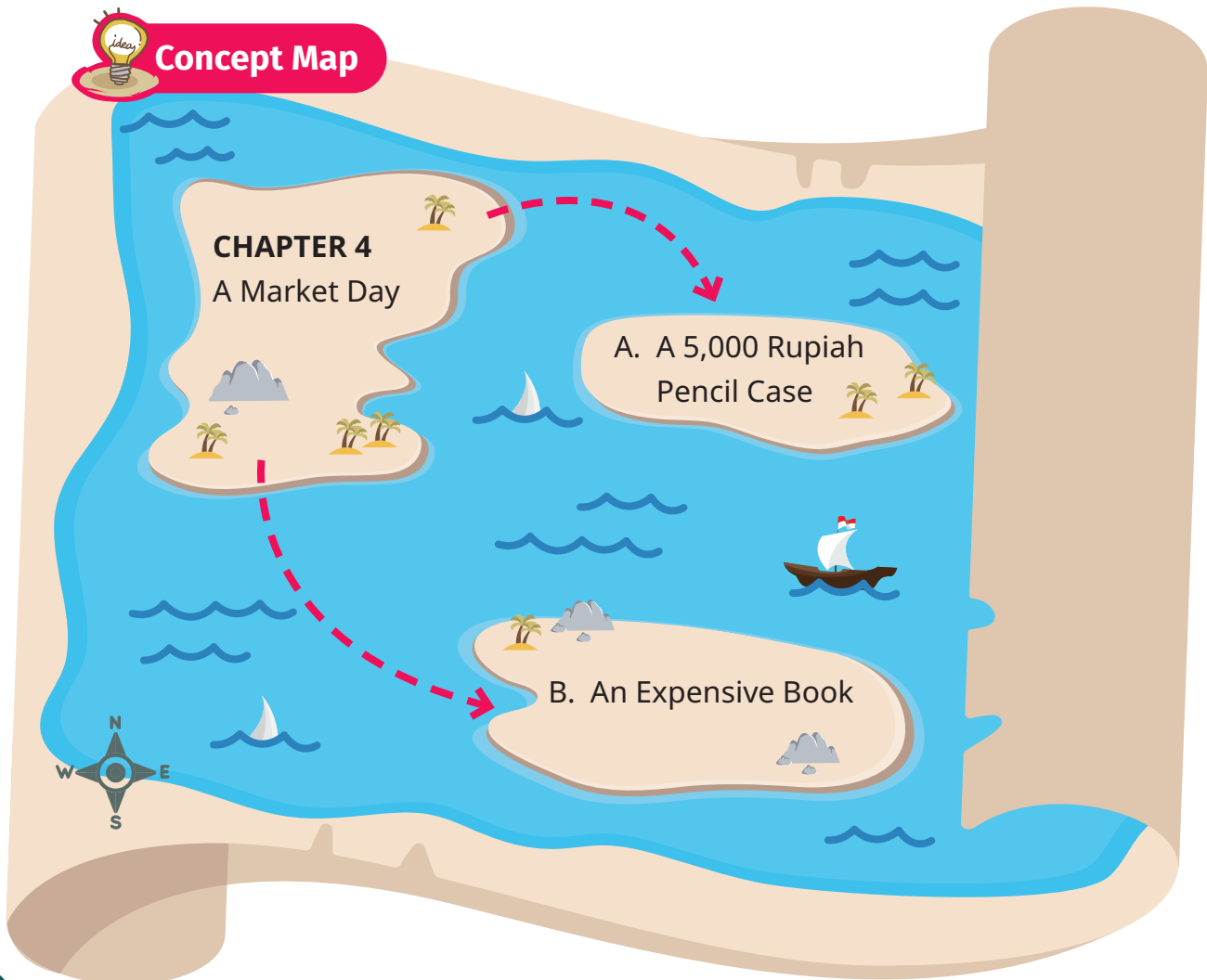


## Keywords

- |        |        |         |               |
|--------|--------|---------|---------------|
| • sell | • buy  | • price | • price tag   |
| • jual | • beli | • harga | • label harga |



## Concept Map



## A. A 5,000 Rupiah Pencil Case



### 1. Listen and Point

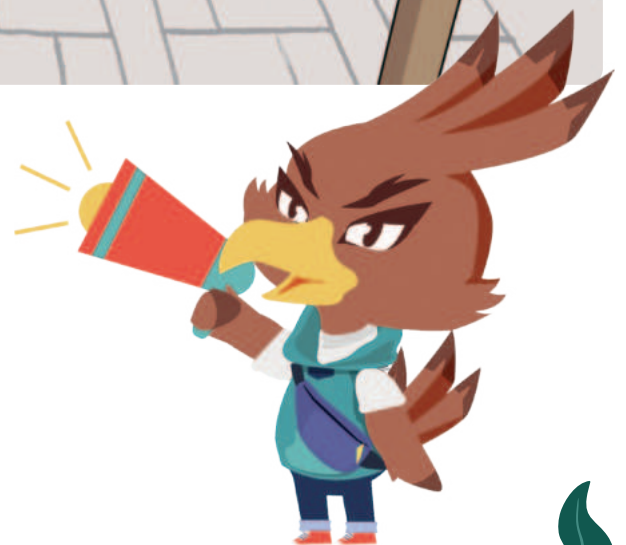
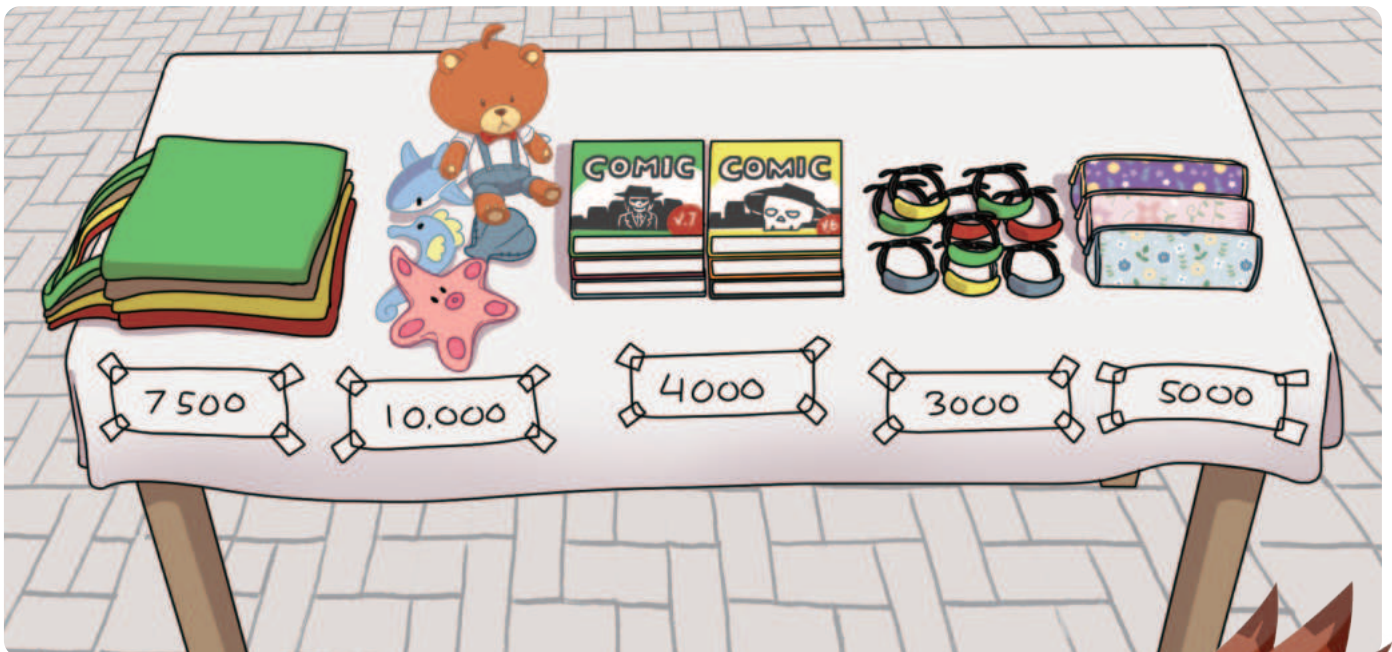
Listen to **Audio 4.1** and point to the price tag in Picture “On a market day”.

Simak Audio 4.1 dan tunjukkan label harga pada Gambar “On a market day” sesuai audio.




Pranala Audio 4.1: <https://buku.kemdikbud.go.id/s/k5audio4.1>

### On a market day



## 2. Listen and Speak

Listen to  Audio 4.1 and say the sentences in Picture "Objects in a market day".

Simak kembali Audio 4.1, lalu ucapkan kalimat pada Gambar "Objects in a market day" sesuai audio.

### Objects in a market day



The totebag is 7,500 rupiah.



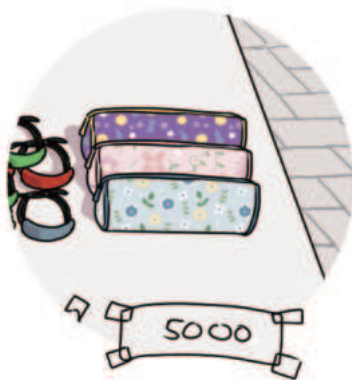
The doll is 10,000 rupiah.



The comic book is 4,000 rupiah.



The bracelet is 3,000 rupiah.



The pencil case is 5,000 rupiah.

## Song Time

### 1. Listen and Sing

Listen to the song in  **Audio 4.2** and sing it together with your teacher and classmates.

*Simak lagu dalam Audio 4.2, lalu bernyanyilah bersama guru dan teman sekelasmu.*

Pranala Audio 4.2: <https://buku.kemdikbud.go.id/s/k5audio4.2>



## On a Market Day

It's a good day.

I sell teddy bears on a market day.

Please come and say hey.

How much is the pen?

I want to give it to my friend.

It's 3,000 rupiah.

It's a good one, yes.

Do you want to buy a comic book?

It's colorful and good.

It's 4,000 rupiah.

Let's come and look.



## 2. Listen and Write

Listen to **Audio 4.3** and write the prices. Look at the example.

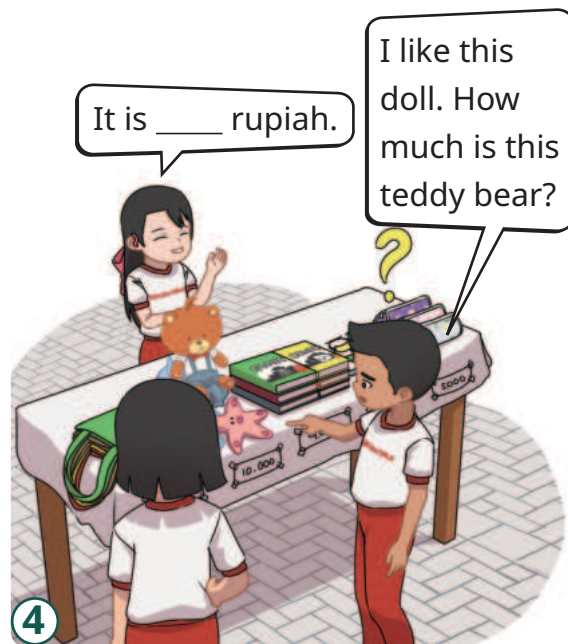
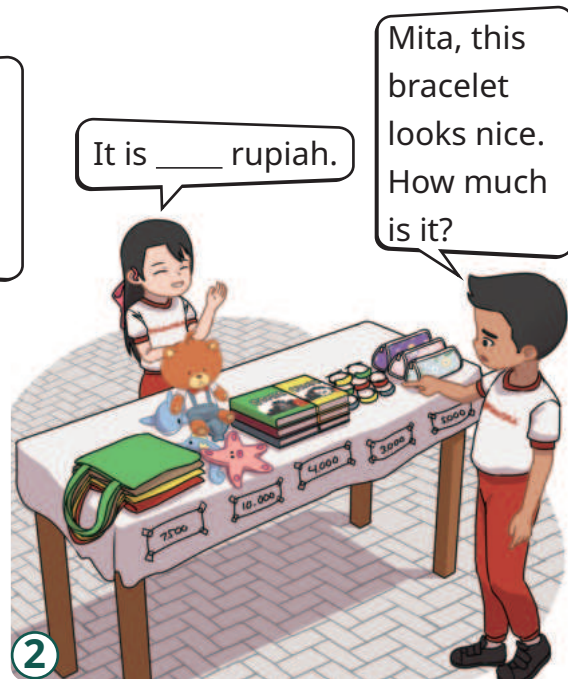
Simak Audio 4.3 dan tuliskan harganya. Lihat contoh yang diberikan.

Pranala Audio 4.3: <https://buku.kemdikbud.go.id/s/k5audio4.3>

**Audio 4.3**



### Worksheet 4.1



### 3. Look and Match






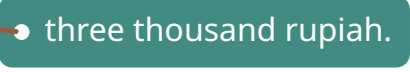


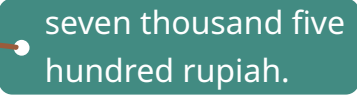


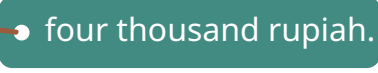



Look at the pictures. Match the price tag with the correct sentences.

Perhatikanlah gambar. Cocokkan label harga dengan kalimat yang sesuai.

Worksheet 4.2

How much is it?

It's ....



## Story Time

### 1. Listen and Read

Listen to Audio 4.4 and read Comic Strip 4.1. Gita wants to buy a gift for her sister.

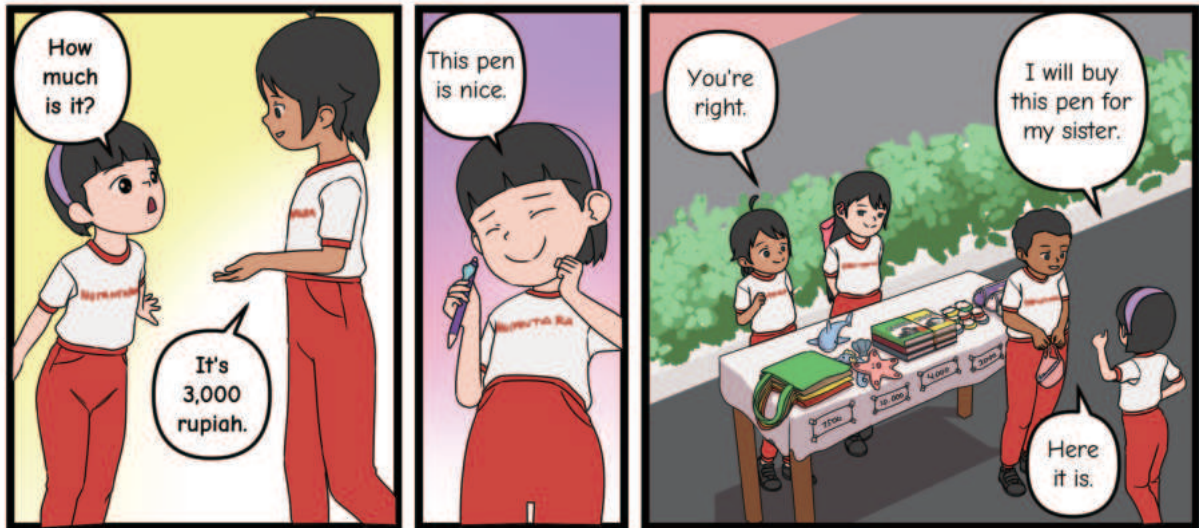
Simak Audio 4.4 dan baca Comic Strip 4.1. Gita ingin membeli hadiah untuk kakaknya.



Pranala Audio 4.4: <https://buku.kemdikbud.go.id/s/k5audio4.4>

### Comic Strip 4.1





## 2. Read and Answer

Read the story in **Comic Strip 4.1**. Answer the questions in Worksheet 4.3.

*Baca kembali cerita pada Comic Strip 4.1. Jawab pertanyaan pada Worksheet 4.3.*

### Worksheet 4.3

1. Gita wants to buy a gift for ....
  - a. her mother.
  - b. her sister.
  - c. her friend.
  
2. How much is the tote bag?
  - a. It's three thousand rupiah.
  - b. It's five thousand rupiah.
  - c. It's ten thousand rupiah.
  
3. What item is 5,000 rupiah?
  - a. A tote bag
  - b. A bracelet
  - c. A pen

4. What did Gita buy for his sister?
  - a. A pen.
  - b. A tote bag.
  - c. A bracelet.
  
5. If you have 4,000 rupiah, what can you buy at Mita, Bara, and Pipit's stand?
  - a. I can buy a tote bag.
  - b. I can buy a bracelet.
  - c. I can buy a pen.

### 3. Read and Act Out

Read the story again in  **Comic Strip 4.1** . Act it out in front of the classroom.

*Baca kembali cerita pada Comic Strip 4.1. Peragakan di depan kelas.*



### Pick and Speak

Instructions:

1. You will work in pairs.
2. Your teacher will give you a set of cards.
3. Each pair will have five object cards and five money cards.
4. Take turns to pick one card.

For example:

- You take an object card and ask for the price of the object.
- Your friend takes a money card and says the price.



*Instruksi:*




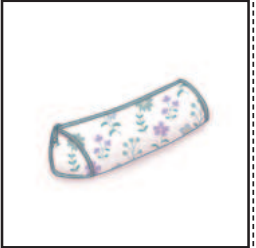

1. Kamu akan bermain secara berpasangan.
2. Gurumu akan memberikan satu set kartu.
3. Setiap pasang akan mendapatkan lima kartu barang dan lima kartu uang.
4. Ambil kartu secara bergantian.

