



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

# **BAHASA INGGRIS**

## **English for Nusantara Kids**

**Ika Lestari Damayanti, dkk**

**SD/MI KELAS IV**

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

Penafian: Buku ini disiapkan oleh Pemerintah dalam rangka pemenuhan kebutuhan buku pendidikan yang bermutu, murah, dan merata sesuai dengan amanat dalam UU No. 3 Tahun 2017. Buku ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi serta Badan Pembinaan Ideologi Pancasila. Buku ini merupakan dokumen hidup yang senantiasa diperbaiki, diperbarui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis atau melalui alamat surel buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.

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

**Penulis**

Ika Lestari Damayanti  
Deden Rahmat Hidayat  
Evi Karlina Ambarwati  
Dian Fransiska Maharani  
Yusnita Febrianti

**Penelaah**

Anita Lie  
Susi Yuliatwati

**Penyelia/Penyelaras**

Supriyatno  
Lenny Puspita Ekawaty  
Faiz Alfian Ilmi  
Sofia Nida Khoerunnisa

**Kontributor**

Galih Sulistyaningra  
Nanik Retraningsih

**Pengisi Suara Audio**

Zyva Kaia Nuralesha  
Davin Khalfani Achmad  
Vania Giovanna  
Winston Effendie (James)

**Ilustrator**

Reddy Fajar Ciptoadi  
Farid S Madjid  
Felia Febriany Gunawan  
Khairin Nisa

**Editor**

Lauren Ashley Vickers  
Made Ayu Utami Chandra

**Editor Visual**

Is Yuniarto

**Desainer**

Kiata Alma Setra

**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 978-623-388-243-9 (jil.2 PDF)

Isi buku ini menggunakan huruf Noto Sans 12/18 pt, SIL Open Font License & Apache License.  
xii, 174 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, Desember 2023  
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 ini menampilkan berbagai topik yang dekat dengan kehidupan peserta didik seperti lingkungan rumah dan sekolah. Topik-topik tersebut dikembangkan menjadi enam bab utama yang meliputi *My Morning Routine* (Rutinitas Pagiku), *Meal Time* (Waktu Makan), *My Toys* (Mainanku), *My School Activities* (Aktivitas Sekolahku), *My PE Class* (Kelas Olahragaku), dan *My School Days* (Hari Sekolahku).

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.

Tim Penulis

# Daftar Isi

|                                |      |
|--------------------------------|------|
| Kata Pengantar .....           | iii  |
| Prakata .....                  | iv   |
| Daftar Isi .....               | v    |
| Daftar Gambar .....            | vii  |
| Pengenalan Tokoh .....         | viii |
| Petunjuk Penggunaan Buku ..... | x    |

## 1 My Morning Routine

1

|                                 |           |
|---------------------------------|-----------|
| <b>A. Get Up! .....</b>         | <b>3</b>  |
| I Spy!.....                     | 3         |
| Song Time.....                  | 7         |
| Story Time .....                | 8         |
| Game Time .....                 | 10        |
| My Turn.....                    | 11        |
| I Can Do It!.....               | 12        |
| <b>B. Time for School .....</b> | <b>13</b> |
| I Spy!.....                     | 13        |
| Story Time .....                | 16        |
| Game Time .....                 | 19        |
| My Turn.....                    | 22        |
| I Can Do It!.....               | 23        |
| I Can Do More .....             | 24        |



## 2 Meal Time

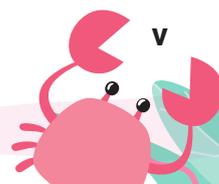
25

|                               |           |
|-------------------------------|-----------|
| <b>A. Yummy Lunch .....</b>   | <b>27</b> |
| I Spy!.....                   | 27        |
| Song Time.....                | 30        |
| Story Time .....              | 32        |
| Game Time .....               | 36        |
| My Turn.....                  | 37        |
| I Can Do It!.....             | 39        |
| <b>B. Spicy Noodles .....</b> | <b>40</b> |
| I Spy!.....                   | 40        |
| Story Time .....              | 44        |
| Game Time .....               | 49        |
| My Turn.....                  | 50        |
| I Can Do It!.....             | 52        |
| I Can Do More .....           | 53        |

## 3 My Toys

55

|  |           |
|--|-----------|
| <b>A. Playing at Pipit's House .....</b> | <b>57</b> |
| I Spy!.....                              | 57        |
| Song Time.....                           | 60        |
| Story Time .....                         | 62        |
| Game Time .....                          | 66        |
| My Turn.....                             | 67        |
| I Can Do It!.....                        | 69        |





**B. My Blue Robot ..... 70**  
 I Spy!..... 70  
 Story Time ..... 74  
 Game Time ..... 76  
 My Turn..... 77  
 I Can Do It!..... 79  
 I Can Do More ..... 80

**B. My Feelings..... 117**  
 I Spy!..... 117  
 Story Time ..... 120  
 Game Time ..... 123  
 My Turn..... 124  
 I Can Do It!..... 125  
 I Can Do More ..... 126

**4 My School Activities**

**83**

**6 My School Days**

**127**

**A. My Activities ..... 85**  
 I Spy!..... 85  
 Song Time..... 87  
 Story Time ..... 88  
 Game Time ..... 89  
 My Turn..... 90  
 I Can Do It!..... 93

**A. Days of the Week ..... 130**  
 I Spy!..... 130  
 Song Time..... 135  
 Story Time ..... 136  
 Game Time ..... 138  
 My Turn..... 140  
 I Can Do It!..... 142

**B. Places at School ..... 94**  
 I Spy!..... 94  
 Story Time ..... 97  
 Game Time ..... 100  
 My Turn..... 101  
 I Can Do It!..... 102  
 I Can Do More ..... 103

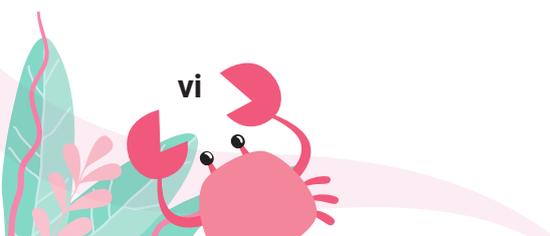
**B. Birthdays ..... 143**  
 I Spy!..... 143  
 Story Time ..... 145  
 Game Time ..... 148  
 My Turn..... 150  
 I Can Do It!..... 151  
 I Can Do More ..... 152

**5 My PE Class**

**105**

**A. Catch the Ball ..... 107**  
 I Spy!..... 107  
 Song Time..... 110  
 Story Time ..... 111  
 Game Time ..... 113  
 My Turn..... 115  
 I Can Do It!..... 116

**Glosarium ..... 154**  
**Daftar Pustaka ..... 157**  
**Index..... 158**  
**Profil Pelaku Perbukuan..... 160**



## Daftar Gambar

|   |     |
|---|-----|
| Picture 1.1 What do they do in the morning .....                          | 4   |
| Picture 1.2 What time do they get up.....                                 | 13  |
| Picture 2.1 Lunch Time.....   | 27  |
| Picture 2.2 Having Lunch Together .....                                   | 40  |
| Picture 2.3 A Basket.....   | 53  |
| Picture 3.1 Pipit's Toys .....  | 57  |
| Picture 3.2 Pipit, Mita, and Bara perform in front of the classroom. .... | 65  |
| Picture 3.3 Pipit and Mita play the cards. ....                           | 68  |
| Picture 3.4 Toy Store .....   | 71  |
| Picture 3.5 Mita's New Robot.....   | 74  |
| Picture 3.6 Mita's Robot.....   | 77  |
| Picture 4.1 Art Class.....  | 85  |
| Picture 4.2 What are they doing in the school?.....                       | 94  |
| Picture 5.1 Art Class.....  | 107 |
| Picture 5.2 Warm Up.....  | 117 |
| Picture 6.1 Pipit's Class Schedulle .....                                 | 130 |
| Picture 6.2 Calendar .....  | 143 |

## Pengenalan Tokoh

### Karakter dalam Buku English for Nusantara Kids

Dalam buku ini, kamu akan bertemu tokoh-tokoh yang menarik yang mewakili keanekaragaman Indonesia. Tokoh utama di buku ini adalah Pipit, Bara, Mita, dan Ferdinand.

Selain itu, kamu juga akan bertemu dengan tokoh-tokoh pendukung seperti keluarga Pipit yang terdiri atas Pak Ahmad (Bapak), Bu Euis (Emak), adik kembar Putra dan Putri, Bu Asih (Nenek), dan Pak Kadir (Kakek). Ada juga keluarga Bara yaitu ibunya. Lalu ada juga Gita, teman Putra dan Putri, dan Ibu Florence, guru olahraga di SD Nusantara.

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 dan Bara dan keluarganya berasal dari Bima. Sementara itu, Pak Tigor berasal dari Medan dan Bu Florence berasal dari Flores Timur. Berikut adalah gambar karakter-karakter yang ada dalam buku kelas 4.



Pipit



Bara dan Ibunya



Mita



Ferdinand



Pak Ahmad



Bu Euis



Putra



Putri



Pak Tigor



Bu Asih



Gita



Bu Florence



# Petunjuk Penggunaan Buku

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 berperan seperti detektif yang mengamati dan mencari tahu tentang kosakata dan ungkapan baru yang sesuai dengan topik yang dibahas pada setiap subbab.



## Song Time

Di kegiatan Song Time, kamu mendengarkan dan menyanyikan sebuah lagu untuk menguatkan konteks, kosakata, dan ungkapan yang dibahas pada setiap sub-bab.



## Story Time

Di kegiatan Story Time, kamu mendengarkan dan membaca sebuah cerita untuk mengenal penggunaan kosakata dan ungkapan pada konteks tertentu.



## Game Time

Di kegiatan Game Time, kamu memainkan beberapa permainan untuk memperdalam penggunaan kosakata dan ungkapan pada konteks tertentu.





### My Turn

Di kegiatan My Turn, kamu menggunakan kosakata dan ungkapan pada konteks tertentu yang sudah dipelajari sebelumnya.



### I Can Do It!

Di kegiatan I Can Do It!, kamu merefleksikan apa yang sudah kamu pelajari dalam setiap sub-bab.



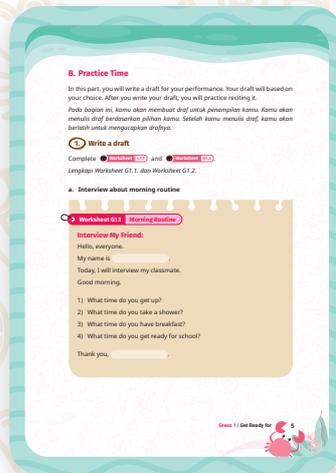
### I Can Do More

Di kegiatan I Can Do More!, kamu berlatih kembali terkait materi yang sudah dipelajari sebelumnya.

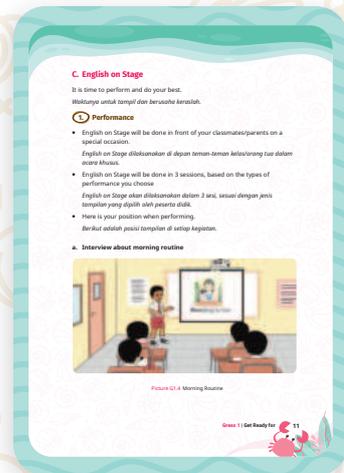
Selain bab materi, buku ini juga memiliki dua Bab Get Ready for English on Stage (GRES). Bab GRES ini berfungsi untuk mengulas kembali materi yang sudah dipelajari dari tiga bab sebelumnya. Berikut ini bagian-bagian yang ada dalam Bab GRES.



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



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



Di kegiatan English on Stage, kamu menampilkan model yang sudah kamu buat.





## Get Ready



## Welcome Song

“Welcome here, welcome here,  
We are glad, glad you’re here,  
We will learn and have some fun,  
Welcome here, everyone.”

Pranala

<https://buku.kemdikbud.go.id/s/k4welcome>

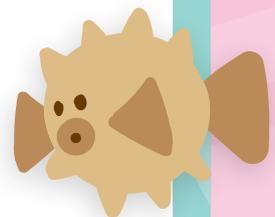


## Goodbye Song

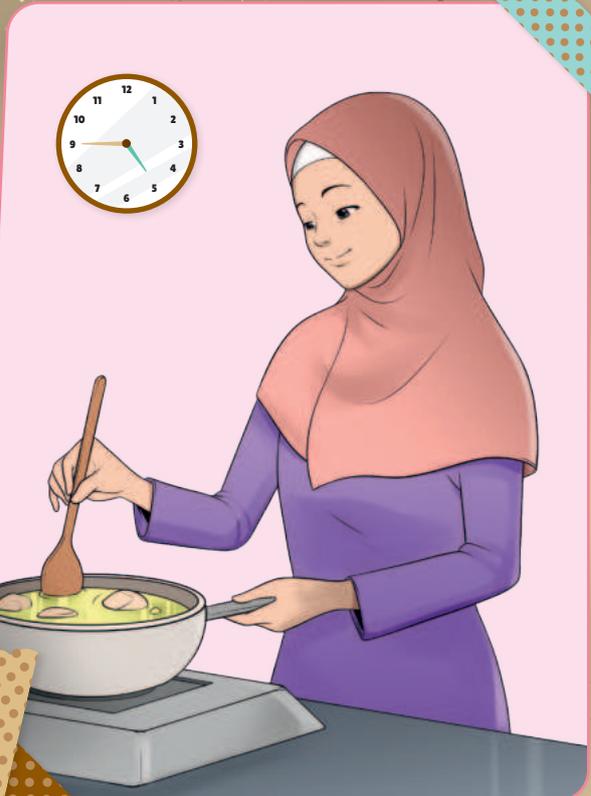
Goodbye, friends, it’s time to go.  
Goodbye, friends, it’s time to go.  
We had fun and learned a lot.  
Goodbye, friends, it’s time to go.

Pranala

<https://buku.kemdikbud.go.id/s/k4goodbye>



# My Morning Routine



What do you do  
in the morning?



## Learning Objectives

You can describe your morning routine.

### **Tujuan Pembelajaran:**

*Kamu dapat mendeskripsikan rutinitas pagi kamu.*

| Key Words      | Kata Kunci              |
|----------------|-------------------------|
| get up         | <i>bangun tidur</i>     |
| take a shower  | <i>mandi</i>            |
| have breakfast | <i>sarapan pagi</i>     |
| go to school   | <i>pergi ke sekolah</i> |
| late           | <i>terlambat</i>        |

| Language Expressions                  | Ungkapan                                   |
|---------------------------------------|--|
| What do you do in the morning?        | <i>Apa yang kamu lakukan di pagi hari?</i> |
| I get up in the morning.              | <i>Saya bangun tidur di pagi hari.</i>     |
| What time is it?                      | <i>Pukul berapa sekarang?</i>              |
| What time do you get up?              | <i>Pukul berapa kamu bangun tidur?</i>     |
| I get up at 6 o'clock in the morning. | <i>Saya bangun tidur pukul 6 pagi.</i>     |



## A. Get Up!



I Spy!

### 1. Listen and Point

Listen to  Audio 1.1 and point to the correct pictures.

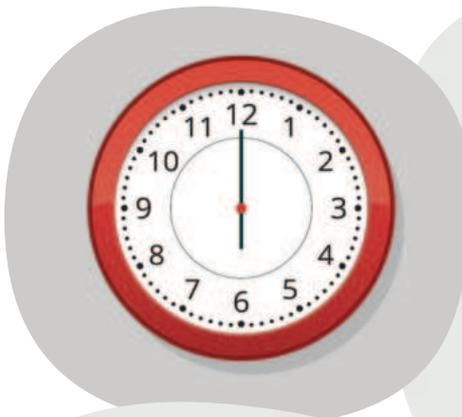
Dengarkan Audio 1.1 dan tunjuk ke gambar yang tepat.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.1>

### What do they do in the morning?



I get up



I make the bed





I have breakfast



I go to school

Picture 1.1 What do they do in the morning

## 2. Listen and Speak

Listen to  Audio 1.2 and say the morning activities.

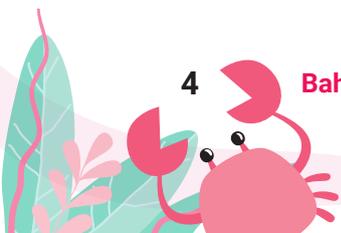
Dengarkan Audio 1.2 dan sebutkan kegiatan di pagi hari.

 Audio 1.2



Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.2>



### 3. Listen and Do

Listen to  Audio 1.3 and do the actions.

Dengarkan Audio 1.3 dan lakukan kegiatannya.



## 4. Match and Speak

Worksheet 11

Audio 1.3

Match the pictures with the correct sentences. Say the sentences.

Cocokkan gambar dengan ungkapannya. Ucapkan ungkapannya.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.3>

get up



make the bed



take a shower



have breakfast



go to school





## Song Time



### Listen and Sing

Listen to Audio 1.4 and sing it with your teacher and classmates.

*Dengarkan Audio 1.4 dan nyanyikan lagu tersebut bersama guru dan teman kelasmu.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.4>

## A Busy Morning

Hey ring, ring! Hey ring, ring! It's a busy morning.

What do you do,

What do you do in the morning?

I get up. I get up in the morning.

What do you do,

What do you do in the morning?

I make the bed. I make the bed in the morning.

What do you do,

What do you do in the morning?

I take a shower. I take a shower in the morning.

What do you do,

What do you do in the morning?

I have breakfast. I have breakfast in the morning.

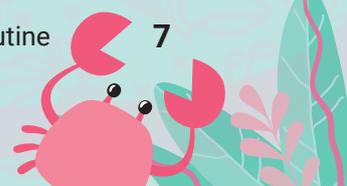
What do you do,

What do you do in the morning?

I go to school. I go to school in the morning.

What do you do

What do you do in the morning?





## Story Time



### 1. Listen and Read Along

Listen to **Audio 1.5**. Read along as you listen to it.  
The story is about Pipit's morning routine.

*Dengarkan Audio 1.5 dan bacalah cerita di bawah ini sambil mendengarkan audionya. Cerita ini adalah tentang kegiatan rutin pagi Pipit.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.5>

#### Comic Strip 1.1



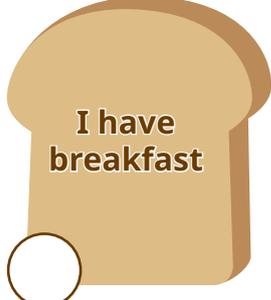


## 2. Order and Number

Based on the story in Activity 6 about Pipit's morning routines, order and write a number (1-5). Number 1 has been done for you.

Berdasarkan cerita di Aktivitas 6 tentang kegiatan rutin pagi Pipit, susun dan tulis nomor (1-5). Nomor 1 sudah dikerjakan sebagai contoh.

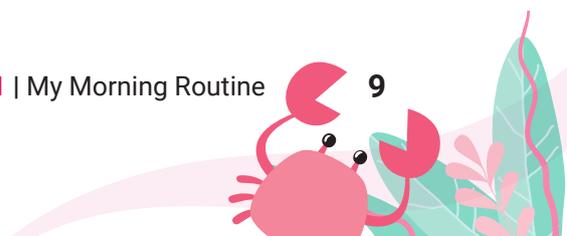
### Worksheet 1.2

|   |   |   |
|---|---|---|
|  |  |  |
|  |   |   |

## 3. Act the Story Out

Act the story with your classmates.

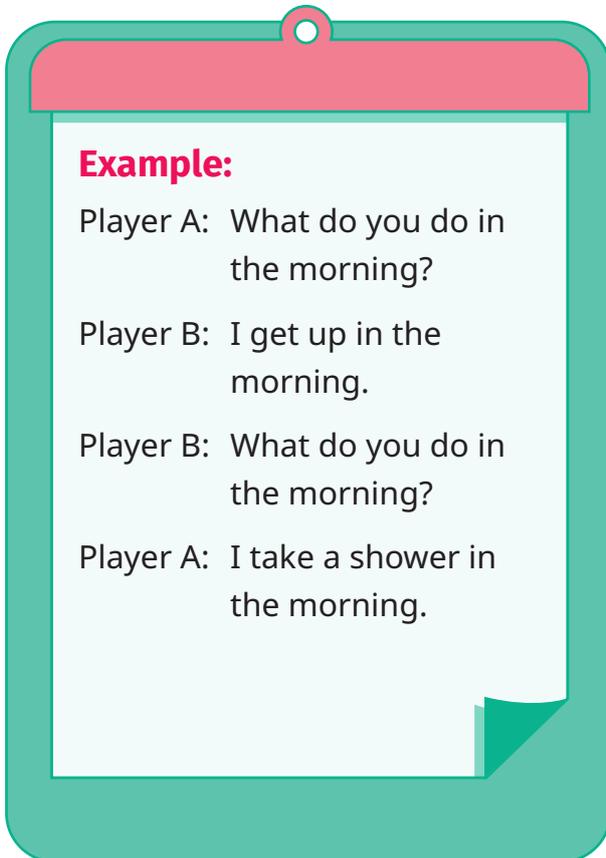
Peragakan cerita bersama teman-teman kelasmu.





## Game Time

### Answer and Act



**Example:**

Player A: What do you do in the morning?

Player B: I get up in the morning.

Player B: What do you do in the morning?

Player A: I take a shower in the morning.

### Instructions:

1. Work in pairs.
2. Each pair gets a set of cards.
3. Player A asks, the question: "What do you do in the morning?"
4. Player B picks a card, reads the card, and acts it out.
5. Take turns.

### Instruksi:

1. Lakukan secara berpasangan.
2. Setiap pasangan mendapatkan 1 set kartu.
3. Siswa A bertanya, "What do you do in the morning?"
4. Siswa B mengambil kartu, membacakan isi kartu, dan memperagakannya.
5. Lakukan secara bergiliran.



## cards





## My Turn

1. Write your morning routine.

*Tulislah kegiatan rutin pagi kalian.*

|        |            |
|--------|------------|
| Busy   | : Sibuk    |
| After  | : Setelah  |
| Always | : Selalu   |
| Then   | : Kemudian |
| Lastly | : Terakhir |



### Example:

#### MY BUSY MORNING

Every morning, I am always busy.

After I get up, I always take a shower.

Then, I make the bed and have breakfast.

Lastly, I go to school.

have  
breakfast

make  
the bed

take a  
shower

### Worksheet 1.3

#### MY BUSY MORNING

Every morning, I am always busy.

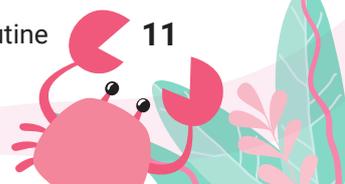
After I get up, I always \_\_\_\_\_.

Then, I \_\_\_\_\_ and \_\_\_\_\_.

Lastly, I go to school.

2. Read out loud and show your morning routine to classmates.

*Bacakan dan peragakan kegiatan pagi kalian di depan teman-teman kelas.*





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
Aku bisa.



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



I need more support.  
Aku perlu bantuan.

| I can<br>Aku bisa   |  |  |  |
|---|--|---|---|
| <b>My language skills</b>   |  |   |   |
| I can talk about my morning routine.<br><i>Aku bisa menceritakan rutinitas pagiku.</i>                        |  |   |   |
| I can ask my friends about their morning routine.<br><i>Aku bisa bertanya tentang rutinitas pagi temanku.</i> |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>  |  |   |   |
| <b>My Social Skills</b>   |  |   |   |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>                    |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>                        |  |   |   |
| I can listen to my teacher and my friends.<br><i>Aku bisa mendengarkan guru dan teman-temanku.</i>            |  |   |   |



## B. Time for School



I Spy!



Oh no!  
I am late!

What time is it?

### 1. Listen and Point

Listen to  Audio 1.6 and point to the pictures.

Dengarkan Audio 1.6 dan tunjukkan ke gambar.

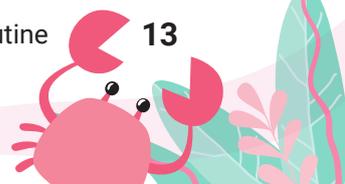


Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.6>



Picture 1.2 What time do they get up?



## 2. Listen and Speak

Listen to  **Audio 1.7** and say the expressions.

Dengarkan Audio 1.7 dan ucapkan ungkapannya.

 **Audio 1.7**



**Pranala**

<https://buku.kemdikbud.go.id/s/k4audio1.7>

It's 5 o'clock.  
It's five o'clock.

It's 5:15.  
It's five-fifteen.

It's 5:30.  
It's five-thirty.

It's 5:45.  
It's five forty-five.

## 3. Match and Speak

Match the picture and the time. Then, say the time.

Cocokkan gambar dan waktu. Kemudian, sebutkan waktunya.

What time is it?



 **Worksheet 1.4**



It's five-fifteen.

It's five forty-five.

It's five-thirty.

It's five-o'clock.

**4. Say the time**

Say the time.

*Sebutkan waktunya.*

What time is it?



**It's six o'clock.**



**It's seven o'clock.**



**It's eight o'clock.**



**It's nine o'clock.**



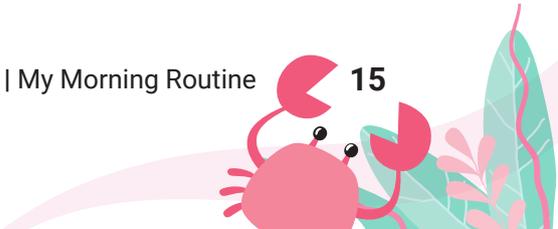
**It's two-fifteen.**



**It's three-thirty.**



**It's four forty-five.**





## Story Time



### 1. Listen and Read Along

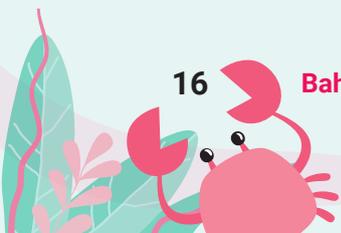
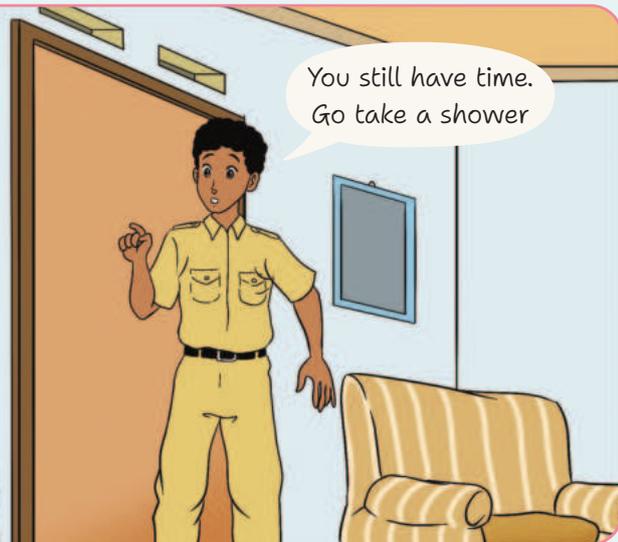
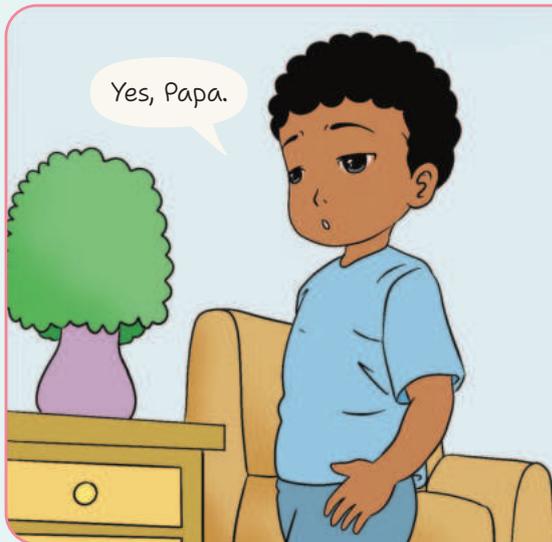
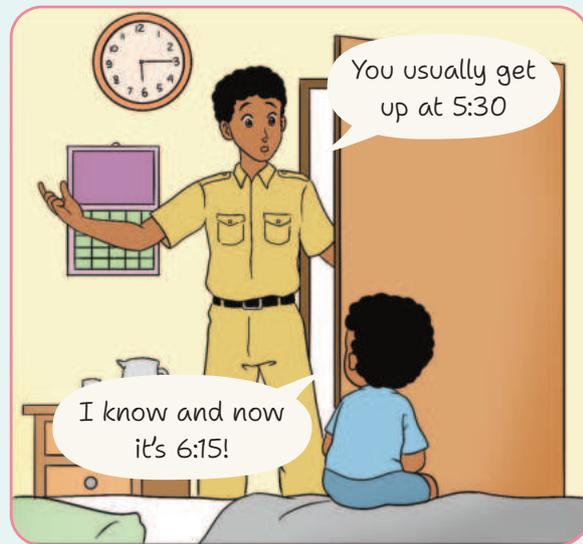
Listen to **Audio 1.8**. This story is about Bara. He is late for school.

