

## APPENDIX

### REFLECTON OF 2006 CURRICULUM IN SCAFFOLDING TEXTBOOK

Standard competence, Basic competence, and Indicator refer to syllabus. Instruction refers to instruction or question in Scaffolding textbook

<b>NO</b>	<b>1. Listening</b>  <b>Standard Competence:</b> Understanding the meaning conversation in form of simple transactional and interpersonal to interact with nearest environment.  <b>Basic Competence:</b> 1.1 Responding the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that involve action talk: greeting to the people have already known or have not already known, self introduction, and giving command and prohibition.	
1	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Responding the expressions of greeting to the people have already known or the people have not already known courteously.	<ul style="list-style-type: none"> <li>• <i>Listen to the following dialogue three times and then answer the questions. The listening script is in the appendix (unit 1 task 2).</i></li> </ul>
	2. Responding the expression of self introduction or other people accordance with the rules or norms applied.	<ul style="list-style-type: none"> <li>• <i>Listen to and complete the dialogue. Compare your answers with your classmates. The listening script is in the appendix (unit 1 task 7).</i></li> <li>• <i>Listen to the following monologue. Then answer the questions. Compare your answer with your classmates'. The listening script is in the appendix (unit 1 task 10).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Listen the following dialogue. Doni introduces Angelina to Adi. Then, answer the questions (unit 2 task 3).</i></li> </ul>
	3. Doing command or prohibition delivered by teacher or friend in pairs correctly and courteously.	<ul style="list-style-type: none"> <li>• <i>Listen the following dialogue. Then answer the question in pairs. The listening script is in the appendix (unit 3 task 2).</i></li> <li>• <i>Listen to the following conversation. Then, answer the questions. The listening script is in the appendix (unit 5 task 2).</i></li> </ul>
	<p><b>Basic Competence:</b> 1.2 Responding the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that involve action talk: asking and giving information, saying thank you, saying apologize, and expressing courteousness.</p>	
	<b>INDICATOR</b>	<b>INSTRUCTION</b>
2	1. Responding to the expression asking and giving information correctly.	<ul style="list-style-type: none"> <li>• <i>Listen to the following dialogue. Then, answer the questions in pairs. The listening script is in the appendix (unit 4 task 6).</i></li> </ul>
	2. Responding the expression of thanking courteously.	<ul style="list-style-type: none"> <li>• <i>Listen to the following dialogue. Then, answer the questions in pairs. The listening script is in the appendix (unit 4 task 6).</i></li> <li>• <i>Listen to the conversation again. Complete the following table with expressions of commanding and thanking as</i></li> </ul>

		<i>the example (unit 5 task 3).</i>
	3. Responding the expression of apologizing.	
	4. Responding the expression of courteousness.	<ul style="list-style-type: none"> <li>• <i>Listen and repeat after the teacher. Open your dictionary if you do not know the meaning (unit 5 task 5).</i></li> </ul>
	<p><b>2. Listening</b>  <b>Standard Competence:</b> Understanding the meaning in very simple oral short functional text to interact with the nearest environment.</p> <p><b>Basic Competence:</b>  2.1 Responding the meaning of expression talking in form of very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.</p>	
3	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Determine the meaning of speech acts in a spoken short functional accurately in term of: - instructions - List of goods - Congratulations - Announcement	<ul style="list-style-type: none"> <li>• <i>Listen to the announcement again and then answer the following questions (unit 4 task 4).</i></li> </ul>
	2. Identifying a short functional text	
	<p><b>Basic Competence:</b>  2.2 Responding the meaning of idea in form of very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.</p>	
4	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Identifying the meaning of idea in spoken short functional text accurately in form of: - instructions - List of goods - Congratulation	<ul style="list-style-type: none"> <li>• <i>Listen and complete the following announcement. The listening script is in the appendix (unit 4 task 3).</i></li> </ul>