*Contoh:*

- *Kamu mengambil satu kartu barang dan menanyakan harganya.*
- *Temanmu mengambil satu kartu uang dan menyebutkan harganya.*


**Cards:**

✂

		
		
<p><b>It is 7,500 rupiah.</b></p>	<p><b>It is 10,000 rupiah.</b></p>	<p><b>It is 4,000 rupiah.</b></p>
	<p><b>It is 5,000 rupiah.</b></p>	<p><b>It is 3,000 rupiah.</b></p>



## My Turn

1. Listen to  **Audio 4.5** and give a checkmark to the correct picture in Worksheet 4.4.

*Simak Audio 4.5 dan centang gambar yang sesuai pada Worksheet 4.4.*

Pranala Audio 4.5: <https://buku.kemdikbud.go.id/s/k5audio4.5>

 **Audio 4.5**



## Worksheet 4.4

1. Student 1 : Hi, Pipit. This bracelet is lovely. How much is it?

Pipit : It's 5,000 rupiah. It looks good on you.

Student 1 : Thank you. I like it very much. Anyway, what do you think about this pencil case? How much is it?

Pipit : It's 4,500 rupiah.

Student 1 : The prices are reasonable enough. This doll is adorable too. If I want to buy all three, how much is it?

Pipit : The doll is 10,000 rupiah. So, the total is 19,500 rupiah.



2. Student 2 : How much is the tote bag?

Mita : It's 7,500 rupiah. How much money do you have?

Student 2 : I only have 6,000 rupiah. How about this comic book?

Mita : It's 4,000 rupiah.

Student 2 : Well, then, I will buy this comic book.





3. Bara : I have 37,500 rupiah in my money box.  
 Pipit : Save your money carefully.



4. Student 3 : How much is the pencil?  
 Bara : It's 5,000 rupiah.  
 Student 3 : How about this eraser?  
 Bara : It's 1,500 rupiah.  
 Student 3 : How much are they in total?  
 Bara : It's 6,500 rupiah.



5. Pipit : How much is your money?  
 Mita : It's 43,000 rupiah. How much money do you have?  
 Pipit : I have 39,500 rupiah.  
 Mita : Sorry, can you repeat?  
 Pipit : It's 39,500 rupiah.



2. Make a dialogue with a classmate.

*Buatlah percakapan dengan seorang teman sekelasmu.*

a. Make a dialogue with a classmate in Worksheet 4.5.

*Buatlah percakapan dengan seorang teman sekelasmu pada Worksheet 4.5.*

One of you is a seller and the other is a buyer.

*Salah satu dari kamu adalah penjual dan yang lainnya adalah pembeli.*

b. Your teacher will give you 100,000 rupiah money cards to the buyer.

*Gurumu akan memberikan kartu uang sebesar 100.000 rupiah kepada pembeli.*

Use it to practice selling and buying things on cards of Picture 4.5.

*Gunakan untuk berlatih menjual dan membeli barang pada kartu Picture 4.5.*

c. Read the dialogue in front of your classmates.

*Baca dialog tersebut di depan teman sekelasmu.*

For example:

You: How much is the comic book?

Your Friend: It's 12,000 rupiah.



Misalnya:

Kamu: Berapa harga komiknya?

Temanmu: Harganya 12.00 rupiah.

Cards:

 89,000	 16,500	 17,000	 35,500	 37,500
 12,500	 4,500	 30,500	 17,000	 3,000
 7,000	 2,500	 3,500	 99,000	 32,000

 **Worksheet 4.5**

You : \_\_\_\_\_.

Your friend : \_\_\_\_\_.

You : \_\_\_\_\_.

Your friend : \_\_\_\_\_.

You : \_\_\_\_\_.

Your friend : \_\_\_\_\_.

You : \_\_\_\_\_.

Your friend : \_\_\_\_\_.

You : \_\_\_\_\_.

Your friend : \_\_\_\_\_.

 **I Can Do It!**


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.

<p><b>I can</b> <i>Aku bisa</i></p>			
<p><b>My language skills</b></p>			
<p>I can talk about money. <i>Aku dapat berbicara mengenai uang.</i></p>			
<p>I can ask the price of an object. <i>Aku dapat menanyakan tentang harga barang</i></p>			
<p>I can respond to a question about a price. <i>Aku dapat merespon sebuah pertanyaan mengenai harga.</i></p>			
<p><b>My Social Skills</b></p>			
<p>I can work together with my friends. <i>Aku bisa bekerjasama dengan teman-temanku.</i></p>			
<p>I can ask questions and express my ideas. <i>Aku bisa bertanya dan memberi ide.</i></p>			
<p>I can listen to my teacher and my friends. <i>Aku bisa mendengarkan guru dan teman-temanku.</i></p>			



## B. An Expensive Book



### 1. Listen and Point

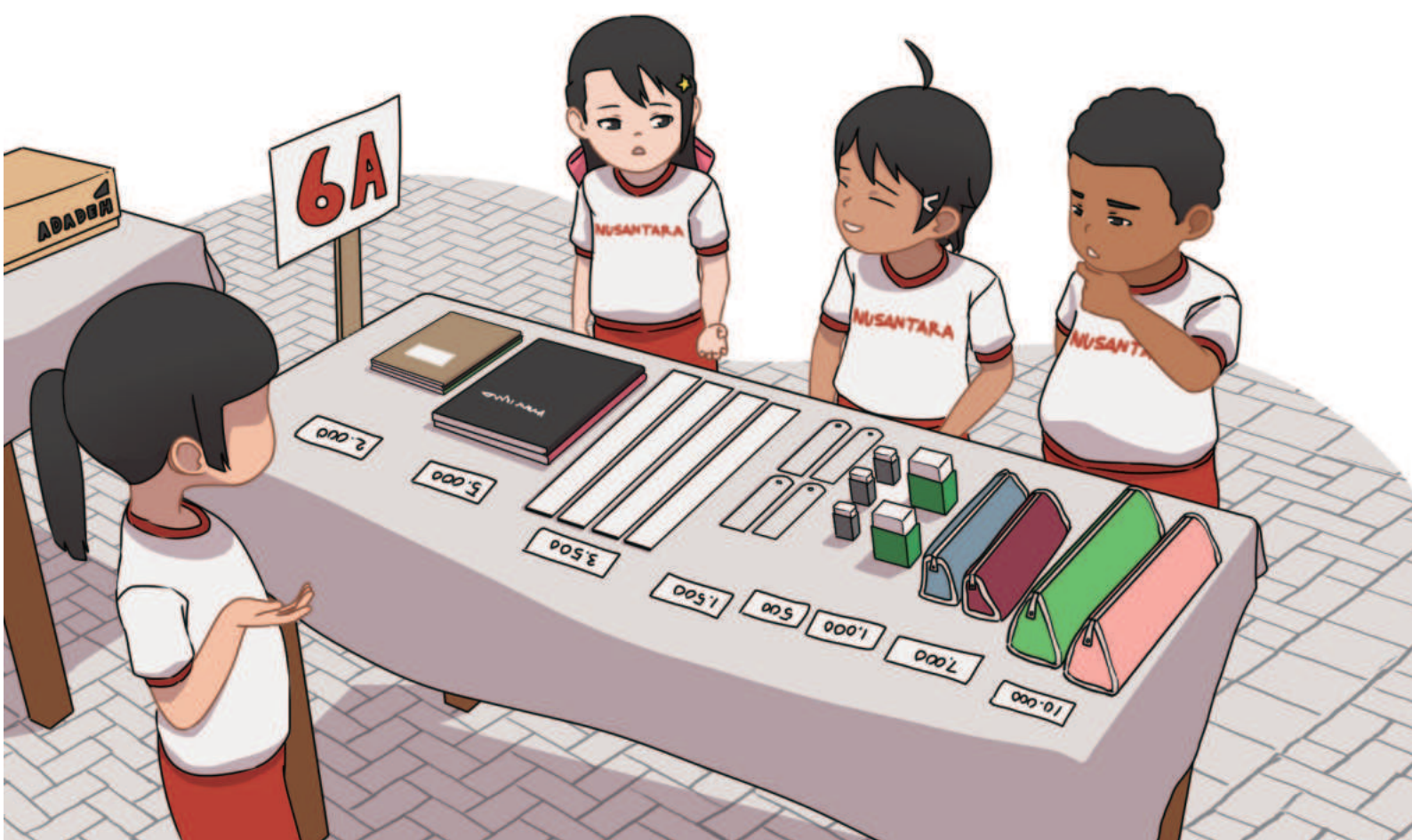
Listen to Audio 4.6 and point to the objects in Picture "Market Day Table".

Simak Audio 4.6 dan tunjukkan benda pada Gambar "Market Day Table" sesuai audio.




Pranala Audio 4.6: <https://buku.kemdikbud.go.id/s/k5audio4.6>

### Market Day Table




## 2. Listen and Speak

Listen to  **Audio 4.6** again and say the sentences.

Simak Audio 4.6 kembali, lalu tiru dan ucapkanlah kalimat yang kamu dengar sesuai audio.

## 3. Listen and Circle

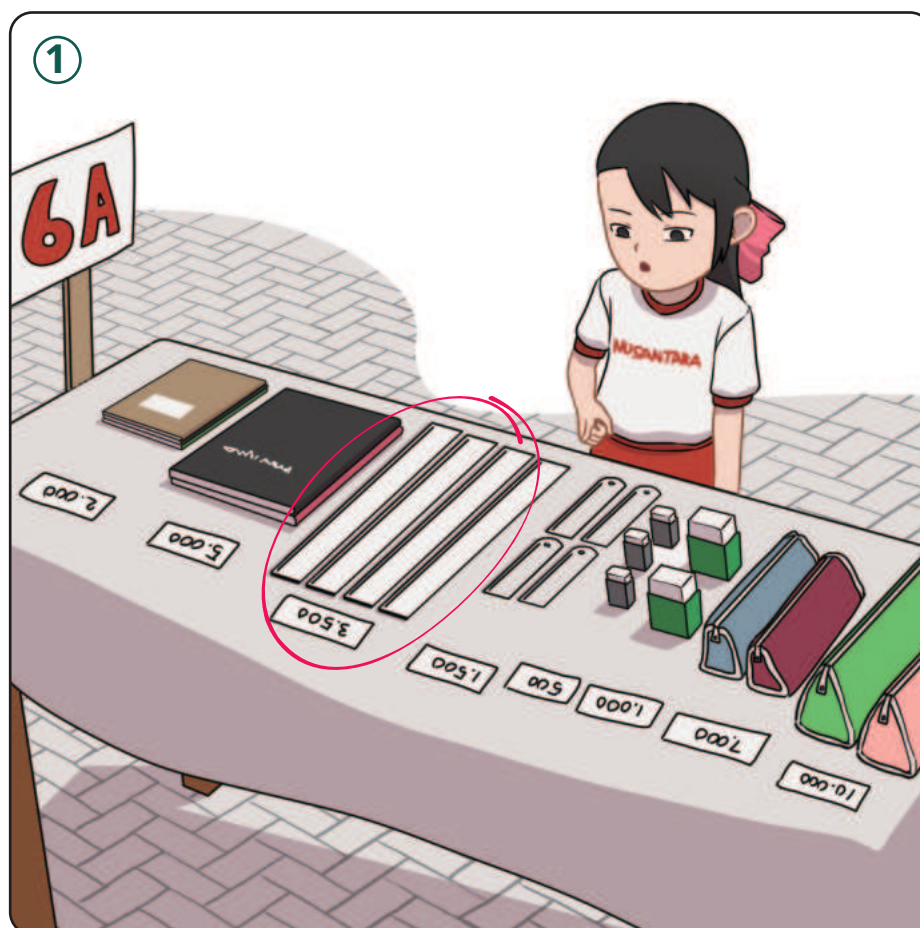
Listen to  **Audio 4.7** and circle the correct items in Worksheet 4.6.

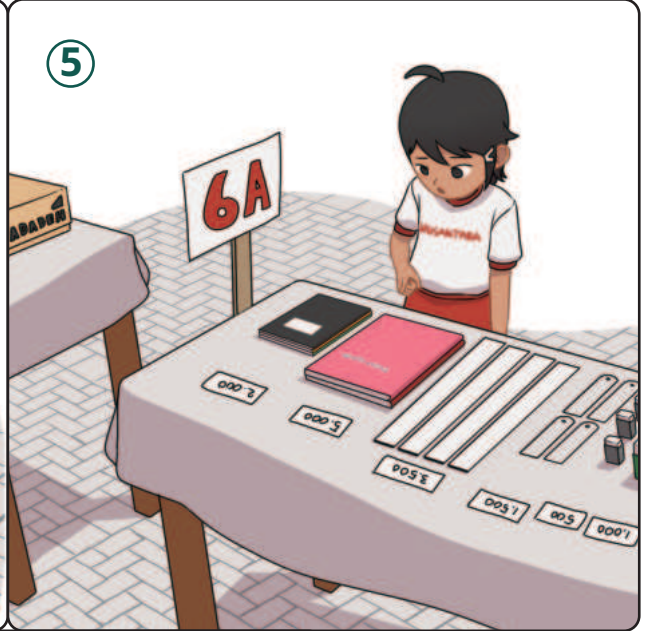
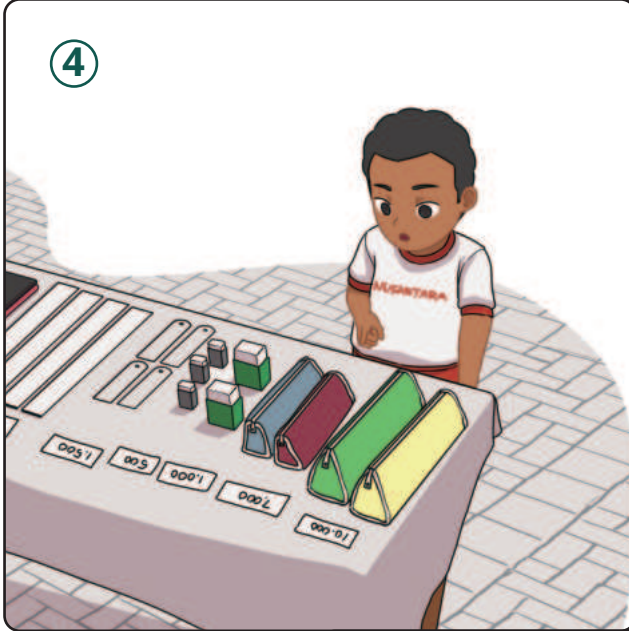
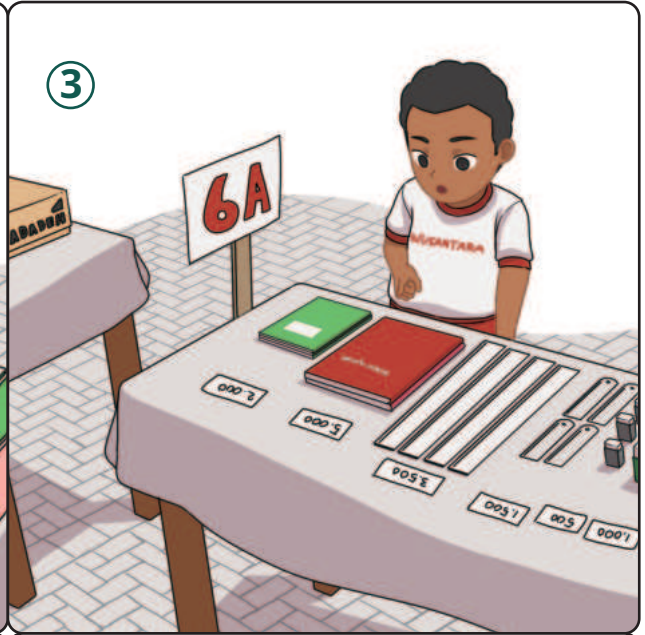
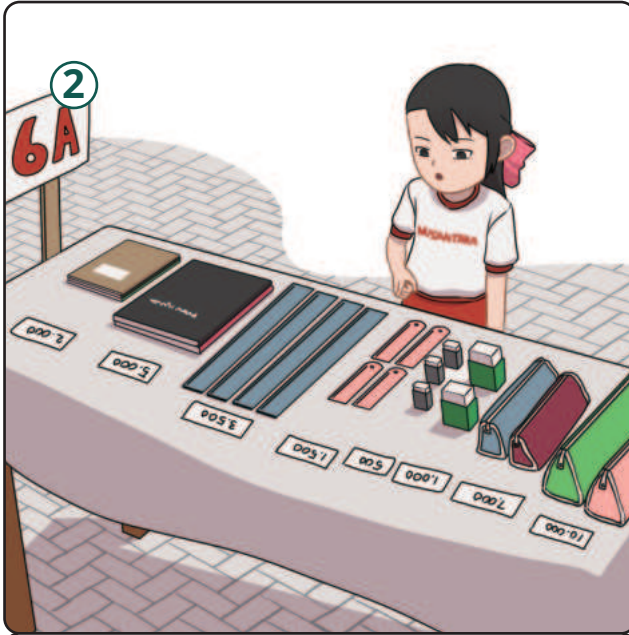
Simak Audio 4.7. Lingkarilah benda pada Worksheet 4.6 sesuai audio.

Pranala Audio 4.7: <https://buku.kemdikbud.go.id/s/k5audio4.7>



### **Worksheet 4.6**








## Story Time

### 1. Listen and Read

Listen to  **Audio 4.8** and read the story of when Pipit, Mita, and Bara wanted to buy gifts for Ferdinand's birthday.