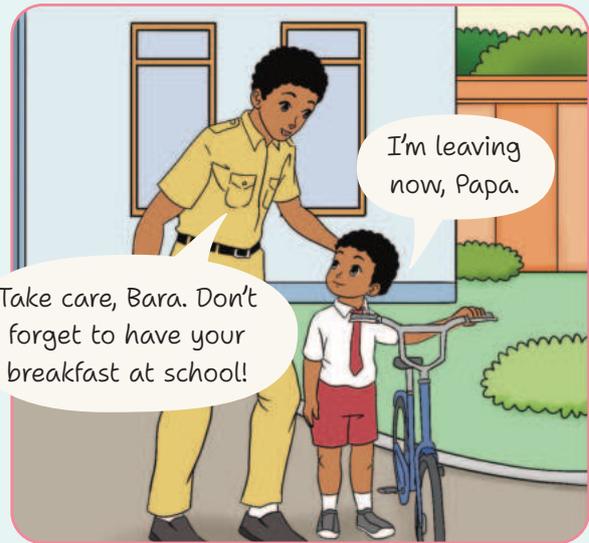
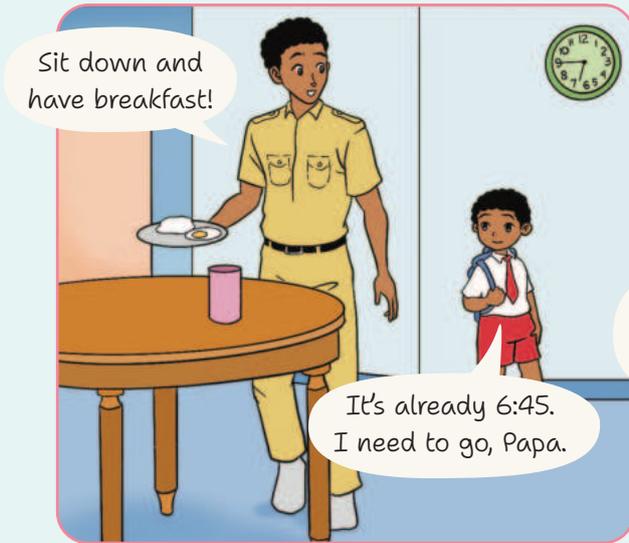
*Dengarkan Audio 1.8. Cerita ini tentang Bara. Dia terlambat ke sekolah.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio1.8>

#### Comic Strip 1.1





## 2. Answer the Questions

Read the story in Activity 1 and answer the questions.

Baca cerita pada Kegiatan 1 dan jawablah pertanyaan berikut.

Worksheet 1.5

at : *tepat pada pukul*  
 around: *sekitar pukul*  
 usually: *biasanya*

Around 6:15

Around 5:45

Around 6 o'clock



What time do you get ready for school?

What time do you get up?

What time do you take a shower?

What time do you have breakfast?



I usually get up at 5:30 in the morning.

I usually take a shower \_\_\_\_\_ in the morning.

I usually have breakfast \_\_\_\_\_ in the morning.

I usually get ready for school \_\_\_\_\_ in the morning.



### 3. Act the Story Out

Act the story out with a classmate.

Peragakan cerita di atas dengan teman sekelasmu.

### 4. Listen and Draw

Listen to  **Audio 1.9** and draw the time. Then, write the time in each sentence.

Dengarkan Audio 1.9 dan gambarlah waktu. Kemudian, tuliskan waktu untuk setiap kalimat.

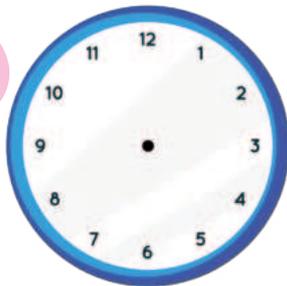


Pranala

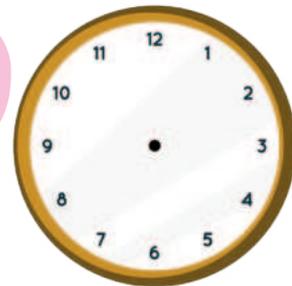
<https://buku.kemdikbud.go.id/s/k4audio1.9>

 **Worksheet 1.6**

What time do you get up?

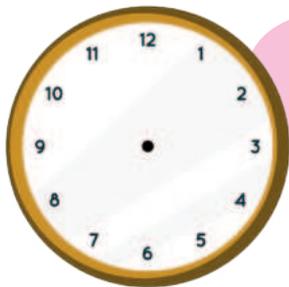


What time do you take a shower?



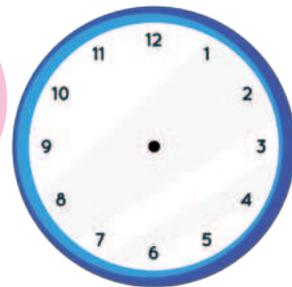
I get up at  in the morning.

I take a shower around  in the morning.



What time do you have breakfast?

What time do you get ready for school?



I have breakfast around  in the morning.

I get ready for school around  in the morning.





## Game Time

### 1. Ask and Swap

#### Instructions:

1. Each player will have 1 question card and 1 answer card.
2. Stand up and raise one hand.
3. Pair with the nearest classmate.
4. The pair does rock-paper-scissors.
5. The winner asks the question from his/her card.
6. The other student answers the question based on the time on his/her card.
7. Take turns.
8. Swap the cards.
9. Raise one hand again and pair with another classmate.
10. Do the same steps until your teacher says "stop".

#### Instruksi:

1. Setiap siswa mendapatkan 1 kartu pertanyaan dan 1 kartu jawaban.
2. Berdiri dan angkat satu tangan.
3. Berpasangan dengan teman terdekat.
4. Pasangan melakukan gunting-batu-kertas.
5. Pemenang bertanya dari kartu pertanyaan.
6. Yang kalah menjawab berdasarkan kartu jawaban.
7. Lakukan secara bergantian.
8. Tukar kedua kartu.
9. Angkat 1 tangan kembali dan berpasangan teman yang lain.
10. Lakukan langkah-langkah yang sama sampai gurumu berkata "stop".

#### Example:

Player A: What time do you usually make the bed?

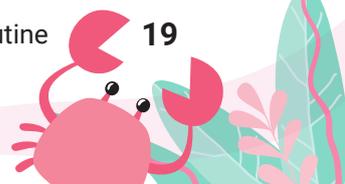
Player B: Around 4:45 in the morning.

Player B: What time do you usually have breakfast?

Player A: Around 5:15 in the morning.



What time do you  
make the bed?



## 2. Ask the Time

### Instructions:

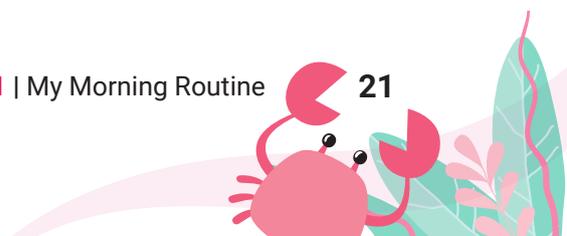
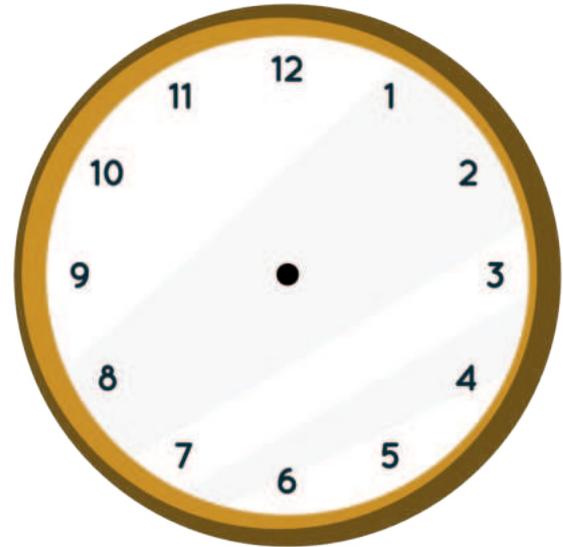
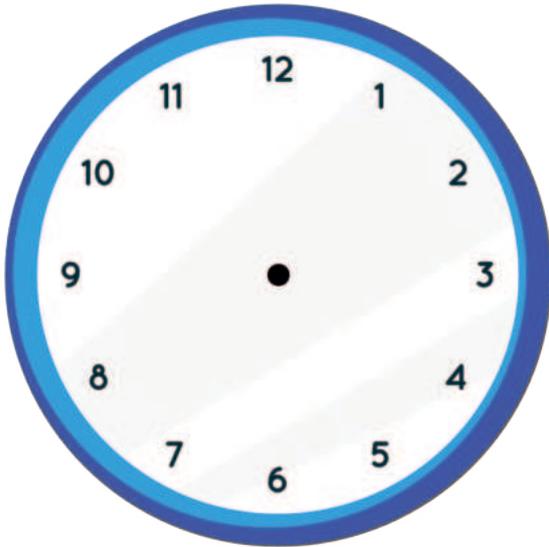
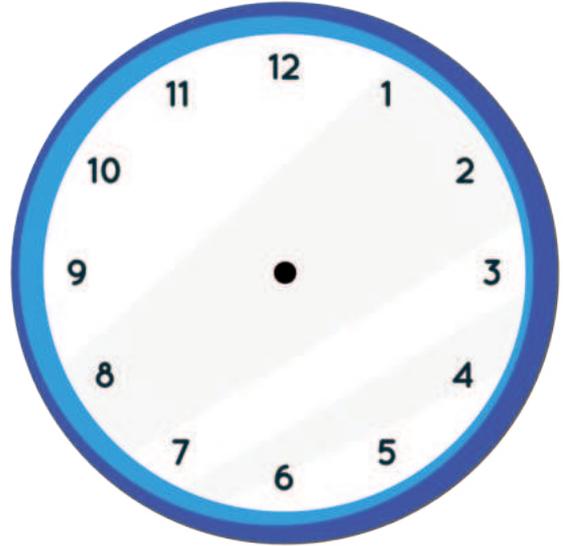
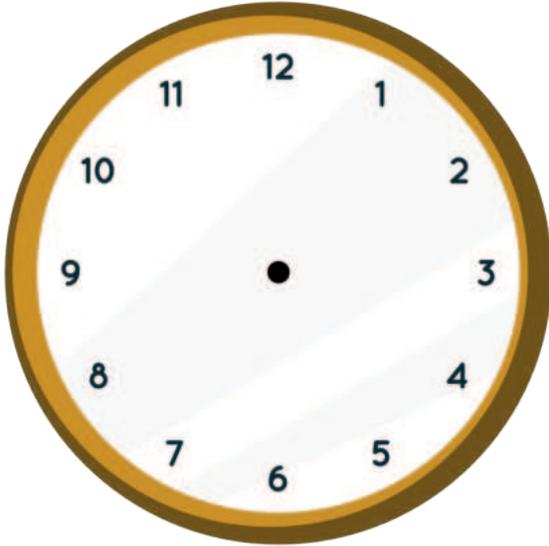
1. Play this game in a group of four.
2. Each group has blank clock drawings and 1 pencil.
3. Player 1 decides a time and draws the hands on the clock.
4. Player 2 takes the paper, shows it to Player 3, and asks "What time is it?"
5. Player 3 answers the question based on the drawing.
6. Player 4 says "Good job!" if the answer is correct or says "Sorry!" if the answer is incorrect and gives the correct answer.
7. Next, do the same steps again starting with Player 2 drawing the clock hands.
8. Do the activity until all players have done each role.

### Instruksi:

1. Lakukan permainan ini dalam kelompok yang berisi empat orang.
2. Setiap kelompok mendapatkan gambar jam kosong dan 1 pensil.
3. Pemain 1 menentukan jam dan menggambar jarum jam.
4. Pemain 2 mengambil kertas, menunjukkannya ke Pemain 3, dan bertanya "What time is it?"
5. Pemain 3 menjawab pertanyaan berdasarkan gambar.
6. Pemain 4 mengatakan "Good job!" jika jawaban betul atau mengatakan "Try Again!" jika jawaban salah dan memberikan jawaban yang tepat.
7. Lakukan kembali tahapan di atas mulai dari Siswa 2 menggambar jarum jam.
8. Lakukan kegiatan ini sampai semua siswa kebagian tugas.



# Ask the Time





## My Turn

### 1. Complete and Show

Complete each sentence with the time that you usually do the activity in the morning.

*Lengkapi setiap kalimat dengan waktu yang kalian biasa lakukan di pagi hari.*

Worksheet 1.7

## Time for School

This is my morning routine.

STICK YOUR PHOTO HERE

I usually get up at \_\_\_\_\_.

STICK YOUR PHOTO HERE

Then, I make the bed around \_\_\_\_\_.

STICK YOUR PHOTO HERE

I take a shower around \_\_\_\_\_.

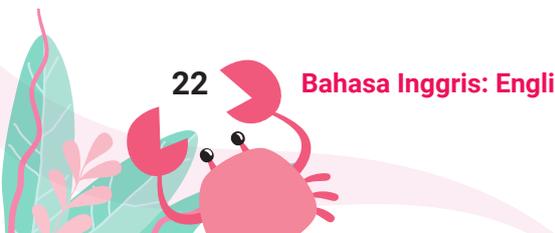
STICK YOUR PHOTO HERE

I usually have breakfast around \_\_\_\_\_.

STICK YOUR PHOTO HERE

I go to school around \_\_\_\_\_.

STICK YOUR PHOTO HERE



## 2. Read out loud in front of classmates

Bacalah tulisanmu di depan teman-teman kelasmu.



**I Can Do It!**

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
Aku bisa.



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



I need more support.  
Aku perlu bantuan.

| <b>I can</b><br><i>Aku bisa</i>   |  |  |  |
|---|--|---|---|
| <b>My language skills</b>   |  |   |   |
| I can talk about my morning routine and tell the time.<br><i>Aku bisa menceritakan rutinitas pagiku dan menyebutkan waktunya.</i>       |  |   |   |
| I can ask my friends about their morning routine and the time.<br><i>Aku bisa bertanya tentang rutinitas pagi temanku dan waktunya.</i> |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>  |  |   |   |
| <b>My Social Skills</b>   |  |   |   |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>  |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>  |  |   |   |
| I can listen to my teacher and my friends.<br><i>Aku mendengarkan guru dan teman-temanku.</i>   |  |   |   |





## I Can Do More

### What time is it?

Ask five friends "What time is it?" and write the answers on the table.

*Tanya lima orang temanmu "What time is it?" dan tuliskan jawabanya pada tabel.*

| No | Name | Time |
|----|------|------|
| 1  |      |      |
| 2  |      |      |
| 3  |      |      |
| 4  |      |      |
| 5  |      |      |

Ask your family members.

*Tanyakan pertanyaan kepada anggota keluargamu.*

| Questions                           | Father | Mother | Brother | Sister |
|-------------------------------------|--------|--------|---------|--------|
| What time do you get up?            |        |        |         |        |
| What time do you make the bed?      |        |        |         |        |
| What time do you take a shower?     |        |        |         |        |
| What time do you go to school/work? |        |        |         |        |





# Meal Time

Three vertical panels illustrate a girl's meal routine. Each panel features a clock at the top and the girl sitting at a table with a plate of food. The first panel shows breakfast at 7:00 AM with a plate of fried rice, eggs, and vegetables. The second panel shows lunch at 12:00 PM with a plate of rice, meat, and vegetables. The third panel shows dinner at 7:00 PM with a plate of rice, meat, and vegetables. The girl is wearing a white shirt with a red tie for breakfast, a yellow shirt for lunch, and a blue shirt for dinner.



What does Pipit eat for breakfast, lunch, and dinner?



## Learning Objectives

1. You can describe foods for breakfast, lunch, and dinner.
2. You can describe the taste and texture of food.

## Tujuan Pembelajaran:

1. Kamu dapat mendeskripsikan makanan untuk sarapan, makan siang, dan makan malam.
2. Kamu dapat menjelaskan rasa dan tekstur makanan.

| Recycled Words | Kata-Kata Daur Ulang |
|----------------|----------------------|
| morning        | <i>pagi</i>          |
| night          | <i>malam</i>         |
| six o'clock    | <i>enam tepat</i>    |
| eat            | <i>makan</i>         |
| drink          | <i>minum</i>         |

| Key Words   | Kata Kunci            |
|-------------|-----------------------|
| bread       | <i>roti</i>           |
| jam         | <i>selai</i>          |
| porridge    | <i>bubur</i>          |
| wash dishes | <i>mencuci piring</i> |
| fridge      | <i>kulkas</i>         |

| Functional Language                    | Bahasa Fungsional   |
|--|---|
| What's for breakfast/lunch/dinner?     | <i>Ada makanan apa untuk makan siang/sarapan/makan malam?</i> |
| I eat rice for breakfast/lunch/dinner. | <i>Saya makan ... untuk makan siang/sarapan/makan malam</i>   |
| Can I have ... ?                       | <i>Bolehkah saya makan ... ?</i>                              |



## A. Yummy Lunch



I Spy!

### 1. Listen and Point

Listen to  **Audio 2.1** and point to the correct picture of Pipit's, Bara's, Mita's, and Ferdinand's lunches.

*Dengarkan Audio 2.1 dan tunjuklah gambar yang sesuai dengan makan siang Pipit, Bara, Mita, dan Ferdinand.*



Pranala

<https://buku.kemdikbud.go.id/s/k4audio2.1>

### What do they eat?



Picture 2.1 Lunch Time



## 2. Look and Match

Draw a line from the name of the food to create Pipit's and Mita's lunchboxes.

Tarik garis dari nama-nama makanan untuk mengisi kotak makan siang Pipit dan Mita.

Worksheet 2.1

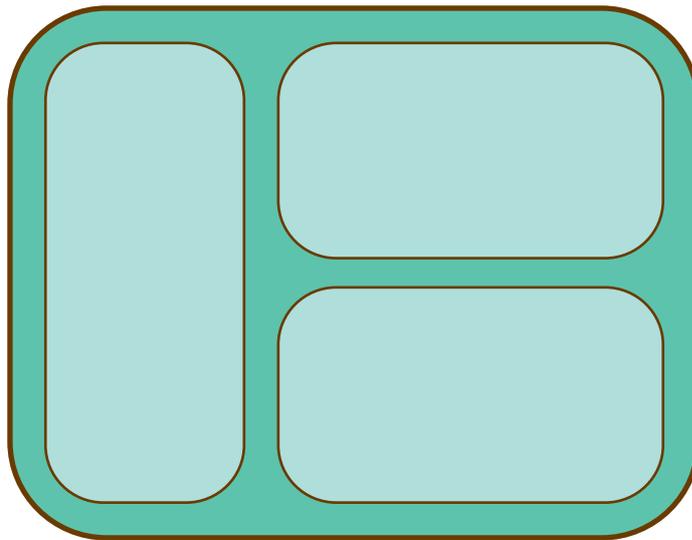
### Mita's Lunch Box

Tofu

Corn

Rice

Egg



Vegetables

Fried  
Chicken

Noodles

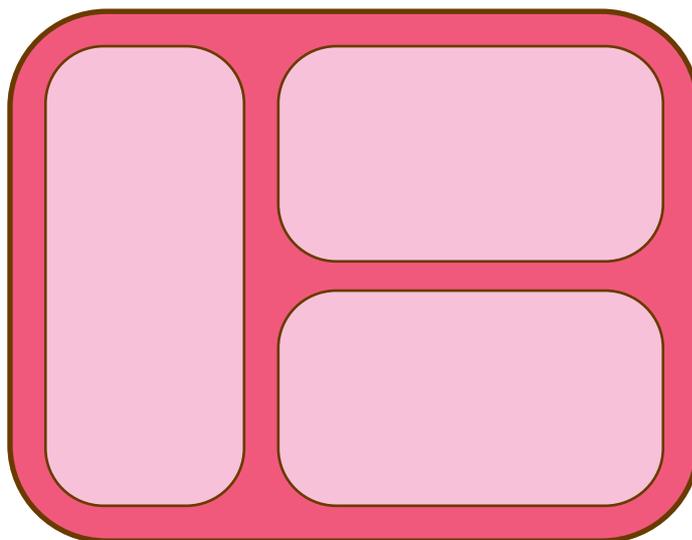
### Pipit's Lunch Box

Tofu

Corn

Rice

Egg



Vegetables

Fried  
Chicken

Noodles

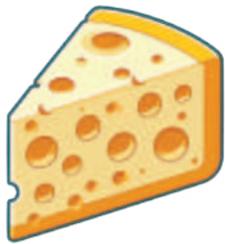
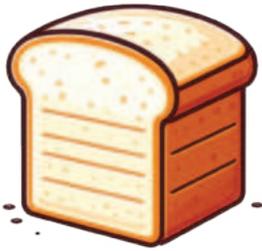


### 3. Match and Speak

Match the picture to the correct name. Say the name of each food.

Hubungkan gambar dengan namanya. Sebutkan nama setiap makanannya.

Worksheet 2.2





## Song Time

### 1. Listen and Sing

Listen to the song in  **Audio 2.2** and sing it together with your teacher and classmates.

*Dengarkan lagu pada Audio 2.2 dan nyanyikan bersama guru dan teman-teman sekelasmu.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio2.2>

### Mama, What's For Lunch?

Dum, di dum!

Let's have a happy lunch.

Let's have a happy lunch.

Mama, what's for lunch?

Mama, what's for lunch?

Let's have fried chicken for lunch.

Mama, what's for lunch?

Mama, what's for lunch?

Let's have vegetables for lunch.

Dum, di dum!

Now I'm hungry again,

hungry again.

Dum, di dum!



## 2. Write and Sing

Fill in the blanks with **breakfast** **lunch** **dinner** and the names of your favorite foods. Then, sing it.

Isilah titik-titik di bawah ini dengan kata **breakfast** **lunch** **dinner** dan nama-nama makanan yang kamu sukai. Lalu, nyanyikanlah lagunya.

### Worksheet 2.3

Dum, di dum!

Let's have a happy .

Let's have a happy .

Mama, what's for  ?

Mama, what's for  ?

Let's have  for .

Mama, what's for  ?

Mama, what's for  ?

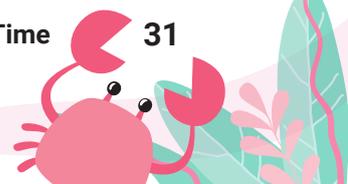
Let's have  for .

Dum, di dum!

Now I'm hungry again,

hungry again.

Dum, di dum!





## Story Time

### 1. Listen and Read

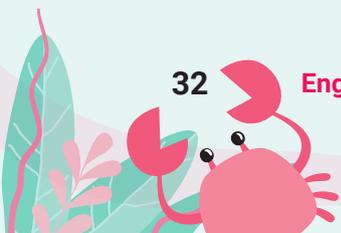


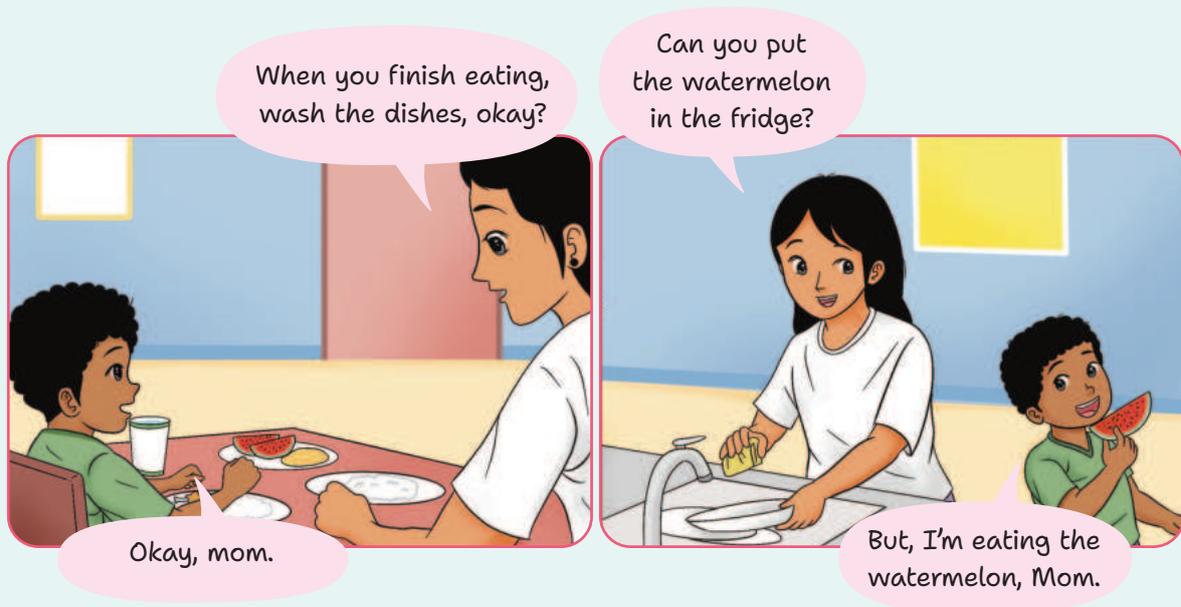
Listen to **Audio 2.3** and read along in the **Comic Strip 2.1**.  
Bara arrives home from school. He is very hungry.

*Dengarkan audio 2.3 dan baca komik strip 2.1. Bara baru saja pulang sekolah. Ia sangat lapar.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio2.3>





## 2. Read and Circle

Read the text and circle the correct word in each sentence from the story in

**Comic Strip 2.1** .

Bacalah teks berikut dan lingkarilah kata-kata yang sesuai pada cerita di comic strip 2.1.

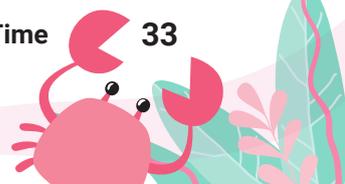
**Worksheet 2.4**

Bara comes home from **school** / **play** . He is very **hungry** / **angry** .

He wants to eat **lunch** / **breakfast** . He eats **fried chicken** / **fried rice** .

Bara helps mama clean the **fridge** / **wash dishes** .

Mama is **happy** / **sad** .

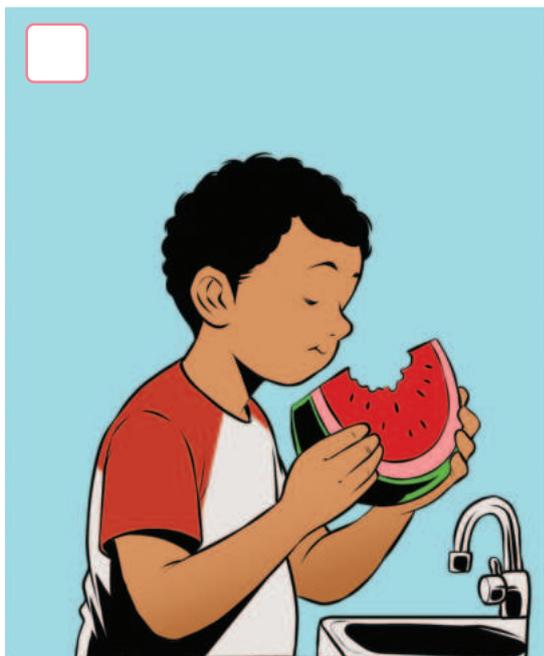


### 3. Look and Order

Look at  **Worksheet 2.5**. Number the order of the pictures based on the story. Number one has been done for you.

Lihatlah *Worksheet 2.5*. Berikan nomor urut berdasarkan cerita. Nomor satu sudah dikerjakan sebagai contoh.

#### **Worksheet 2.5**



#### 4. Speak and Write

Look at the pictures again and say what is in the pictures. Write a sentence in

 **Worksheet 2.6**. Number one has been done for you.

Lihat lagi gambarnya. Katakan apa yang terjadi pada gambar tersebut. Nomor satu sudah dikerjakan sebagai contoh.

#### **Worksheet 2.6**

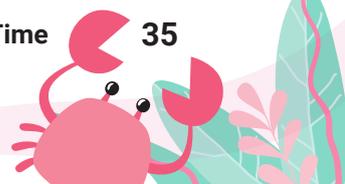
1 In Picture 1, Bara is eating rice and fried chicken.

2

3

4

5



## Game Time

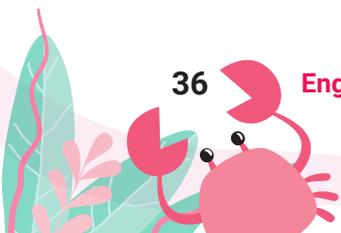
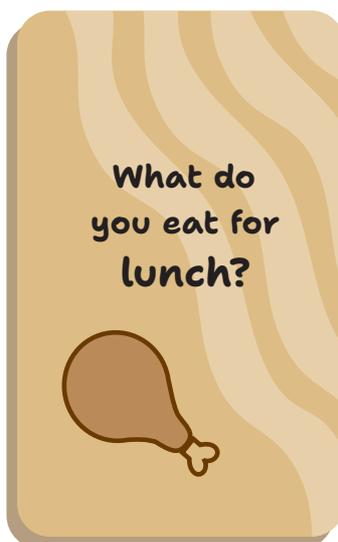
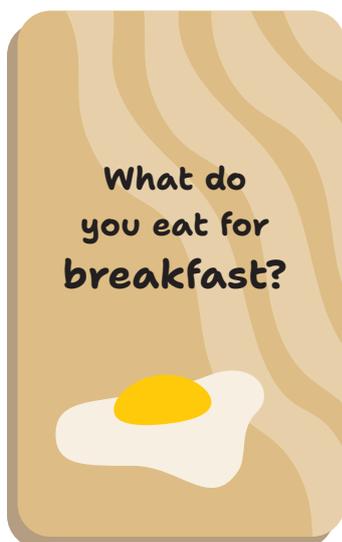
### 1. Pictionary

#### Instructions:

1. Work in pairs.
2. Each pair gets a set of cards.
3. Player A asks the question:  
**What do you eat for breakfast?** or  
**What do you eat for lunch?** or  
**What do you eat for dinner?**
4. Player B thinks of a food to answer the question and draws it on a piece of paper.
5. Player A tries to guess what the food is in the picture Player B drew.
6. Take turns.