	- Announcement	
	2. Identifying the purpose of short functional text in form of: <ul style="list-style-type: none"> <li>- instructions</li> <li>- List of goods</li> <li>- Congratulations</li> <li>- Announcement</li> </ul>	
	3. Work together to identify: <ul style="list-style-type: none"> <li>- Overview</li> <li>- Detailed information</li> <li>- implied information</li> <li>- The meaning of the word</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen to the announcement again and discuss the questions below with your classmates (implied information) (unit 4 task 5).</i></li> </ul>
	<p><b>3. Speaking</b>  <b>Standard Competence:</b> Expressing the meaning of conversation in form of very simple transactional and interpersonal to interact with the nearest environment.</p> <p><b>Basic competence</b>  3.1 Expressing the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that involve action talk: greeting to the people have already known or have not already known, self introduction, and giving command and prohibition.</p>	
5	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Expressing various speech acts: <ul style="list-style-type: none"> <li>• Greet people who have already known or have not already known</li> <li>• Introduce oneself or other people.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Study the picture below. Adi and Ida meet for the first time. Study and write what they say (unit 1 task 1).</i></li> <li>• <i>Introduce yourself to one another in groups of four. You may follow the points below (unit 1 task 22).</i></li> <li>• <i>In pairs, has a dialogue to introduce yourself to each other. Then, answer the</i></li> </ul>

		<p><i>following question with your partner (unit 2 task 1).</i></p> <ul style="list-style-type: none"> <li>• <i>In pair, study the dialogue below and then answer the questions (unit 2 task 2).</i></li> <li>• <i>In pairs, study the following expressions (unit 1 task 3).</i></li> <li>• <i>In pair, complete the following dialogues and act them out with your partner. See example (unit 1 task 4).</i></li> <li>• <i>In pair, study the following dialogue and answer the questions. Then, perform the dialogue with your partner (unit 1 task 5).</i></li> <li>• <i>In pairs, study the following expressions (unit 1 task 6).</i></li> <li>• <i>In pairs, have a dialogue with your classmate based on the clues. Look at the example (unit 1 task 8).</i></li> <li>• <i>Let's play a survey game. Imagine that you are from different cities in Indonesia (unit 1 task 9).</i></li> <li>• <i>In group of five, introduce your self to one another. You may follow the points below (unit 1 task 11).</i></li> <li>• <i>In pair study the following expression (introducing other people) (unit 2 task 4).</i></li> <li>• <i>Complete the dialogue with</i></li> </ul>
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		<p><i>the expressions in the box. Act the dialogue out in pairs (introducing other people) (unit 2 task5).</i></p> <ul style="list-style-type: none"> <li>• <i>Study the following dialogue and write T if the statement is true and F if the statement is false according to the dialogue (apologizing) (unit 2 task 6).</i></li> <li>• <i>You have two classmates. Introduce them to the class. The following is information about your classmates (unit 2 task 11).</i></li> <li>• <i>Complete the following dialogue with suitable expressions in the box (unit 2 task 24).</i></li> <li>• <i>Complete the dialogue and act them out in pairs (unit 5 task 6).</i></li> <li>• <i>Review first semester number 1, 2, 3, 4, 5, 6, 7, 31a, and 31b.</i></li> </ul>
	<p>2. Express various speech acts:</p> <ul style="list-style-type: none"> <li>• Command or prohibition</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Work in pairs, perform a role play based on the following situation. Make some notes before you start (unit 5 task 20) .</i></li> <li>• <i>Find some prohibition signs in public place then identify the meanings. you may work in groups (unit 5 task 17).</i></li> <li>• <i>In groups of four, study the following expressions</i></li> </ul>