*Simak Audio 4.8 dan baca cerita saat Pipit, Mita, dan Bara ingin membeli hadiah untuk ulang tahun Ferdinand.*

 **Audio 4.8**

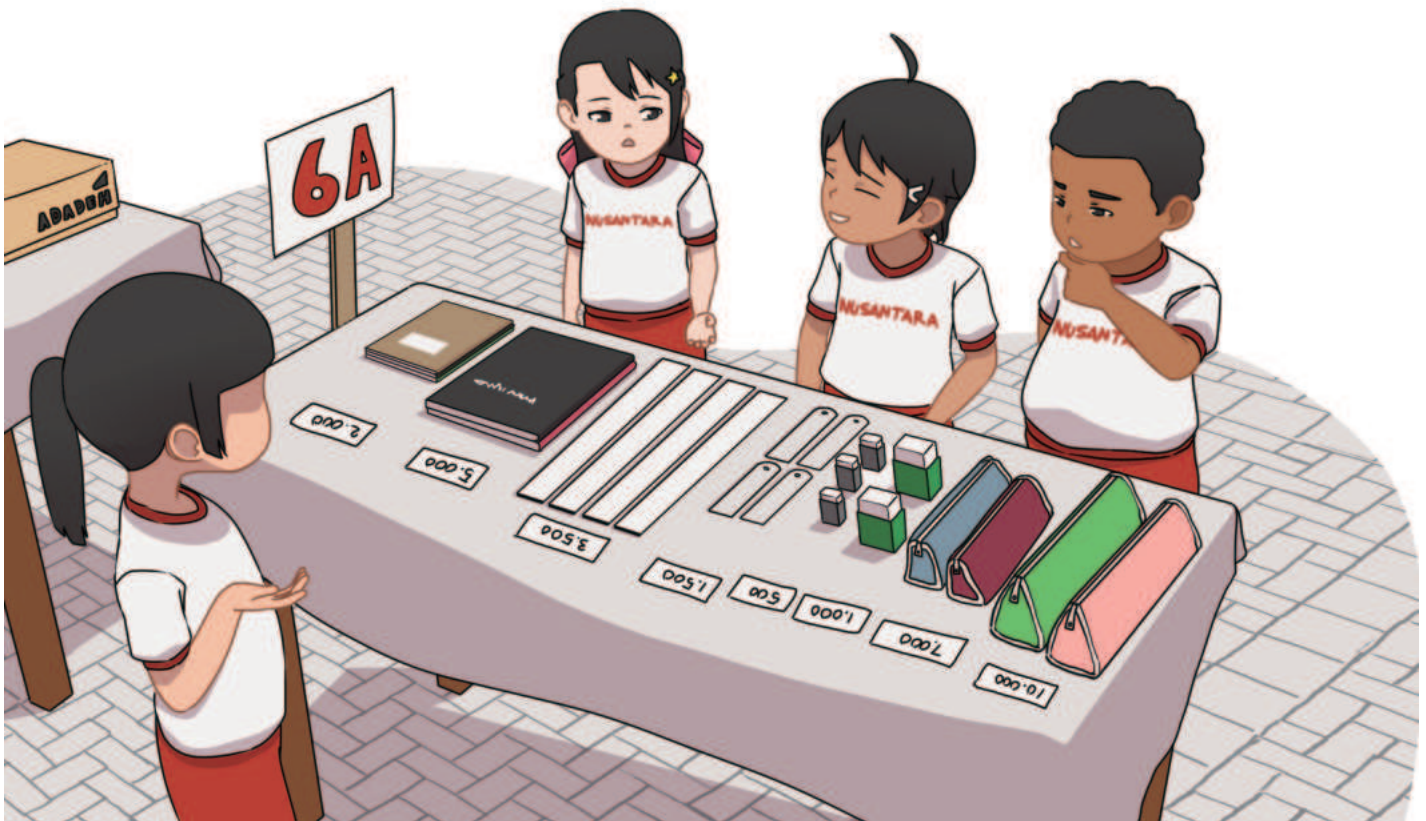


Pranala Audio 4.8: <https://buku.kemdikbud.go.id/s/k5audio4.8>



- Cheap: Murah
- Expensive: Mahal
- Thick: Tebal
- Thin: Tipis

## A Birthday Gift for Ferdinand



It was Ferdinand's birthday last week. Pipit, Mita, and Bara wanted to give a birthday gift for Ferdinand. They went to class 6A's booth at the market day.

Pipit bought a small ruler. It was 2,000 rupiah. Bara got a big pencil case. It was 12,000 rupiah. Then, Mita chose a thick book. It was 3,500 rupiah.

They wanted to buy all the items for Ferdinand. The total was 17,500 rupiah. They collected their money. Surprisingly, it was not enough. They only had 15,000 rupiah, so they swapped a thick book with a thin book. It was 1,000 rupiah.

They hoped Ferdinand would be happy with the gifts.

## 2. Read and Draw

Read the story again. Draw Ferdinand's gift based on the story.

*Baca lagi cerita diatas. Gambarlah hadiah yang diterima Ferdinand berdasarkan isi cerita.*

 **Worksheet** 4.7

### Ferdinand's Gifts



### 3. Look and Number

Look at the pictures in Worksheet 4.8. Number the pictures based on the story. Look at the example.

Perhatikan gambar pada Worksheet 4.8. Beri nomor pada gambar berdasarkan cerita. Lihat contohnya.

#### Worksheet 4.8



.....



.....



.....



.....



.....



.....



## 4. Rearrange and Write

Rearrange the words and write the correct sentences in Worksheet 4.9.

*Susunlah kata-kata dan tulis kalimat yang tepat pada Worksheet 4.9.*

### Worksheet 4.9

1. 6A's booth - went - they - to - the

They went to the 6A's booth.

2. gift - we - got - a - him - big

.....

3. bought - big - Bara - a - pencil case

.....

4. rupiah - they - collected - 15,000

.....

5. Mita - ruler - bought - small - a

.....



## Listen and Run



Instruction:

Prepare a small piece of paper.

Your teacher will provide the information about the items sold in market day, such as their price, size, and color.

Read the information on the whiteboard and use it to answer the questions later.

Look around the classroom and you will see the pictures of the items.

Listen to your teacher for the clue and run to the picture that matches the clue. For example, "Run to the cheap book." so you should run to the picture that matches the clue.

Line up in front of the correct picture. Each picture can only be filled by eight of the fastest people.

For the fastest people, you can answer the questions from your teacher.

If you can answer the question, you get one point and write 1 on your small piece of paper.

Go back to the whiteboard, listen for the next clue, and run again.

*Instruksi:*

*Siapkan selembar kertas kecil.*

*Gurumu akan memberikan informasi tentang barang yang dijual pada market day, seperti harga, ukuran, dan warnanya.*

*Bacalah informasi di papan tulis dan gunakan untuk menjawab pertanyaan nanti.*

*Lihatlah di sekitar kelas, dan kamu akan melihat gambar-gambar barang.*

*Dengarkan petunjuk dari gurumu dan berlari ke gambar yang sesuai dengan petunjuk. Misalnya, "Run to the cheap book." maka kamu berlari ke gambar yang sesuai dengan petunjuk tersebut.*

*Berbaris di depan gambar. Setiap gambar hanya bisa diisi oleh delapan orang tercepat.*

*Bagi delapan orang tercepat, kamu bisa menjawab pertanyaan dari gurumu.*

*Jika kamu dapat menjawab pertanyaan tersebut, kamu mendapatkan satu poin dan tulislah angka 1 pada kertas kecil yang sudah disiapkan.*

*Kembali ke papan tulis, dengarkan petunjuk berikutnya, dan berlari lagi.*

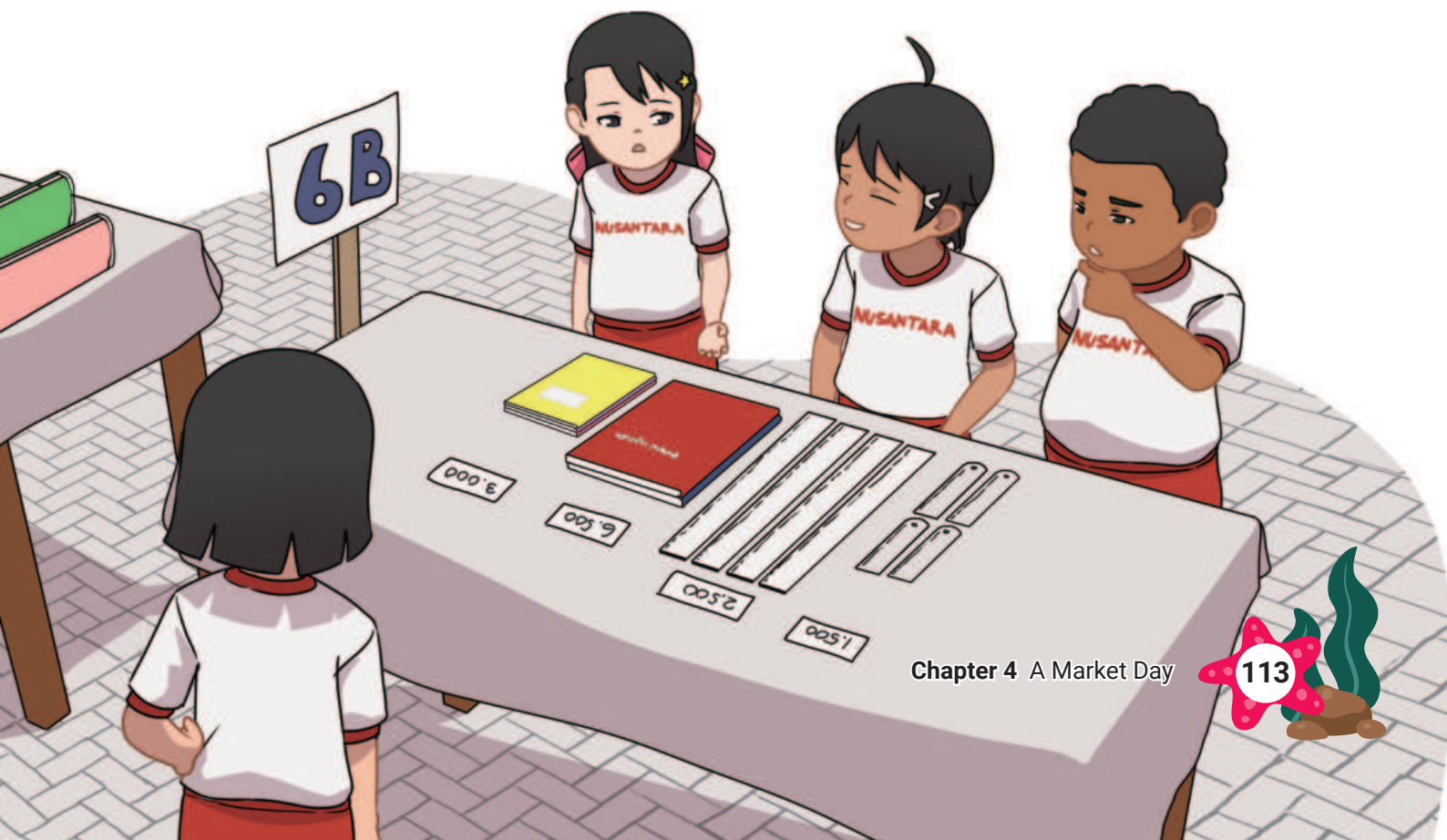


## My Turn

### 1. Read Pipit's story.

*Bacalah cerita Pipit.*

## Shopping at the Market Day



Today, my school held a market day. The students from sixth grade sold stationery. I bought a thin book. The price was 3,000 rupiah. Mita bought a thick book. It was expensive. The price was 6,500 rupiah. In total, we paid 9,500.

Bara bought two rulers. He bought a long ruler for himself and a short one for his brother. The long ruler was 2,500 rupiah. The short ruler was 1,500 rupiah. In total, he paid 4,000 rupiah.

2. Check "True" or "False" based on the story.

*Centang kolom "True" atau "False" berdasarkan cerita.*

 **Worksheet 4.10**

No.	Statements	True	False
1.	Mita bought a thin book.		
2.	Mita's book was not expensive.		
3.	Bara bought two rulers.		
4.	Bara bought a long ruler for his brother.		
5.	Bara paid 4,000 rupiah.		

3. Write the correct change for Pipit and Bara based on the story.

*Tulis jumlah kembalian yang benar untuk Pipit dan Bara berdasarkan cerita.*

 **Worksheet 4.11**

1. If Pipit paid 20,000 rupiah, how much was the change?	
2. If Bara paid 10,000 rupiah, how much was the change?	



4. With your friend, complete Worksheet 4.12. Roll the dice and answer the questions based on the number on your dice.

*Bersama temanmu, lengkapi Worksheet 4.12. Lempar dadu dan jawab pertanyaan berdasarkan nomor pada dadu.*

 **Worksheet 4.12**



**FINISH**

10000  
SPEKME  
INDONESIA  
14. I have a ....  
rupiah

13. Bara buy a ....  
pencil case

12. It is a .... ruler

8. Choose the  
correct one!  
Rp.100  
Rp.1.000

9. The book  
is ....

10  
Go!  
down!

11. Choose the  
correct one!  
Rp.20.000  
The Teddy bear is  
....

7.  
It is a .... eraser

Pipit and mita  
go to the ....

5. Choose the  
correct one!  
Rp.2.000  
CAMPOENG  
The book is two  
(Hundred/thousand)  
rupiah

4.  
The .... pencils  
case is ....

**START**

5000  
SPEKME  
INDONESIA  
1. How much money  
do you have?

2. How much is  
the bag?  
Rp.30.000

3.  
Go!  
up!



## I Can Do It!

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 Aku bisa



#### My language skills

I can say an object is expensive based on its price.

Aku dapat mengatakan benda mahal berdasarkan harga.

I can say an object is cheap based on its price.

Aku dapat mengatakan benda murah berdasarkan harga.

I can describe objects based on their colors and size.

Aku dapat mendeskripsikan benda-benda berdasarkan warna dan ukurannya.

#### My Social Skills

I can work together with my friends.

Aku bisa bekerjasama dengan teman-temanku.

I can ask questions and express my ideas.

Aku bisa bertanya dan memberi ide.

I can listen to my teacher and my friends.

Aku bisa mendengarkan 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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5w>

### I Can Do More



# At the Library





## Learning Objectives

- You can say what you can and cannot do in a library.

*Kamu dapat mengatakan apa yang boleh dan tidak boleh dilakukan di perpustakaan.*

- You can ask for what you want politely.