#### Instruksi:

1. Bermainlah berpasangan.
2. Masing-masing pasangan mendapatkan setumpuk kartu.
3. Pemain A bertanya:  
**What do you eat for breakfast?**  
atau **What do you eat for lunch?**  
**What do you eat for dinner?**
4. Pemain B memikirkan nama suatu makanan dan menggambar pada secarik kertas.
5. Pemain A mencoba menebak makanan apa yang digambar oleh Pemain B.
6. Lakukan bergantian.





## My Turn

### 1. Read and Write

Read the text below. Use Pipit's dinner as an example to write about your own dinner.

Baca teks berikut. Gunakan makan malam Pipit sebagai contoh untuk menulis tentang makan malammu sendiri.



#### My Dinner

I always have dinner together with my family. We usually have rice, vegetables, and fish. We like fish because it is tasty. Sometimes, we also eat fruits. Mangoes are our favorite!

#### Worksheet 2.7

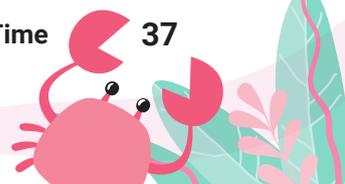
#### My Dinner

I always have dinner together with my family. We usually have

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

We like \_\_\_\_\_ because it is \_\_\_\_\_.

Sometimes, we also eat fruits. \_\_\_\_\_ are our favorite!



## 2. Ask and Draw

Ask your classmate: **What do you eat for breakfast/lunch/dinner?**

Write your classmate's name and draw a picture of that food in the chart. You can use the pictures below to help you.

*Tanya temanmu: What do you eat for breakfast/lunch/dinner?*

*Kamu bisa melihat gambar-gambar di bawah ini untuk membantumu.*

| Your Friend's Name | Breakfast/Lunch/Dinner |
|--------------------|------------------------|
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |
|                    |                        |





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*

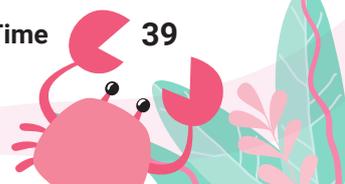


I'm still learning it.  
*Aku masih perlu belajar.*



I need more support.  
*Aku perlu bantuan.*

| <b>I can</b><br><i>Aku bisa</i>  |  |  |  |
|--|--|---|---|
| <b>My language skills</b>  |  |   |   |
| I can talk about foods I eat for breakfast, lunch, and dinner.<br><i>Aku bisa mendeskripsikan makanan untuk sarapan, makan siang, dan makan malam.</i>                       |  |   |   |
| I can ask my friends about foods they eat for breakfast, lunch, and dinner.<br><i>Aku bisa bertanya kepada temanku tentang sarapan, makan siang, dan makan malam mereka.</i> |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>   |  |   |   |
| <b>My Social Skills</b>  |  |   |   |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>   |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>   |  |   |   |
| I can listen to my teacher and my friends.<br><i>Aku bisa mendengarkan guru dan teman-temanku.</i>   |  |   |   |



## B. Spicy Noodles



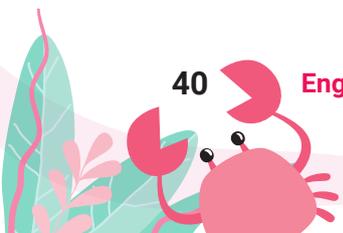
### 1. Look and Point

Look at Picture 2.4. Can you spot noodles, sausage, rice, fish, eggs, vegetables, iced tea, and orange juice? Point to the pictures.

*Lihatlah gambar 2.4. Bisakah kamu melihat gambar mi, sosis, nasi, ikan, telur, sayuran, es teh, dan es jeruk? Tunjuklah gambarnya.*



Picture 2.2 Having Lunch Together



**2. Look and Speak**  **Worksheet 2.8**

Look at Picture 2.4. What are they eating?  
Read the example.

*Lihatlah gambar 2.4. Mereka makan apa?  
Lihatlah contoh.*

**Example:**  
Bara is having some noodles.

**3. Match and Speak**

**Food has different tastes and textures.  
You can use this glossary to help you describe food.**

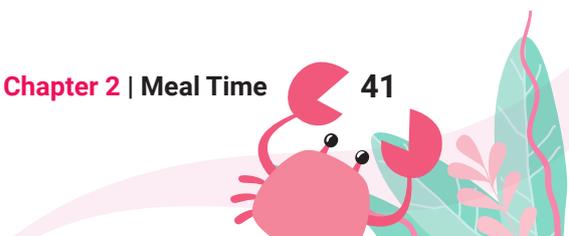


*Makanan memiliki rasa dan tekstur yang berbeda.  
Gunakanlah kamus ini untuk mendeskripsikan makanan.*

| Taste           |                   | Texture |  |
|-----------------|-------------------|---------|--|
| sweet           | <i>manis</i>      | soft    | <i>empuk/lembut</i>                                  |
| sour            | <i>asam</i>       | hard    | <i>keras</i>   |
| delicious/yummy | <i>lezat/enak</i> | crunchy | <i>renyah</i>  |
| bitter          | <i>pahit</i>      | chewy   | <i>kenyal</i>  |
| spicy           | <i>pedas</i>      | creamy  | <i>ada rasa krim (misalnya es krim atau mentega)</i> |
| salty           | <i>asin</i>       |         |  |
| fresh           | <i>segar</i>      |         |  |

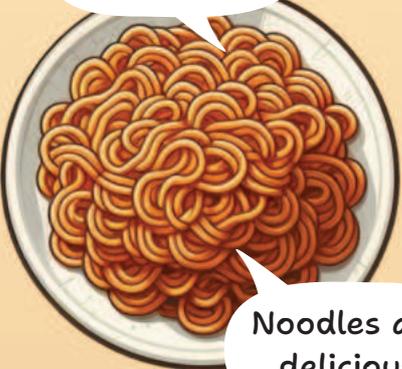
Now look at the picture in worksheet 2.9. Write and say the taste and texture of each food.

*Sekarang lihat lagi gambarnya. Sebutkan rasa dan tekstur makanan berikut ini.*



1

Noodles are savoury.



Noodles are delicious

2



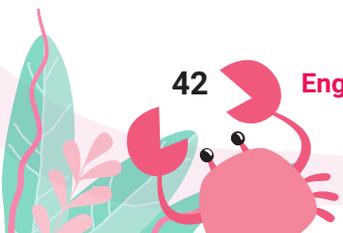
3



4



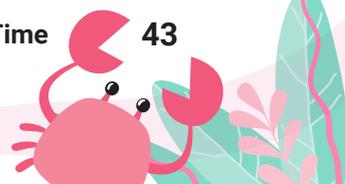
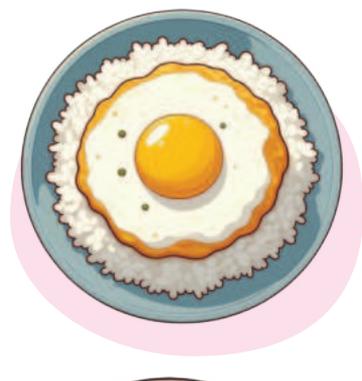
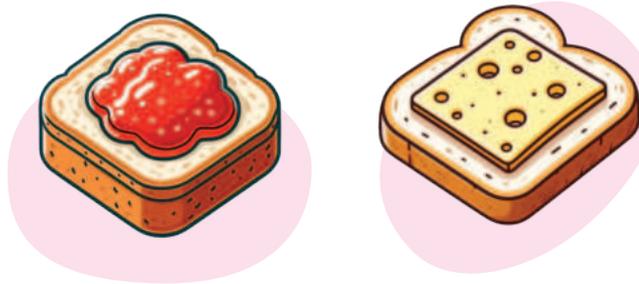
5



#### 4. Show and Tell

Bring your favorite food or drink to your classroom. Then, tell your classmates about its taste and texture.

*Bawalah makanan atau minuman kesukaanmu ke kelas. Lalu, jelaskan rasa dan teksturnya.*





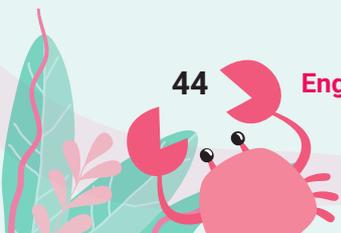
## Story Time

### 1. Read and Enjoy

Comic Strip 2.2

## It's So Spicy!

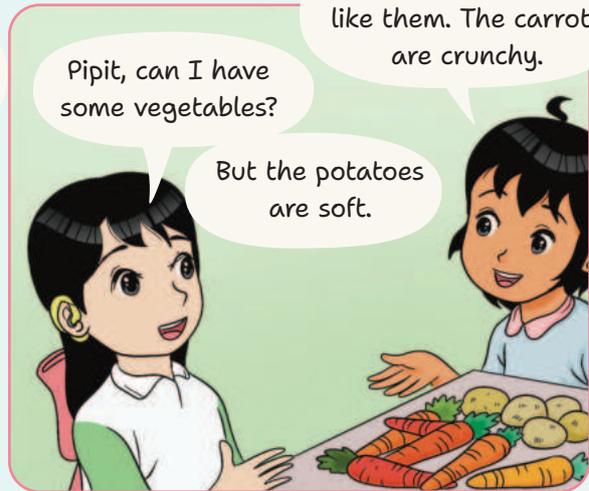
Bara, Mita, and Ferdinand are at Pipit's house. They are having a picnic in front of Pipit's house.





This is my favorite food! I really like noodles.

Great! My mom cooked that for us. How does it taste?



Pipit, can I have some vegetables?

But the potatoes are soft.

Sure, I think you will like them. The carrots are crunchy.



But watermelon is sweet. It's so yummy!

The mango is a little bit sour.

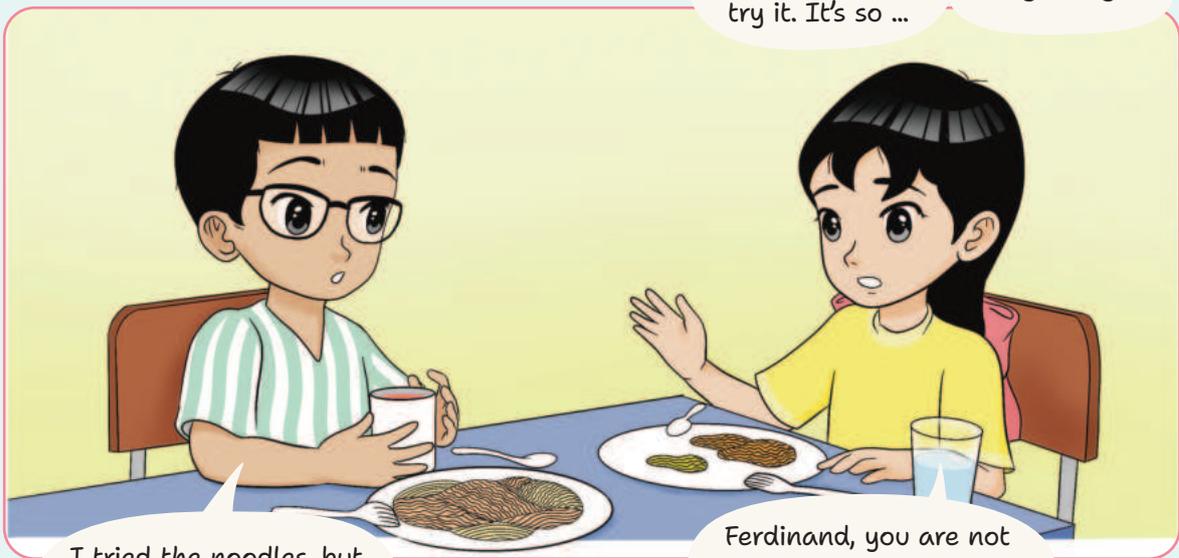


The fish looks delicious too.

I don't like fish because it smells bad.

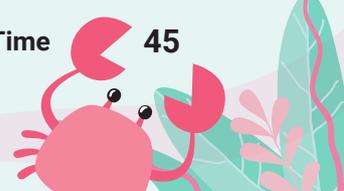
This fried fish is crispy. You should try it. It's so ...

... yummy!



I tried the noodles, but they were so spicy. So, I'm having the orange juice. It's fresh and sour!

Ferdinand, you are not eating anything. Are you not hungry?



## 2. Read and Choose

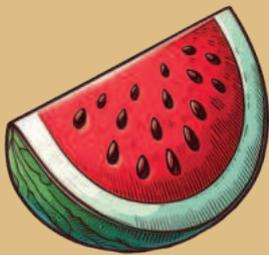
Read the story again in **Comic Strip 2.2**. Give a checkmark (✓) to the correct person having the food or drink in the picture.

*Bacalah lagi ceritanya. Berilah tanda centang (✓) pada gambar orang yang mempunyai makanan atau minuman yang benar.*

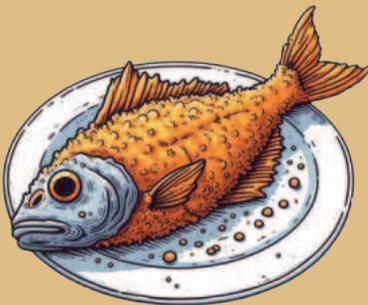
*Siapa yang makan makanan berikut? Berilah centang gambar yang tepat.*

### Worksheet 2.11

4



5



6



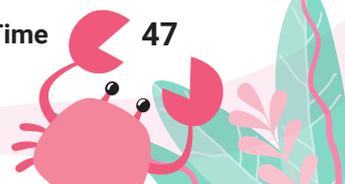
### 3. Look and Write

Look at the conversation again in **Comic Strip 2.2**. Why do they like their food or drink? Write a sentence to answer the question. Look at the example done in the chart below.

*Lihatlah percakapannya sekali lagi. Mengapa mereka menyukai makanan atau minuman mereka? Tulislah sebuah kalimat untuk menjawab pertanyaan. Lihatlah contoh di bawah.*



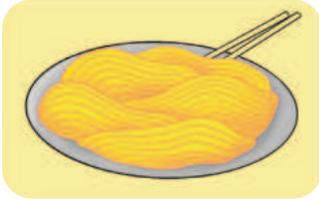
Bara likes noodles because they are yummy.



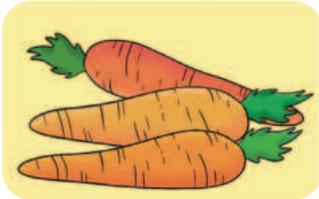
#### 4. Read and Match

Read the story and match the foods with the correct texture or taste based on the story.

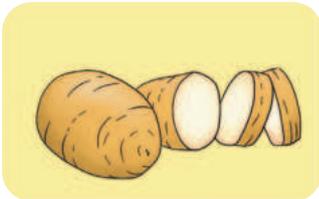
*Bacalah lagi ceritanya dan cocokkan makanannya dengan rasa atau tekstur yang tepat berdasarkan cerita.*



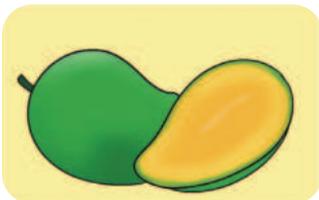
**It is fresh  
and little sour.**



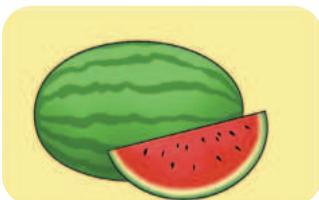
**It is crunchy.**



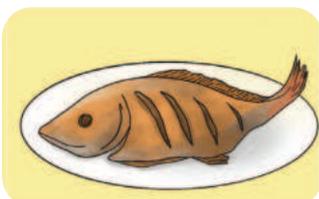
**It is a little bit sour.**



**It is sweet.**



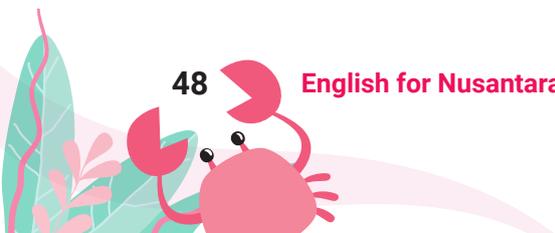
**It is spicy.**



**It is crispy**



**It is hot**





## 1. Food Quiz

Teachers are going to lead the students to guess the name of a food by smelling, feeling, and tasting the food while blindfolded. Follow these steps.

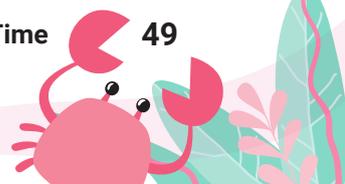
*Guru akan memimpin peserta didik untuk menebak nama makanan dengan membaui, meraba, dan mencicipi makanan sambil ditutup mata. Ikuti langkah-langkah berikut.*

### Instructions:

1. Teachers will prepare a selection of small, bite-sized food.
2. Teachers will prepare a handkerchief to use as a blindfold.
3. Player A will be wearing a blindfold. Their hands should be folded behind their back.
4. Player B will put the sample food in front of Student A.
5. Player A should try to guess the food by smelling and feeling the food. If possible, player A can eat the food.
6. Players can take turns.
7. The teacher should supervise the whole process of the game to ensure the players' safety.

### Instruksi:

1. *Siapkan makanan dalam potongan kecil-kecil.*
2. *Siapkan saputangan untuk digunakan sebagai tutup mata.*
3. *Pemain A akan mengenakan tutup mata. Tangan mereka harus dilipat di belakang punggung.*
4. *Pemain B akan menaruh potongan makanan di depan siswa A.*
5. *Pemain A harus mencoba menebak nama makanan tersebut dengan membaui dan meraba makanan. Jika memungkinkan, pemain A dapat mencicipi makanan tersebut.*
6. *Pemain dapat melakukannya bergantian.*
7. *Guru harus terus mengawasi pemain dalam melakukan permainan tersebut untuk menjaga keselamatan siswa.*





## My Turn

### 1. Ask and Tell

Worksheet 2.14

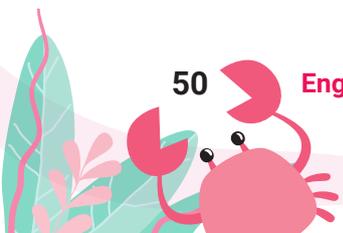
Look at all the foods that Bara, Mita, Pipit, and Ferdinand are eating. Ask your friends, what food they like and why? Here is an example.

*Lihatlah makanan yang dimakan Bara, Mita, Pipit, dan Ferdinand. Bertanyalah kepada temanmu, makanan apa yang mereka suka dan mengapa? Lihatlah contoh di bawah ini.*

What food do you like?



I like watermelon because it is sweet.



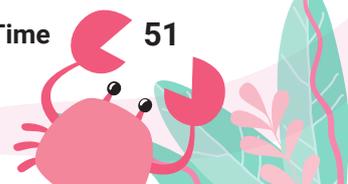
## 2. Choose and Write

Look at the dining table. Which one do you like? Why? Choose 4 of your favorite foods or drinks. Write a sentence to tell why you like it. Look at the example below.

*Lihatlah gambar meja makan berikut. Mana yang kamu suka? Mengapa? Pilihlah 4 makanan atau minuman kesukaanmu. Tuliskan alasan mengapa kamu menyukainya. Lihatlah contoh kalimat yang ada.*



- 1 I like cake because it is soft and sweet.
- 2
- 3
- 4
- 5



### 3. Draw and Write

Create a new kind of food. For example, chocolate fried rice. Draw it. Then, complete the sentences with the name, taste, and texture of your new food.

*Buatlah makanan jenis baru. Misalnya, kamu bisa membuat nasi goreng coklat. Gambarlah, kemudian tulis nama, rasa, dan tekstur makanan yang kamu buat.*



**I Can Do It!**

Give a check mark (✓) under the emoticons based on your learning experience.

*Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.*

Yes, I can.  
*Aku bisa.*  
 I'm still learning it.  
*Aku masih perlu belajar.*  
 I need more support.  
*Aku perlu bantuan.*

| I can<br><i>Aku bisa</i>  |  |  |  |
|---|--|--|--|
| <b>My language skills</b>   |  |  |  |
| I can talk about my food's taste and texture.<br><i>Aku bisa menceritakan rasa dan tekstur makananku.</i>     |  |  |  |
| I can ask my friends about their favorite food.<br><i>Aku bisa bertanya tentang makanan kesukaan temanku.</i> |  |  |  |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>  |  |  |  |
| <b>My Social Skills</b>   |  |  |  |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>                    |  |  |  |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>                        |  |  |  |
| I listen to my teacher and my friends.<br><i>Aku mendengarkan guru dan teman-temanku.</i>                     |  |  |  |





## I Can Do More



### Instructions:

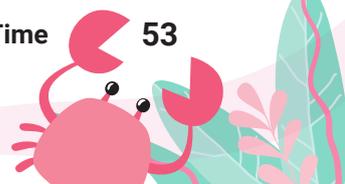
1. Work in a group.
2. Bring an old newspaper or magazine from home.
3. Cut out pictures of food and drink.
4. Pretend you and your friends are going on a picnic. What food will you put in the basket?
5. Glue the pictures in the picnic basket.

### Instruksi:

1. Bekerjalah dalam kelompok.
2. Bawalah koran atau majalah bekas.
3. Potonglah gambar-gambar makanan dan minuman.
4. Bayangkan seandainya kamu dan teman-temanmu akan pergi piknik. Makanan apa yang akan kamu taruh dalam keranjang?
5. Tempelkan gambar-gambarnya di keranjang.



Picture 2.3 A Basket



**Present: Your Picnic Basket.**

Tell the class what food and drink your group wants to bring for a picnic.

*Ceritakan di depan kelas makanan dan minuman apa yang akan dibawa kelompokmu untuk piknik.*

**What do you eat for breakfast lunch dinner ?**

Ask three people, **what do you eat for breakfast/lunch/dinner?**

*Bertanyalah kepada tiga orang, **what do you eat for breakfast/lunch/dinner?***

**Ask your family members.**

| Name | Breakfast | Lunch | Dinner |
|------|-----------|-------|--------|
|      |           |       |        |
|      |           |       |        |
|      |           |       |        |
|      |           |       |        |



# My Toys





## Learning Objectives

1. You can ask to borrow a toy and respond to that same question.
2. You can describe a toy based on its shape and color.

### Tujuan Pembelajaran:

1. Kamu dapat bertanya untuk meminjam mainan dan merespons pertanyaan yang sama.
2. Kamu dapat mendeskripsikan sebuah mainan berdasarkan bentuk dan warnanya.

| Key Words  | Kata Kunci                    |
|------------|-------------------------------|
| board game | <i>permainan papan</i>        |
| baby doll  | <i>boneka</i>                 |
| kite       | <i>layang-layang/layangan</i> |
| marble     | <i>kelereng</i>               |
| robot      | <i>robot</i>                  |

| Language Expression                           | Ungkapan                                      |
|---|---|
| May I borrow your kite?                       | <i>Bolehkah aku meminjam layang-layangmu?</i> |
| Yes, you may/<br>Sorry, you may not.          | <i>Iya, boleh/<br/>Maaf, tidak boleh.</i>     |
| What is the color of your marble?             | <i>Apa warna kelerengmu?</i>                  |
| The robot is blue.                            | <i>Robotnya berwarna biru.</i>                |
| What is the shape of the robot's head?        | <i>Apa bentuk kepala robot?</i>               |
| The shape is cylinder/<br>The color is white. | <i>Bentuknya tabung/<br/>warnanya putih.</i>  |
| The robot's head is a triangle.               | <i>Bentuk kepala robotnya segitiga.</i>       |



## A. Playing at Pipit's House



I Spy!

Audio 3.1



### 1. Listen and Point

Listen to Audio 3.1 and point to the correct pictures.

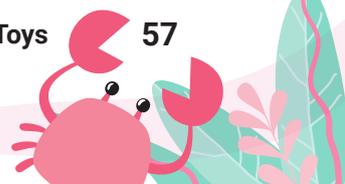
*Simak Audio 3.1 dan tunjuk gambar yang tepat.*

Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.1>



Picture 3.1 Pipit's Toys



## 2. Listen and Do

Audio 3.2

Listen to **Audio 3.2** and say the sentences in **Worksheet 3.1**.

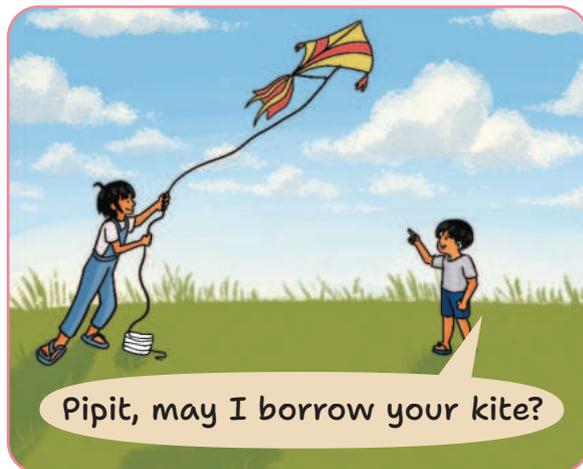
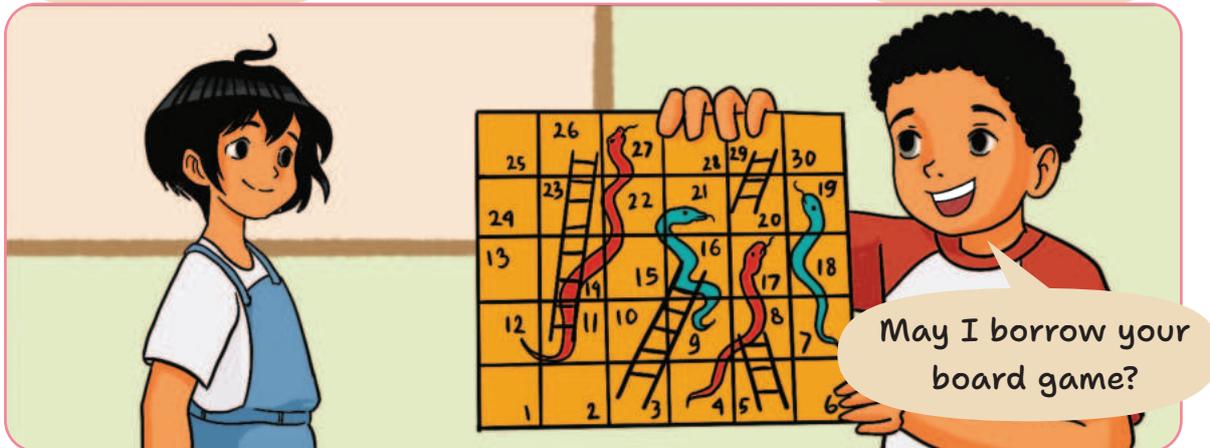
Simak Audio 3.2 dan ucapkan kalimat pada Worksheet 3.1.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.2>

Worksheet 3.1



### 3. Listen and Choose

Listen to  **Audio 3.3** and circle the toys you hear from the audio. Then, tick yes or no.

*Simak Audio 3.3 dan lingkari mainan yang kamu dengar dari audio. Kemudian pilih Yes atau No dengan memberikan centang.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.3>

#### Worksheet 3.2

Yes

Yes, you may.  
*Ya, kamu boleh.*

No

Sorry, you may not.  
*Maaf, kamu tidak boleh.*



1 May I borrow **the marble/the kite**?

2 May I borrow **the robot/the doll**?

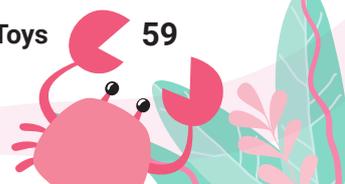
3 May I borrow **the board game/the marbles**?

4 May I borrow **the kite/the plushie**?

5 May I borrow **the robot/the marbles**?

Yes

No





## Song Time



### 1. Listen and Sing

Listen to Audio Audio 3.4 about borrowing a toy. Sing the song together.

*Simak Audio 3.4 tentang meminjam mainan. Nyanyikan lagunya bersama-sama.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.4>

### Let's Play Together

Let's share a toy and play together.

'May I borrow your toy?'

'Sure, here it is'

Let's play together.

Let's share a toy and play together.

'May I borrow your toy?'

'Sure, but wait for your turn'

Let's share and play together.

I am happy and you are happy.

## 2. Look and Match

View the pictures and match them with the correct sentences in  **Worksheet 3.3**.

*Perhatikan gambar dan cocokkan dengan kalimat yang sesuai pada Worksheet 3.3.*

 **Worksheet 3.3**



Sure, but wait for your turn.



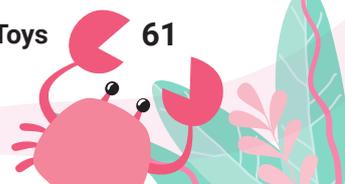
Let's share and play together.



May I borrow your toy?



Sure, here it is.





## Story Time

### 1. Listen and Read

Listen to Audio 3.5 and read along using Comic Strip 3.1.

Gita is playing at Putri's house. Gita and Putri ask Putra to play together. Can you guess the toys at Putri's house? Do you think they can share the toys?