		<p>(commanding) (unit 3 task 3).</p> <ul style="list-style-type: none"> <li>• <i>In pair, study the following dialogue and answer the questions (commanding and politeness) (unit 3 task 4).</i></li> <li>• <i>Study the dialogue above again and write T if the write T if the statement is true and F if the statement is false according to the dialogue (commanding) ( unit 3 task 5).</i></li> <li>• <i>In groups of four, study the following expressions (responding commanding) (unit 3 task 6).</i></li> <li>• <i>In pair, discuss the meaning of each expression below (commanding) (unit 3 task 7).</i></li> <li>• <i>In pair discuss the meaning of this expression (commanding) (unit 5 task 4).</i></li> <li>• <i>Work in group of three. Perform a role play based on the following situation (commanding) (unit 5 task 7).</i></li> <li>• <i>Read the following dialogue. Answer the questions and then act it out (commanding and prohibition )(unit 5 task 8).</i></li> <li>• <i>Review first semester number 9, 10, 15, and 16.</i></li> </ul>
	<p><b>Basic competence</b>  3.2 Expressing the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that involve</p>	

	action talk: asking and giving information, saying thank you, saying apologize, and expressing courteousness.	
6	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Asking for and giving information confidently.	<ul style="list-style-type: none"> <li>• <i>Complete the following dialogue. Then, act it out with a classmate (unit 4 task 24).</i></li> <li>• <i>In groups of three, study the following expressions (unit 4 task 7).</i></li> <li>• <i>In pair, read aloud the following dialogue and discuss the Indonesian equivalents of the words in the box (unit 4 task 8).</i></li> <li>• <i>Read aloud the dialogue in Task 8 again and answer the questions. Then, act it out with your partner (unit 4 task 9).</i></li> <li>• <i>Ask four of your classmates the activity that they join. Do not forget to thank them. Take a note when you ask them. Then, report their activities to four of your classmates (unit 4 task 25).</i></li> <li>• <i>In pairs, have a dialogue in the following situation (unit 4 task 26).</i></li> <li>• <i>Review first semester number 13, 14, 31c, and 31d.</i></li> </ul>
	2. Saying thank you.	<ul style="list-style-type: none"> <li>• <i>Ask four of your classmates the activity that they join. Do not forget to thank them. Take a note when you ask them. Then, report their activities to four of your classmates (unit 4 task</i></li> </ul>



		<p>25).</p> <ul style="list-style-type: none"> <li>• <i>In pairs, have a dialogue in the following situation (unit 4 task 26).</i></li> <li>• <i>In groups of three, study the following expressions (unit 4 task 7).</i></li> <li>• <i>In pair, read aloud the following dialogue and discuss the Indonesian equivalents of the words in the box (unit 4 task 8)</i></li> <li>• <i>Read aloud the dialogue in Task 8 again an answer the questions. Then, act it out with your partner (unit 4 task 9).</i></li> <li>• <i>Ask five of your classmates the activity that they join. Do not forget to thank them. Put the data in the table. Look at the example (unit 4 task 10).</i></li> </ul>
	<p>3. Say apologizing.</p>	<ul style="list-style-type: none"> <li>• <i>In pair study the following expression (apologizing) (unit 2 task 7).</i></li> <li>• <i>Complete the dialogue with the expressions in the box. Act the dialogue out in pairs (apologizing) (unit 2 task 8).</i></li> <li>• <i>Make a dialogue based on the following situation (apologizing) (unit 2 task 10).</i></li> <li>• <i>What do you say in the following situation? (unit 2 task 26).</i></li> </ul>