*Kamu dapat mengatakan apa yang kamu inginkan dengan sopan.*

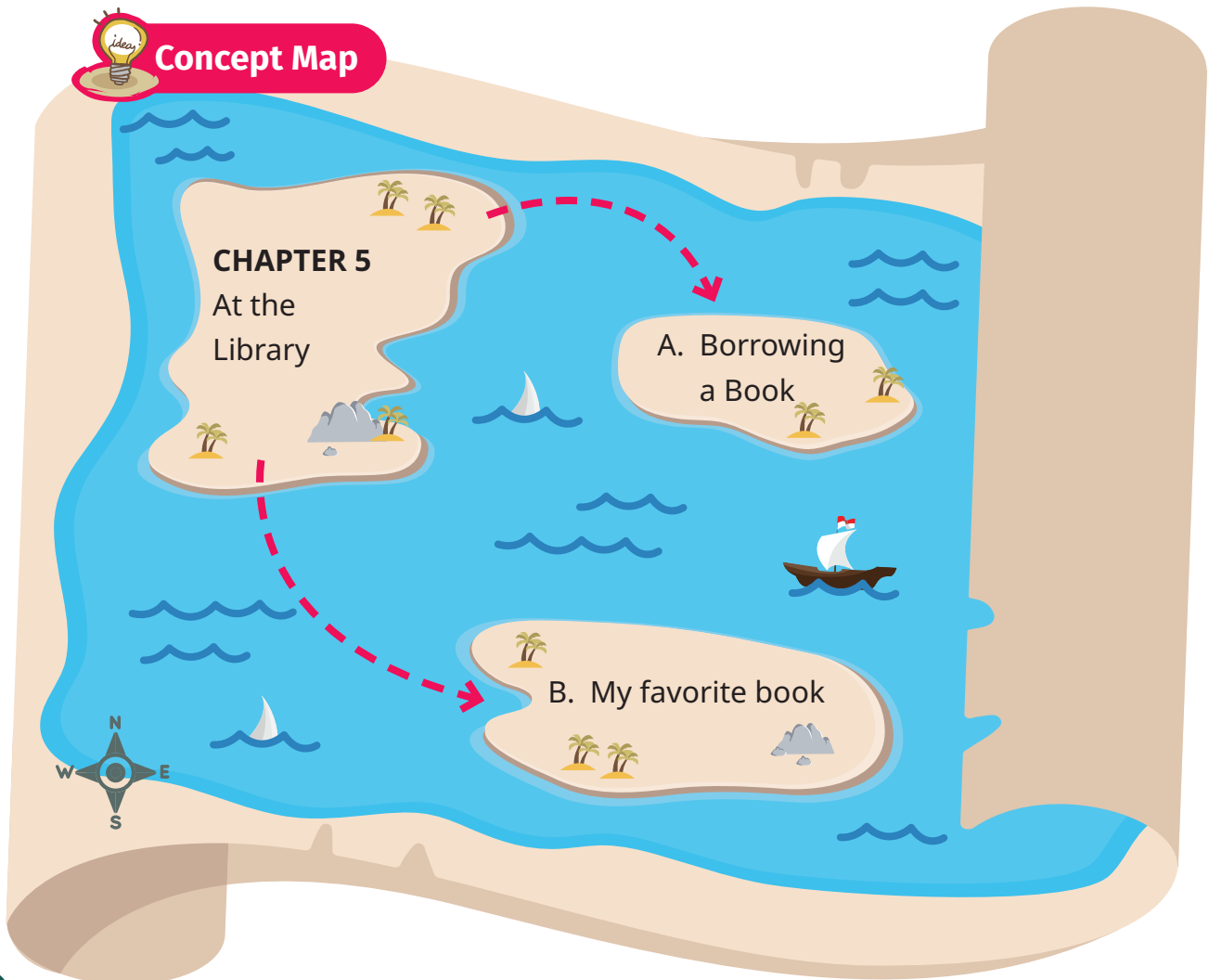


## Keywords

- book
- *buku*



## Concept Map



## A. Borrowing a Book



### 1. Listen and Number

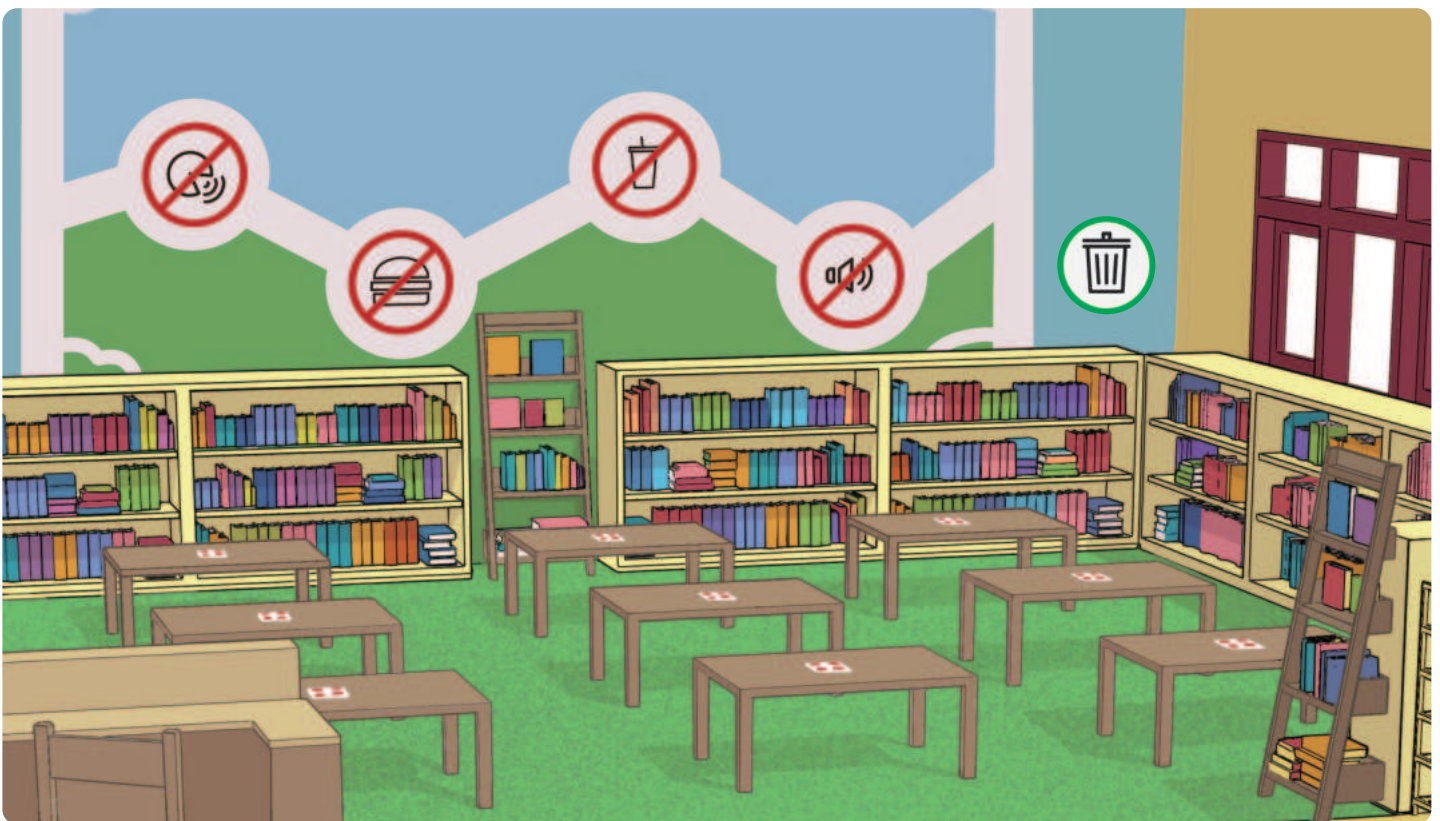
Listen to Audio 5.1 . Pak Tigor is explaining the rules at the library. Number the correct signs based on the explanation.

*Simak Audio 5.1. Pak Tigor sedang menjelaskan peraturan di perpustakaan. Tuliskan angka di bawah gambar sesuai urutan peraturan pada audio.*




Pranala Audio 5.1: <https://buku.kemdikbud.go.id/s/k5audio5.1>

### Signs at the library



## 2. Listen and Write

Listen to  **Audio 5.1** again. Then, write the meaning of each sign.

*Simak kembali Audio 5.1. Kemudian, tuliskan arti dari setiap tanda.*

### **Worksheet 5.1**

No talking	No food	Keep clean
No drinks	Be quiet	



.....



.....



.....



.....



.....



### 3. Look and Check



Look at the picture. Make a checkmark on what you can do at the library. Cross out what you can't do at the library.

Perhatikan gambar. Beri centang pada apa yang boleh kamu lakukan di perpustakaan. Beri silang pada apa yang tidak boleh dilakukan di perpustakaan.

#### Worksheet 5.2













## 4. Match and Speak

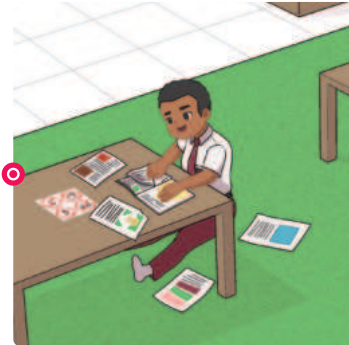
Match the pictures with the sentences. Then, practice saying them.

Cocokkan gambar dengan kalimat. Kemudian, berlatih untuk mengatakannya.

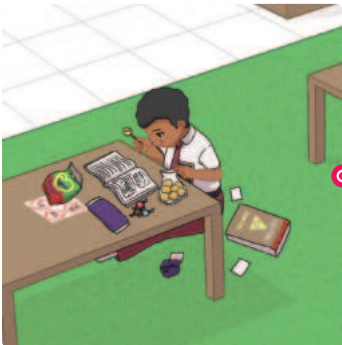
### Worksheet 5.3



You can listen to music using your headphones.



You can't run in the library.



You can't eat in the library.

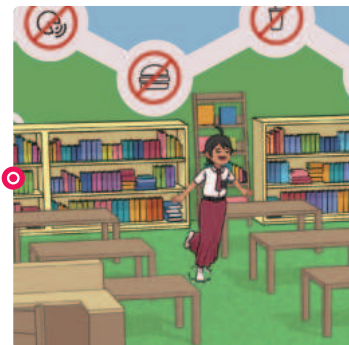


You can read books in the library.



You can't rip book in the library.

You can draw in the library.





## Song Time

### 1. Listen and Sing

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

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

Pranala Audio 5.2: <https://buku.kemdikbud.go.id/s/k5audio5.2>

 **Audio 5.2**



### I'd Like to Borrow a Book

Look, it's wonderful!

A room full of shelves, shelves, shelves.

I'd like to borrow a book, book, book.



Look, it's magical!

A shelf full of stories, stories, stories.

I'd like to borrow a book, book, book.




Look, it's fantastic!

A story full of fantasy, fantasy, fantasy.

I'd like to borrow a book, book, book.



## 2. Listen and Change

Listen to  **Audio 5.2** again. Change the words in the song using the words in the box. Then, sing it again.

Simak Audio 5.2 kembali. Ubah sebagian lirik lagu dengan menggunakan kata-kata berikut. Nyanyikanlah kembali.



## 3. Look and Speak

✦ ✦ **Sinta explains how to use 'I'd like'**

**I'd like** is the short form of **I would like**. It has the same meaning as *I want*. So when you say: **I'd like to go swimming**, it is the same as: **I want to go swimming**.



Look at the pictures. Say what you would like to do. You can use the words provided in the boxes. There is one example.

Perhatikan gambar. Katakan apa yang ingin kamu lakukan. Kamu dapat menggunakan kata-kata yang tersedia di dalam kotak. Lihatlah contoh.

 **Worksheet 5.4**

tidy up

clean

borrow

draw



①  
I would like to borrow a book/  
I'd like to borrow a book.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Story Time

### 1. Listen and Read

Listen to **Audio 5.3** and read **Comic Strip 5.1**. Bara and his friends want to borrow some books from the library.

*Simak Audio 5.3 dan bacalah Comic Strip 5.1. Bara dan teman-temannya ingin meminjam buku dari perpustakaan.*



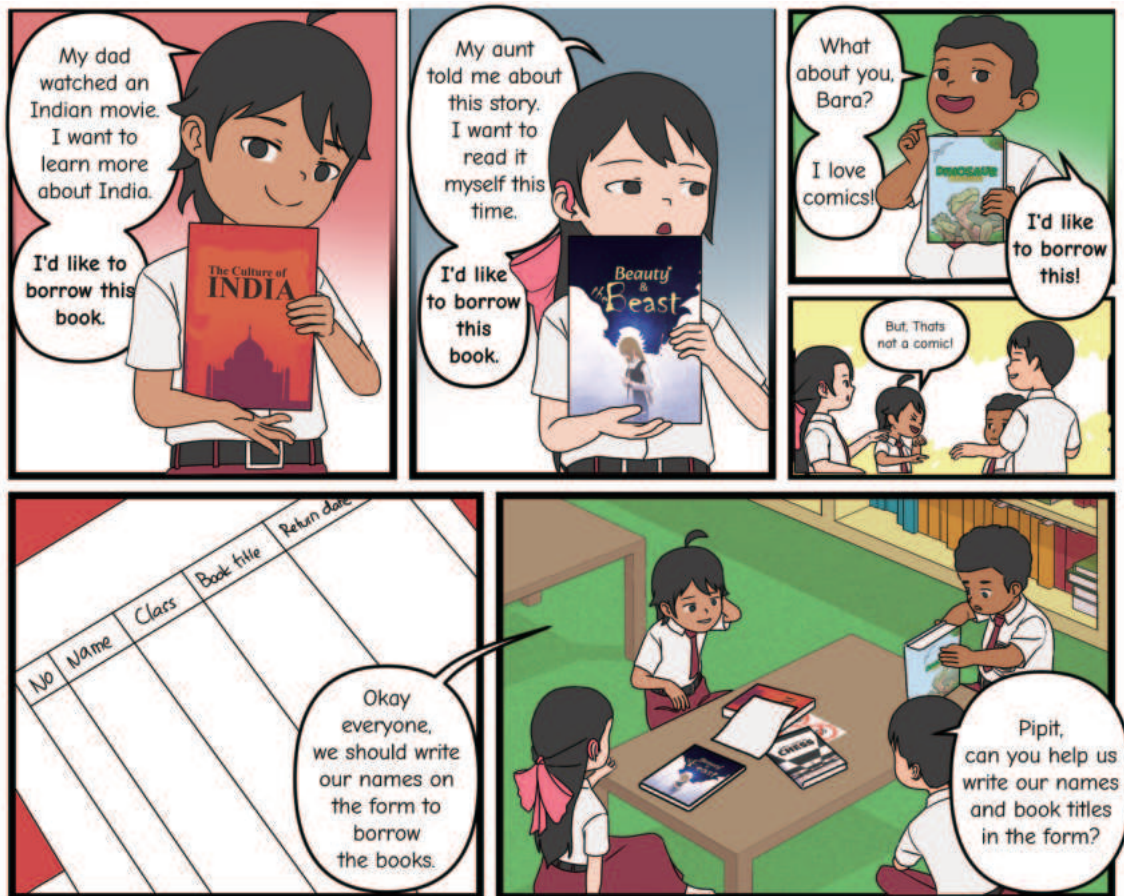
Pranala Audio 5.3: <https://buku.kemdikbud.go.id/s/k5audio5.3>

### Comic Strip 5.1

## I'd Like to Borrow a Book

Bara, Pipit, Mita and Ferdinand are at the library. They want to borrow some books.





## 2. Read and Write

Let's help Pipit write in the borrowing form.

Mari kita bantu Pipit menulis pada formulir peminjaman.

**Worksheet** 5.5

**BORROWING FORM**

No.	Name	Class	Book Title	Return Date
1.	Pipit	5C	The Culture of India	10 October
2.				10 October
3.				10 October
4.				10 October

### 3. Read and Match

Match sentences on the left to the sentences on the right.

*Cocokkan kalimat pada kolom kiri dengan kalimat pada kolom kanan.*

#### Worksheet 5.6

1

Bara would like to borrow 'Dinosaur Adventure' because ...

she wants to learn more about india.

2

Pipit would like to borrow "The Culture of India" because ...

he wants to learn how to play chess.

3

Mita would like to borrow 'Beauty and the Beast' because ...

he likes comics.

4

Ferdinand would like to borrow 'How to play chess' because ...

she wants to read the story herself.



## 4. Read and Circle

Read the above text again and circle the best answer based on the text.

*Baca lagi teks di atas dan lingkari jawaban paling tepat berdasarkan teks.*

### Worksheet 5.7

- Where are Pipit, Bara, Mita, and Ferdinand?
  - At the library
  - At the school canteen
  - At the school yard
- What books do Bara and Mita want to read?
  - Sport and animals
  - Animals and story
  - Story and space
- Ferdinand borrows the book from the library because ...
  - He wants to learn to read.
  - He wants to learn a culture.
  - He wants to learn to play a chess.
- The book that Pipit borrows is about ...
  - A dance
  - A country
  - A movie
- The title of the book that Mita borrows is ...
  - Beauty and the Beast
  - Beautiful beast
  - Beauty but the Beast
- Dinosaur Adventure is a ....
  - Book
  - novel
  - comic



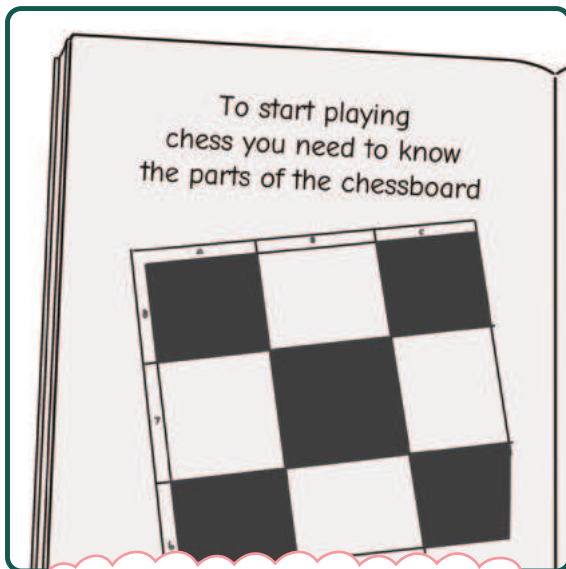
7. What will happen after they write in the borrowing form?
- a. They will leave the books in the library.
  - b. They will take the books home.
  - c. They will return the books immediately.
8. After they finish reading, what will they talk about?
- a. They will talk about the price of the books.
  - b. They will talk about the writers of the books.
  - c. They will talk about whether they like the books or not.

## 5. Read and Write

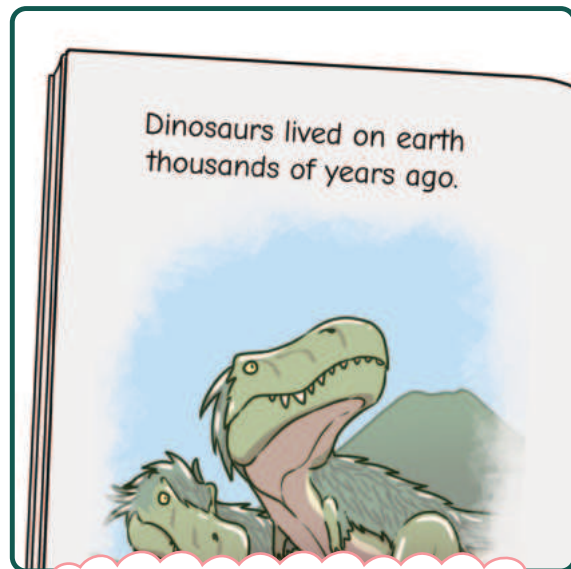
Read the page. Whose book is it? Write the name below the page.

*Baca halaman berikut ini. Buku siapa ini? Tulis nama pemilik buku di bawahnya.*

### Worksheet 5.8



This is .....’s book.

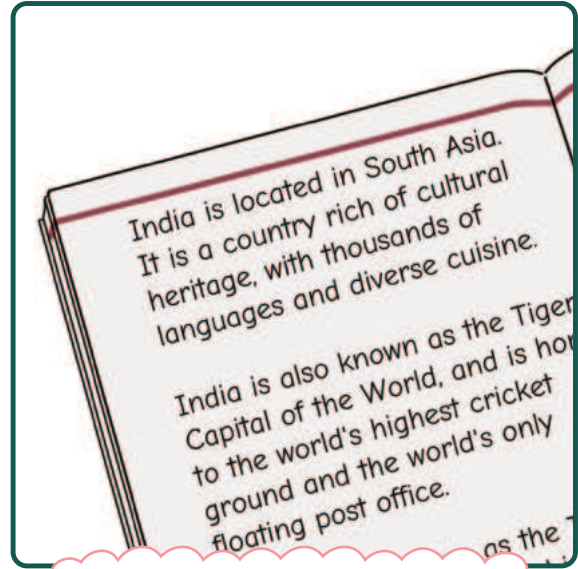


This is .....’s book.





This is .....’s book.



This is .....’s book.

## 6. Secret Books

Look at the rows of the books. Unjumble the titles of the books.