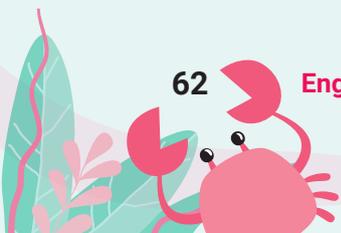


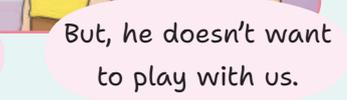
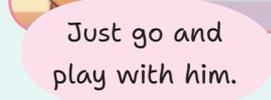
*Gita sedang bermain ke rumah Putri. Gita dan Putri mengajak Putra untuk bermain bersama. Apakah kamu bisa menebak mainan apa saja yang ada di rumah Putri? Menurutmu apakah mereka akan berbagi mainan?*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.5>

#### Comic Strip 3.1





## 2. Complete and Draw

Complete the ending of the story in **Comic Strip 3.1**. Choose the ending of the story by drawing a circle on your choice in **Worksheet 3.4**.

Lengkapi akhir cerita pada *Comic Strip 3.1*. Pilih akhir cerita dengan melingkari pilihanmu pada *Worksheet 3.4*.

### Worksheet 3.4



### 3. Read and Answer

Read **Comic Strip 3.1** and draw a circle around the correct answer to each question..

*Bacalah Comic Strip 3.1 dan lingkarilah jawaban pertanyaan yang benar.*

#### Worksheet 3.5

1 Can Putri borrow the toys?

a Yes

b No

2 What does Putri borrow from Putra?

a She borrows a robot.

b She borrows a kite.

3 What does Pipit say to the girls?

a Let's play a kite.

b Let's play a board game.

4 What does Putra do in the end?

a He plays alone with all the toys.

b He plays a board game with the girls.



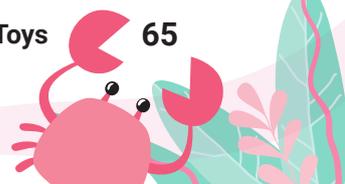
#### 4. Read and Act Out

With three classmates, read the story and complete the ending. Act it out in front of the classroom.

*Bersama dengan tiga teman sekelasmu, bacalah cerita dan lengkapi akhir cerita tersebut. Peragakan cerita tersebut di depan kelas.*



Picture 3.2 Pipit, Mita, and Bara perform in front of the classroom.





## Game Time

### Rock, Paper, Scissors

#### Instructions:

1. Your class is divided into two big groups.
2. Each group gets 10 cards, ask your teacher for the cards.
3. Each group takes turns to do rock, paper, scissors.
4. If one group loses, another group asks "May I borrow\_\_\_\_?" (mention a toy).
5. The group that wins has two choices:
  - Yes: Give the card, but cannot take one step forward.
  - No: Take one step forward, but cannot give the card.
6. The group that quickly uses up the cards and reaches the finish becomes the winner.

#### Instruksi:

1. Kelas dibagi menjadi dua kelompok besar.
2. Setiap kelompok mendapatkan sepuluh kartu, minta kartu kepada gurumu.
3. Setiap kelompok bergantian untuk memainkan batu, kertas, gunting.
4. Grup yang kalah akan ditanya oleh grup lain, "May I Borrow ... ?" (menyebutkan nama mainan).
5. Jika grup tersebut menang, mereka memiliki dua pilihan:
  - Ya: Berikan kartu, tetapi tidak dapat maju..
  - Tidak: Maju satu langkah, tetapi tidak dapat memberikan kartu.
6. Grup yang paling cepat menggunakan semua kartu dan mencapai garis akhir menjadi pemenang.





## My Turn

### 1. Look and Complete

Look at the pictures in **Worksheet 3.6** and complete the dialogue. Pay attention to the check mark and the X symbol..

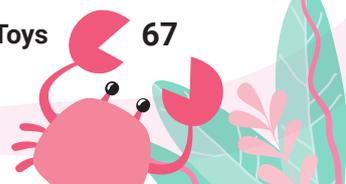
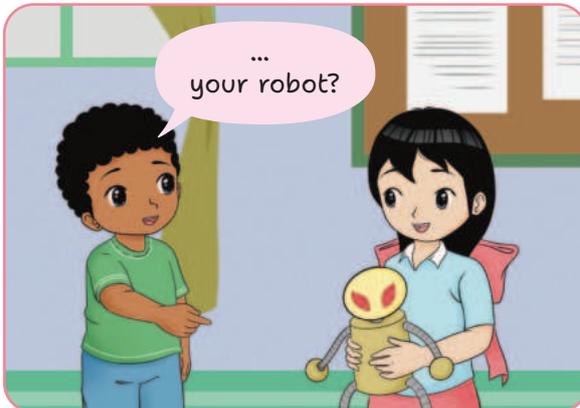
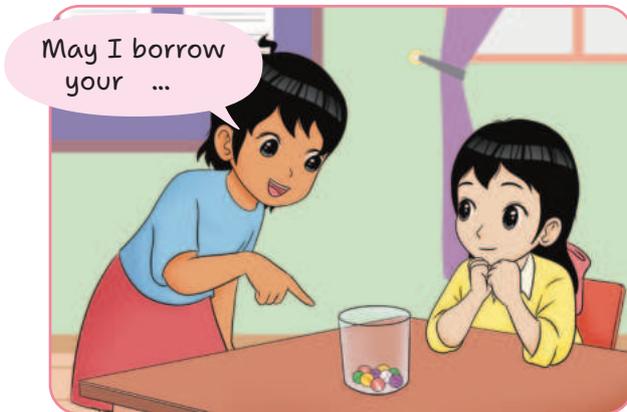
*Lihatlah gambar pada Worksheet 3.6 dan lengkapilah dialog tersebut. Perhatikan simbol centang dan silang.*



**Yes, you may.**  
*Ya, kamu boleh.*



**Sorry, you may not.**  
*Maaf, kamu tidak boleh.*





## 2. Ask and Respond

You will work in pairs. Practice how to ask and respond about borrowing some toys. Your teacher will give you a set of cards.

*Kamu akan bekerja berpasangan. Berlatihlah bagaimana bertanya dan merespons tentang meminjam mainan. Gurumu akan memberikan satu set kartu.*

### Example:

Student A takes a card and gets a kite:

Student A says, **"May I borrow a kite?"**

Student B answers,  
**"Yes, you may",**  
**"Sorry, you may not",**  
**"No, you may not".**



Picture 3.3 Pipit and Mita play the cards.



## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*

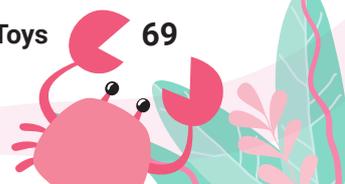


I'm still learning it.  
*Aku masih perlu belajar.*



I need more support.  
*Aku perlu bantuan.*

| I can<br><i>Aku bisa</i>   |  |  |  |
|--|--|--|--|
| <b>My language skills</b>  |  |  |  |
| I can name different toys.<br><i>Aku bisa menyebutkan nama-nama mainan.</i>                                    |  |  |  |
| I can tell someone how to borrow a toy.<br><i>Aku bisa mengatakan bagaimana caranya untuk meminjam mainan.</i> |  |  |  |
| I can ask a question to borrow a toy.<br><i>Aku bisa membuat pertanyaan untuk meminjam mainan.</i>             |  |  |  |
| I can answer a question about borrowing a toy.<br><i>Aku bisa menjawab pertanyaan tentang meminjam mainan.</i> |  |  |  |
| I can act out the story.<br><i>Aku bisa memperagakan cerita.</i>   |  |  |  |
| <b>My Social Skills</b>  |  |  |  |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>                     |  |  |  |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan menyampaikan ideku.</i>                  |  |  |  |
| I can listen to my teacher and my friends.<br><i>Aku bisa mendengarkan guru dan teman-temanku.</i>             |  |  |  |



## B. My Blue Robot



### 1. Listen and Point

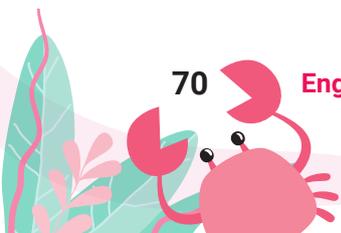
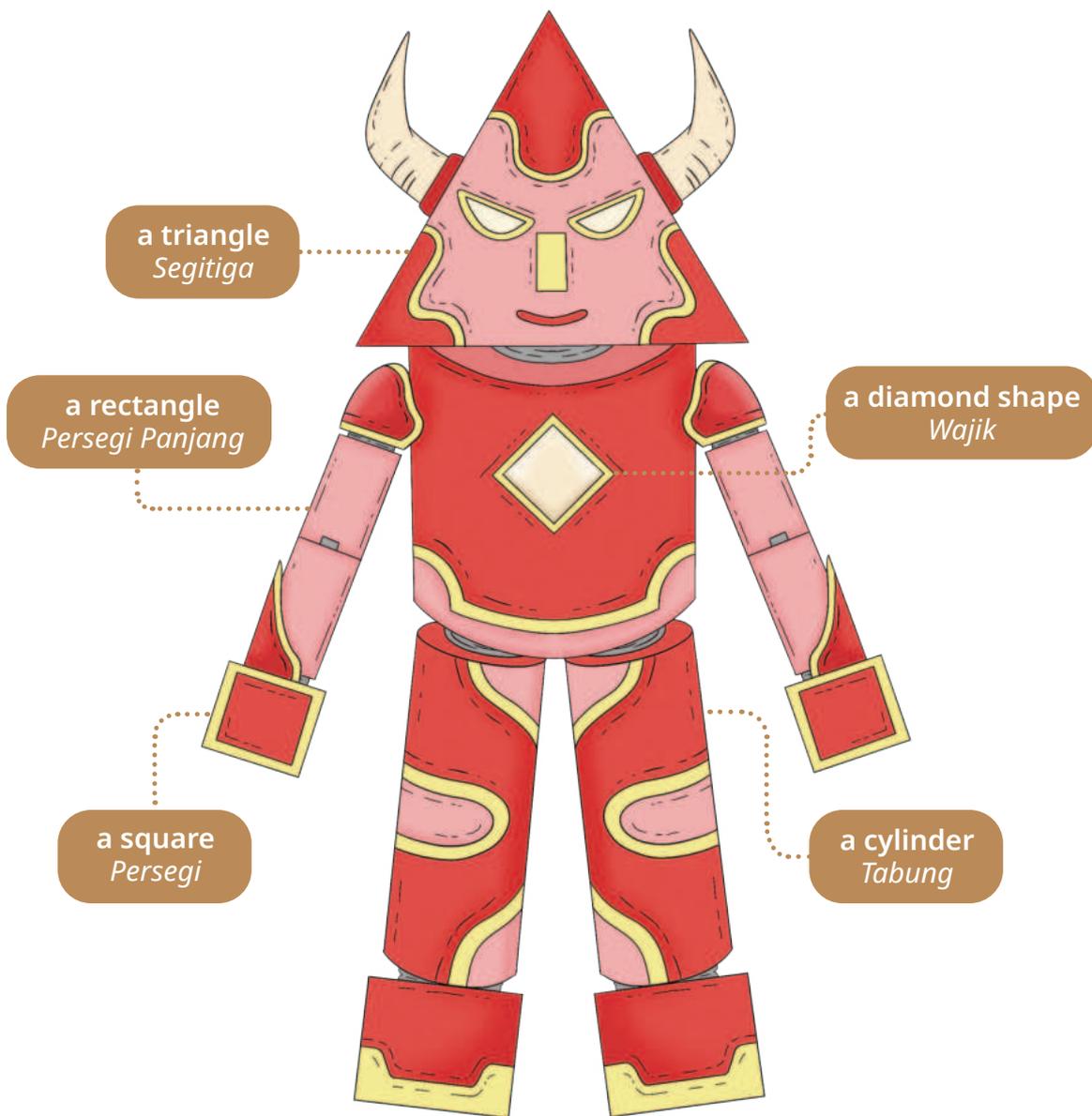
Listen to  Audio 3.6 and point to the correct shapes.

Dengarkan audio 3.6 dan tunjukkan bentuk yang sesuai.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.6>



## 2. Listen and Speak

Audio 3.7

Listen to **Audio 3.7** and say the sentences in **Worksheet 3.7**.

Simak Audio 3.7 dan ucapkan kalimat yang ada pada Worksheet 3.7.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.7>



Picture 3.4 Toy Store

Worksheet 3.7

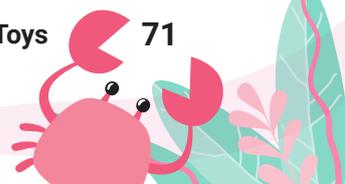
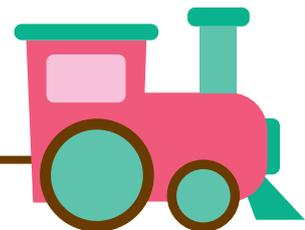


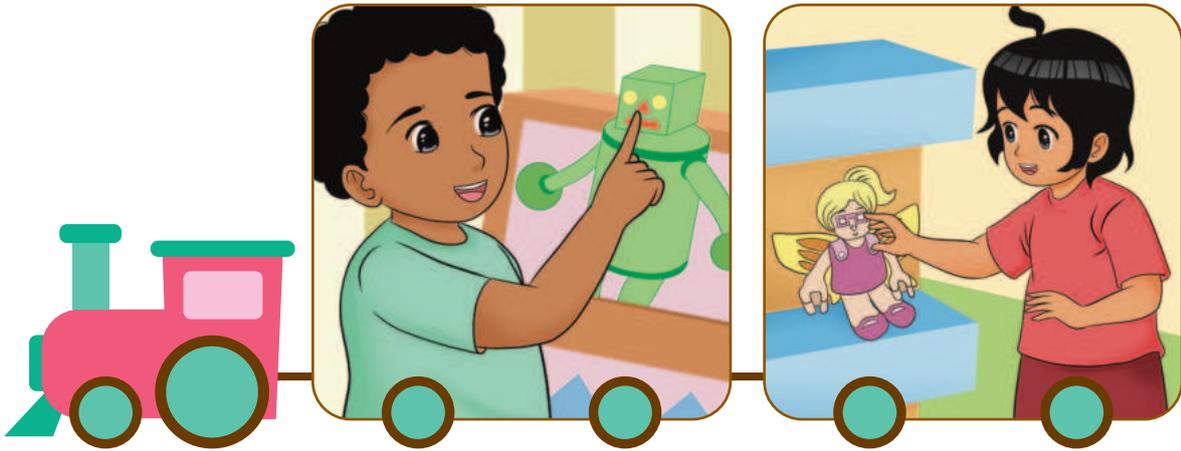
The robot is green.



The robot's body is a cylinder.

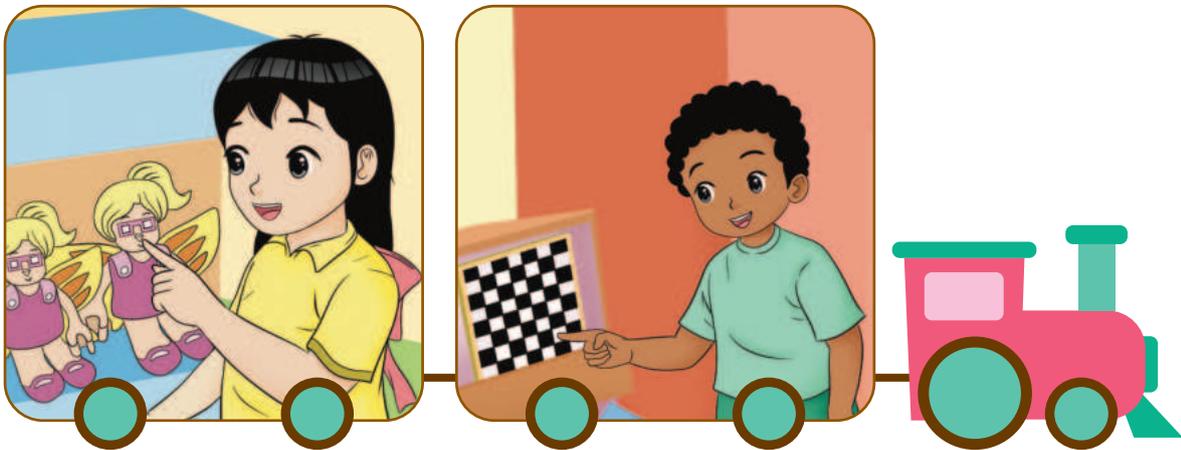
robot's head =  
kepala milik robot  
(s menunjukkan  
kepemilikan)





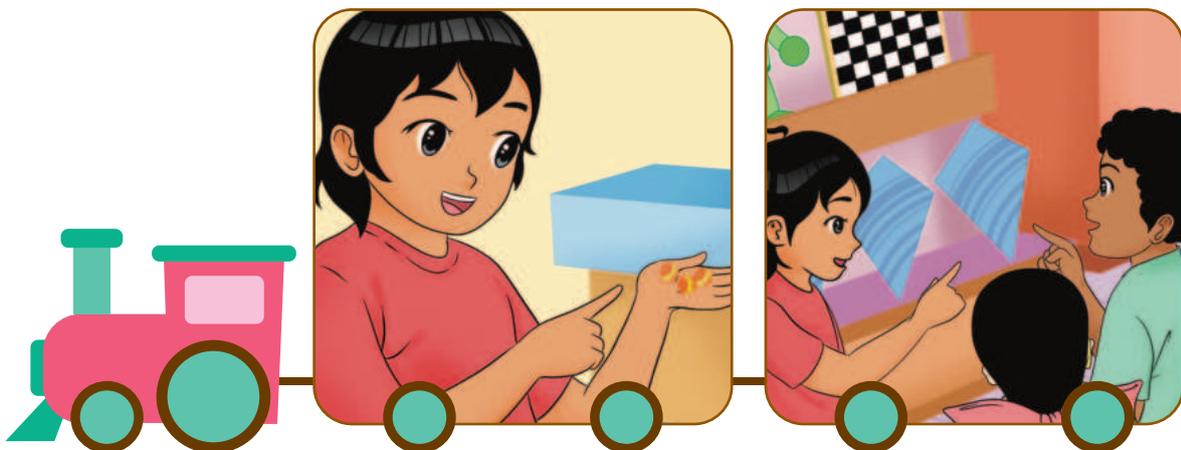
The robot's nose is a triangle.

The pulshie's eyes are squares.



The pulshie's nose is a diamond.

The board game is a rectangle.



The marbles are orange.

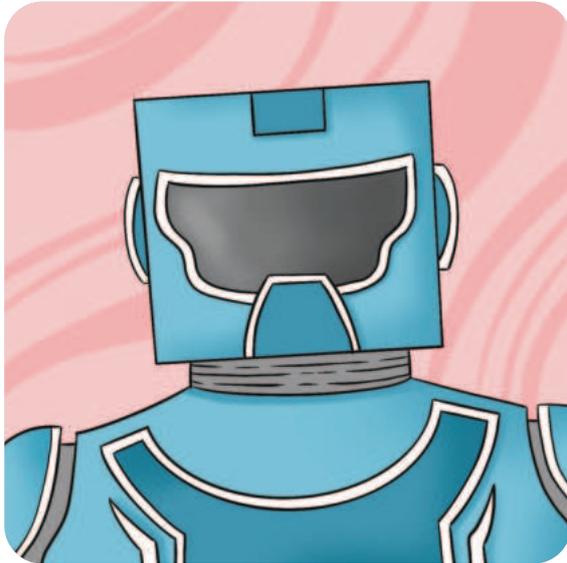
The kite is blue.



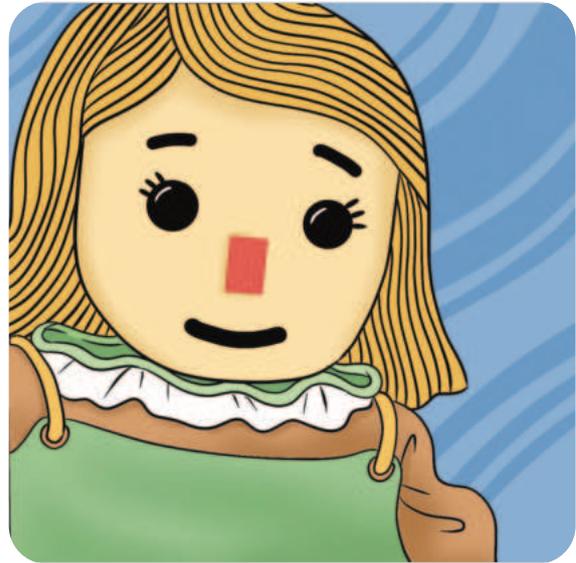
### 3. Look and Complete

Look at the pictures and complete the sentences.

*Lihatlah gambar dan lengkapi kalimat.*



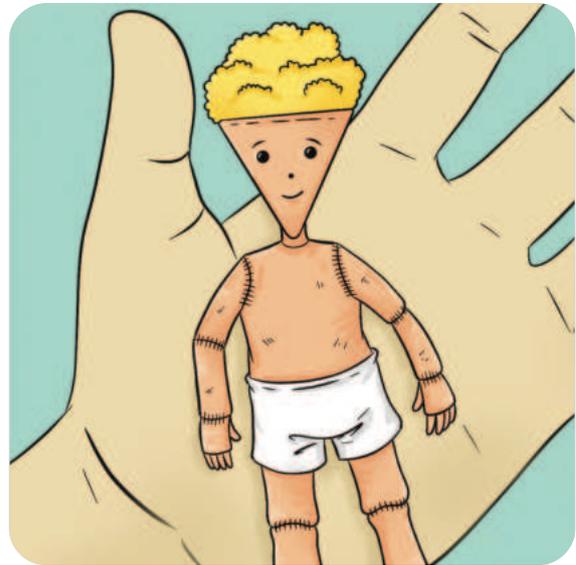
1 The robot's head is a



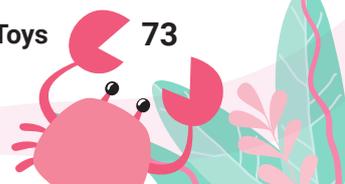
2 The pulshie's nose is a



3 The robot's body is a



4 The pulshie's head is a





## Story Time

### 1. Listen and Read

Listen to  **Audio 3.8** . Bara and Pipit are playing at Mita's house.  
*Simak Audio 3.8. Bara dan Pipit sedang bermain di rumah Mita.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio3.8>



Picture 3.5 Mita's New Robot

Mita has a new robot. Its name is Kristal. Bara and Pipit are playing at Mita's house to see it.

Mita says, her robot is special. The head is a triangle, and the color is yellow. It has round eyes. They can blink orange and green. The robot's body is a cylinder. Its color is blue and it has a white mark. The shape of the mark is a diamond. It blinks. The robot wears red shoes. They are rectangles.

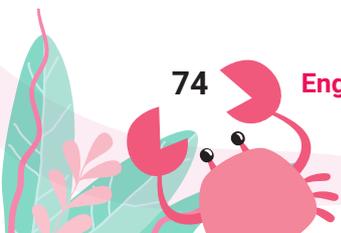
Pipit asks, "Mita, may I play with your new robot?"

Mita says, "Yes, of course!"

But then, "Uh-oh, I cannot find it."

Mita looks sad.

"Oh no! Kristal is missing."

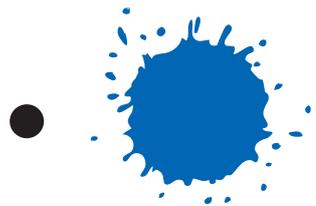
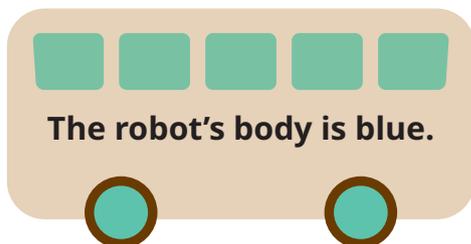
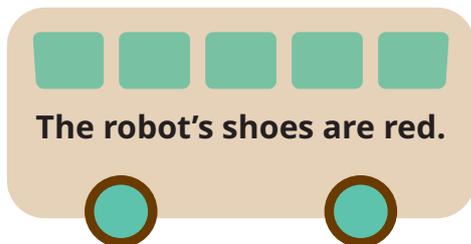
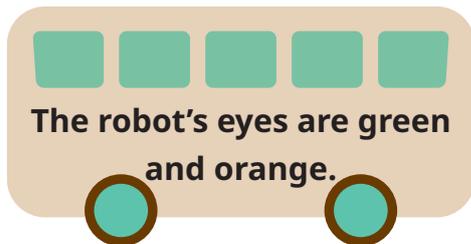
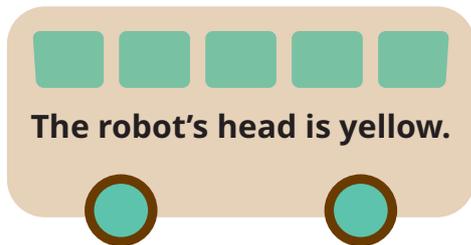
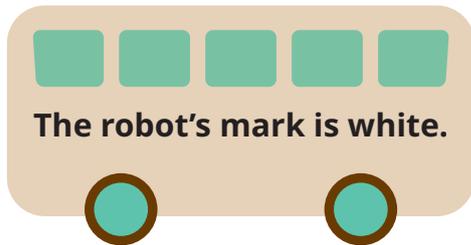


## 2. View and Match

Worksheet 3.9

Look at the pictures and match the sentences with the colors.

*Perhatikan gambar dan pasangkan kalimat dengan warna yang sesuai.*



## 3. Read and Draw

Worksheet 3.10

Draw the robot based on the story.

*Gambarlah robot sesuai dengan cerita di atas.*





## Game Time

### Run and Match the Shadow

#### Instructions:

1. With the help of your teacher, make three groups.
2. Each group will have two sets of cards: shapes and words.
3. The teacher will show the shadow of a toy on the board.
4. Choose the cards of the shape and the word that matches the shadow.
5. Send one person to run to the board and cover the shadow with the correct shapes and word.
6. The first group who can fill in the shadow and stick the correct word will get points.

#### Instruksi:

1. Dengan bantuan gurumu, buatlah tiga kelompok.
2. Setiap kelompok akan mempunyai dua set kartu: gambar dan kata.
3. Guru akan menunjukkan bayangan sebuah mainan di papan tulis.
4. Pilihlah gambar bentuk dan kata yang sesuai dengan bayangan tersebut.
5. Tunjuk satu orang untuk berlari ke papan tulis dan tutupi bayangan dengan bentuk yang sesuai.
6. Kelompok pertama yang mengisi bayangan dan menempelkan kata yang sesuai akan mendapatkan poin.





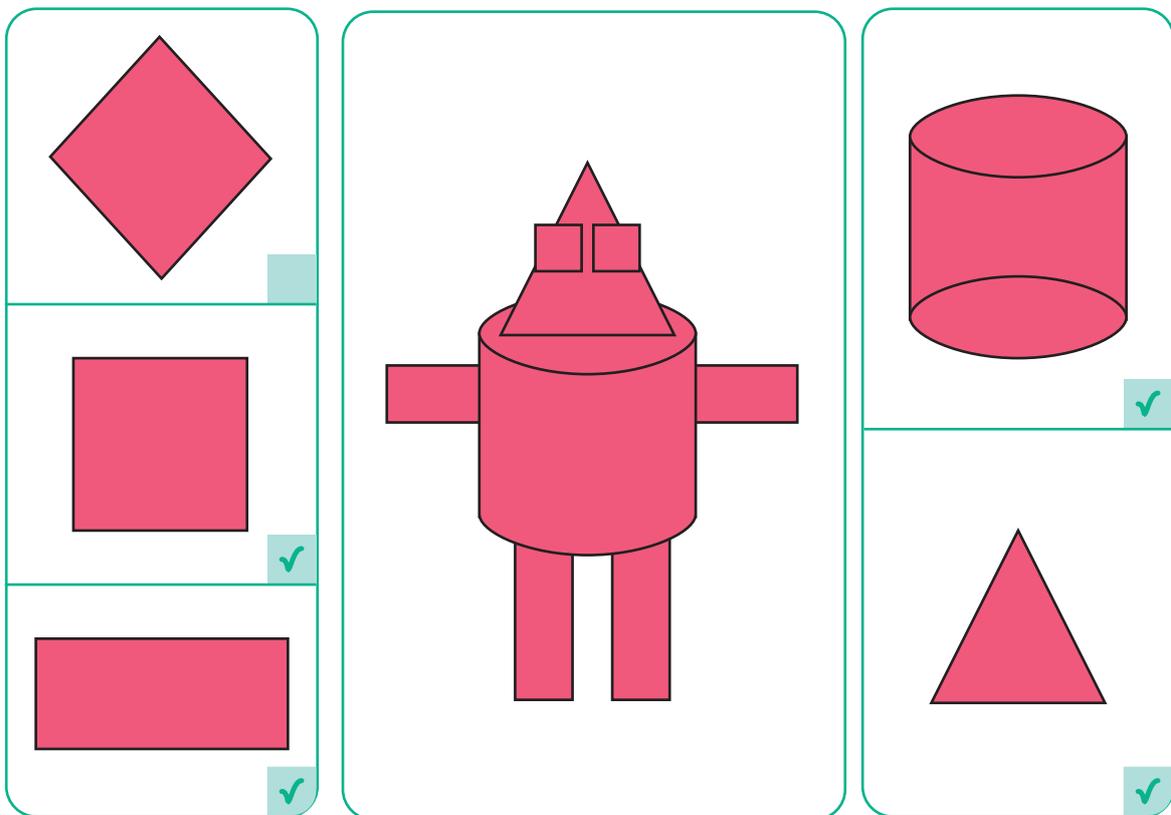
## My Turn

### 1. Look and Read

Look at Mita's robot and the example of shapes that Mita chooses for her robot. Read the description of Mita's Robot.