*Lihatlah jajaran buku-buku ini. Susun judul buku menjadi kata-kata yang baik.*

 **Worksheet** 5.9

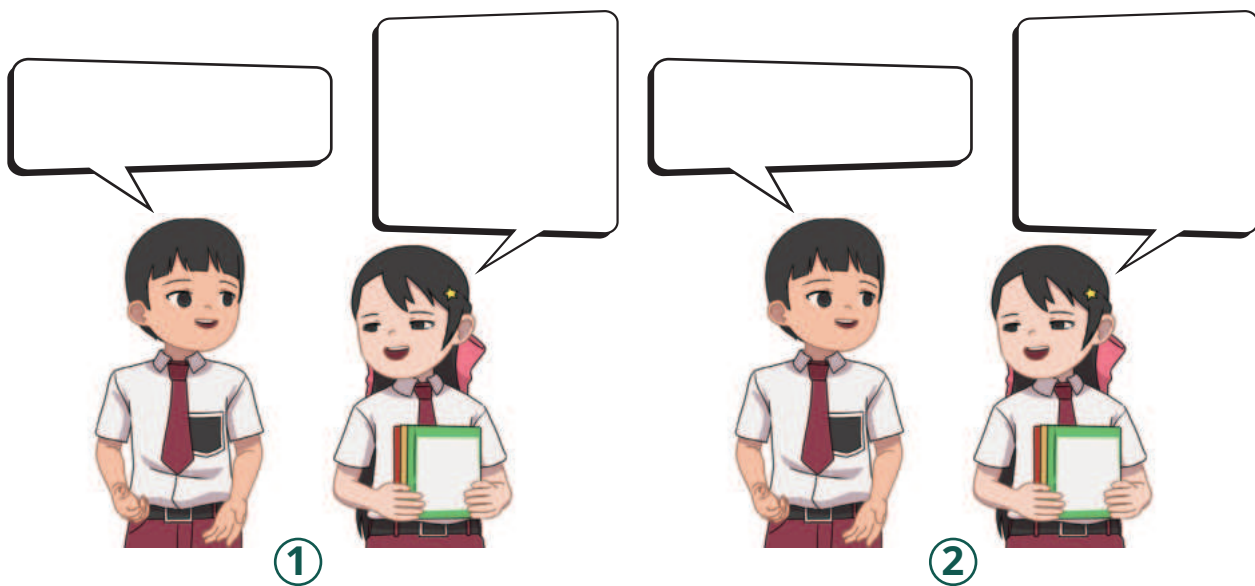
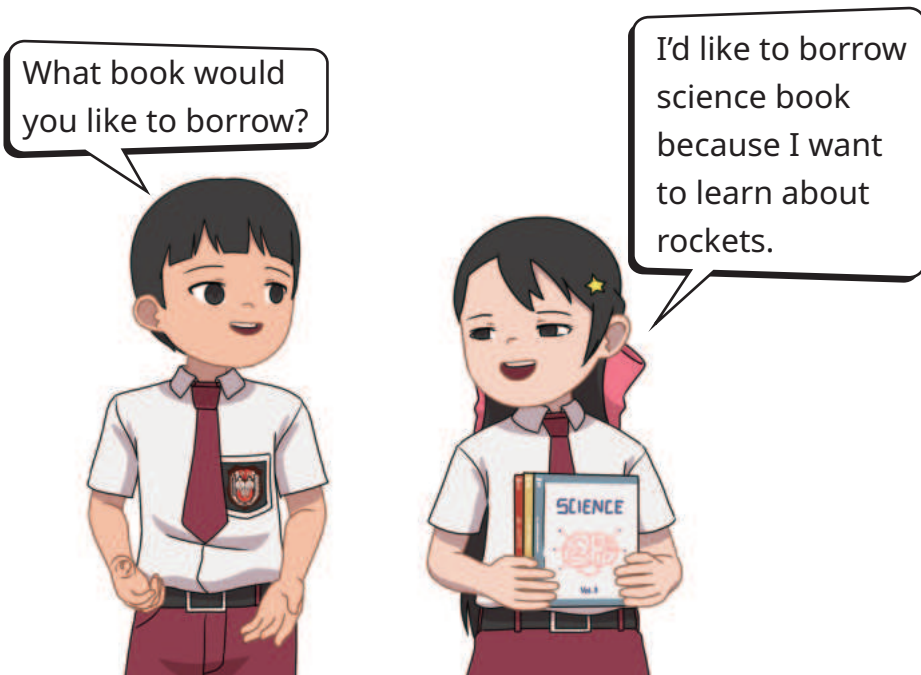


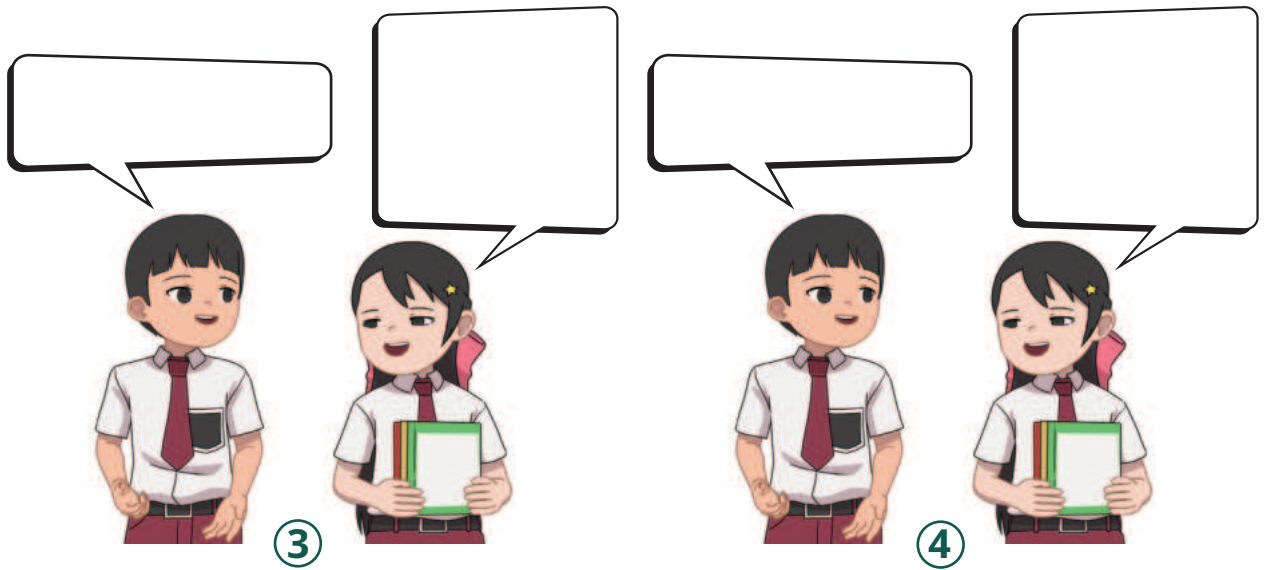
## 7. Ask and Tell

Which book would you like to borrow? Why? Ask your friend. There is one example.

*Buku yang mana yang ingin kamu pinjam? Mengapa? Tanya temanmu. Lihatlah contoh.*

 **Worksheet** 5.10





 **Game Time**

**Library Detective**

Go to your school library. Give a checkmark if the book is available. Then, write the name of the title.

*Pergilah ke perpustakaan sekolah. Beri tanda centang jika buku tersebut ada di perpustakaan. Lalu, tulis judul bukunya.*

 **Worksheet 5.11**

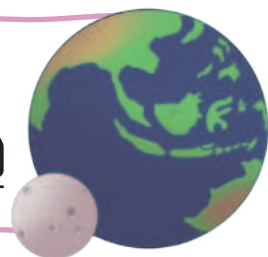


Can you find a book about animals?

Title: \_\_\_\_\_

Can you find a book about space?

Title: \_\_\_\_\_





Can you find a book about fairy tales?

Title: \_\_\_\_\_

Can you find a book about Indonesian stories?

Title: \_\_\_\_\_



Can you find a book about mathematics?

Title: \_\_\_\_\_

Can you find a book about plants?

Title: \_\_\_\_\_



Can you find a book about a sport?

Title: \_\_\_\_\_

Can you find a book about a country?

Title: \_\_\_\_\_





## My Turn

1. Look at the situation. What will you say to Bara, Mita, Pipit and Ferdinand?  
Write in Worksheet 5.12, then say it.

*Lihatlah gambar berikut ini. Apayang akan kamu katakan pada Bara, Mita, Pipit dan Ferdinand?*

*Tulislah pada Worksheet 5.12 dan katakan.*

### Chaos at the library



#### Worksheet 5.12

1. Bara, .....
2. Mita, .....
3. Pipit, .....
4. Ferdinand, .....



2. Go to the library. What book would you like to borrow? Complete Worksheet 5.13.

*Pergilah ke perpustakaan. Buku apa yang ingin kamu pinjam? Lengkapilah Worksheet 5.13.*

 **Worksheet 5.13**

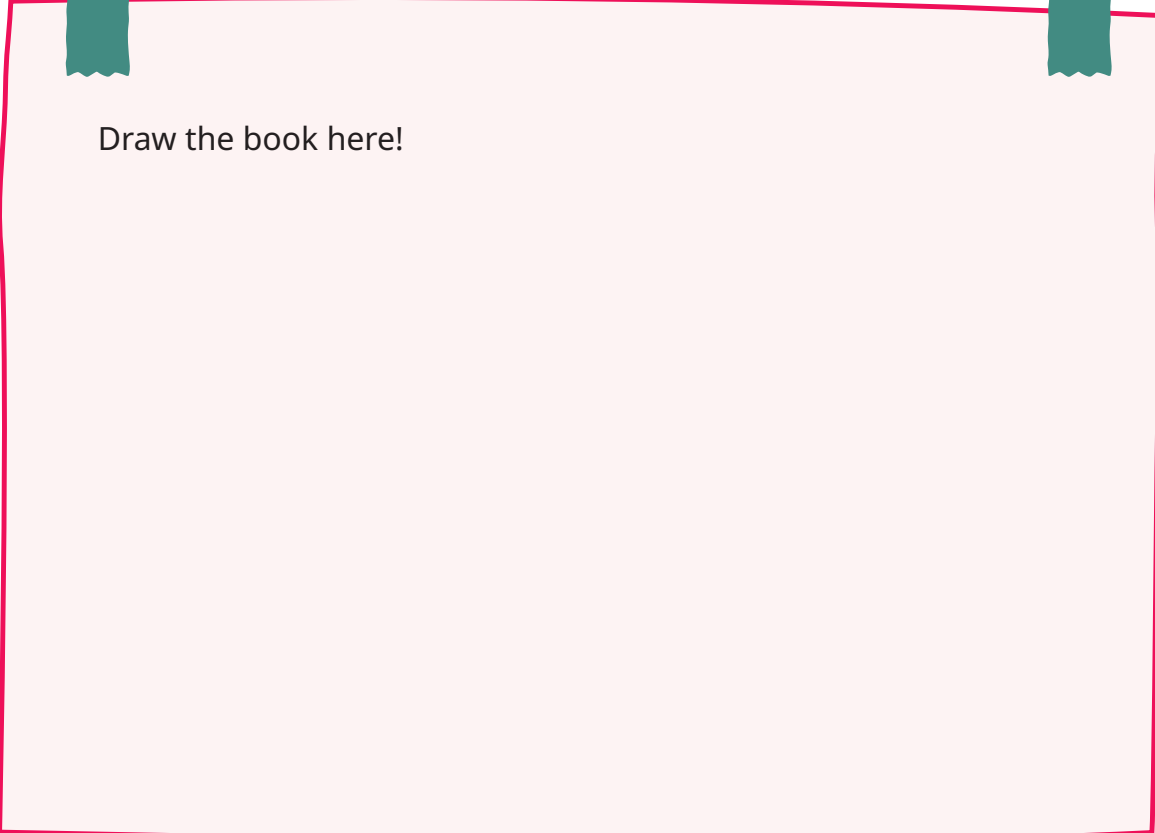
I'd like to borrow:

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

I'd like to read this book because:

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

Draw the book here!





## I Can Do It!

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 Aku bisa



#### My language skills

I can talk about books.

Aku bisa bicara tentang buku.

I can explain what I can and cannot do in a library.

Aku bisa mengatakan tentang apa yang boleh dan tidak boleh dilakukan di suatu tempat.

I can understand the story.

Aku bisa mengerti ceritanya.

#### My Social Skills

I can work together with my friends.

Aku bisa bekerjasama dengan teman-temanku.

I can ask questions and express my ideas.

Aku bisa bertanya dan memberi ide.

I can listen to my teacher and my friends.


Aku bisa mendengarkan guru dan teman-temanku.



## B. My favorite book



### 1. Listen and Number

Look at the books. Listen to  **Audio 5.4** . Bu Wulan is talking about books. As you listen, number the books based on the order in the description.



*Lihatlah gambar buku-buku berikut ini. Simak Audio 5.4. Dengarkan Bu Wulan yang sedang berbicara mengenai buku. Sambil menyimak, berikan nomor pada buku berdasarkan urutan dalam penjelasan Bu Wulan.*

Pranala Audio 5.4: <https://buku.kemdikbud.go.id/s/k5audio5.4>

### Talking about Books



## 2. Listen and Write

Listen to Audio 5.4 again. Write the title of the books in each category.

*Simak lagi Audio 5.4 Tuliskan judul buku untuk setiap kategori sesuai audio.*

 **Worksheet** 5.14

Story books	Science	Game



### 3. Look and Speak

Worksheet 5.15



If you want to ask for something politely, you can use: Can I ....?  
For example, you can ask: Can I borrow your book?

Bara, Pipit, Mita and Ferdinand are in the library. They ask Bu Wulan about some things. There is one example.

1

Can I borrow this comic, Bu Wulan?

.....  
.....

2

.....  
.....

3

.....  
.....

4

.....  
.....

5

.....  
.....



### 1. Read

#### My Favorite Book

Pipit, Mita, Bara, and Ferdinand are in the library. Last week, they borrowed some books from the library. They really liked the books. But today, they must return them.

"I really like the story in 'Beauty and the Beast,'" said Mita. "The princess character in the story likes reading, and the Beast character has a big library. I will give it five stars". "Do you like your book Pipit?," asked Mita.

"I really like the book. I think I can give it four stars," said Pipit. "Why not five stars?," asked Bara. "I like the book, but I think it should have more pictures. I want to see a picture of the Taj Mahal," answered Pipit. "Do you like your book, Bara?" asked Pipit.

"The comic is very funny! I love it! I will give it five stars," said Bara. "Really? Can you tell us more?" asked Ferdinand. "So, the story was about dinosaurs that got lost in a city. But they finally found a way back to their world. The main character's name is Dinky Dino. It's very silly." Bara told the story while laughing.

Then Ferdinand said, "I don't really like the book *How to Play Chess*, it's really boring. I don't understand the explanations. I will give it one star. Let's return the books."

"Hey, look at the sign here. It says, 'Book Return'. I think we can put our books here," said Pipit. Mita, Pipit, Bara and Ferdinand put their books on the table. Then, they left the library.

## 2. Read and Complete

How many stars do they give for the books? Draw the stars. Then complete the blanks with the information from the text.

*Berapa bintang yang mereka berikan untuk buku-buku tersebut? Gambar bintangnya. Lalu lengkapi titik-titik dengan informasi dari teks.*

### Worksheet 5.16

Stars: ☆ ☆ ☆ ☆ ☆



'Beauty and the Beast' has two main characters. The princess likes ..... The Beast has a ..... library.

Stars: ☆ ☆ ☆ ☆ ☆



The book is good, but it needs more ..... She wants to see .....



Stars: ☆ ☆ ☆ ☆ ☆



Dinosaur Adventure is ..... ! In the story, the dinosaurs ..... in a city. But they could come back. Dinky Dino is very .....

Stars: ☆ ☆ ☆ ☆ ☆



Ferdinand doesn't like the book because it is ..... He doesn't understand the .....



### 3. Look and Match

Look at Worksheet 5.17. Match the book covers with the titles.

Perhatikan Worksheet 5.17. Cocokkan cover buku dengan judulnya yang tepat.

Worksheet 5.17



Cinderella

....

Trees

....

Life Under  
the Sea

....

Fun Math

....

Dinosaur  
Adventure

....

Mousedeer and  
The Farmer

....

#### 4. Ask and Explain



Can you ask your friends about the book that they'd like to read? There is one example.


*Tanyakan pada temanmu, buku apa yang ingin mereka baca. Lihatlah contoh.*

 **Worksheet** 5.18



Do you like the book?

I like it because it tells me about the name of trees. Now I know the trees around me.



Do you like the book?

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

①



2



3



4

 **Game Time**

## Guess

In this game, you will guess the name of the place. Here are the rules.

*Dalam permainan ini, kamu akan menebak nama sebuah tempat. Berikut aturannya.*

Instruction:

1. Player A will sit in front of the whiteboard, facing the class. So, they cannot see the whiteboard.
2. On the whiteboard, student B will write a name of a place.
3. Student A will guess the name of the place by asking questions such as:  
Can I read in this place?  
Can I eat in this place?  
Etc.
4. Other classmates can help Player A by answering “yes” and “no”.
5. Continue until Player A can guess the name of the place.
6. Let other students take turns guessing and writing.

*Instruksi:*

1. *Pemain A akan duduk di depan papan tulis, menghadap kelas. Sehingga, ia tidak dapat melihat papan tulis.*
2. *Pada papan tulis, siswa B akan menulis nama sebuah tempat.*
3. *Siswa A akan menebak nama tempatnya dengan bertanya, misalnya:*  
*Bolehkah aku membaca di tempat ini?*  
*Bolehkah aku makan di tempat ini?*  
*dll.*
4. *Teman-teman yang lain akan membantu Pemain A dengan menjawab ‘ya’ dan ‘tidak’.*
5. *Lanjutkan hingga Pemain A dapat menebak nama tempatnya.*
6. *Lakukan bergantian.*

 **My Turn**

1. Read the book's description below. Then, draw a cover for it. Write whether you'd like to read it or not. Why?

*Bacalah deskripsi buku berikut. Lalu, buatlah gambar kover buku yang sesuai deskripsi tersebut. Tuliskan apakah kamu ingin membacanya atau tidak. Apa alasannya?*

 **Worksheet 5.19****Description:**

The book contains science facts about tropical fruits like starfruit, pineapples, and bananas. These fruits only grow in tropical countries such as Malaysia, Indonesia, and Thailand. They are popular because they are fresh and juicy.

Stars: ★ ★ ★ ★ ★


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





## I Can Do It!

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.

<p>I can Aku bisa</p>			
<p><b>My language skills</b></p>			
<p>I can talk about the content of a book. Aku bisa bicara tentang isi buku.</p>			
<p>I can ask for what I want politely. Aku bisa meminta sesuatu dengan sopan.</p>			
<p>I can understand the story. Aku bisa mengerti ceritanya.</p>			
<p><b>My Social Skills</b></p>			
<p>I can work together with my friends. Aku bisa bekerjasama dengan teman-temanku.</p>			
<p>I can ask questions and express my ideas. Aku bisa bertanya dan memberi ide.</p>			
<p>I can listen to my teacher and my friends. Aku bisa mendengarkan guru dan teman-temanku.</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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5x>



# Reading a Lot of Stories



Do you like  
reading stories?





## Learning Objectives



- You can participate in an imaginative story.

*Kamu dapat berpartisipasi dalam sebuah cerita imajinatif.*

- You can retell an imaginative story.

*Kamu dapat menceritakan kembali sebuah cerita imajinatif.*

- You can rewrite an imaginative story.

*Kamu dapat menulis ulang sebuah cerita imajinatif.*

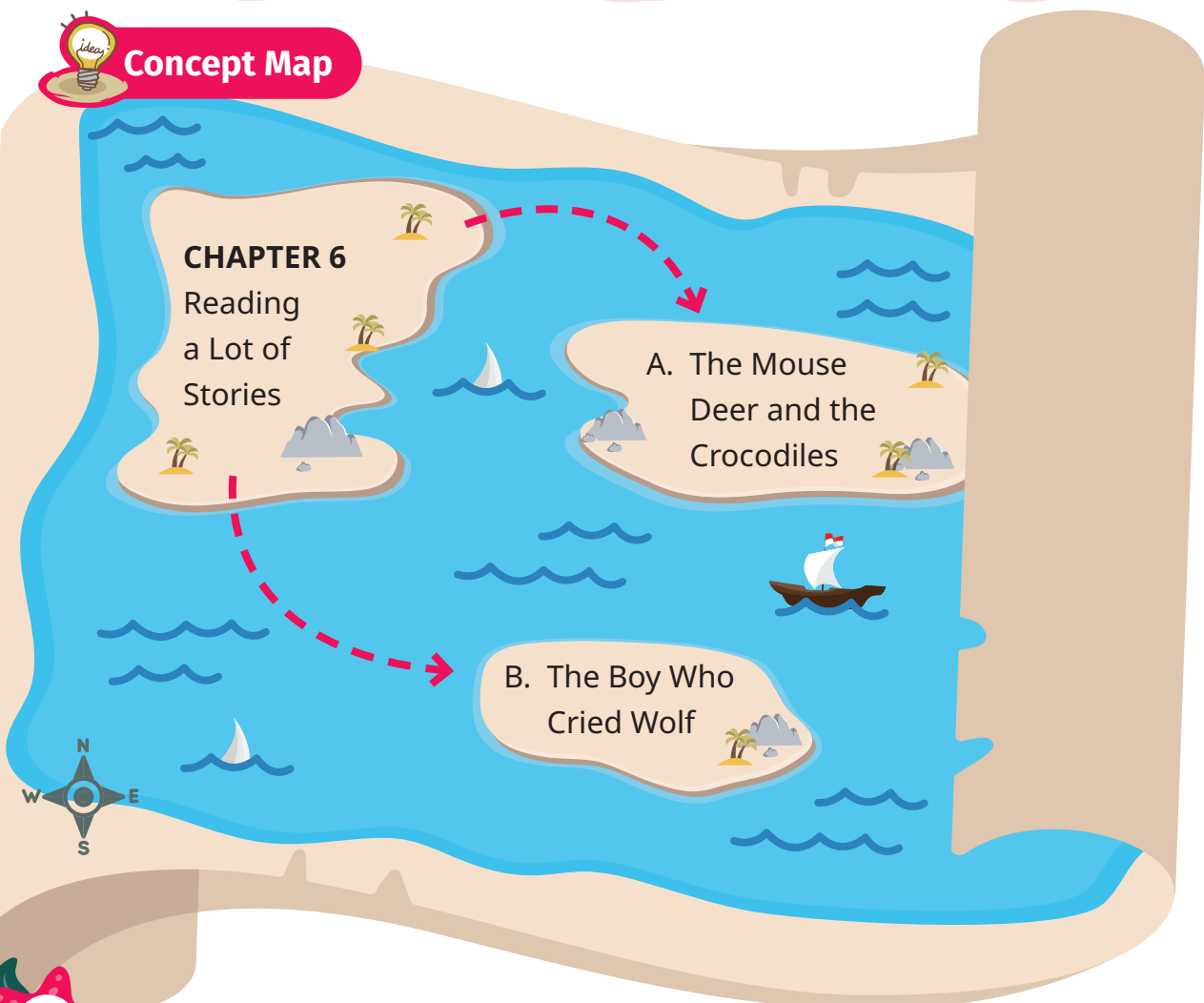


## Keywords

- storie
- *cerita*
- imaginative story
- *cerita imajinatif*
- storybooks
- *buku cerita*



## Concept Map



## A. The Mouse Deer and the Crocodiles



### 1. Listen and Do

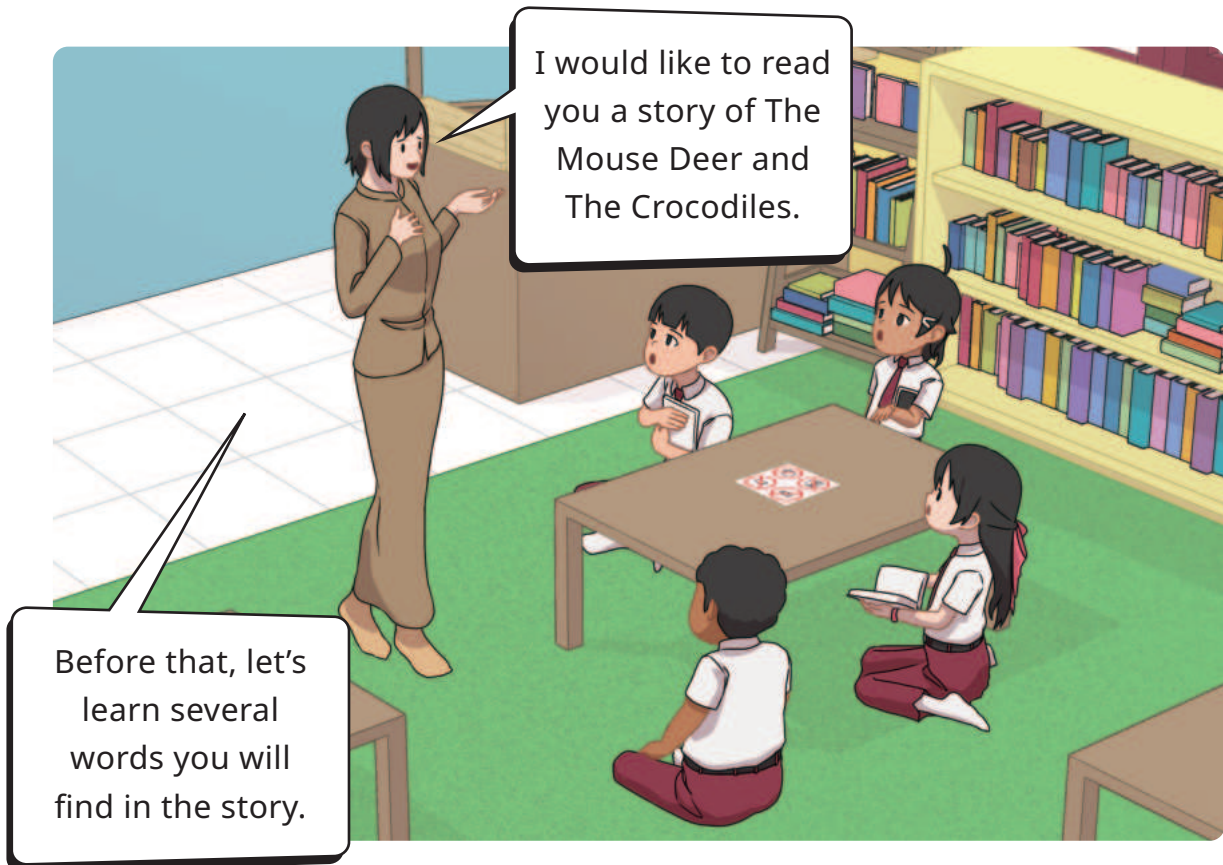
Listen to Audio 6.1. Mime the words.

Simak Audio 6.1. Peragakan kata-kata pada audio sesuai gambar berikut.

Pranala Audio 6.1: <https://buku.kemdikbud.go.id/s/k5audio6.1>



### Words in the story of the mouse deer and the crocodiles



see / saw



call up / called up



jump / jumped



run / ran



go / went

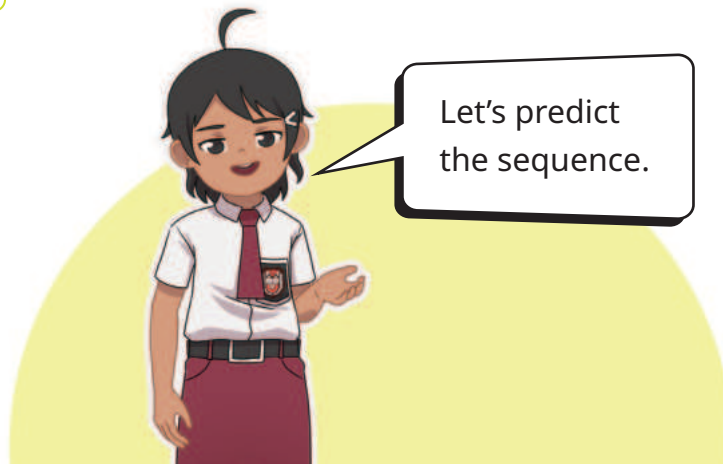


## 2. Predict and Order

Predict the sequence of the story. Order the number of the picture.

Buatlah prediksi urutan cerita berdasarkan gambar berikut. Lalu, tuliskan urutan nomor gambarnya.

Worksheet 6.1

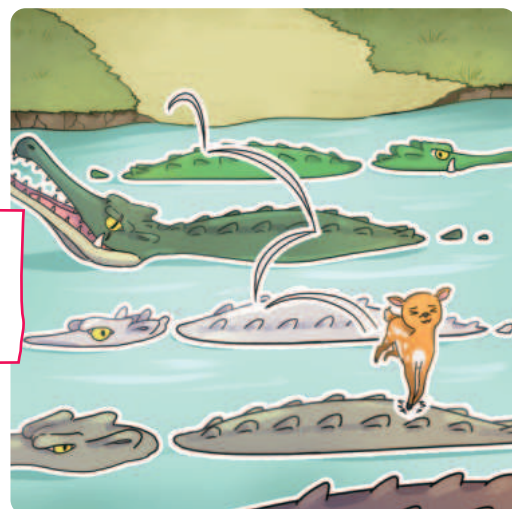


1

The mouse deer saw plenty of fruit across the river.

2

The mouse deer jumped onto the crocodile's back.





3 The mouse deer called up the crocodiles.



4 The mouse deer ran quickly.



5 The mouse deer went to the river.

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

### 3. Listen and Point

Listen to Audio 6.2. Point to the picture in the Predict and Order activity (Worksheet 6.1). Check whether your prediction is right or not.

Simak Audio 6.2. Tunjukkan gambar yang tepat pada kegiatan Predict and Order (Worksheet 6.1) sesuai audio. Periksa apakah prediksimu benar atau tidak.



Pranala Audio 6.2: <https://buku.kemdikbud.go.id/s/k5audio6.2>



## Song Time

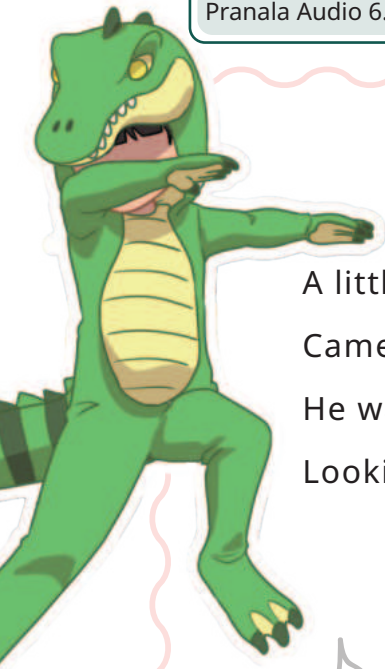
### 1. Listen and Sing

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

*Simaklah lagu pada Audio 6.3. Nyanyikan bersama guru dan teman sekelasmu.*

Pranala Audio 6.3: <https://buku.kemdikbud.go.id/s/k5audio6.3>

**Audio 6.3**



### A Little Mouse Deer

A little mouse deer, a little mouse deer  
Came to the river. Came to the river.  
He was very hungry. He was very hungry.  
Looking for foods, looking for foods



Yes! Yes! Yes!

He saw plenty of fruit.

He saw plenty of fruit.

Across the river, across the river.

Stop! Stop! Stop!

There were some crocodiles.

There were some crocodiles.

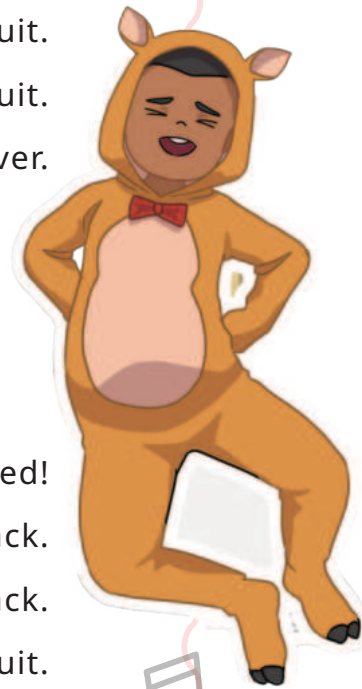
Wild and big, wild and big

Jumped! Jumped! Jumped!


He jumped onto the croc's back.

He jumped onto the croc's back.

Running for fruits, running for fruit.



## 2. Listen and Circle

Listen to  **Audio 6.4** . Circle the past tense verb in each sentence.

Simak Audio 6.4. Lingkari **past tense form** pada setiap kalimat.

Pranala Audio 6.4: <https://buku.kemdikbud.go.id/s/k5audio6.4>

 **Audio 6.4**



### **Worksheet 6.2**



There **is/was** a mouse deer.



The mouse deer **arrived/arrives** at the river.



The crocodiles **were/are** hungry.



The mouse deer **sees/saw** plenty of fruit.



The mouse deer **jumped/jumps** onto the crocodile's back.



The mouse deer **counts/counted** the crocodiles.



The mouse deer **runs/ran** for the fruit.

## 3. Listen and Speak

Listen to  **Audio 6.4** again and say the sentences.

Simak kembali Audio 6.4 lalu tiru dan ucapkan kalimat-kalimatnya.





## Story Time

### 1. Listen and Read

Listen to **Audio 6.5** and Read **Comic Strip 6.1**. Ibu Wulan is going to tell a story of The Mouse Deer and the Crocodiles.

Simak Audio 6.5 dan baca Comic Strip 6.1. Ibu Wulan akan membacakan cerita 'The Mouse Deer and the Crocodiles'.

**Audio 6.5**



Pranala Audio 6.5: <https://buku.kemdikbud.go.id/s/k5audio6.5>

**Comic Strip 6.1**

Once upon a time, a hungry mouse deer was in the forest. He went to the river looking for food.

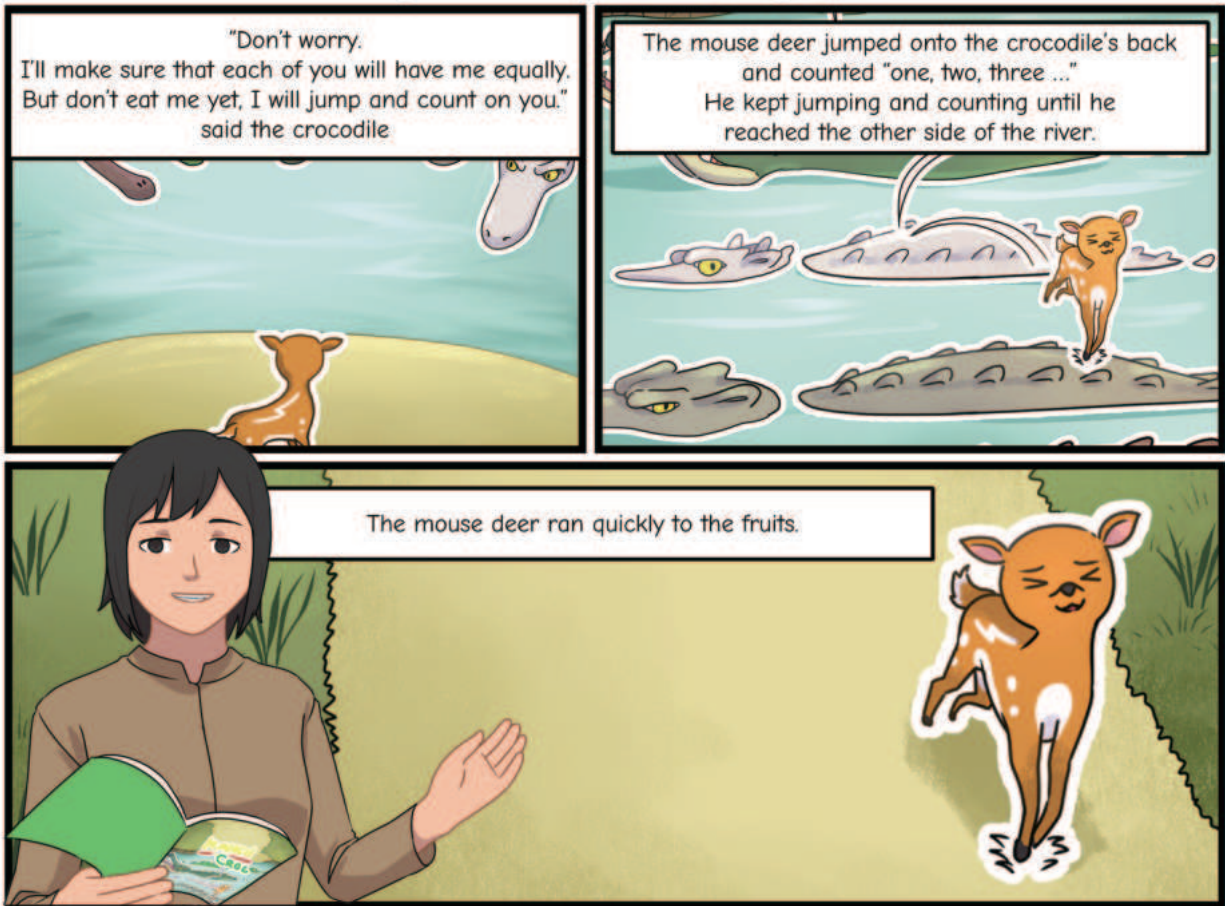
When he arrived there, he saw a lot of fruit across the river.