*Lihatlah gambar robot Mita dan contoh bentuk yang Mita pilih untuk robotnya. Bacalah deskripsi robot Mita.*

### Mita's Robot



Picture 3.6 Mita's Robot

This is Mita's robot. The robot's head is a triangle. The eyes are squares. The body is a cylinder. The hands and legs are rectangles.

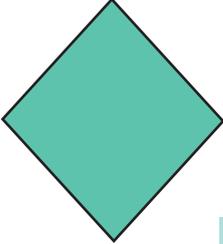
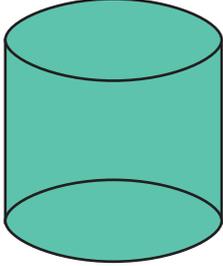
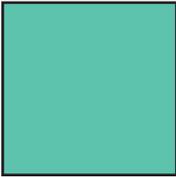
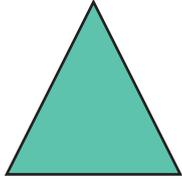


## 2. Draw and Check

Draw your robot and tick the boxes on shapes you use for the robot.

*Gambarlah robotmu dan centang bentuk yang kamu gunakan untuk robotmu.*

 **Worksheet 3.11**

|   |                  |  |
|---|------------------|--|
|    | <i>Draw Here</i> |   |
|    |                  |  |
|  |                  |  |

## 3. Write and Describe

Now, describe your robot.

 **Worksheet 3.12**

*Sekarang, deskripsikan robotmu.*

This is my robot. The robot head is a

---

---

---

---

---





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*



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



I need more support.  
*Aku perlu bantuan.*

| <p>I can<br/><i>Aku bisa</i></p>  |  |  |  |
|---|--|---|---|
| <b>My language skills</b>   |  |   |   |
| <p>I can describe the color of toys.<br/><i>Aku bisa menyebutkan warna mainan.</i></p>                |  |   |   |
| <p>I can describe the shape of toys.<br/><i>Aku bisa menyebutkan bentuk mainan.</i></p>               |  |   |   |
| <p>I can describe toys.<br/><i>Aku bisa mendeskripsikan mainan.</i></p>                               |  |   |   |
| <b>My Social Skills</b>   |  |   |   |
| <p>I can work together with my friends.<br/><i>Aku bisa bekerjasama dengan teman-temanku.</i></p>     |  |   |   |
| <p>I can ask questions and express my ideas.<br/><i>Aku bisa bertanya dan memberi ide.</i></p>        |  |   |   |
| <p>I can listen to my teacher and my friends.<br/><i>Aku mendengarkan guru dan teman-temanku.</i></p> |  |   |   |





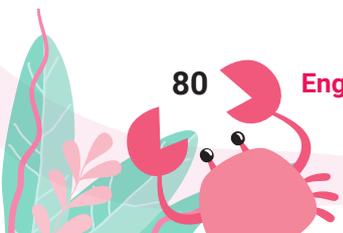
## I Can Do More

### 1. Find and Circle

Worksheet 3.13

Circle the toys and write the names of the toys in the boxes below..

*Lingkari mainan dan tuliskan di dalam kotak yang tersedia.*



## 2. Find the things around you

Worksheet 3.14

### Instructions:

- Look around you.
- Write down three things around you.
- Write their shapes and colors.

### Instruksi:

- *Perhatikan sekelilingmu.*
- *Tuliskan sepuluh benda di sekelilingmu.*
- *Tuliskan bentuk dan warnanya.*

### Example:

#### Table

It is a rectangle and brown.

Worksheet 3.15

### Instructions:

- Now ask your family to do the same..
- Write down their 3 things.
- Write a sentence to describe the shape and color of each thing.

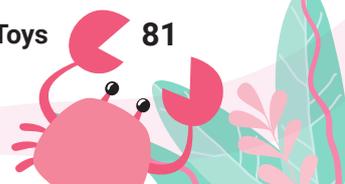
### Instruksi:

- *Sekarang tanyakan kepada anggota keluargamu.*
- *Tuliskan benda-benda milik mereka.*
- *Tuliskan sebuah kalimat untuk mendeskripsikan bentuk dan warnanya.*

### Example:

#### Table

My sister's wallet is square and black.



# 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.

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

GRES 1



Pranala

<https://buku.kemdikbud.go.id/s/sk4gres1>

# My School Activities



What are you  
doing, friends?



## Learning Objectives

1. You can describe activities at school.
2. You can describe places at school.

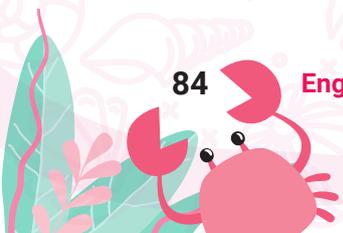
### Tujuan Pembelajaran:

1. Kamu dapat mendeskripsikan aktivitas di sekolah.
2. Kamu dapat mendeskripsikan tempat-tempat yang ada di sekolah.

| Recycled Words | Kata yang Sudah Dipelajari |
|----------------|----------------------------|
| draw           | <i>menggambar</i>          |
| read           | <i>membaca</i>             |
| sit            | <i>duduk</i>               |
| stand          | <i>berdiri</i>             |

| Key Words     | Kata Kunci                 |
|---------------|----------------------------|
| write         | <i>menulis</i>             |
| count         | <i>menghitung</i>          |
| paint         | <i>melukis</i>             |
| do experiment | <i>melakukan percobaan</i> |
| library       | <i>perpustakaan</i>        |
| school yard   | <i>halaman sekolah</i>     |

| Language Expression               | Ungkapan  |
|-----------------------------------|---|
| What are you doing?               | <i>Apa yang sedang kamu lakukan?</i>                |
| What is she doing in the library? | <i>Apa yang sedang dia lakukan di perpustakaan?</i> |
| I am writing.                     | <i>Saya sedang menulis.</i>                         |
| She is reading.                   | <i>Dia sedang membaca.</i>                          |
| Please sit down.                  | <i>Silakan duduk.</i>                               |

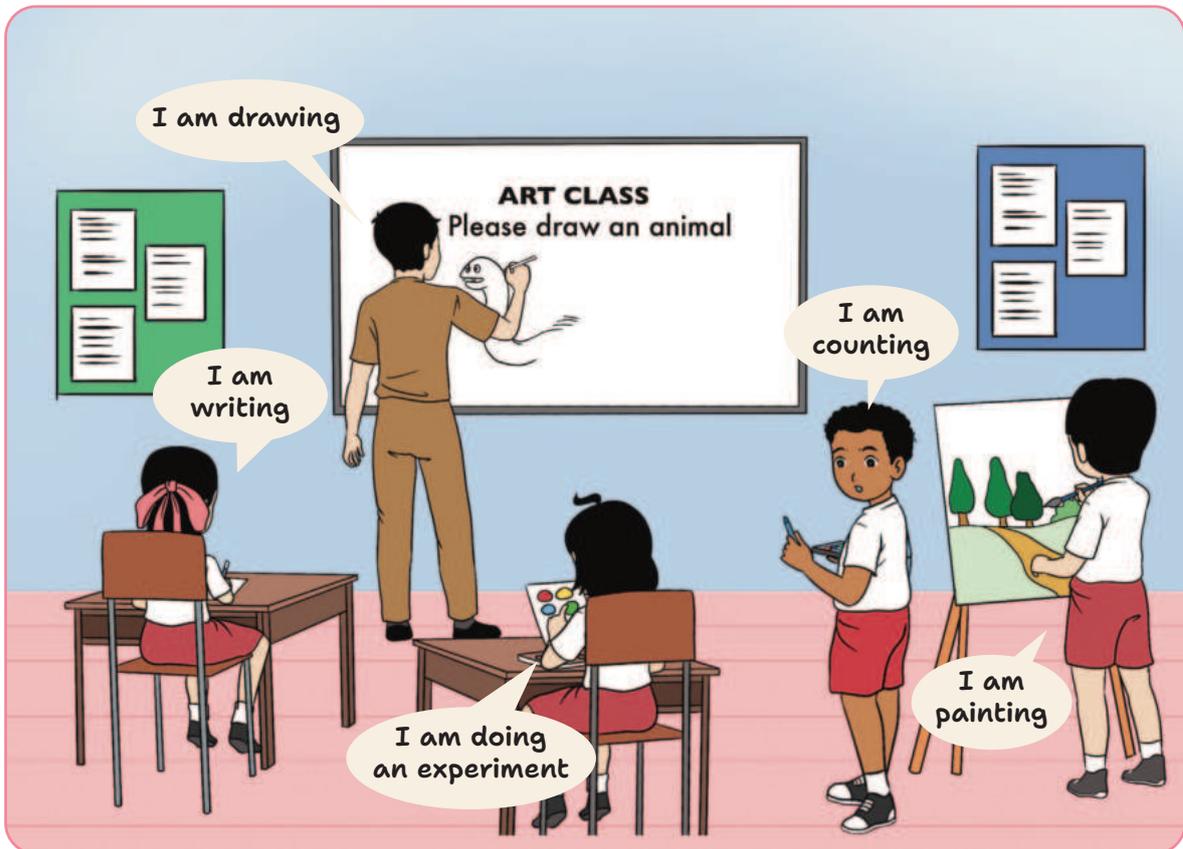


## A. My Activities



I Spy!

What are they doing in class?



Picture 4.1 Art Class

### 1. Listen and Point

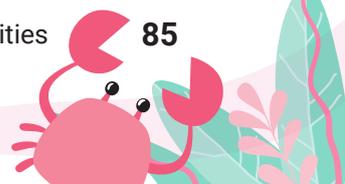
Listen to  Audio 4.1 and point to the people in Picture 4.1.

Simak Audio 4.1 dan tunjukkan tokoh di gambar 4.1.



Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.1>



## 2. Listen and Do

Listen to  **Audio 4.2**. Give a checkmark on the words you hear.  
Mime the action.

*Simak Bima di Audio 4.2. Centang kata-kata yang kalian dengar.  
Peragakan gerakannya.*



### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.2>

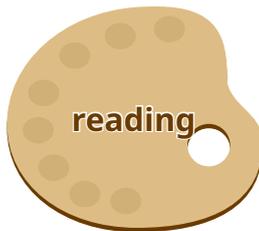
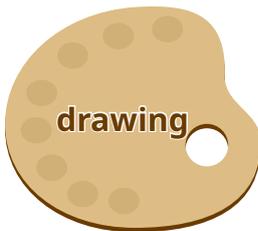
### Worksheet 4.1



Hello my friends, let's play a game.  
The game is do what Bima says.  
If I say "You are drawing," mime the action, okay?

**Let's start!**

**You are drawing... You are reading...  
You are sitting... You are standing...  
You are writing... You are counting...  
You are painting... You are doing an experiment.**





## Song Time



### 1. Listen and Sing

Listen to Audio 4.3 about school activities. You can listen and sing along.

Simak Audio 4.3 tentang kegiatan di sekolah. Kalian bisa menyimaknya sambil bernyanyi.

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.3>

### What are you doing?

What are you doing?

I am reading.

What is he doing?

He is counting.

What is she doing?

She is drawing.

What are they doing?

They are painting.

I am reading; he's counting at school.

She is drawing; they're painting at school.

### 2. Sing and Dance

In a group of four, sing the song and dance.

*Dalam kelompok beranggotakan empat orang, menarilah dan peragakan lagunya.*





## Story Time

Comic Strip 4.1

### 1. Listen and Read

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

*Dengarkan Audio 4.4 dan baca Comic Strip 4.1.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.4>

## What are you doing?

Hi friends. How are you?  
It is break time.  
What are my friends doing?

What are you doing, Bara?

I am drawing.  
Do you want to draw, too?

I'd like to, but no thank you.

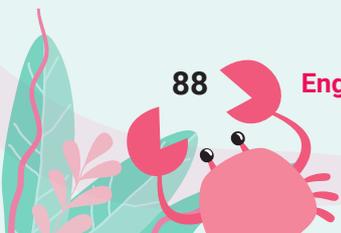
What are you doing, Mita?

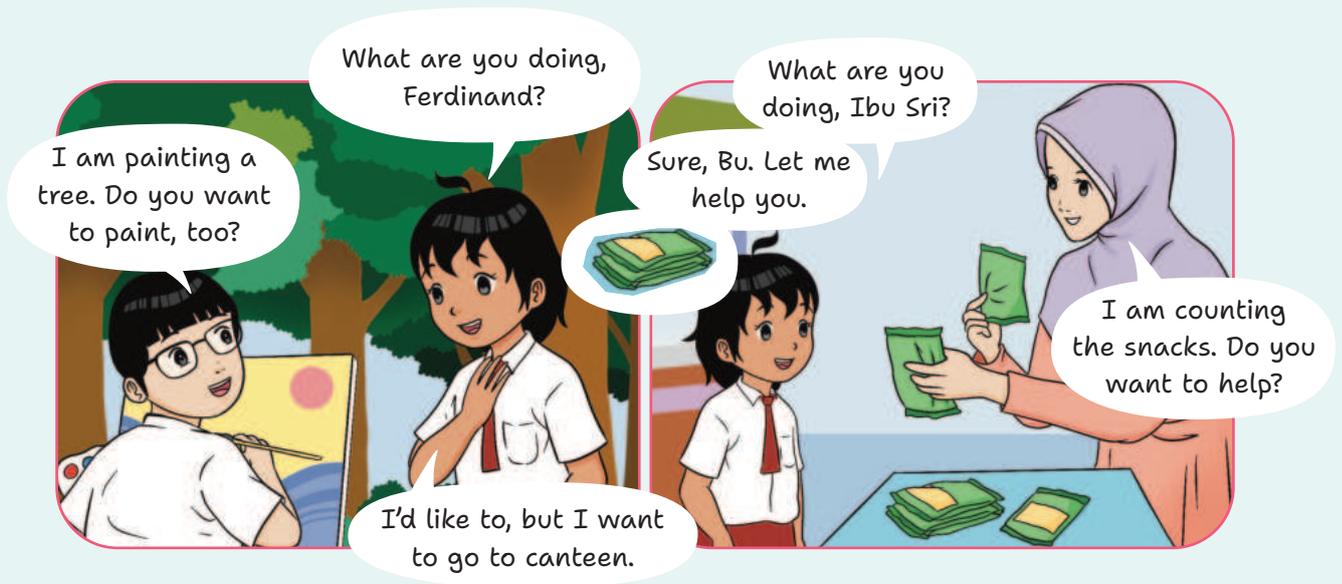
I'd like to, but I want to go to the school yard.

I am reading a book.  
Do you want to read, too?

LIBRARY

GRADE 4





## 2. Read and Act

Act out the dialogue in **Comic Strip 4.1** with your classmates.

*Peragakan dialog komik 4.1 bersama teman-temanmu.*

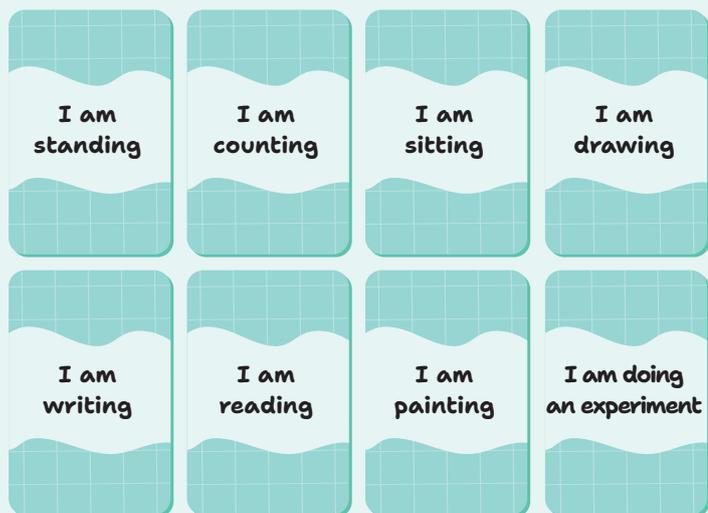
## Game Time

### Say and Act

Your teacher will give you a deck of cards. Play in groups of three. Take a card and mime. Let your friends guess using "I am" statements. Then take turns.

*Guru kalian akan membagikan setumpuk kartu. Mainkan bertiga. Ambil kartu dan peragakan. Biarkan temanmu menebak dan berganti giliran.*

### What are you doing?





## My Turn



### 1. Listen and Complete

Listen to Pipit and her friends in **Audio 4.5**. They are describing their activities at school. Complete the sentences using the words in the box.

*Dengarkan Pipit dan teman-temannya. Mereka sedang menceritakan kegiatan di sekolah. Lengkapi kalimatnya menggunakan kata-kata yang ada di dalam kotak.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.5>

#### Worksheet 4.2



counting



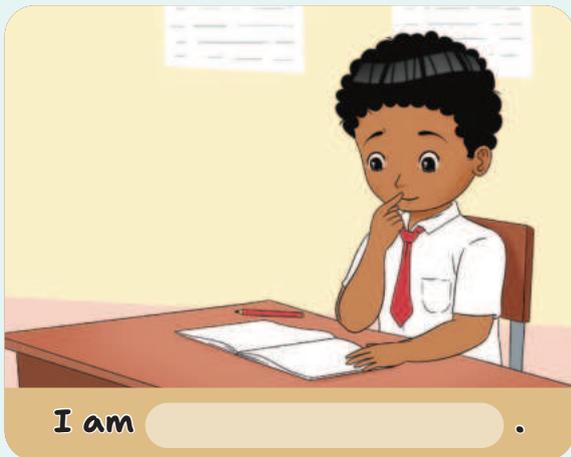
drawing



painting



writing



I am \_\_\_\_\_ .



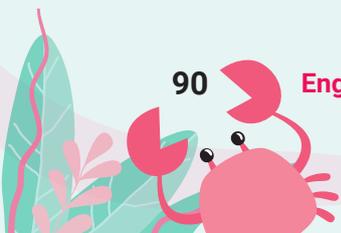
I am \_\_\_\_\_ .



I am \_\_\_\_\_ .



I am \_\_\_\_\_ .



## 2. Write and Complete

Write the correct sentence based on the picture. Complete each drawing.

Tuliskan kalimat-kalimat berikut sesuai dengan gambarnya. Lengkapi gambarnya.

I am drawing a lion.

I am painting a cat.

I am counting snacks.

I am reading a book.



I am counting the snacks.



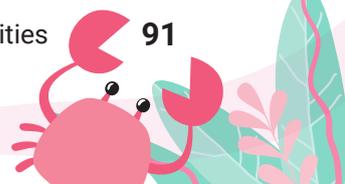
I am reading a book.



I am painting a cat.



I am drawing a lion.



### 3. Ask and Answer

Ask a classmate, "What are you doing?"

Your classmate will take a card and answer based on the card. Take turns.

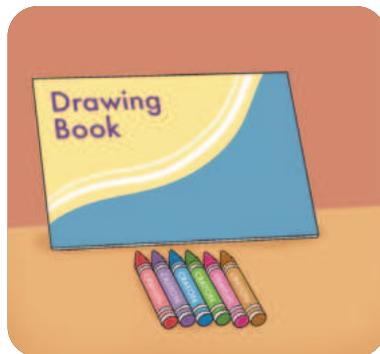
*Tanyalah pada temanmu, "What are you doing?"*

*Temanmu akan mengambil kartu dan menjawabnya sesuai dengan kartu itu.*

#### Example:

You: What are you doing?

Your classmate: I am reading.





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*

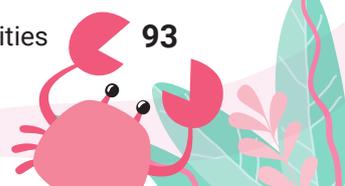


I'm still learning it.  
*Aku masih perlu belajar.*



I need more support.  
*Aku perlu bantuan.*

| <p><b>I can</b><br/><i>Aku bisa</i></p>  |  |  |  |
|--|--|---|---|
| <b>My language skills</b>  |  |   |   |
| <p>I can talk about school activities.<br/><i>Aku bisa menceritakan kegiatan di sekolah.</i></p>                 |  |   |   |
| <p>I can ask my friends about their activities.<br/><i>Aku bisa bertanya tentang kegiatan teman-temanku.</i></p> |  |   |   |
| <p>I can understand the story.<br/><i>Aku bisa mengerti ceritanya.</i></p>                                       |  |   |   |
| <b>My Social Skills</b>  |  |   |   |
| <p>I can work together with my friends.<br/><i>Aku bisa bekerja sama dengan teman-temanku.</i></p>               |  |   |   |
| <p>I can ask questions and express my ideas.<br/><i>Aku bisa bertanya dan memberi ideku.</i></p>                 |  |   |   |
| <p>I can listen to my teacher and my friends.<br/><i>Aku mendengarkan guru dan teman-temanku.</i></p>            |  |   |   |



## B. Places at School



### 1. Listen and Point

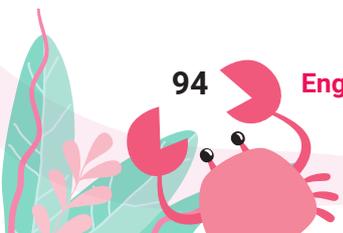
Listen to Audio 4.6 and point to the correct pictures in Picture 4.2.

Dengarkan Audio 4.6 dan tunjuk ke karakter yang sedang berbicara di gambar 4.2.

Where are they doing in the school?



Picture 4.2 What are they doing in the school?



## 2. Listen and Speak

Listen to  **Audio 4.6** and follow along. The story is about activities at school.

*Dengarkan Audio 4.6 dan tirukan. Cerita ini adalah kegiatan yang dilakukan di sekolah.*



### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.6>

## 3. Match and Speak

 **Worksheet 4.5**

Match the sentences to the correct pictures. Say each sentence.

*Pasangkan kalimat dengan gambar yang tepat. Ucapkan tiap jawaban.*

### What are they doing there?

*Apa yang mereka lakukan di sana?*



Bara is reading in the library.



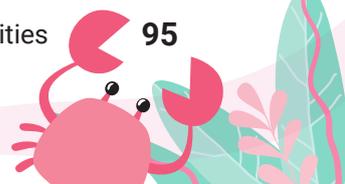
Putri is playing in the schoolyard.



Pak Tigor is sitting in the teachers' room.



Pipit is writing in the classroom.



## 4. Look and Speak

What are they doing there? Look at the pictures and read the sentences to a classmate. Take turns.

*Apa yang sedang mereka lakukan di sana? Lihatlah gambar di bawah ini dan baca kalimatnya ke salah satu temanmu. Lakukan bergantian.*

Worksheet 4.6



Ibu Flo is standing  
in the school yard.



Putri is drawing  
in the classroom.



Bara is reading  
in the library.



Pipit is doing an experiment  
in the classroom.



Pak Tigor is writing  
in the teachers' room.



Mita is washing her hands  
near the toilet.



## Story Time

### 1. Listen and Read

Listen to **Audio 4.7** and read **Comic Strip 4.2**. The story is about Pipit and Mita during break time at school.

*Dengarkan Audio 4.7 dan bacalah Comic Strip 4.2. Cerita ini adalah tentang Pipit dan Mita sewaktu istirahat di sekolah.*

**Audio 4.7**



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.7>

### Where are they doing in break time?

Mita, look! Bara is reading in the library.

Ah, yes. Let's read in the library too!

Pipit, look! Ferdinand is painting. Let's paint in the school yard!

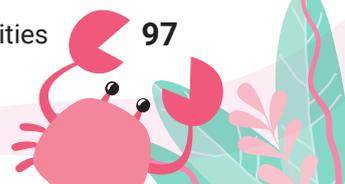
But I am still reading. Well, alright.

Oh, no! My hands are dirty.

Let's go to the toilet and wash our hands.

The bell is ringing. Let's go back to our classroom.

No. Let's go to the teachers' room.





## 2. Read and Act

Read and act out the dialogue in **Comic Strip 4.2** with your classmates.  
 Bacalah dan peragakan dialog Comic Strip 4.2 bersama teman-temanmu.

## 3. Read and Write

Write the answers to the questions based on **Comic Strip 4.2**.  
 Tulislah jawaban dari pertanyaan sesuai dengan Comic Strip 4.2.



What is Bara doing in the library?

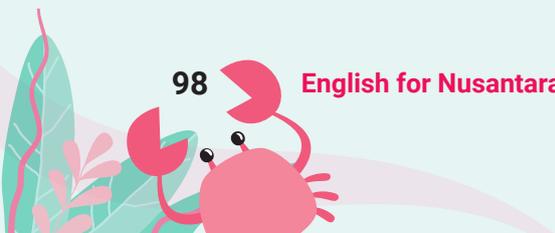
Bara is reading in the library.

What is Ferdinand doing in the school yard?

Oh, no! My hands are dirty.

Lets, ..... !  
 .....

Listen! The bell is ringing.



4. Read the Dialog



Pipit, what are you doing?

Please draw an animal.

I am doing an experiment, Pak.

But I can't find my pencil.

Okay.

Please stand up.

Look! Your pencil is under your chair.

Oh, right! There it is. Thank you, Pak.

Now, please sit down and start drawing.

Hehehe... Of course, Pak.



What word do we say to make a polite request?





## Game Time

### Snake and Ladder

#### Instructions:

1. Play the game in pairs.
2. Do rock, paper, scissors with your friend.
3. The winner moves forward 2 places on the game board below. The player describes the picture in the box.
4. The other player moves forward only 1 place. The player describes the picture in the box.
5. Repeat rock, paper, scissors to play again until one player reaches the finish line.

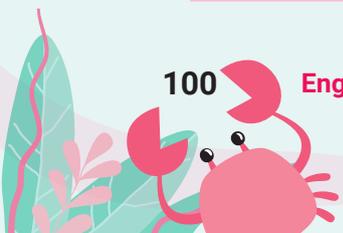
#### Instruksi:

1. Bermainlah berpasangan.
2. Lakukan batu, gunting, kertas bersama temanmu.
3. Pemain yang menang boleh maju 2 langkah di papan permainan di bawah. Pemain itu mendeskripsikan gambar di kotak.
4. Pemain yang lain hanya maju 1 langkah. Pemain itu juga mendeskripsikan gambar di kotak.
5. Ulangi permainan batu, gunting, kertas sampai salah satu pemain mencapai garis akhir.

#### Example:

Bara is reading in the library.

|                          |        |                     |                      |
|--------------------------|--------|---------------------|----------------------|
| 12<br>FINISH             | 11<br> | 10<br>              | 9<br>Go to number 10 |
| 5<br>                    | 6<br>  | 7<br>Go to number 7 | 8<br>                |
| 4<br>Go back to number 3 | 3<br>  | 2<br>               | 1<br>Start           |





## My Turn

### 1. Listen and Complete

Listen to **Audio 4.8**. Pipit is telling you about her art class. Complete the sentences based on what you hear.



*Dengarkan Audio 4.8. Pipit sedang bercerita tentang kelas seninya. Lengkapi kalimat-kalimat di bawah sesuai dengan yang kalian dengar.*

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio4.8>

Standing

Writing

Drawing

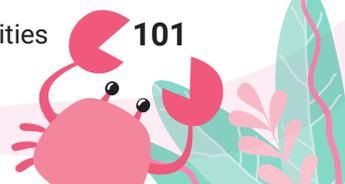
Counting

Painting



Hello friends, today is art class.

Look! Pak Tigor is  and  something on the board. Bara is  the crayons. Mita is  a cat and Ferdinand is  an elephant. Then, Pak Tigor says, "Please stop your activities. We are having a break." However, my friends and I still want to continue because art class is really fun.



## 2. Read and Write

Write your friends' activities in the class.  
Look at your friends and teacher in the class.  
What are they doing? Write about them.



**I Can Do It!**

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
Aku bisa.



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



I need more support.  
Aku perlu bantuan.

| <p><b>I can</b><br/><i>Aku bisa</i></p>  |  |  |  |
|--|---|--|--|
| <p><b>My language skills</b></p>   |   |  |  |
| <p>I can talk about places at school.<br/><i>Aku bisa menceritakan tentang tempat-tempat di sekolah.</i></p>     |   |  |  |
| <p>I can talk about the activities at school.<br/><i>Aku bisa menceritakan tentang aktivitas di sekolah.</i></p> |   |  |  |
| <p>I can understand the story.<br/><i>Aku bisa mengerti ceritanya.</i></p>                                       |   |  |  |
| <p><b>My Social Skills</b></p>   |   |  |  |
| <p>I can work together with my friends.<br/><i>Aku bisa bekerja sama dengan teman-temanku.</i></p>               |   |  |  |
| <p>I can ask questions and express my ideas.<br/><i>Aku bisa bertanya dan memberi ide.</i></p>                   |   |  |  |
| <p>I can listen to my teacher and my friends.<br/><i>Aku mendengarkan guru dan teman-temanku.</i></p>            |   |  |  |



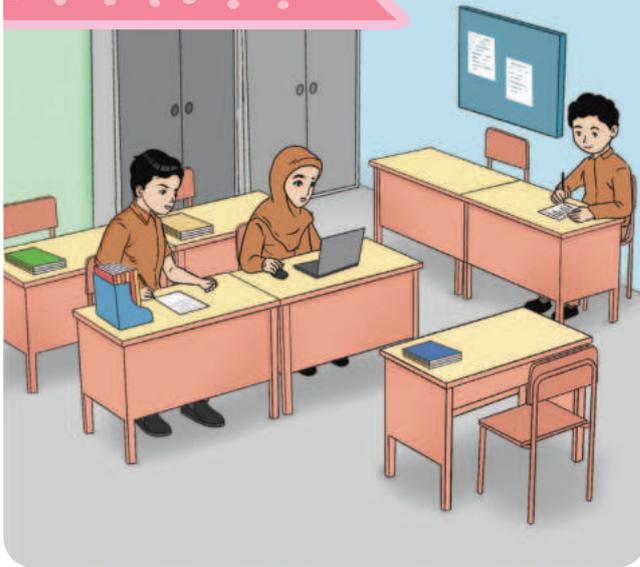


## I Can Do More

### Observe and Record

At your break time, go to the:

#### Teacher's Room



What are your teachers doing?