But, he also saw so many crocodiles in the river. He came up with a brilliant idea! He called up the crocodiles, "Hi, crocodiles!"

"Hi, mouse deer, you come in time for our lunch!" said the crocodiles.

"I know that you are hungry. But look at you, there are so many of you and only one me," answered the mouse deer.





Adapted from *The Mouse-deer and the Crocodiles* retold by Baverley Randell, 2001

## 2. Read and Discuss

Read the story in **Comic Strip 6.1** again. Discuss it with your teacher and classmates. You can use bahasa Indonesia.

*Baca kembali cerita pada Comic Strip 6.1. Diskusikan dengan guru dan teman sekelasmu. Kamu dapat menggunakan bahasa Indonesia.*



### 3. Read and Check

Read the story in **Comic Strip 6.1** again. Make a checkmark on the correct answers in Worksheet 6.3.

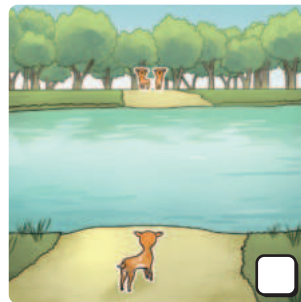
*Baca kembali cerita pada Comic Strip 6.1. Centang jawaban yang benar pada Worksheet 6.3.*

#### Worksheet 6.3

1. What did the mouse deer see across the river?



He saw a lot of fruit.

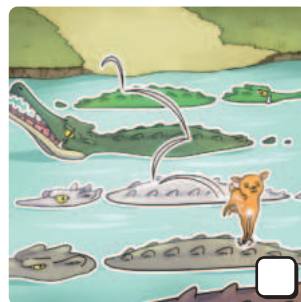


He saw other mouse deer.

2. What did the mouse deer do to cross the river?



He swam across the river.

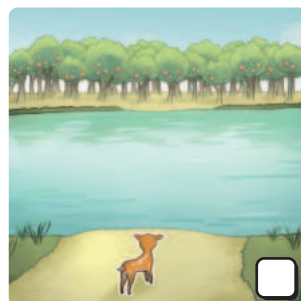


He jumped onto the crocodile's back.

3. What did the mouse deer promise to cross the river?



He promised that the crocodiles can share him equally.



He promised to bring them fruits.

4. How did the mouse deer feel when he saw crocodiles in the river?



He felt afraid.



He felt brave.



Other answer:

.....

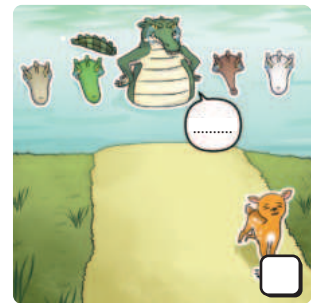
5. How did the crocodiles feel when the mouse deer tricked them?



They felt angry.



They felt sad.



Other answer:

.....

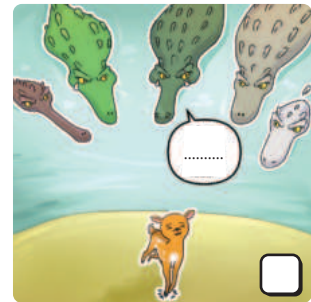
6. What would the crocodiles do after he mouse deer ran away?



They would chase the mouse deer.




They would wait for another small animal.



Other answer:

.....

#### 4. Read and Act

Read the story in  **Comic Strip 6.1** again. Practice acting the story out. Act it out in front of the class.

*Baca lagi cerita pada Comic Strip 6.1. Berlatihlah memerankan cerita tersebut. Lalu, peragakan di depan kelas.*



## Game Time

### Guess and Escape

1. Instruction:

1. Play in a group of four.
2. One member of the group has to be the Mouse Deer and the rest have to be the Crocodiles. For example, Player A becomes the Mouse Deer and Player B, C, and D become the Crocodiles.
3. Your teacher will give each group a set of cards.
4. Each of the Crocodiles has to pick one card.
5. Each of the Crocodiles has to make a line, as the crocodiles lined up in the river in the story.
6. Each of the Crocodiles has to mime the verb written on the card one by one.
7. The Mouse Deer has to pass all the Crocodiles by guessing the past verb of each miming.
8. Get one point if the Mouse Deer can pass the line.
9. Take turns to be the Mouse Deer.

Instruksi:

1. Bermainlah dalam kelompok beranggotakan empat orang.
2. Satu anggota kelompok harus menjadi Kancil dan sisanya harus menjadi Buaya. Sebagai contoh, Pemain A menjadi Kancil dan Pemain B, C dan D menjadi Buaya.
3. Gurumu akan memberikan satu set kartu untuk setiap kelompok.
4. Masing-masing Buaya harus mengambil satu kartu.
5. Masing-masing Buaya harus membuat barisan, seperti halnya buaya yang berbaris di sungai dalam cerita.
6. Masing-masing Buaya harus memperagakan kata kerja lampau yang tertulis di kartu satu per satu.
7. Kancil harus melewati semua Buaya dengan menebak kata kerja lampau dari setiap peragaan Buaya.
8. Dapatkan satu poin jika Kancil dapat melewati garis tersebut.
9. Bergiliranlah untuk menjadi Kancil.



Cards:

Saw	Played	Jumped
Arrived	Went	Ate
Cried	Called	Slept
Ran		



### My Turn

1. Listen to  **Audio 6.6** and fill in the blank in Worksheet 6.4.

*Simak Audio 6.6 dan isilah kalimat rumpang pada Worksheet 6.4 berikut.*

Pranala Audio 6.6: <https://buku.kemdikbud.go.id/s/k5audio6.6>

 **Audio 6.6**



 **Worksheet 6.4**

Narrator 1: After the mouse deer reached the other side of the river, he ran quickly to the fruit. He (1) ..... a lot of fruit.

Narrator 2: But, the day was getting darker. The mouse deer had to come back. He (2) ..... back to the river.

The crocodile: "There you are. Now, you can't run again. You will be our dinner" (3) ..... the crocodiles.



The mouse deer:	"I know. I just ate a lot of fruit. Now, I am bigger," said the mouse deer. "But wait, I have to make sure that there are still five of you," (4) ..... the mouse deer.
Narrator 1:	The mouse deer (5) ..... onto the crocodile's back and (6) ..... "one, two, three ..."
Narrator 2:	He (7) ..... jumping and counting until he (8) ..... back to the other side of the river.
The crocodile:	"Now, what is my part?" (9) ..... the crocodiles.
The mouse deer:	"I don't think I am enough for you all. Just wait for a larger lunch. Thanks for helping me cross the river" said the mouse deer.
Narrator 1:	The mouse deer (10) ..... into the forest.

2. Work in a group of four. Take a role as a narrator or a character. Practice to act out the conversation.

*Bekerjalalah dalam kelompok yang terdiri dari empat orang. Ambil peran sebagai narator atau sebagai seorang tokoh. Berlatihlah memperagakan percakapannya.*

3. Perform the story to the classmates.

*Tampilkan cerita tersebut di depan teman sekelasmu.*





## I Can Do It!

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 Aku bisa



#### My language skills

I can participate in an imaginative story.

Aku bisa berpartisipasi dalam sebuah cerita imajinatif.

I can use the correct past verbs in an imaginative story.

Aku bisa menggunakan past verbs yang tepat dalam sebuah cerita imajinatif.

I can act out an imaginative story.

Aku bisa menampilkan sebuah cerita imajinatif.

#### My Social Skills

I can work together with my friends.

Aku bisa bekerjasama dengan teman-temanku.

I can ask questions and express my ideas.

Aku bisa bertanya dan memberi ide.

I can listen to my teacher and my friends.


Aku bisa mendengarkan guru dan teman-temanku.



## B. The Boy Who Cried Wolf



### 1. Listen and Point

Listen to  **Audio 6.7** . and point to the cards. Ibu Wulan is going to show you cards about a story.

*Simaklah Audio 6.7 dan tunjuklah gambar yang tepat sesuai audio. Ibu Wulan akan menunjukkan sejumlah gambar mengenai sebuah cerita.*

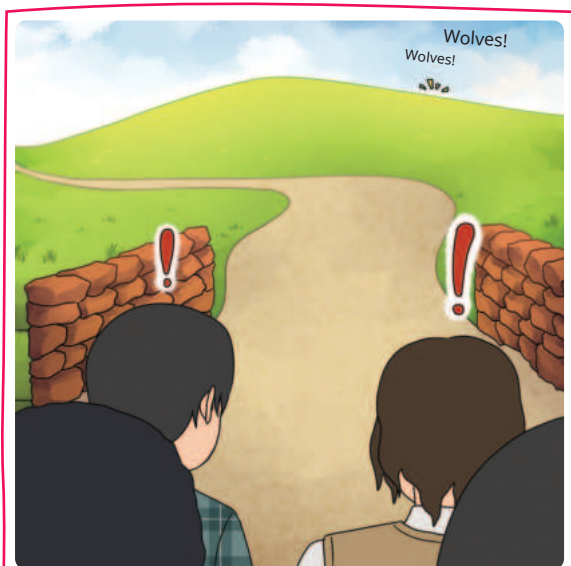


Pranala Audio 6.7: <https://buku.kemdikbud.go.id/s/k5audio6.7>



Here are some cards from the story book of *“The Boy Who Cried Wolf”*. Would you like to listen to that story?

### Cards related to the story of “The Boy Who Cried Wolf”



The villagers were worried.



The boy felt scared.






The boy was very happy.



The villagers became disappointed.

## 2. Listen and Speak

Listen to  **Audio 6.7** again. Say the sentences.


*Simak kembali Audio 6.7. Tiru dan ucapkan kalimat sesuai audio.*





## Story Time

### 1. Listen and Read

Listen to  **Audio 6.8** and read the story. Ibu Wulan is going to tell the story of *'The Boy Who Cried Wolf'*.

Simak Audio 6.8 dan baca cerita berikut. Ibu Wulan akan membacakan tentang *'The Boy Who Cried Wolf'*.

Pranala Audio 6.8: <https://buku.kemdikbud.go.id/s/k5audio6.8>



## The Boy Who Cried Wolf



Once upon a time, there was a shepherd boy named Tomi. He looked after his sheep on the hill.

The boy loved to have fun. He sometimes played pranks.

One day, the boy had an idea for a prank. He shouted, "Wolves! wolves! The wolves are coming to eat my sheep."

The villagers ran to the hill. **They were worried** about the boy. However, there was no wolf.



The boy laughed. **He was very happy** with the prank.

The next day, the boy did the same prank. He shouted, "Wolves! Wolves! The wolves are coming to eat my sheep."

The villagers ran again to the hill.

"There's no wolf. It was just another prank!" said the boy. **He felt very pleased. The villagers became disappointed in the boy.**

Two days later, when the boy looked after his sheep, he saw wolves. He shouted, "Wolves! Wolves! Help!". **The boy was scared.**

But this time, the villagers did not come.

*Adapted from The Boy Who Cried Wolf retold by B. G. Hennessy, 2006*



## 2. Read and Discuss

Read the story of *'The Boy Who Cried Wolf'* again and discuss it with your teacher and classmates.

*Baca kembali cerita 'The Boy Who Cried Wolf'. Kemudian, diskusikan cerita tersebut bersama guru dan teman sekelasmu.*



### 3. Choose and Write

Choose and write the ending of the story of 'The Boy Who Cried Wolf'.


*Pilih dan tulis akhir dari cerita "The Boy Who Cried Wolf".*

 **Worksheet 6.5**



Finally, .....

## 4. Listen and Match

Listen to  **Audio 6.9** . Match each card with another card. Look at the example.

Simak Audio 6.9. Cocokkan kartu cerita yang sesuai dengan cara menarik garis. Lihat contohnya.

 **Audio 6.9**



Pranala Audio 6.9: <https://buku.kemdikbud.go.id/s/k5audio6.9>

### **Worksheet 6.6**



The wolves came.



The villagers were worried.



The prank was successful.



The boy felt scared.



The boy lied.



The boy was very happy.



The boy shouted "Wolves! Wolves!"



The villagers became disappointed.



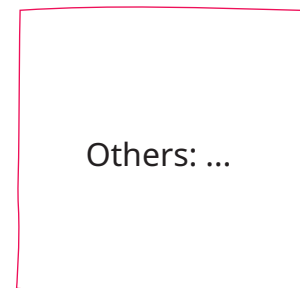
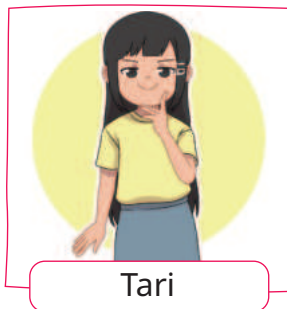
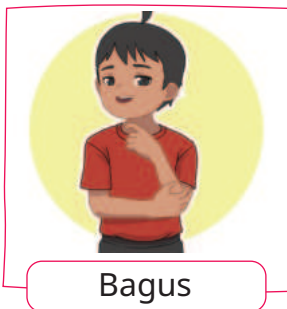
## 5. Choose and Rewrite

- a. Choose the character of your story, his/her animals, and the predators in Picture "Choosing a character, animals, and predators".

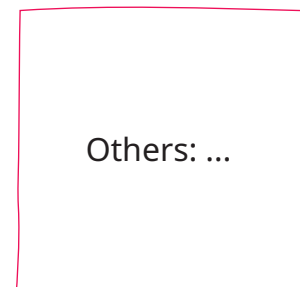
*Pilih karakter dalam ceritamu, hewannya, dan predatornya di Gambar "Choosing a character, animals, and predators".*

### ✦ Choosing a character, animals, and predators

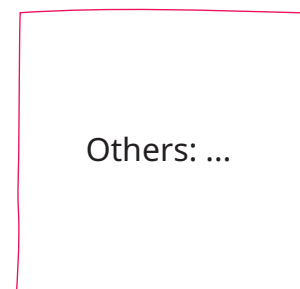
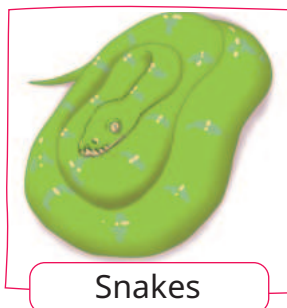
#### Characters



#### Animals



#### Predators



- b. Rewrite the story of *'The Boy Who Cried Wolf'* by choosing one of the options in Worksheet 6.7. Adjust the character, animals, and predators with the ones you have chosen. Look at the example.

*Tulis ulang cerita 'The Boy Who Cried Wolf' dengan memilih salah satu opsi pada Worksheet 6.7. Sesuaikan karakter, hewan, dan predator dengan yang telah kamu pilih. Lihat contohnya.*

 **Worksheet 6.7**

The Boy who Cried Wolf	Options	Your Story
<p>Once upon a time, there was a shepherd who <b>looked after</b> his sheep on the hill.</p>	<ul style="list-style-type: none"> <li>• played with</li> <li>• fed</li> <li>• others ...</li> </ul>	<p>Once upon a time, there was (character) who ..... (animals) on the hill.</p> <p><u>Once upon a time, there was a girl who <b>played with</b> her rabbits on the hill.</u></p>
<p>One day, the boy had an idea to prank. He shouted, "Wolves! wolves! The wolves are coming."</p>	<ul style="list-style-type: none"> <li>• screamed</li> <li>• yelled</li> <li>• others ...</li> </ul>	<p>One day, (character) had an idea to prank. (Character) ....., "(predators)! (predators)! The (predators) are coming."</p> <hr/>
<p>The villagers ran to the hill. They were <b>worried</b> about the boy.</p>	<ul style="list-style-type: none"> <li>• corrious</li> <li>• scared</li> <li>• others ...</li> </ul>	<p>The villagers ran to the hill. They were ..... about (character).</p> <hr/>



The Boy who Cried Wolf	Options	Your Story
<p>However, there was no wolf. The boy <b>laughed</b>.</p>	<ul style="list-style-type: none"> <li>• smiled</li> <li>• jumped up and down</li> <li>• others...</li> </ul>	<p>However, there was no (predator). (Character) .....</p> <hr/>
<p>The next day, the boy did the same prank. He <b>shouted</b>, "Wolves! Wolves! The wolves are coming to eat my sheep."</p>	<ul style="list-style-type: none"> <li>• screamed</li> <li>• yelled</li> <li>• others ...</li> </ul>	<p>The next day, (character) did the same prank. (Character) ....., "(Predators) are coming to eat my (animals)."</p> <hr/>
<p>The villagers <b>ran again</b> to the hill, but there was no wolf.</p>	<ul style="list-style-type: none"> <li>• came</li> <li>• rushed</li> <li>• others ...</li> </ul>	<p>The villagers ..... to the hill, but there was no (predator).</p> <hr/>
<p>Two days later, the boy <b>saw</b> wolves. He shouted, "Wolves! Wolves! Help!".</p>	<ul style="list-style-type: none"> <li>• found</li> <li>• noticed</li> <li>• others ...</li> </ul>	<p>Two days later, (character) ..... the real (animals). He shouted, "(Predators)! Help!".</p> <hr/>
<p>But this time, the villagers did not come.</p>		



**Do and Guess****Flipping and Matching the Cards**

Instruction:

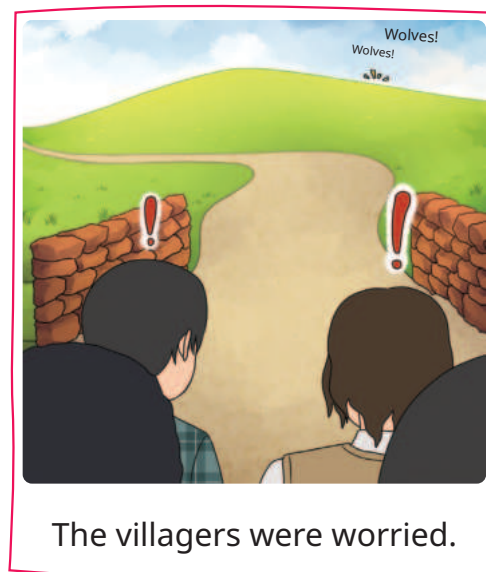
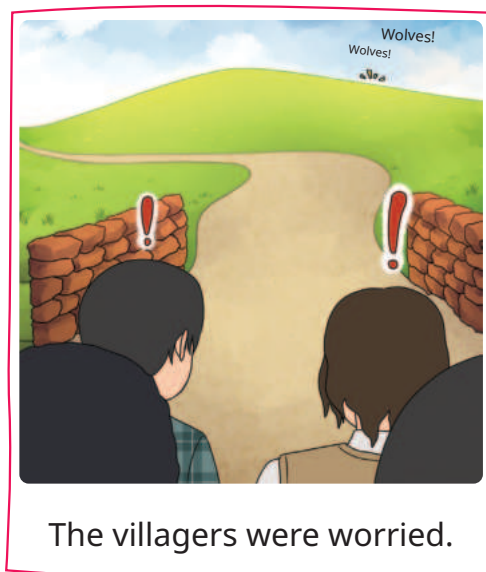
1. Work in a group of three.
2. Shuffle the Memory Match Cards and lay them face down (four rows and three columns) on the table.
3. Players take turns flipping over two cards to find matching pairs of the cards.
4. If a player finds a match, the player keeps the pair and goes again.
5. If not, the player flips the cards back over for the next player.