---

---

---

---

---

---

---

---

---

---

#### Cafeteria



What are your friends doing?

---

---

---

---

---

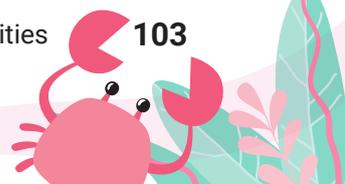
---

---

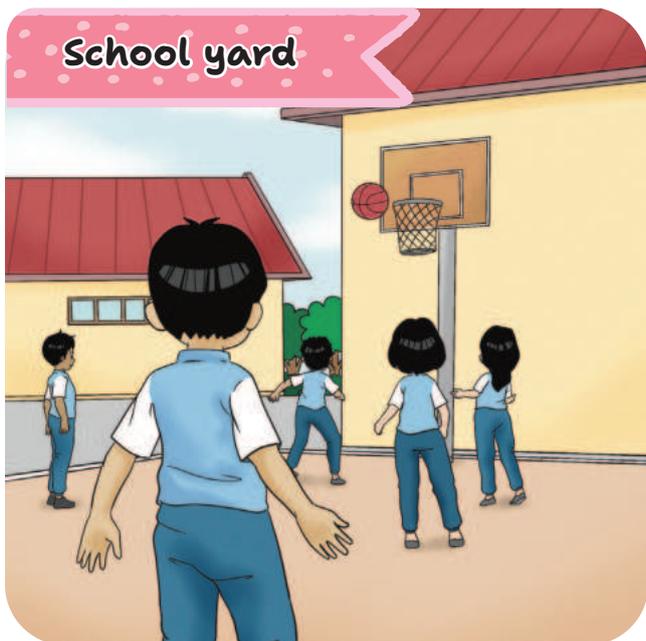
---

---

---



School yard



What are your friends doing?

---

---

---

---

---

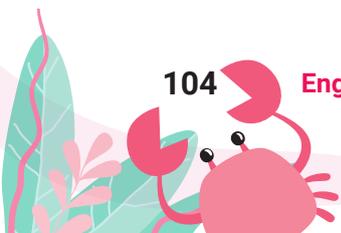
---

---

---

---

---

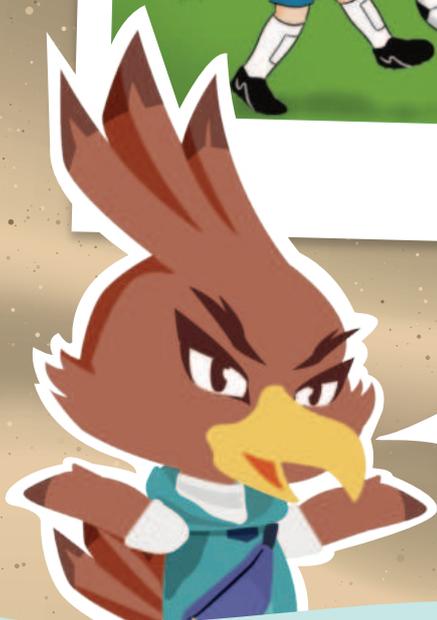


KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI  
REPUBLIK INDONESIA, 2024  
Bahasa Inggris: English for Nusantara Kids  
untuk SD/MI Kelas IV  
Penulis: Ika Lestari Damayanti, dkk  
ISBN: 978-623-388-243-9 (jil.2 PDF)



# My PE Class

(Physical Education / PJOK)



What Can You Do?



## Learning Objectives

1. You can recognize parts of your body.
2. You can describe what you can do.
3. You can tell someone how you feel.

## Tujuan Pembelajaran:

1. Kamu dapat mengenali anggota tubuhmu.
2. Kamu dapat mendeskripsikan apa yang bisa kamu lakukan.
3. Kamu dapat mengatakan perasaanmu.

| Key Words | Kata Kunci       |
|-----------|------------------|
| eyes      | <i>mata</i>      |
| nose      | <i>hidung</i>    |
| ears      | <i>telinga</i>   |
| see       | <i>melihat</i>   |
| hear      | <i>mendengar</i> |

| Functional Language      | Bahasa Fungsional                        |
|--------------------------|--|
| I can see the trees.     | <i>Aku bisa melihat pohon-pohon.</i>     |
| I cannot catch the ball. | <i>Aku tidak bisa menangkap bolanya.</i> |
| Throw the ball.          | <i>Lempar bolanya.</i>                   |
| Are you (sad)?           | <i>Apakah kamu (sedih)?</i>              |
| I am (happy).            | <i>Aku (senang).</i>                     |
| I am not (hungry).       | <i>Aku tidak (lapar).</i>                |



## A. Catch the Ball



I Spy!

### 1. Listen and Point

Listen to Audio 5.1 and point to the correct pictures.

*Simak Audio 5.1 dan tunjuk ke gambar yang tepat.*



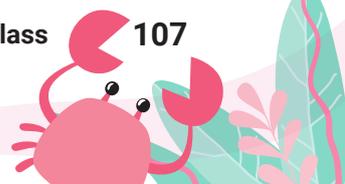
Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.1>

What can they do?



Picture 5.1 Art Class



## 2. Listen and Say

Listen to  Audio 5.2. Listen to Ibu Flo and say the expression.

*Simak Audio 5.2. Dengarkan Ibu Flo dan ucapkan ungkapannya.*

 Audio 5.2



Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.2>



## 3. Listen and Do Worksheet 5.1

Listen to Bima in  Audio 5.3. Give a checkmark (✓) to the sentences you hear. Mime the action.

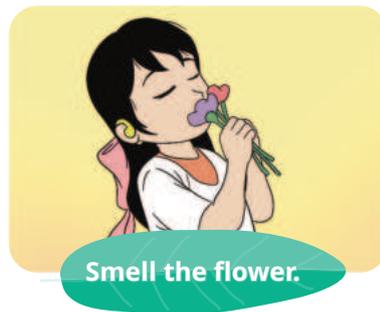
*Simak Bima di Audio 5.3. Berilah tanda centang (✓) pada kalimat yang kalian dengar. Tirukan gerakannya.*

 Audio 5.3



Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.3>



#### 4. Match and Speak

Match each picture with the correct sentence. Say the sentences to your friend.

*Pasangkan gambar dengan kalimat yang sesuai. Ucapkanlah kalimat-kalimat tersebut pada temanmu.*



I can kick the ball.



I cannot catch the ball.



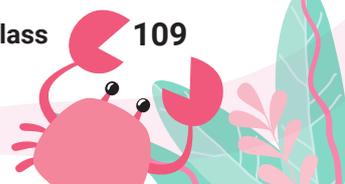
I can hear the whistle.



I can throw the ball.



I can smell the flowers.





## Song Time

### 1. Listen and Sing

Listen to  Audio 5.4 about Bara in PE class and sing along.

*Simak Audio 5.4. tentang Bara di kelas PJOK sambil bernyanyi.*

 Audio 5.4



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.4>

## I Can

I can throw the ball  
but I cannot catch it.  
I am sad, I am sad, I am sad.  
I try, I try, I try it again.  
Hooray, now I can do it.

I can throw the ball  
but I cannot catch it.  
I am sad, I am sad, I am sad.  
I try, I try, I try it again.  
Hooray, now I can do it.

I can throw the ball,  
I can kick it  
and I can catch it.  
Now I'm happy,  
I'm happy  
and not sad.



### 2. Sing and Dance

In a group of four, sing the song and dance.

*Dalam kelompok beranggotakan empat orang, nyanyikan lagunya dan menarilah.*





## Story Time

How often do you play sports? Why do we need to warm up before playing a sport?



### 1. Listen and Read Comic Strip 5.1

Listen to Audio 5.5. It is a story about PE class with Ibu Flo.

*Simak Audio 5.5. Ini adalah cerita tentang kelas olahraga bersama Ibu Flo.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.5>

## My PE Class

Good morning, students. We are going to play the game Simon Says for our warming up.

"Good morning, ma'am!"

Simon says touch your eyes. What can you do with your eyes?

I can see the trees with my eyes.

Excellent, Pipit!

Simon says touch your ears. What can you do with your ears?

I can hear the birds singing with my ears.

Very nice, Mita!

Simon says touch your feet. What can you do with your feet?

That's right, Ferdinand.

I can kick the ball.





## 2. Read and Act

Read the dialogue in **Comic Strip 5.1** and act it out with your classmates.

*Peragakan dialog di Comic Strip 5.1 bersama teman-temanmu.*

## 3. Match and Label

Label each picture in **Worksheet 5.3** with the correct description.

*Labeli setiap gambar di Worksheet 5.3 dengan deskripsi yang benar.*

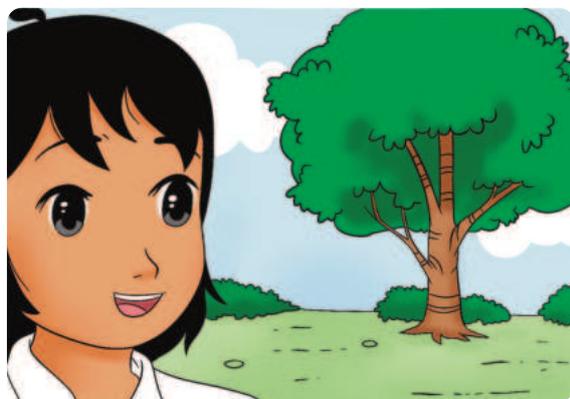
### Worksheet 5.3

1 I can see the trees with my eyes.

2 I can smell soto with my nose.

3 I can kick the the ball with my feet.

4 I can hear the birds singing with my ears





## Game Time

### 1. Simon Says

#### Instructions:

1. Work in groups of 4.
2. Each group gets a set of cards.
3. One player (the leader) takes a card and says, "Simon says ..." (based on the cards) or says the sentence without "Simon Says".
4. The other player will do or mime what it says on the card if the leader uses "Simon Says". If the leader does not say "Simon says..." then the player do not follow the instruction.
5. Take turns being the leader.

#### Instruksi:

1. Bekerjalah dalam kelompok beranggotakan 4 orang.
2. Setiap kelompok akan menerima 1 set kartu.
3. Salah satu pemain (ketua) mengambil satu kartu dan berkata, "Simon says...." (berdasarkan kata-kata di kartu) atau dapat juga menyebutkan kalimatnya tanpa mengawalnya dengan "Simon says".
4. Anggota kelompok yang lain akan melakukan atau menirukan gerakan sesuai dengan yang tertera di kartu ketika pemimpin permainan menggunakan "Simon says...". Jika pemimpin permainan tidak menggunakan kata "Simon says" maka pemain yang lain tidak mengikuti instruksinya.
5. Bergantianlah menjadi pemimpin permainan.



## 2. The Miming Game

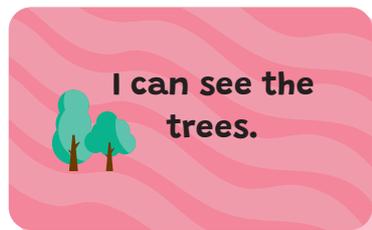
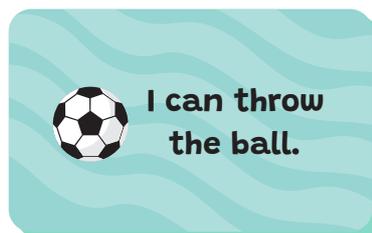
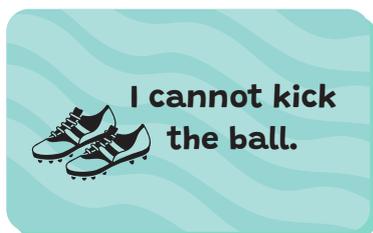


### Instructions:

1. Your teacher will divide the class into two or three teams.
2. Each team makes a line.
3. The teacher will show a card to the player standing at the back.
4. The player will tap the other player in front of him/ her to mime the action based on the card.
5. The player standing in front should guess the sentence.
6. The team that can guess the sentence correctly gets 10 points.

### Instruksi:

1. Guru akan membagi kalian menjadi dua atau tiga tim.
2. Setiap tim membuat barisan.
3. Guru akan menunjukkan satu kartu berisi satu kalimat ke kalian yang berada di barisan paling belakang.
4. Sentuhlah bahu teman yang berada di depan kalian dan peragakan gerakan sesuai dengan kartu.
5. Murid yang berdiri di barisan paling depan harus menebak kalimatnya.
6. Tim yang dapat menebak kalimat dengan benar mendapat skor 10.





## My Turn

### 1. Create and Write

Write what you can or cannot do.

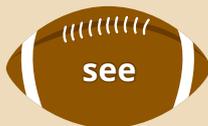
Worksheet 5.4

*Tuliskan apa yang bisa dan tidak bisa kamu lakukan.*

#### Examples:

(kick) I cannot kick a ball.

(see) I can see my friends in the classroom.



1



2



3



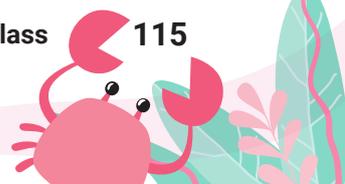
4



5



6



## 2. Read and Mime

Read and mime the sentences you write in  **Worksheet 5.4** to your classmate.

*Baca dan peragakan kalimat yang kalian tulis di Worksheet 5.4 ke temanmu.*



### I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

*Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.*



Yes, I can.  
*Aku bisa.*



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



I need more support.  
*Aku perlu bantuan.*

Table 5.1 I Can Do It!

| I can<br><i>Aku bisa</i>   |  |  |  |
|--|--|---|---|
| <b>My language skills</b>  |  |   |   |
| I can tell what I can do.<br><i>Aku bisa menceritakan apa yang aku bisa.</i>                       |  |   |   |
| I can tell what I cannot do.<br><i>Aku bisa menceritakan apa yang aku tidak bisa.</i>              |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>                                 |  |   |   |
| <b>My Social Skills</b>  |  |   |   |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>         |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ideku.</i>           |  |   |   |
| I can listen to my teacher and my friends.<br><i>Aku bisa mendengarkan guru dan teman-temanku.</i> |  |   |   |



## B. My Feelings



I Spy!

### 1. Listen and Point

Listen to Audio 5.6 and point to the speaking character in Picture 5.2.



Dengarkan Audio 5.6 dan tunjuk karakter yang sedang berbicara di gambar 5.2.

Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.6>

Are they happy?



Picture 5.2 Warm Up



## 2. Listen and Speak



Listen to **Audio 5.7** and say the expressions.

*Dengarkan Audio 5.7 dan ucapkan ungkapannya.*

Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.7>



## 3. Match and Say

Worksheet 5.5

Match each picture with the correct sentences. Then say the sentence to your classmates.



4. Look and Say

Look at the people in the pictures. Say their feelings. Then write a sentence for each pictures.



1 Pipit is thirsty.



2



3



4





## Story Time



Goalkeeper  
Kiper

### 1. Listen and Read

Listen to Audio 5.8 and read the Comic Strip 5.2. This story is about Bara and Ferdinand after PE class.

*Dengarkan Audio 5.8 dan baca Comic Strip 5.2. Cerita ini tentang Bara dan Ferdinand setelah kelas PJOK.*

Audio 5.8



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio5.8>





## 2. Read and Act

Read the dialogue in **Comic Strip 5.2** and act it out with your classmates.

Bacalah dialog di Comic Strip 5.2 dan peragakan bersama teman-temanmu.

## 3. Read and Circle

**Worksheet 5.7**

Read each sentence. Circle **T** (true) or **F** (false) based on the **Comic Strip 5.2**.

Bacalah kalimat berikut. Lingkari T (pernyataan benar) atau F (pernyataan salah) berdasarkan Comic Strip 5.2.

- a Bara is thirsty.
- b Bara is not hungry.
- c Ferdinand is sad.
- d Bara is sad.
- e Bara wants to practice kicking the ball.
- f Ferdinand wants to meet Bara before lunch.

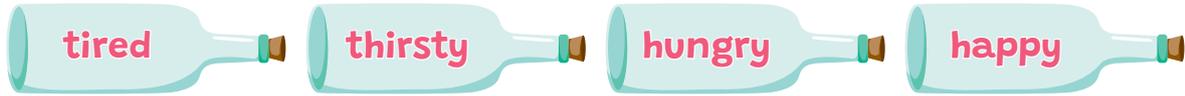
|   |   |
|---|---|
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |



#### 4. Read, Write, and Draw

Read each sentence. Write the correct word to the correct sentence. Draw a picture of yourself in each situation.

Bacalah tiap kalimat. Tulis kata yang tepat di tiap kalimat. Gambarlah situasinya.



I want to drink milk. I am

I want to eat an apple. I am

I ran 5 kilometers. I am

I can score a goal. I am





## Game Time

### The 'Miming' Game

#### Instructions:

1. Your teacher will divide the class into two or three teams.
2. Each team makes a line.
3. The teacher will show a card to the player standing at the back.
4. The player will tap the other player in front of him/ her to mime the action based on the card.
5. The player standing in front should guess the sentence.
6. The team that can guess the sentence correctly gets 10 points.

#### Instruksi:

1. Guru akan membagi kalian menjadi dua atau tiga tim.
2. Setiap tim membuat barisan.
3. Guru akan menunjukkan satu kartu berisi satu kalimat ke kalian yang berada di barisan paling belakang.
4. Sentuhlah bahu teman yang berada di depan kalian dan peragakan gerakan sesuai dengan kartu.
5. Murid yang berdiri di barisan paling depan harus menebak kalimatnya.
6. Tim yang dapat menebak kalimat dengan benar mendapat skor 10.





## My Turn

### 1. Interview and Record

Choose 3 classmates. Write your classmate's names. Ask your classmates about their feelings. Write **YES** or **NO** according to their answers.

*Pilih 3 teman sekelasmu. Tulis nama mereka. Tanyalah perasaan mereka. Tulis yes atau no sesuai jawaban yang mereka berikan.*

| Are you ...? | Classmate 1 | Classmate 2 | Classmate 3 |
|--------------|-------------|-------------|-------------|
| tired        |             |             |             |
| hungry       |             |             |             |
| thirsty      |             |             |             |
| happy        |             |             |             |
| sad          |             |             |             |

### 2. Show and Tell

Show and tell the result of your interview to a classmate. Take turns.

*Tunjukkan dan beritahukan hasil wawancaramu ke salah satu teman sekelasmu. Lakukan secara bergantian.*





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*



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



I need more support.  
*Aku perlu bantuan.*

Table 5.2 I Can Do It!

| I can<br><i>Aku bisa</i>  |  |  |  |
|---|--|---|---|
| <b>My language skills</b>   |  |   |   |
| I can talk about my feelings.<br><i>Aku bisa menceritakan perasaanku.</i>                       |  |   |   |
| I can ask my friends about their feelings<br><i>Aku bisa bertanya tentang perasaan temanku.</i> |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>                              |  |   |   |
| <b>My Social Skills</b>   |  |   |   |
| I can work together with my friends.<br><i>Aku bisa bekerja sama dengan teman-temanku.</i>      |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>          |  |   |   |
| I can listen to my teacher and my friends.<br><i>Aku mendengarkan guru dan teman-temanku.</i>   |  |   |   |





## I Can Do More

### 1. Observe and Think

Observe your friends during snack break.  
How do you think they feel?

### 2. Ask Your Family Member

Ask your family members these questions. Write the answers.

*Tanyalah anggota keluargamu pertanyaan berikut. Tulis jawabannya.*

1. How do you feel?

---

2. Are you hungry?

---

3. Are you thirsty?

---

4. Are you sad?

---

5. Are you happy?

---

6. Are you tired?

---



# My School Days



## AGUSTUS 2025

| MINGGU | SENIN | SELASA | RABU | KAMIS | JUMAT | SABTU |
|--------|-------|--------|------|-------|-------|-------|
|        |       |        |      |       | 1     | 2     |
| 3      | 4     | 5      | 6    | 7     | 8     | 9     |
| 10     | 11    | 12     | 13   | 14    | 15    | 16    |
| 17     | 18    | 19     | 20   | 21    | 22    | 23    |
| 24     | 25    | 26     | 27   | 28    | 29    | 30    |
| 31     |       |        |      |       |       |       |

17 Agustus 2025 : HUT kemerdekaan RI ke-80



What day is it?



## Learning Objectives

You can talk about the school schedule and calendar.

*Kamu dapat menjelaskan jadwal pelajaran dan kalender.*

| Recycled Words | Kata-Kata Daur Ulang |
|----------------|----------------------|
| today          | <i>hari ini</i>      |

| Key Words | Kata Kunci    |
|-----------|---------------|
| Monday    | <i>Senin</i>  |
| Tuesday   | <i>Selasa</i> |
| Wednesday | <i>Rabu</i>   |
| Thursday  | <i>Kamis</i>  |
| Friday    | <i>Jumat</i>  |
| Saturday  | <i>Sabtu</i>  |
| Sunday    | <i>Minggu</i> |

| Language Expressions                  | Ungkapan   |
|---------------------------------------|--|
| What day is it?                       | <i>Hari apakah hari ini?</i>                       |
| It is Wednesday.                      | <i>Hari ini hari Rabu.</i>                         |
| What subjects do you have on Tuesday? | <i>Belajar apa pada hari Selasa?</i>               |
| I have Mathematics and English.       | <i>Saya belajar Matematika dan Bahasa Inggris.</i> |



| Recycled Words | Kata-Kata Daur Ulang     |
|----------------|--------------------------|
| number 1 to 55 | <i>angka 1 sampai 55</i> |
| day            | <i>hari</i>              |
| learn          | <i>mempelajari</i>       |

| Key Words | Kata Kunci       |
|-----------|------------------|
| January   | <i>Januari</i>   |
| February  | <i>Februari</i>  |
| March     | <i>Maret</i>     |
| April     | <i>April</i>     |
| May       | <i>Mei</i>       |
| June      | <i>Juni</i>      |
| July      | <i>Juli</i>      |
| August    | <i>Agustus</i>   |
| September | <i>September</i> |
| October   | <i>Oktober</i>   |
| November  | <i>November</i>  |
| December  | <i>Desember</i>  |

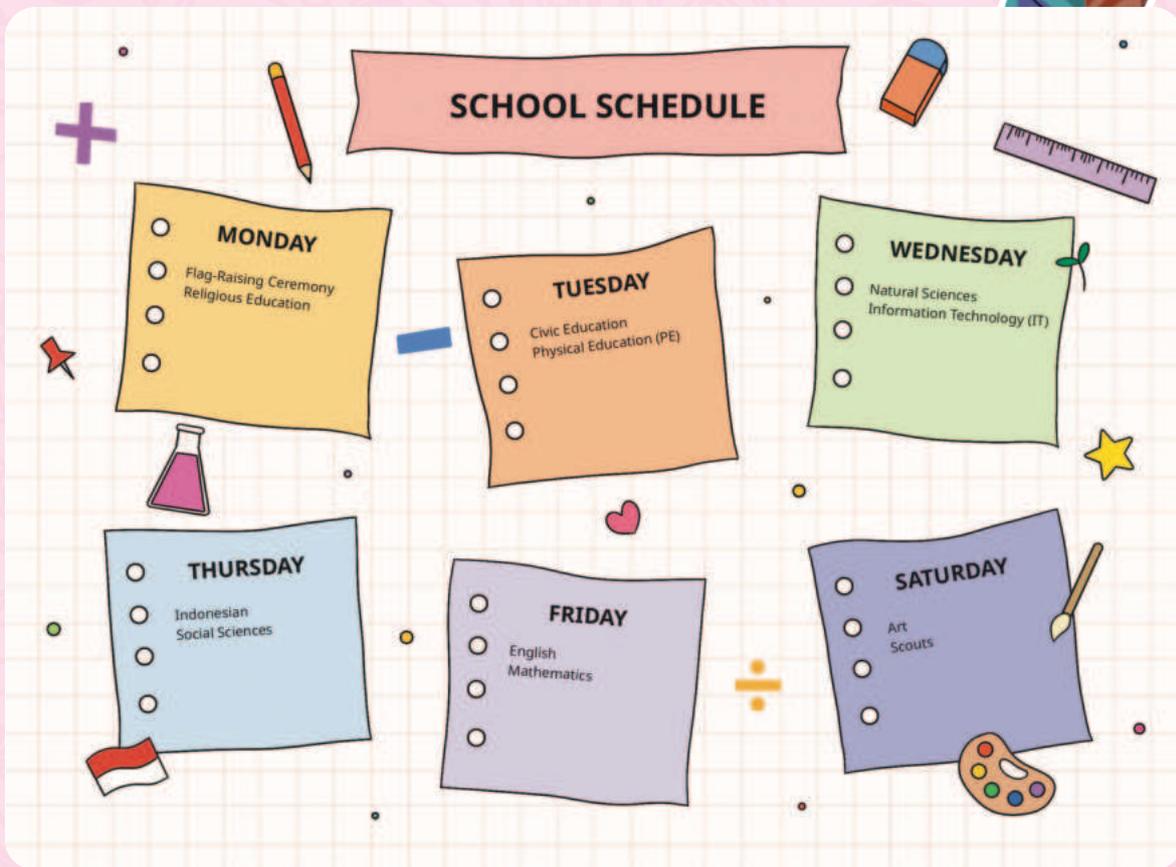
| Language Expressions   | Ungkapan                            |
|------------------------|-------------------------------------|
| What month is it?      | <i>Bulan apakah ini?</i>            |
| It is April.           | <i>Ini bulan April.</i>             |
| What date is it?       | <i>Tanggal berapa hari ini?</i>     |
| It is January 31.      | <i>Hari ini tanggal 31 Januari.</i> |
| When is your birthday? | <i>Kapan ulang tahunmu?</i>         |
| It is on September 27. | <i>Tanggal 27 September.</i>        |



## A. Days of the Week



What subject do you have today?



Picture 6.1 Pipit's Class Schedule

### 1. Listen and Point

Look at the picture above. It is Pipit's class schedule. Listen to **Audio 6.1** and point to the correct day and subjects.

Lihatlah gambar di atas. Gambar tersebut adalah jadwal pelajaran di kelas Pipit. Dengarkan Audio 6.1 dan tunjukkan hari dan mata pelajaran yang sesuai.



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.1>



## 2. Listen and Speak



Listen to  **Audio 6.2** and say the names of the days.

*Dengarkan Audio 6.2 dan ucapkan nama-nama hari.*

### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.2>

**What day is it?**



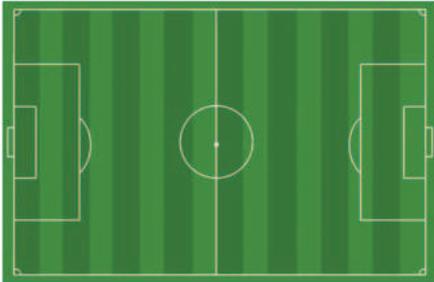
### 3. Match and Speak

Match the pictures with the expressions. Say the expressions.

Cocokkan gambar dengan ungkapannya. Ucapkan ungkapannya.

What subjects do you have today?

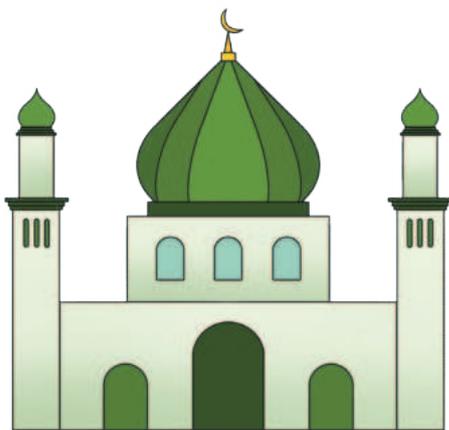
I have ...



Religious  
Education



Civic  
Education



PE

What subjects do you have today?

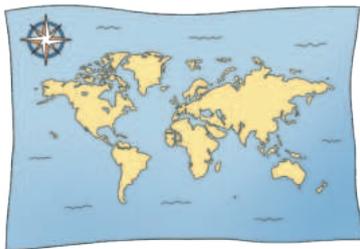
I have ...



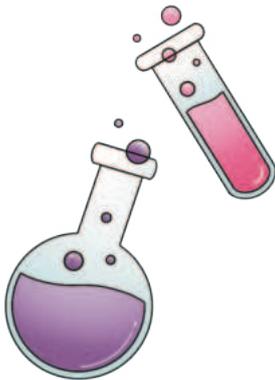
Natural Sciences.



IT.



Indonesian.



Social Sciences.

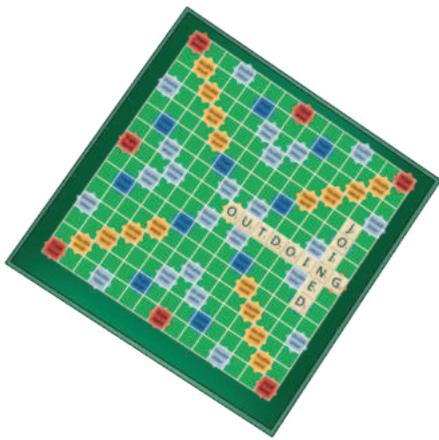


What subjects do you have today?

I have ...



English.



Mathematics.



Arts.



Scouts





## Song Time



### Listen and Sing

Listen to the song in  **Audio 6.3** and sing it with your teacher and classmates.  
Dengarkan lagu di Audio 6.3 dan nyanyikan bersama guru dan teman-teman.

#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.3>

## My School Schedule

What subjects do you have on Monday?

I have Religious Education.

How about on Tuesday?

Civic Education and PE.

What subjects do you have on Wednesday?

I have Natural Sciences and IT.

How about on Thursday?

Indonesian and Social Sciences.

What subjects do you have on Friday?

I have English and also Mathematics.

How about on Saturday?

It's time for Arts and Scouts.





## Story Time

### 1. Listen and Read Comic Strip 6.1

Listen to Audio 6.4 and read along the story below. It is about Pipit, Mita and Bara talking about quiz schedules.

*Dengarkan Audio 6.4 dan baca cerita di bawah ini. Ini tentang Pipit, Mita dan Bara berbicara tentang jadwal kuis.*

Audio 6.4

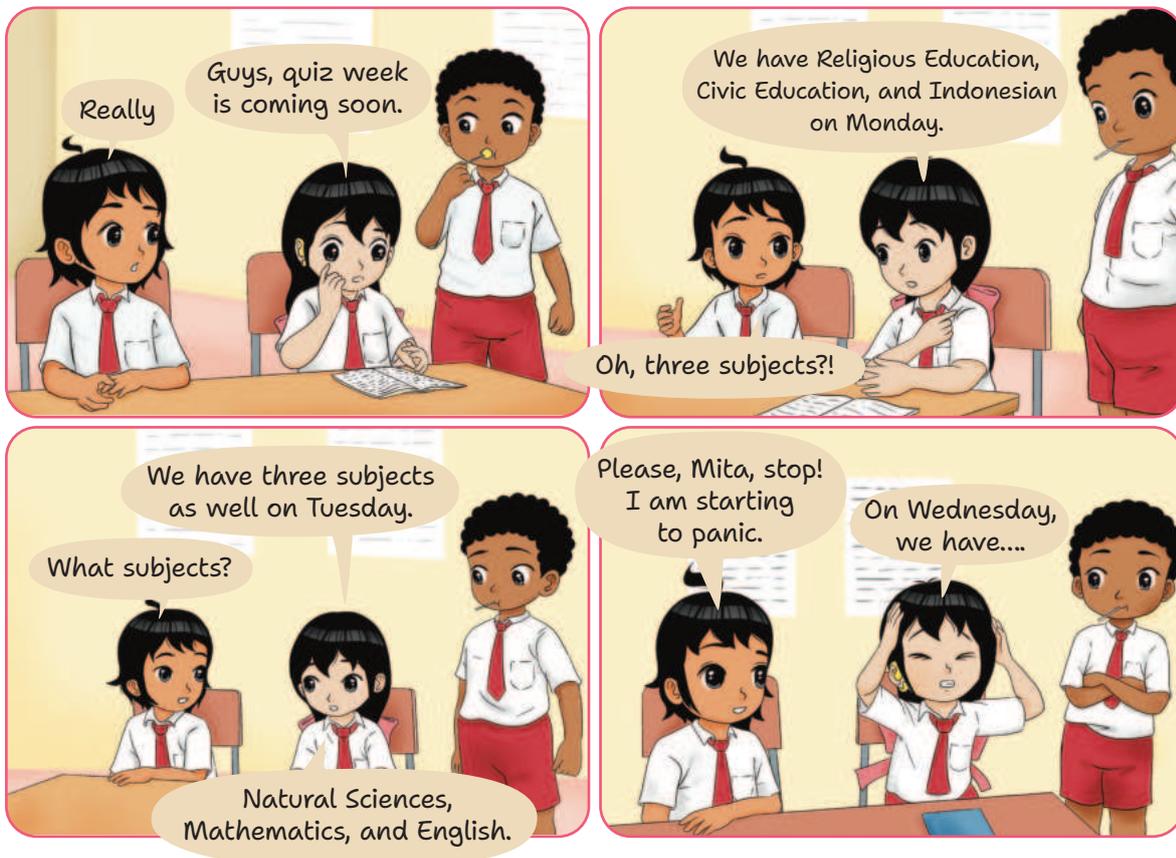


#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.4>

#### Wordbox

|                |                       |
|----------------|-----------------------|
| quiz week      | = Pekan ulangan       |
| panic          | = panik               |
| calm down      | = tenang              |
| study together | = belajar bersama     |
| to prepare     | = untuk mempersiapkan |



Really

Guys, quiz week is coming soon.

We have Religious Education, Civic Education, and Indonesian on Monday.

Oh, three subjects?!

We have three subjects as well on Tuesday.

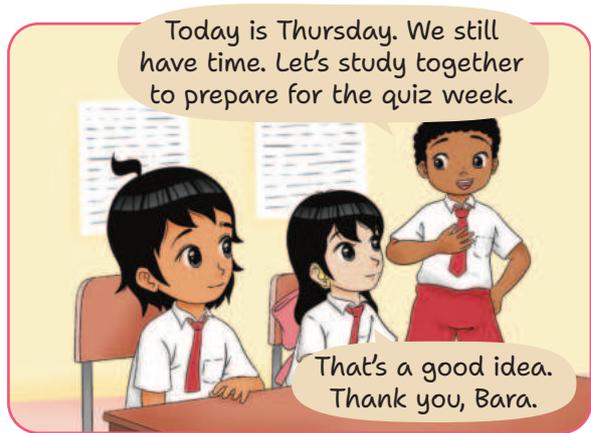
What subjects?

Natural Sciences, Mathematics, and English.

Please, Mita, stop! I am starting to panic.

On Wednesday, we have...





## 2. Read and Complete

Worksheet 6.4

Read the story in **Comic Strip 6.1**. Complete each sentence with the correct word from the box. The first one, sentence a), has been done for you.

Bacalah cerita di Comic Strip 6.1. Lengkapi kalimat-kalimat berikut dengan kata-kata yang ada dalam kotak. Nomor a) sudah dikerjakan sebagai contoh.

learn

idea

three

panic

how

Monday

quiz week

time

- a. Guys, **quiz week** is coming.
- b. We have Religious Education, Civic Education, and Indonesian on \_\_\_\_\_.
- c. We have \_\_\_\_\_ subjects as well on Tuesday.
- d. Please, Mita, stop! I am starting to \_\_\_\_\_.
- e. \_\_\_\_\_ can you say that?
- f. We still have \_\_\_\_\_.
- g. Let's \_\_\_\_\_ together to prepare for the quiz week.
- h. That's a good \_\_\_\_\_.



### 3. Read and Act

Act out the story in  **Comic Strip 6.1** with your classmates.

*Peragakan cerita di Comic Strip 6.1 dengan teman sekelasmu.*



### Game Time

#### 1. What Subjects Do You Have?

##### Instructions:

1. Each player gets 1 card.
2. All player stand and raise one hand.
3. Players pair up with the nearest classmate.
4. The pairs play rock-paper-scissors.
5. The winner asks the question first. The partner answers the question.
6. Take turns.
7. Swap the cards. Repeat the activity.

##### Instruksi:

1. *Setiap pemain mendapatkan 1 kartu.*
2. *Semua pemain berdiri dan mengangkat 1 tangan.*
3. *Pemain berpasangan dengan teman terdekat.*
4. *Pasangan melakukan batu-kertas-gunting.*
5. *Pemenang bertanya terlebih dahulu. Yang kalah menjawab.*
6. *Lakukan secara bergantian.*
7. *Tukar kartunya. Ulangi kegiatan di atas.*

##### For example:

Player A: What subjects do you have on Monday?

Player B: I have English, IT, and mathematics.

Player B: What subjects do you have on Friday?

Player A: I have Natural Science and Art.



What subjects  
do you have on  
**Monday?**

What subjects  
do you have on  
**Tuesday?**

What subjects  
do you have on  
**Wednesday?**

What subjects  
do you have on  
**Thursday?**

What subjects do  
you have on **Friday?**

What subjects  
do you have on  
**Saturday?**

## 2. Group Chants

### Instructions:

1. Class is divided into two groups: A and B.
2. Teacher chooses a day of the week.
3. Group A asks questions about today, yesterday, and tomorrow.
4. Group B answers each question.
5. Take turns and the teacher chooses a different day.

### Instruksi:

1. Kelas dibagi menjadi dua grup: A dan B.
2. Guru memilih satu hari untuk pertanyaan tentang hari ini.
3. Grup A bertanya tentang hari ini, kemarin, dan besok.
4. Grup B menjawab.
5. Bergantianlah dan guru memilih hari yang berbeda.

### For example:

Teacher: I choose Monday.

A: What day, what day is it today?

B: Today, today is Monday.

A: How about, how about yesterday?

B: Yesterday, yesterday was Sunday.

A: How about, how about tomorrow?

B: Tomorrow, tomorrow will be Tuesday.





## My Turn

1.

Complete the table with your school schedule.

*Lengkapi tabel berikut sesuai jadwal pelajaran di kelasmu.*

 Worksheet 6.5

| Monday | Tuesday | Wednesday |
|--------|---------|-----------|
|        |         |           |

| Thursday | Friday | Saturday |
|----------|--------|----------|
|          |        |          |



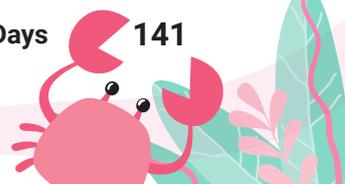
## 2. Write and Complete

Complete the dialogue based on your schedule.

*Lengkapi dialog berikut berdasarkan jadwal pelajaran di kelasmu.*

### Worksheet 6.6

- A : Hi. We have a new schedule for this week.
- B : What subjects do we have on Monday?
- A : On Monday, we have \_\_\_\_\_.
- B : How about on Tuesday?
- A : We have \_\_\_\_\_ on Tuesday.
- B : Let me see the schedule.
- On Wednesday, we have \_\_\_\_\_.
- On Thursdays, we have \_\_\_\_\_.
- On Friday, we have \_\_\_\_\_.
- A : How about on Saturday?
- B : On Saturday, we have \_\_\_\_\_.
- A : Let's study hard!



### 3. Perform the dialogue with a classmate.

Tampilkan dialog di atas bersama teman sekelasmu.



#### I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.

Yes, I can.  
*Aku bisa.*

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

I need more support.  
*Aku perlu bantuan.*

Table 6.1 I Can Do It!

| <p>I can<br/><i>Aku bisa</i></p>   |  |  |  |
|--|--|--|--|
| <p><b>My language skills</b></p>   |  |  |  |
| <p>I can talk about the class schedule.<br/><i>Aku bisa menceritakan jadwal pelajaran.</i></p>   |  |  |  |
| <p>I can ask my classmates about days of the week and subjects.<br/><i>Aku bisa bertanya kepada teman-teman sekelas tentang hari dan mata pelajaran.</i></p> |  |  |  |
| <p>I can understand the story.<br/><i>Aku bisa mengerti ceritanya.</i></p>   |  |  |  |
| <p><b>My Social Skills</b></p>   |  |  |  |
| <p>I can work together with my friends.<br/><i>Aku bisa bekerja sama dengan teman-temanku.</i></p>   |  |  |  |
| <p>I can ask questions and express my ideas.<br/><i>Aku bisa bertanya dan memberi ideku.</i></p>   |  |  |  |
| <p>I can listen to my teacher and my friends.<br/><i>Aku mendengarkan guru dan teman-temanku.</i></p>  |  |  |  |

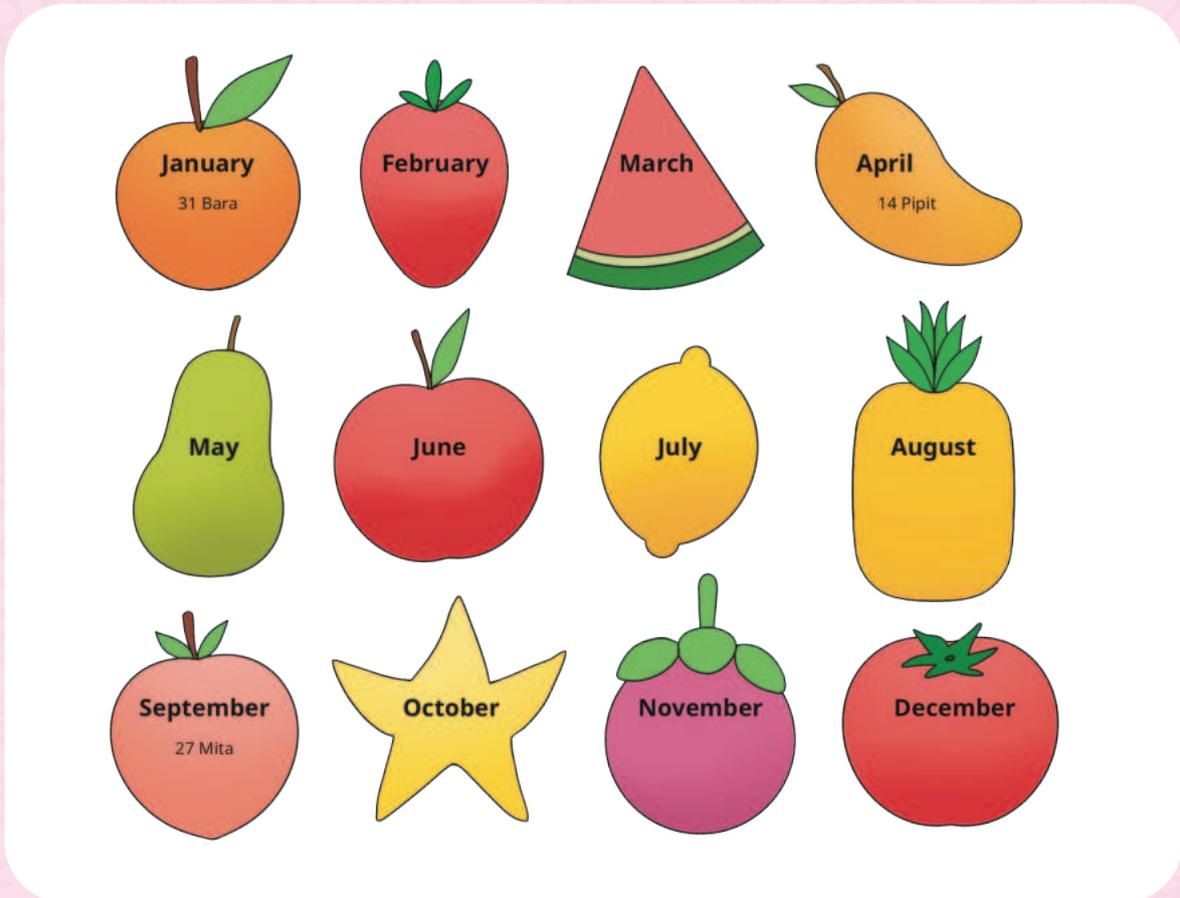


## B. Birthdays



I Spy!

When is your birthday?



Picture 6.2 Calendar

### 1. Listen and Point

Listen to  **Audio 6.5** and point to the correct month and name of person.

*Dengarkan Audio 6.5 dan tunjuk ke nama bulan dan nama orang yang sesuai.*



Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.5>



## 2. Listen and Speak



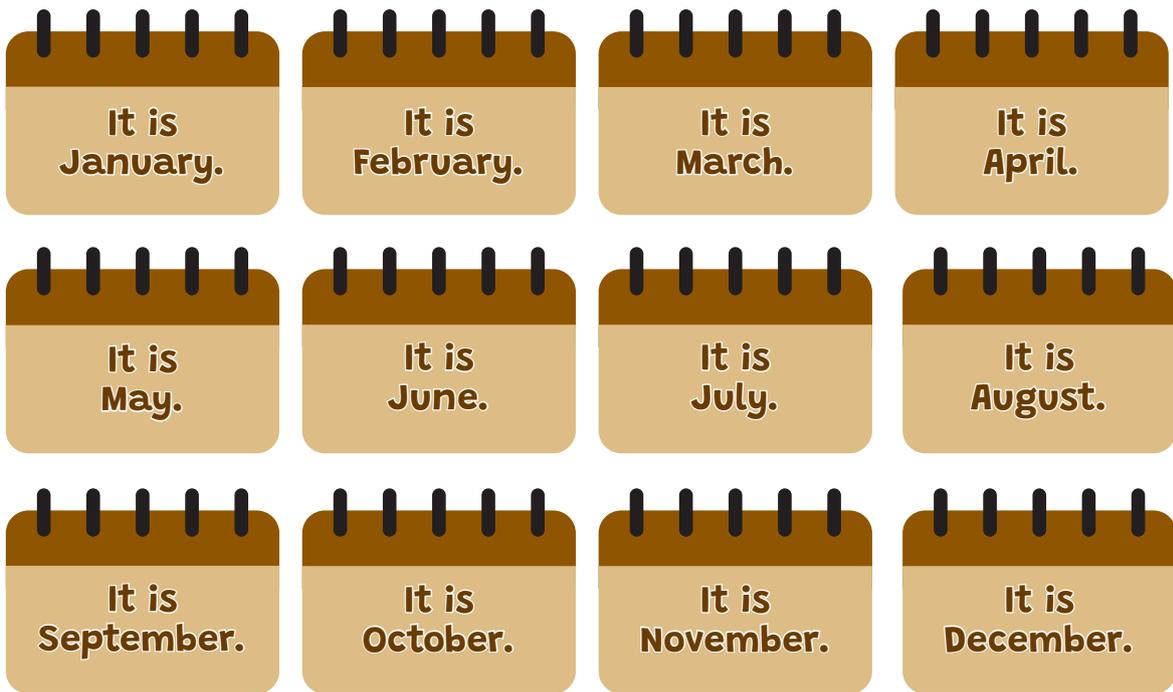
Listen to **Audio 6.6** and say the names of the months.

*Dengarkan Audio 6.6 dan ucapkan nama-nama bulan.*

### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.6>

### What month is it?



## 3. Write and Speak



Write the dates in numbers. Say each sentence.

*Tuliskan tanggal dalam angka. Ucapkan kalimatnya.*

### What date is it?



|               |                        |
|---------------|------------------------|
| Twelfth       | It is January 12th.    |
| Seventeenth   | It is February _____.  |
| Fifteenth     | It is March _____.     |
| Nineteenth    | It is April _____.     |
| Eleventh      | It is May _____.       |
| Twentieth     | It is June _____.      |
| Thirty-First  | It is July _____.      |
| Sixteenth     | It is August _____.    |
| Twenty-first  | It is September _____. |
| Thirteenth    | It is October _____.   |
| Eighteenth    | It is November _____.  |
| Twenty-second | It is December _____.  |



## Story Time

### 1. Listen and Read

Listen to  **Audio 6.7**. Read along as you listen to it. This is a story about Mita, Pipit, and Bara talking about calendars.

*Dengarkan Audio 6.7. Bacalah cerita berikut ketika kalian mendengarkan audionya. Cerita ini tentang Mita, Pipit, dan Bara yang sedang membicarakan kalender.*



#### Pranala

<https://buku.kemdikbud.go.id/s/k4audio6.7>





## 2. Read and Complete

Read the story in **Comic Strip 6.2**. Look at the dates and complete the sentences.

*Baca cerita di Comic Strip 6.2. Perhatikan tanggal dan lengkapi kalimatnya.*

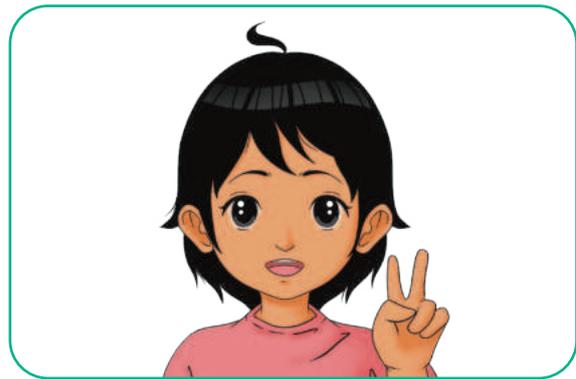
When are their birthdays?



### Worksheet 6.8



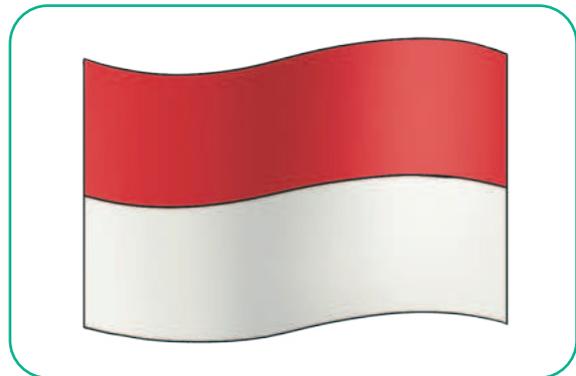
It is on \_\_\_\_\_



It is on \_\_\_\_\_



It is on \_\_\_\_\_

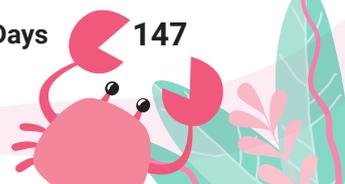


It is on \_\_\_\_\_

## 3. Read and Act

Read the story in **Comic Strip 6.2** and act it out with your classmates.

*Bacalah cerita di Comic Strip 6.2 dan peragakan dengan teman-teman sekelasmu.*





## Game Time

### 1. What Date Is It?

#### Instructions:

1. Each player writes a date on a card.
2. All player stand and raise one hand.
3. Players pair up with the nearest classmate.
4. The pairs play rock-paper-scissors.
5. The winner asks the question first. The partner answers the question.
6. Take turns.
7. Swap the cards. Repeat the activity.

#### Instruksi:

1. *Setiap pemain menulis satu tanggal dalam kartu.*
2. *Semua pemain berdiri dan mengangkat satu tangan.*
3. *Pemain berpasangan dengan teman terdekat.*
4. *Pasangan melakukan batu-kertas-gunting.*
5. *Pemenang bertanya terlebih dahulu. Rekannya menjawab pertanyaan.*
6. *Lakukan secara bergantian.*
7. *Tukar kartunya. Ulangi kegiatan di atas.*

#### For example:

Player A: What date is it?

Player B: It's February 4th.

Player B: What date is it?

Player A: It is July 20th.



## 2. Your Birthday?

### Instructions:

1. All player stand and raise one hand.
2. Players pair up with the nearest classmate.
3. The pairs do rock-scissors-paper.
4. The winner asks a question first. The loser answers.
5. Take turns.
6. Repeat the activity until you ask ten classmates.

### Instruksi:

1. Semua pemain berdiri dan mengangkat satu tangan.
2. Para pemain berpasangan dengan teman terdekat.
3. Pasangan melakukan gunting-batu-kertas.
4. Pemenang bertanya terlebih dahulu. Rekannya menjawab pertanyaan.
5. Lakukan secara bergantian.
6. Ulangi kegiatan di atas sampai kalian bertanya ke 10 teman kelasmu.

**Example**

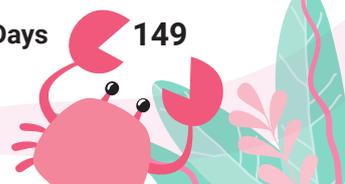
A: When is your birthday?  
B: It is on January 31st.  
B: When is your birthday?  
A: It is on April 14th.

### Worksheet 6.9

After your classmate answers the question, "When is your birthday?", write their name and birthdate under the correct month.

Setelah temanmu menjawab pertanyaan, "Kapan ulang tahunmu?", tulis nama mereka dan tanggalnya di bulan yang tepat.

|                             |                 |                 |                 |
|-----------------------------|-----------------|-----------------|-----------------|
| <b>January</b><br>Bara 31th | <b>February</b> | <b>March</b>    | <b>April</b>    |
| <b>May</b>                  | <b>June</b>     | <b>July</b>     | <b>August</b>   |
| <b>September</b>            | <b>October</b>  | <b>November</b> | <b>December</b> |





## My Turn

### 1. Work in groups of four and complete the dialogue.

Bekerjalah dalam kelompok yang terdiri dari empat orang dan lengkapi dialog berikut.

 Worksheet 6.10

Group member's name:

Student A : .

Student B : .

Student C : .

Student D : .

Student A : I have a new calendar. Let's add our birthdays to it. When is your birthday?

Student B : It is on . When is your birthday,  
?

Student C : It is on . When is your birthday,  
?

Student D : It is on . How about your birthday?

Student A : It is on . Great, all done. Thank you.

### 2. Perform the dialogue in front of your classmates.

Tampilkan dialog di depan teman-temanmu.





## I Can Do It!

Give a check mark (✓) under the emoticons based on your learning experience.

Berilah tanda centang di kolom yang sesuai dengan pengalaman belajar kalian.



Yes, I can.  
*Aku bisa.*



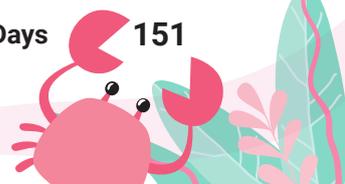
I'm still learning it.  
*Aku masih perlu belajar.*



I need more support.  
*Aku perlu bantuan.*

Table 6.2 I Can Do It!

| I can<br><i>Aku bisa</i>  |  |  |  |
|---|--|---|---|
| <b>My language skills</b>   |  |   |   |
| I can talk about the calendar.<br><i>Aku bisa berbicara tentang kalender.</i>   |  |   |   |
| I can ask my classmates about special days and their birthdays.<br><i>Aku bisa bertanya tentang hari spesial dan ulang tahun teman-teman sekelas.</i> |  |   |   |
| I can understand the story.<br><i>Aku bisa mengerti ceritanya.</i>  |  |   |   |
| <b>My Social Skills</b>   |  |   |   |
| I can work together with my classmates.<br><i>Aku bisa bekerjasama dengan teman-temanku.</i>  |  |   |   |
| I can ask questions and express my ideas.<br><i>Aku bisa bertanya dan memberi ide.</i>  |  |   |   |
| I listen to my teacher and my classmates.<br><i>Aku mendengarkan guru dan teman-temanku.</i>  |  |   |   |





## I Can Do More

### 1. Ask a classmate from a different classroom.

Tanya teman kalian dari kelas yang berbeda.

**What subjects do you have on ...?**

| Monday | Tuesday | Wednesday |
|--------|---------|-----------|
|        |         |           |

| Thursday | Friday | Saturday |
|----------|--------|----------|
|          |        |          |

### 2. Ask your family members.

Tanya anggota keluarga kalian.