6. As pairs are found, players read and act out the sentence written in the card.
7. Keep playing until all pairs are matched.
8. The player with the most pairs wins.

*Instruksi:*

1. *Bermainlah dalam kelompok beranggotakan tiga orang.*
2. *Kocok Memory Match Cards dan letakkan menghadap ke bawah (empat baris dan tiga kolom) di atas meja.*
3. *Pemain bergiliran membalik dua kartu untuk menemukan pasangan kartu yang cocok.*
4. *Jika seorang pemain menemukan dua kartu yang cocok, pemain tersebut menyimpan pasangan tersebut dan melanjutkan lagi.*
5. *Jika tidak, pemain tersebut membalik kartunya kembali untuk pemain berikutnya.*
6. *Saat pasangan kartu ditemukan, pemain membaca dan memperagakan kalimat yang ada dalam kartu.*
7. *Terus mainkan sampai semua pasangan kartu cocok.*
8. *Pemain dengan pasangan terbanyak menang.*

## ✦ Cards of Flip and Match

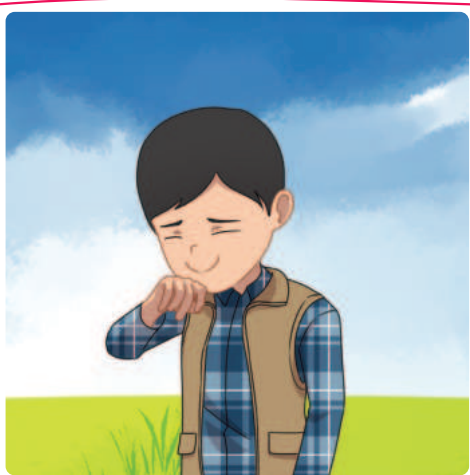




The boy felt scared.



The boy felt scared.



The boy was very happy.



The boy was very happy.



The villagers became disappointed.



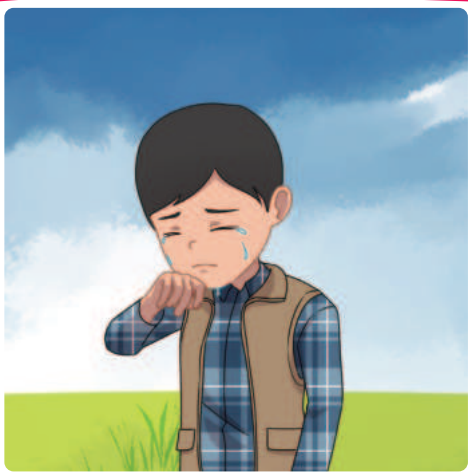
The villagers became disappointed.



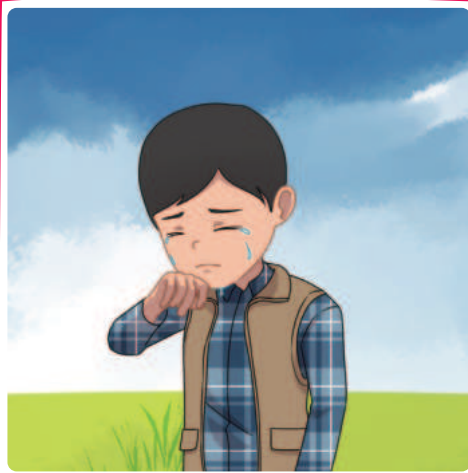
The villagers were tired.



The villagers were tired.



The boy was sad.



The boy was sad.



 **My Turn**

1. Order the pictures in Worksheet 6.8 into a correct story.

*Susunlah gambar-gambar dalam Worksheet 6.8 menjadi cerita yang benar.*

 **Worksheet 6.8**



D - ... - ... - ... - ... - ... - ... - ...

2. Write the story of each picture in Worksheet 6.9.

*Tulislah cerita untuk setiap gambarnya pada Worksheet 6.9*

 **Worksheet 6.9**

Order	Story
D	Once upon a time, there was a girl feeding her fish.
G	The next day, she did the same prank. She shouted "Help! Help! It's true. The cranes are going to eat my fish."



3. Choose and write the ending of the story in Worksheet 6.10.

*Pilih dan tulis akhir ceritanya pada Worksheet 6.10.*

 **Worksheet 6.10**



Finally, .....



## I Can Do It!

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 Aku bisa



### My language skills

I can participate in an imaginative story.

Aku bisa berpartisipasi dalam cerita imajinatif.

I can order pictures based on an imaginative story.

Aku bisa memesan gambar berdasarkan cerita imajinatif.

I can rewrite an imaginative story.

Aku bisa menulis ulang cerita imajinatif.

### My Social Skills

I can work together with my friends.

Aku bisa bekerjasama dengan teman-temanku.

I can ask questions and express my ideas.

Aku bisa bertanya dan memberi ide.

I can listen to my teacher and my friends.

Aku bisa mendengarkan 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.

Pranala: <https://buku.kemdikbud.go.id/s/bing5y>

### I Can Do More



# Get Ready for English on Stage



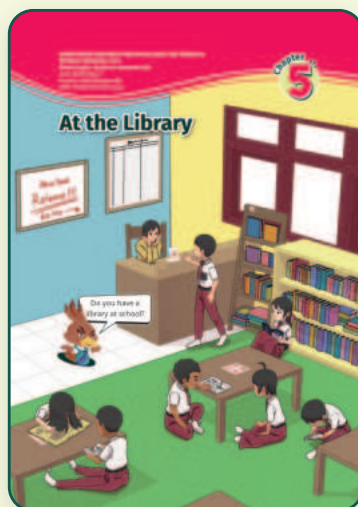
To see three exciting performance samples, ask your teacher/parent(s) to scan the QR code. Pick one performance, follow the steps, and prepare to show your skills in *English on Stage* at the end of the semester.

Gres 2



*Untuk melihat tiga contoh penampilan yang menarik, minta guru/orangtuamu untuk memindai kode QR di samping. Pilih salah satu contoh penampilan, ikuti langkah-langkahnya, dan bersiap untuk menunjukkan kemampuanmu dalam English on Stage pada akhir semester.*

Pranala Gres 2: <https://buku.kemdikbud.go.id/s/bing5r>





## Daftar Pustaka

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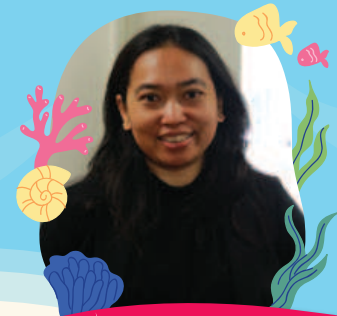
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## Profil Pelaku Perbukuan

Nama Lengkap : Yusnita Febrianti, S.Pd, MA, Ph.D.  
Email : yusnita.febrianti.fs@um.ac.id  
Instansi : Universitas Negeri Malang  
Alamat Instansi : Jalan Semarang No. 5  
Bidang Keahlian : Multimodality in pedagogy



✦ **Penulis**

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

Dosen Jurusan Sastra Inggris, Fakultas Sastra, Universitas Negeri Malang (2015 – sekarang).

### ■ Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Applied Linguistics – The University of Adelaide (Lulus tahun 2020)
2. S2 – Applied Linguistics – The University of Adelaide (Lulus tahun 2011)
3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Malang (Lulus tahun 2004)

### ■ 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):

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### ■ Informasi Lain:

Google Scholar: <https://scholar.google.com/citations?user=aZ-YZUMAAAAJ&hl=en&oi=ao>



Nama Lengkap : Dr. Diah R. Meisani, M.Pd.  
Email : meisani\_diah.r@ub.ac.id  
Instansi : Universitas Brawijaya  
Alamat Instansi : Jl. Veteran, Kota Malang, Jawa Timur  
Bidang Keahlian : Teaching English to Young Learners,  
Parental Involvement, English for  
Specific Purposes



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Universitas Brawijaya, Malang, 2019 s.d. sekarang.
2. UIN Sunan Ampel, Surabaya, 2016 s.d. 2019.
3. SMA Negeri 10 Malang (Sampoerna Academy), 2011 s.d. 2014.

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. Universitas Pendidikan Indonesia, Bandung. S-3 Pendidikan Bahasa Inggris, 2020.
2. Universitas Negeri Malang, S-2 Pendidikan Bahasa Inggris, 2010.

■ **Judul Buku dan Tahun Terbit (10 Tahun Terakhir):**

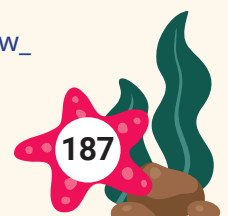
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3. 'Read-to-Me' story books: Parent-child home English reading activities. Dalam *ELT in Asia in the Digital Era: Global Citizenship and Identity*, 2018.

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

1. Coping with the Challenges of Teaching English Online: Lessons from the Newbies, in 20th AsiaTEFL-68th TEFLIN-5th iNELLTAL Conference (ASIA TEFL 2022) (pp. 128-139). Atlantis Press, 2023.
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4. A Retrospective Case Study of EFL Instruction in Elementary Schools: A Critical Language Policy Perspective, *The Journal of Asia TEFL*, 17(4), 1158-1177, 2020.
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Nama Lengkap : Tira Rostia Wardini, M. Pd.  
Email : wardinitirarostia@gmail.com  
Instansi : SMAN 12 Kota Bandung  
Bidang Keahlian : Teaching English as a Foreign Language,  
Teaching English to Young Learners



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Guru Bahasa Inggris SMAN 12 Kota Bandung (2024-sekarang)
2. Guru Bahasa Inggris (Habituatation) SD Labschool Bumi Siliwangi untuk kelas bilingual (Juli 2022 - Desember 2023).
3. Asisten dosen kelas Theoretical Bases of English for Young Learners (September 2023 - Januari 2024)
4. Research Assistant for community service projects Hornby Trust Award and PELTIN (Desember 2022 - 2023)
5. Research Assistant for community service projects Dana Hibah UPI (Februari 2022 - November 2022)
6. Asisten dosen kelas Theoretical Bases of English for Young Learners Class (September 2022 - Januari 2023)
7. Guru Bahasa Inggris SMP Kuntum Cemerlang, Bandung (November 2019 - Desember 2021)
8. Guru Bahasa Inggris at SMA Kuntum Cemerlang, Bandung (November 2019 - Desember 2021)
9. Tutor English for Young Learners (2018 - sekarang)

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. Magister Pendidikan, Program Studi Pendidikan Bahasa Inggris / Universitas Pendidikan Indonesia (2021 - 2023)
2. Sarjana Pendidikan, Program Studi Pendidikan Bahasa Inggris / Universitas Pendidikan Indonesia (2015 - 2019)

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

Wardini, T. R., Damayanti, I.L., & Amalia, L.L. (2023). Designed-in scaffolding: Supporting EFL young learners in creating multimodal texts. *Linguistica*, 12(3), 136 - 154. <https://doi.org/10.24114/jalu.v12i3.49501>



Nama Lengkap : Muhammad Agung Ibrahim, S.Pd.

Email : agungibr2@upi.edu

Bidang Keahlian : Bahasa Inggris



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Tutor Bahasa Inggris, SMP Negeri 5 Tasikmalaya (2022-sekarang)
2. Tutor TOEIC, English Friends (2022)
3. Guru PPLSP Bahasa Inggris, Sekolah Republik Indonesia Tokyo (2022)

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. S2 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (2023-sekarang)
2. S1 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (2018-2022)

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

The representation of environmental issues in an EFL module for primary school: A multimodal analysis (2024) - *Journal of Education and Linguistics Studies*, 11(1), 23-50

■ **Informasi Lain:**

Google Scholar: <https://scholar.google.com/citations?user=eRqN8cEAAA&hl=en&oi=sra>



Nama Lengkap : Ika Lestari Damayanti, Ph.D.  
Email : ikalestaridamayanti@upi.edu  
Instansi : Universitas Pendidikan Indonesia  
Alamat Instansi : Jl. Dr. Setiaabudi No.229 Bandung  
Bidang Keahlian : Genre Pedagogy, Multimodal Literacy,  
Storytelling, TEYL



■ **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

■ **Informasi Lain:**

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Nama Lengkap : Prof. Eva Leiliyanti, Ph.D.  
Email : eleiliyanti@unj.ac.id  
Instansi : Universitas Negeri Jakarta  
Alamat Instansi : Gd Dewi Sartika Lt 8, Kampus A,  
Jl Rawamangun Muka, Jaktim 13220  
Bidang Keahlian : Literasi dan Bahasa Inggris



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Koorprodi Linguistik Terapan
2. Wakil Dekan 1

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. S3 – Edith Cowan University, Perth, Western Australia (2010-2013)
2. Postgraduate Diploma in TESOL (2006)
3. S2 – Universitas Indonesia (2001-2004)
4. S1 – Universitas Padjajaran (1994-1999)

■ **Judul Buku dan Tahun Terbit (10 Tahun Terakhir):**

1. Mengenal Sastra Lisan Warahan Pada Masyarakat Lampung Melalui Kajian Analisis Wacana Kritis
2. Buku Tarian Laut : Antologi 222 Puisi Maritim (2023)
3. Monograf Best Practice Tri Darma Perguruan Tinggi Dosen Fakultas Bahasa dan Seni (2021)
4. Sastra Rempah (2021)

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

1. Utilizing Mind Mapping To Enhance Writing Skills And Cultural Understanding Through Creative Writing Workshop (2024)
2. The Development of Wattpad Digital Fiction Story Ideas in Response to Readers' Feedback (2023)

■ **Informasi Lain:**

Google Scholar: <https://scholar.google.com/citations?user=uecgDN4AAAAJ&hl=en&oi=ao>



Nama Lengkap : Nia Nafisah  
Email : n\_nafisah@upi.edu  
Instansi : Universitas Pendidikan Indonesia (UPI)  
Alamat Instansi : Jl. Dr. Setiabudhi No. 229 Bandung 40154  
Bidang Keahlian : Sastra dan kajian film



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Kadiv Pengembangan Program Internasional, Directorate of International Affairs, UPI (2020 – sekarang)
2. Dosen Prodi Bahasa dan Sastra Inggris UPI (2006 – sekarang)

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. S3 : Ilmu Susastra, Universitas Indonesia (2014 – 2019)
2. S2 : Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (2002 – 2005)
3. S1 : Manajemen, Universitas Parahyangan (1990 – 1996)
4. S1 : Sastra Inggris, Universitas Padjadjaran (1990 – 1995)

■ **Judul Buku dan Tahun Terbit (10 Tahun Terakhir):**

1. *Writing English for General Communication* (bersama Eri Kurniawan). UPI Press. 2008

■ **Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):**

1. Gandana, I., Nafisah, N., & Imperiani, E. (2021). Critical thinking, literature, and teacher's instructional activities: An Indonesian case of community service program for English teachers. *English Language Teaching Educational Journal*, 4(2):138-147. DOI: 10.12928/eltej.v4i2.4279
2. Gandana, I., Fitriani, A., & Nafisah, N. (2021). In search of self: Navigating subjectivity amidst conflict in Rainbow Rowell's *Eleanor & Park* (2012). *k@ta*, 23(1):21-27. DOI: 10.9744/kata.23.1.21-27

Nama Lengkap : Okky Bagus Wahyudi, S.Ds.  
Email : Okkybwo3@gmail.com  
Instansi : Freelance  
Alamat Instansi : Malang  
Bidang Keahlian : Ilustrasi



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. Ilustrator

■ **Riwayat Pendidikan dan Tahun Belajar:**

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

■ **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

Nama Lengkap : Seth Lawrence Kissinger  
Email : skissinger2018@gmail.com  
Instansi : Universitas Pendidikan Indonesia  
Alamat Instansi : Jl. Dr. Setiabudhi No. 229 Bandung 40154  
Bidang Keahlian : English Education



■ **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)



Nama Lengkap : Is Yuniarto  
Email : isyuniarto@gmail.com  
Media Sosial : Instagram @is.yuniarto  
Instansi : Wind Rider Studio  
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
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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

Nama Lengkap : Ingrid Pangestu  
Media Sosial : Instagram @ingridpangestu  
Bidang Keahlian : Desain Grafis



■ **Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):**

1. *Freelancer* (2013-sekarang)
2. Co-owner usaha kuliner "Bakmi Asmara"
3. Desainer Grafis di 110% Studio

■ **Riwayat Pendidikan dan Tahun Belajar:**

1. D-3 Desainer Grafis, Politeknik Negeri Media Kreatif (2010-2013)