**When is your birthday?**

| No | Name | Birthday |
|----|------|----------|
|    |      |          |
|    |      |          |
|    |      |          |
|    |      |          |
|    |      |          |



# 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.

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



Pranala

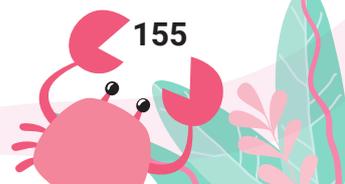
<https://buku.kemdikbud.go.id/s/sk4gres2>

## Glosarium

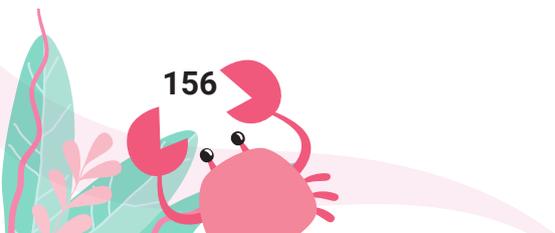
|                       |                        |
|-----------------------|------------------------|
| ability               | : kemampuan            |
| always                | : selalu               |
| April                 | : April                |
| Arts                  | : Seni                 |
| August                | : Agustus              |
| blink                 | : berkedip             |
| board game            | : papan permainan      |
| bored                 | : bosan                |
| borrow                | : meminjam             |
| breakfast             | : sarapan              |
| busy                  | : sibuk                |
| catch                 | : menangkap            |
| Civic Education       | : Pendidikan Pancasila |
| color                 | : warna                |
| continue              | : melanjutkan          |
| Count                 | : menghitung           |
| cylinder              | : tabung               |
| December              | : Desember             |
| diamond               | : wajik / berlian      |
| Dinner                | : Makan malam          |
| dirty                 | : kotor                |
| doll                  | : boneka               |
| Draw                  | : menggambar           |
| ears                  | : telinga              |
| Eggs                  | : Telur                |
| English               | : Bahasa Inggris       |
| experiment            | : percobaan            |
| eyes                  | : mata                 |
| February              | : Februari             |
| Fish                  | : Ikan                 |
| Flag-Raising Ceremony | : Upacara Bendera      |
| Food                  | : Makanan              |



|                             |                            |
|-----------------------------|----------------------------|
| Friday                      | : Jumat                    |
| Fridge                      | : Kulkas                   |
| fun                         | : menyenangkan             |
| get up                      | : bangun tidur             |
| happy                       | : gembira                  |
| hear                        | : mendengar                |
| Hungry                      | : Lapar                    |
| Indonesian                  | : Bahasa Indonesia         |
| Information Technology (IT) | : Teknologi Informasi (TI) |
| interview                   | : wawancara                |
| January                     | : Januari                  |
| July                        | : Juli                     |
| June                        | : Juni                     |
| kick                        | : menendang                |
| kite                        | : layang-layang            |
| late                        | : terlambat                |
| library                     | : perpustakaan             |
| Lunch                       | : Makan siang              |
| Lunch box                   | : Kotak bekal              |
| make the bed                | : membereskan tempat tidur |
| marble                      | : kelereng                 |
| March                       | : Maret                    |
| mark                        | : tanda                    |
| Mathematics                 | : Matematika               |
| May                         | : Mei                      |
| Monday                      | : Senin                    |
| Natural Science             | : IPA                      |
| never                       | : tidak pernah             |
| Noodles                     | : Mi                       |
| nose                        | : hidung                   |
| November                    | : November                 |
| October                     | : Oktober                  |
| paint                       | : melukis                  |
| perform                     | : menampilkan              |
| Physical Education (PE)     | : Olahraga                 |
| Picnic                      | : Piknik                   |



|                     |                               |
|---------------------|-------------------------------|
| read                | : menulis                     |
| rectangle           | : persegi panjang             |
| Religious Education | : Pendidikan Agama            |
| robot               | : robot                       |
| round               | : bundar                      |
| routine             | : rutinitas                   |
| Sad                 | : sedih                       |
| Sandwich            | : Sandwich                    |
| Saturday            | : Sabtu                       |
| School yard         | : Halaman sekolah             |
| Scouts              | : Pramuka                     |
| See                 | : melihat                     |
| September           | : September                   |
| share               | : berbagi                     |
| sit                 | : duduk                       |
| smell               | : Mencium (aroma)             |
| Social Science      | : IPS                         |
| square              | : persegi                     |
| stand               | : berdiri                     |
| Sunday              | : Minggu                      |
| swap                | : bertukar tempat/ bergiliran |
| Thirsty             | : haus                        |
| throw               | : melempar                    |
| Thursday            | : Kamis                       |
| tired               | : lelah                       |
| together            | : bersama                     |
| toy                 | : mainan                      |
| triangle            | : segi tiga                   |
| Tuesday             | : Selasa                      |
| Vegetables          | : Sayuran                     |
| Watermelon          | : Semangka                    |
| Wednesday           | : Rabu                        |
| write               | : menulis                     |
| Yummy               | : Lezat                       |



## Daftar Pustaka

<https://learnenglishkids.britishcouncil.org/how-tell-time>

<https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/lesson-plans/level-1/my-healthy-lunch>

<https://www.onestopenglish.com/topics/topics-food/552259.article>

<https://learnenglishkids.britishcouncil.org/read-write/reading-practice/level-1-reading/toys-are-toys>

<https://learnenglishkids.britishcouncil.org/category/topics/days-and-months>

<https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/school>

<https://www.onestopenglish.com/interactive-flashcards/interactive-flashcards-at-the-school/1000568.article>

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/emotions-feelings-1>

# Index

## A

Ability 180  
Activity 8, 17, 160, 164, 180  
Again 20, 180  
Always 10, 11, 180  
Art class 180

## B

Bird 180  
Birthdate 180  
Birthday vii, 155, 158, 180  
blink 69, 175, 180  
board game 52, 53, 55, 59, 60, 66, 67,  
75, 175, 180  
Borrow 61, 180  
Breakfast 36, 50, 79, 82, 86, 180  
Busy 6, 11, 180

## C

Calendar 180  
Calm 142, 180  
Cat 180  
Check 180  
Classmate 82, 132, 180  
Classroom 180  
color 52, 69, 74, 175, 180  
Continue 180  
Crayon 180  
Cute 180  
Cylinder 65, 180

## D

Date 154, 180  
Day 135, 152, 162, 180  
Describe 76, 80, 83, 84, 85, 86, 88,  
161, 165, 168, 169, 171, 180  
diamond 67, 69, 175, 180

doll 52, 53, 54, 55, 62, 67, 68, 175, 180  
Down 180

## E

Experiment 180

## F

Feel 180  
Flower 180  
fun xiv, 109, 176, 180

## G

Game Time iv, v, vi, vii, xii, 9, 19, 34,  
45, 61, 71, 97, 108, 121, 131, 144,  
154, 180  
Get up v, 180  
Goal 180  
Goalkeeper 128, 180  
GRES 1 180  
GRES 2 180

## I

I Can Do It! v, vi, vii, xiii, 12, 23, 37,  
48, 64, 74, 101, 110, 124, 133, 148,  
157, 181  
I Can Do More! v, vi, vii, xiii, 181  
Interview 78, 81, 85, 132, 181  
I Spy iv, v, vi, vii, xii, 3, 13, 27, 38, 53,  
65, 93, 102, 109, 115, 125, 138,  
149, 181

## K

kite 52, 53, 54, 55, 58, 59, 60, 63, 67,  
176, 181

## L

Late 181  
Leader 181



Line 181  
Lion 181  
Lunch v, 27, 28, 30, 36, 38, 50, 79, 82,  
86, 176, 181

## M

Make the bed 181  
marble 52, 54, 55, 176, 181  
mark 12, 23, 37, 48, 64, 69, 70, 74,  
101, 110, 124, 133, 148, 157, 176,  
181  
Meet 181  
Month 181  
My Turn v, vi, vii, xiii, 11, 22, 35, 46,  
62, 72, 98, 110, 123, 132, 146, 156,  
181

## N

National 181  
Never 181  
Notebook 181

## P

Panicked 181  
Park 181  
Perform 147, 156, 181  
Practice vi, vii, xiii, 63, 81, 85, 86, 164,  
169, 181  
Prepare 181

## Q

Quiz 45, 181

## R

Recognize 181  
rectangle 67, 76, 177, 181  
robot 51, 52, 53, 54, 55, 58, 59, 62, 63,  
66, 67, 68, 69, 70, 71, 72, 73, 75,  
177, 181  
Round 69, 181  
Routine v, 1, 81, 82, 87, 181

## S

Schedule 141, 181  
SD Nusantara x, 160, 181  
share 56, 57, 58, 177, 181  
Sing 6, 30, 31, 56, 95, 118, 141, 181  
Situation 181  
Snack 181  
Song Time iv, v, vi, vii, xii, 6, 30, 56, 95,  
118, 141, 181  
square 76, 177, 181  
Story Time iv, v, vi, vii, xii, 7, 16, 32,  
41, 69, 96, 105, 119, 128, 142, 181  
Study 78, 160, 181  
Subject 181  
Swap 19, 144, 154, 181

## T

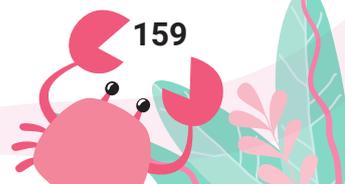
Time iv, v, vi, vii, xii, xiii, 6, 7, 9, 13, 16,  
19, 20, 22, 24, 25, 27, 30, 32, 34,  
41, 45, 56, 61, 69, 71, 81, 95, 96,  
97, 105, 108, 118, 119, 121, 128,  
131, 141, 142, 144, 154, 164, 180,  
181  
together 12, 23, 30, 35, 36, 37, 48, 56,  
57, 58, 60, 64, 74, 101, 111, 124,  
133, 142, 143, 148, 157, 178, 181  
Together 38, 56, 182  
Toilet 182  
toy 52, 56, 57, 61, 64, 71, 80, 83, 84,  
85, 86, 88, 178, 182  
Trash 182  
Tree 182  
Triangle 65, 182

## V

Video 182

## W

Week vii, 138, 182  
Whistle 182



# Profil Pelaku Perbukuan

**Ika Lestari Damayanti, S.Pd, MA, Ph.D.**

**Penulis**

-  : ikalestaridamayanti@upi.edu
-  : Universitas Pendidikan Indonesia
-  : Jalan Dr Setiabudi 229 Bandung
-  : Genre Pedagogy, Multimodal Literacy, Storytelling



## 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)

## 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)

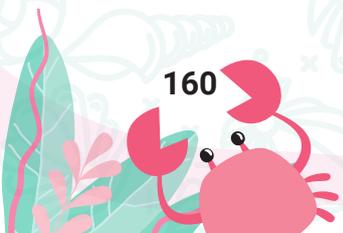
1. English for Nusantara Kelas 7 (2022) - Pusat Kurikulum dan Perbukuan
2. English for Nusantara Kelas 8 (2022) - Pusat Kurikulum dan Perbukuan
3. English for Nusantara Kelas 9 (2022) - Pusat Kurikulum dan Perbukuan

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

1. In-service EFL teachers' self-perceived receptive skills (2024) - Indonesian Journal of Applied Linguistics, 13(3), 524-534
2. 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
3. Building knowledge about language for teaching IELTS writing tasks: A genre-based approach (2023) - Studies in English Language and Education, 10(2), 756-776
4. Duet this: Storytelling through social media video for teaching English (2023) - English Review: Journal of English Education, 11(3), 599-608

## Informasi Lain:

Google Scholar Link: <https://scholar.google.com/citations?user=jj8fDA4AAAAJ&hl=en&oi=ao>



## **Deden Rahmat Hidayat, S.S., M.Pd.**

### **Penulis**

-  : deden.elhidayat@gmail.com
-  : Al-Irsyad Satya Islamic School
-  : Jl. Parahyangan KM 2,7 Kota Baru Parahyangan, Bandung
-  : Teaching English to Young Learner, school management



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

1. Guru bahasa Inggris jenjang SD - Al-Irsyad Satya Islamic School (2008 - sekarang)
2. Kepala Sekolah Jenjang SD - Al-Irsyad Satya Islamic School (2013 - sekarang)

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

1. S2 - Pendidikan Bahasa Inggris - Universitas Pendidikan Indonesia (Lulus tahun 2013)
2. S1 - Bahasa dan Sastra Inggris - Universitas Pendidikan Indonesia (Lulus tahun 2006)

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

Kiddy's English Words and Functions, Gramedia Pustaka Utama - M&C (2022)

### **Informasi Lain:**

1. Instagram @deden.rh
2. Tik Tok @kiddy.eng



## **Evi Karlina Ambarwati, S.S., M.Ed.**

### **Penulis**

-  : karlina.evi@gmail.com
-  : Universitas Singaperbangsa Karawang
-  : Jl. HS.Ronggo Waluyo, Puseurjaya, Telukjambe Timur, Karawang, Jawa Barat
-  : Teaching English to Young Learners, Writing



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

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Singaperbangsa Karawang (2019 - sekarang)
2. Guru bahasa Inggris, SMP Al Irsyad Al Islamiyyah Karawang (2018-2019)
3. Instruktur bahasa, Balai Bahasa Universitas Pendidikan Indonesia (2013-2018)

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

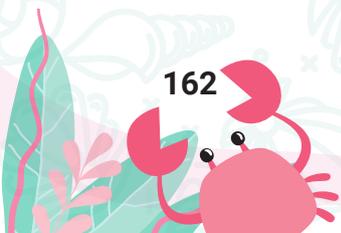
1. S2 - Pendidikan Bahasa Inggris - University of Malaya (Lulus tahun 2014)
2. S1 - Bahasa dan Sastra Inggris - Universitas Pendidikan Indonesia (Lulus tahun 2009)

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

1. Novianti, P., & Ambarwati, E. K. (2023). A Textbook Analysis of "My Next Words" for the Fifth Grade Elementary School. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(1), 12-25.
2. Puspitaloka, N., Ambarwati, E. K., Dewi, I. P., & Hakim, P. K. (2023, October). EYL Students' Engagement in Flipped English Classroom through Interactive Digital Text. In *4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)* (pp. 244-251). Atlantis Press.
3. Ambarwati, E. K., Irawan, A. S. Y., Utami, P. P., Nurwinda, S., & Lenteraningati, A. (2023). Pendampingan penguatan kapabilitas guru dalam implementasi pembelajaran inovatif berbasis e-learning. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, 7(4), 2400-2406.
4. Utami, P. P., Ambarwati, E. K., Dewi, I. P., Puspitaloka, N., Adiananta, A., & Khatami, I. A. (2023). Pendampingan penyusunan modul ajar bahasa Inggris SMK bermuatan Project Based Learning. *Jurnal Abdi Insani*, 10(4), 2692-2698.

### **Informasi Lain:**

Google Scholar link <https://scholar.google.com/citations?user=7Fe3qBYAAAAJ&hl=en&authuser=1>



## **Dian Fransiska Maharani, S.Pd., M.Hum.**

### **Penulis**

-  : dianfransiskam@gmail.com
-  : SPEAK FIRST Klaten
-  : Jl. Dewi Sartika 31 Klaten, Jl. Tentara Pelajar.
-  : Teaching English to Young Learner, School Management, Character Building for Children and Teens



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

1. Managing director of SPEAK FIRST English Course (2006 - now)
2. Founder of SPEAK FIRST Preschool and Kindergarten (2006 - now)
3. Founder and principal of SPEAK FIRST Bilingual Primary School and Junior High School (2010 - now)
4. Dosen Bahasa Inggris Poltekkes Kemenkes Surakarta (2019 - now)

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

1. S2 - Kajian Bahasa Inggris - Universitas Sanata Dharma (Lulus tahun 2013)
2. S1 - Pendidikan Bahasa Inggris - Universitas Sanata Dharma (Lulus tahun 2006)

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

Merajut Kasih, KSBM Publisher (2023)

### **Informasi Lain:**

Instagram @siska\_maharani



## Yusnita Febrianti, S.Pd, MA, Ph.D.



 : yusnita.febrianti.fs@um.ac.id

 : Universitas Negeri Malang

 : Jalan Semarang No. 5

 : Multimodality in pedagogy

### 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)

1. Febrianti, Y., Wulyani, A. N., & Lumbanbatu, I. M. F. (2023). Using Digital Books and Comics in English Teaching and Learning Activities. *KnE Social Sciences*, 318-327.
2. Febrianti, Y. (2023). Realization of Cultural Values and Trans-Languaging in The Visual Images of an Indonesian Picture Book. *KnE Social Sciences*, 328-336.
3. Damayanti, I. L., & Febrianti, Y. (2020). Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms. *Indonesian Journal of Applied Linguistics*, 9(3), 616-627.
4. Febrianti, Y., & Vu, T. (2023). Understanding the roles of images and intermodal relationships for optimized use of visual and verbal resources in Vietnam's textbooks for lower secondary levels. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya*, 51(1), 5.

### Informasi Lain:

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



## Anita Lie

### Penelaah

-  : anita@ukwms.ac.id
-  : Widya Mandala Catholic University
-  : Jl. Dinoyo 48A, Surabaya
-  : Professor/IVE/Head of the Doctorate in English Education



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

1. Director, Graduate School, Widya Mandala Catholic University, 2013-2017
2. Dean, Fakultas Sastra, Petra Christian University, 1999-2002
3. Head, Doctorate in English Education program, UKWMS, 2024-2028
4. Member, Badan Akreditasi Pendidikan PAUD, Dasar, dan Menengah (BAN PDM), 2023-2028

### Riwayat Pendidikan dan Tahun Belajar:

1. Universitas Kristen Petra, Surabaya, 1987
2. Baylor University, U.S.A., Master of Arts in English Literature, 1991
3. Baylor University, U.S.A., Doctor of Education, 1994

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

1. Jacobs, G., Lie, A., & Tamah, S.M. (2022). Cooperative Learning through a Reflective Lens. Equinox. 213 pages.
2. Lie, A., Tamah, S.M. Gozali, I., Triwidayati, R.R. (2020). Mengembangkan Keterampilan Berpikir Tingkat Tinggi. Yogyakarta: Penerbit PT Kanisius. ISBN: 9789792166958. 110 pages.
3. Lie, A. & Harjanto, I. (2018). Seberkas Cahaya di Tanah Harapan. Surabaya: Revka Media. ISBN 978-602-4171-44-5. 70 pages.
4. Lie, A. (2015). Pendidikan: Antara Kebijakan dan Praksis. Surabaya: Unika Widya Mandala Press. ISBN 978-602-96839-7-4.
5. Lie, A. Andriano, T. & Prasasti, S. (2010). Secerch Harapan: Praktik-Praktik Terbaik di Sekolah-Sekolah. (A Ray of Hope: Best Practices in Schools in Remote Areas). Jakarta: Tanoto Foundation.
6. Lie, A. (2004). 101 Cara Menumbuhkan Kemandirian dan Tanggung Jawab Anak. (101 Ways to Enhance a Child's Sense of Independence and Responsibility). Jakarta: Elexmedia Komputindo.
7. Lie, A. (2003). 101 Cara Menumbuhkan Percaya Diri Anak. (101 Ways to Enhance a Child's Self Esteem). Jakarta: Elexmedia Komputindo.
8. Lie, A. (2003). 101 Cara Menumbuhkan Kecerdasan Anak. (101 Ways to Enhance a Child's Intelligence). Jakarta: Elexmedia Komputindo.



## Dr. Susi Yulawati, M.Hum.

### Penelaah

-  : susi.yulawati@unpad.ac.id
-  : Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Padjadjaran
-  : Jl. Raya Bandung-Sumedang Km. 21, Jatinangor, Sumedang, Jawa Barat
-  : Corpus linguistics



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

1. Dosen Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas 2003–sekarang.

### Riwayat Pendidikan dan Tahun Belajar:

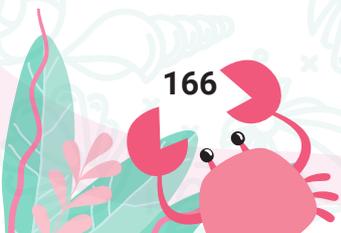
1. S3 – Linguistik–Program Studi Ilmu Linguistik Fakultas Ilmu Pengetahuan Budaya, Universitas Indonesia (lulus tahun 2017)
2. S2–Linguistik–Program Magister Ilmu Sastra Program Pascasarjana, Universitas Padjadjaran
3. S1--Sastra Inggris–Fakultas Ilmu Budaya, Universitas Padjadjaran

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

1. Kamus Preposisi Bahasa Indonesia, 2023, Balatin Putera Puteri
2. Pengembangan Kebudayaan Daerah di Cirebon sebagai Destinasi Wisata, 2021, Unpad Press
3. Identitas penulis pada wacana akademis tulis berbahasa Inggris: Perspektif linguistik korpus, 2021, Unpad Press
4. Menjejak Multikulturalisme dalam Kebudayaan Daerah di Cirebon, 2020, Unpad Press
5. Multikulturalisme di Jawa Barat: Pola-Pola Intergrasi Sosial Budaya Berbasis Seni dan Budaya, 2020, Unpad Press
6. Penulisan Akademik: Perspektif Linguistik Korpus dan Analisis Wacana, 2020, Unpad Press
7. Sumbang Pikir Guru Besar Sosiohumaniora dalam Menyongsong Adaptasi Baru: Pandemi Virus Korona dalam Perspektif Linguistik Digital (Book Chapter), 2020, Unpad Press
8. Tubuh dan Ideologi: Nenjo mojang geulis ngadak-ngadak leungit tunduh teh: Perempuan dalam Pilihan Kata pada Manglé (Book Chapter), 2018, Arti Bumi Intaran
9. Perempuan dalam Kata: Kajian Linguistik Korpus dan Semiotik, 2018, Refika Aditama
10. Menjejak Integrasi Sosial Budaya di Jawa Barat: Nilai-nilai Kerukunan dalam Pepatah Sunda: Kajian Semiotik tentang Kearifan Lokal (Book Chapter), 2018, Balatin Pratama

### Informasi Lain:

1. Google scholars : <https://scholar.google.com/citations?hl=en&user=frxk4f4AAAAJ>
2. Scopus author ID : 57203359702
3. ORCID ID : <https://orcid.org/0000-0002-7483-3860>



## Reddy Fajar Ciptoadi

### Ilustrator

-  : ciptoadiku@gmail.com
-  : SMP Negeri 54 Surabaya
-  : Jl. Kyai Tambak Deres No. 293, Bulak, Kec. Bulak, Surabaya, Jawa Timur.
-  : Ilustrasi



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

1. Guru IPS dan Komputer di SD Al Azhar Syifa Budi Surabaya (2008-2009)
2. Art Teacher di Pelita Jaya Nasional School, Thalys School, SMP Raudlatul Jannah, dan TK Al-Amin Sidoarjo (2009-2013)
3. Art and Music Teacher di SD Surabaya Montessori School (2013 - 2023)
4. Guru IPS SMP Negeri 54 Surabaya (2023 - sekarang)

### Riwayat Pendidikan dan Tahun Belajar:

1. S1 Pendidikan Ekonomi Tata Niaga Universitas Negeri Surabaya tahun 2006.
2. S1 PGSD Universitas Terbuka tahun 2023.

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

1. Ilustrator Berbahasa Mandarin, Inggris dan Indonesia Tanpa Hafal buku 1 dan 2 tahun 2015. Penerbit PT Pustaka Internasional.
2. Ilustrator Buku Bintang Pendidikan Agama Islam dan Budi Pekerti untuk SD kelas 1, 2, 3, 4, 5 dan 6 Tahun 2020. Penerbit CV Bintang Sarana Media.
3. Ilustrator Buku Pendidikan Agama Islam dan Budi Pekerti SD Kelas II Tahun 2021. Pusat Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
4. Ilustrator Buku Matematika untuk SD/MI Kelas III Tahun 2022. Pusat Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
5. Ilustrator Buku Pendidikan Pancasila SD Kelas I Tahun 2023. Pusat Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
6. Ilustrator Buku Panduan Guru Seni Musik Tahun 2024. Pusat Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.



## Farid S Majid

### Ilustrator

 : faridsm.ilustrator@gmail.com

 : PT. Suara Merdeka

 : Jl. Pandanaran No.30, Semarang

 : Seni Rupa dan Desain



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

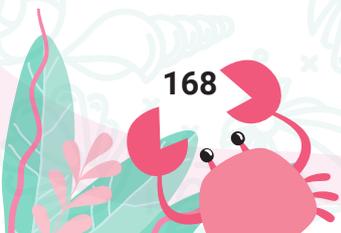
1. Pelatih Seni Lukis SMA Islam Sultan Agung 1 Semarang (2020 – Sekarang)
2. Content Creator & Desainer Kencana Travel (2019 – 2020)
3. Ilustrator & redaktur artistik surat kabar Suara Merdeka (2013 – Sekarang)
4. Owner dan Ilustrator Cartoon Corner ID Creative Industry (2013 – Sekarang)

### Riwayat Pendidikan dan Tahun Belajar:

1. S1 Pendidikan Seni Rupa Universitas Negeri Semarang (2013)

### Informasi Lain dari Ilustrator:

Instagram : @efes\_madjid



## Felia Febriany Gunawan

### Ilustrator

 : feliafebrianyy@gmail.com

 : Praktisi

 : -

 : Ilustrasi



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

Freelance illustrator, 2021 s.d sekarang.

### Riwayat Pendidikan dan Tahun Belajar:

SMA BPK Penabur Tasikmalaya, 2020.

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

1. Kimia untuk SMA/MA kelas XII, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022).
2. Pendidikan Pancasila untuk Siswa SD/MI kelas V, Badan Pembinaan Ideologi Pancasila dan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023).
3. Cerita Idul Fitri, Penerbit Inshan Karya Permata (2023).
4. Buku Berharga Lodi, Gerakan Literasi Nasional (2023).
5. Biji Jambu Mete, Gerakan Literasi Nasional (2023).
6. Apa Itu?, Balai Bahasa Jawa Barat (2023).
7. Topeng Kertas, Balai Bahasa Jawa Barat (2023).
8. Gara-gara Kaskado!, Gerakan Literasi Nasional (2024).

### Informasi Lain dari Ilustrator:

Instagram : @ailef\_arts



## **Khairin Nisa**

### **Ilustrator**

 : nisaart12@gmail.com

 : Praktisi

 : -

 : Ilustrasi



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

Freelance illustrator, 2023 s.d sekarang.

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

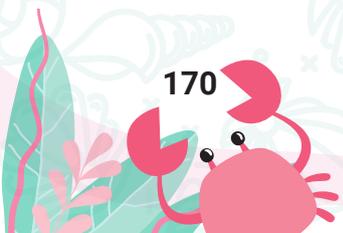
1. SMK Telkom Purwokerto, 2013.
2. Telkom University, 2016

### **Judul Buku Karya Ilustrasi dan Tahun Terbit (10 Tahun Terakhir):**

1. Kesatria Penjaga, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024).
2. Bahasa Indonesia kelas VII, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024).
3. Bahasa Indonesia kelas XI, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024).
4. Azan dan Lonceng di Ilaga, Gerakan Literasi Nasional (2024).
5. Ensiklopedia Safari Rimba, Arasy (2024)

### **Informasi Lain dari Ilustrator:**

Instagram : @bykhairinn



# Lauren Ashley Vickers

## Editor

 : msvickers2004@gmail.com

 : Praktisi

 :

 : Elementary Education: Mathematics, Science



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

1. Bahasa Indonesia Student (2021-2023)
2. Life and Leadership Mentor (2019-2020)
3. Elementary Education Teacher: Vestavia Hills Central School, West Forrest
4. Elementary, Gresham Middle School, and New Market School (2002-2019)

### Riwayat Pendidikan dan Tahun Belajar:

The University of North Alabama (USA) Bachelor of Science in Elementary Education (K-6), Lulus tahun 2001

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

Tidak ada

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

Tidak ada

### Informasi Lain:

Tidak ada



## **Made Ayu Utami Chandra Dewina S.S**

### **Editor**

 : madeayutami@gmail.com

 : Praktisi

 : Jakarta

 : Penyunting



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

Freelance Editor

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

S1 Sastra Inggris Universitas Negeri Jakarta (Lulus Tahun 2018)

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

1. Buku Siswa Bahasa Inggris SMA/MA Kelas XI Tingkat Lanjut (Pusbuk, Kemendikbudristek, 2021)
2. Buku Panduan Guru Bahasa Inggris SMA/MA Kelas XI Tingkat Lanjut (Pusbuk, Kemendikbudristek, 2021)
3. Buku Panduan Guru Bahasa Inggris SMA/MA Kelas X (Pusbuk, Kemendikbudristek, 2022)
4. Buku Panduan Guru Bahasa Inggris SMP/MTs Kelas VII (Pusbuk, Kemendikbudristek, 2022)
5. Buku Panduan Guru Bahasa Inggris SMP/MTs Kelas VIII (Pusbuk, Kemendikbudristek, 2022)
6. Buku Panduan Guru Bahasa Inggris SMP/MTs Kelas IX (Pusbuk, Kemendikbudristek, 2022)

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

Tidak ada



## Is Yuniarto Nafawi

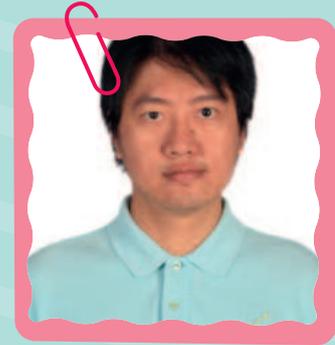
### Editor Visual

 : isyuniarto@gmail.com

 : Wind Rider Studio

 : Krukah Selatan no 73, Surabaya

 : Ilustrasi, desain dan komik



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

1. Ilustrator dan komikus
2. General Manager Bumilangit Comic Media
3. Dosen honorer di Universitas Kristen Petra, Universitas Ciputra, iSTTS.

### Riwayat Pendidikan dan Tahun Belajar:

S1 jurusan Desain Komunikasi Visual, Universitas Kristen Petra. 1999-2003

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

1. Grand Legend Ramayana vol 7 – Reon Comics, 2023
2. Grand Legend Ramayana vol 6 – Reon Comics, 2022
3. Grand Legend Ramayana vol 5 – Reon Comics, 2020
4. Gundala Son of Lightning – Line Webtoon2., 2019
5. Garudayana Saga format scroll – Ciayo Comics, 2018
6. Grand Legend Ramayana Japan edition – Digital Catapult, 2016
7. Garudayana Saga Japan edition – Digital Catapult, 2015
8. Garudayana Saga vol 4-6 – CAB Publishing, 2015
9. Garudayana Saga vol 1-3 – CAB Publishing, 2014
10. Grand Legend Ramayana – Reon Comics, 2013

### Informasi Lain dari Editor Visual:

Instagram: is.yuniarto



## **Kiata Alma Setra**

### **Desainer**

-  Kiatayaki2023@gmail.com
-  Praktisi
-  Depok
-  Graphic Design/Layout,  
Content Writing & Social Media Specialist



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

1. Penata Letak/Desainer (2015 - Sekarang)
2. Penulis konten dan Spesialis Sosial Media (2015 - Sekarang)

### **Riwayat Pendidikan Tinggi dan Tahun Belajar:**

D3 – Jurusan Penerbitan – Politeknik Negeri Media Kreatif Jakarta (Polimedia)

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

1. Menulis berbagai buku proyek konstruksi nasional, Kementerian Pekerjaan Umum dan Perumahan Rakyat (2020 - sekarang)
2. Mendesain berbagai Buku Panduan Guru dan Buku Teks Pelajaran di Pusat Kurikulum dan Perbukuan (2015 - sekarang)

### **Informasi Lain dari Desainer:**

Portofolio : [linkedin.com/in/kiatayaki/](https://www.linkedin.com/in/kiatayaki/)