		<ul style="list-style-type: none"> <li>Review first semester number 8.</li> </ul>
	4. Expressing and responding courteously.	<ul style="list-style-type: none"> <li><i>In pair, study the following dialogue and answer the questions (commanding and politeness) (unit 3 task 4).</i></li> <li><i>Ask your classmates to do something politely relevant in the following situations (unit 3 task 20).</i></li> </ul>
	<p><b>4. Speaking</b>  <b>Standard Competence:</b> Expressing the meaning in very simple oral short functional text to interact with the nearest environment.</p> <p><b>Basic Competence:</b>  4.1 Expressing the meaning of expression talking in form of very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.</p>	
7	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Giving the instruction clearly.	<ul style="list-style-type: none"> <li><i>Work in pair, prohibit your classmate in the following situations as the example (giving) (unit 5 task 10).</i></li> <li>Review first semester number 11, 12,17, 18, 19, 20, 21, 22, and 23.</li> </ul>
	2. Mentioning list of good existed in a certain room correctly.	<ul style="list-style-type: none"> <li><i>In pairs, identify ten items in the classroom below. The words in box may help you (unit 3 task 1).</i></li> </ul>
	3. Saying congratulation to happiness and successfulness of someone.	
	4. Announcing something concisely and clearly.	

	<p><b>Basic Competence:</b> 4.2 Expressing the meaning of idea in very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.</p>	
8	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Communicating short functional text: instruction, shopping list, congratulating, and announcement orally and clearly	
	<p><b>5. Reading</b> <b>Standard Competence:</b> Understanding the meaning in very simple short functional written text related with the nearest environment.</p> <p><b>Basic Competence:</b> 5.1 Reading loudly and meaningfully of the word, phrase, and sentence with pronunciation, stress, and intonation that being accepted related with the nearest environment.</p>	
	<b>INDICATOR</b>	<b>INSTRUCTION</b>
9	1. Pronouncing the word, phrase, and sentence well and correctly.	<ul style="list-style-type: none"> <li>• <i>Read aloud the following letter, find Indonesian equivalent, and pronounce the word (unit 1 task 12).</i></li> <li>• <i>In pair, study the following explanation (to be singular) (unit 1 task 14).</i></li> <li>• <i>In pair, study the following explanation (to be plural) (unit 1 task 17).</i></li> <li>• <i>Read aloud the following text, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 12).</i></li> <li>• <i>Read aloud the following announcement, find Indonesian</i></li> </ul>

		<p><i>equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 15).</i></p> <ul style="list-style-type: none"> <li>• <i>Read aloud the announcement, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 18).</i></li> <li>• <i>Read the following text and find the Indonesian equivalents of the following words. You may use your dictionary. Then, pronounce the words (announcement) (unit 3 task 14).</i></li> </ul>
	<p>2. Reading the word, phrase, and sentence with correctly intonation.</p>	<ul style="list-style-type: none"> <li>• <i>Read aloud the following letter, find Indonesian equivalent, and pronounce the word (unit 1 task 12).</i></li> <li>• <i>In pair, study the following explanation (to be singular) (unit 1 task 14).</i></li> <li>• <i>In pair, study the following explanation (to be plural). (unit 1 task 17).</i></li> <li>• <i>Read aloud the following text, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 12).</i></li> <li>• <i>Read aloud the following announcement, find Indonesian equivalent, and pronounce the words. You may open your</i></li> </ul>

		<p><i>dictionary. Then pronounce the words (unit 2 task 15).</i></p> <ul style="list-style-type: none"> <li>• <i>Read aloud the announcement, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 18).</i></li> </ul> <p><i>Read the following text and find the Indonesian equivalents of the following words. You may use your dictionary. Then, pronounce the words. (announcement) (unit 3 task 14).</i></p> <ul style="list-style-type: none"> <li>• <i>Read aloud the following letter and answer the question (unit 1 task 16).</i></li> </ul>
	<p>3. Reading loudly short functional text well, correctly and confidently</p>	<ul style="list-style-type: none"> <li>• <i>Read aloud the following letter, find Indonesian equivalent, and pronounce the word (unit 1 task 12).</i></li> <li>• <i>In pair, study the following explanation (to be singular) (unit 1 task 14).</i></li> <li>• <i>In pair, study the following explanation (to be plural). (unit 1 task 17).</i></li> <li>• <i>Read aloud the following text, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 12).</i></li> <li>• <i>Read aloud the following announcement, find Indonesian</i></li> </ul>

		<p><i>equivalent, and pronounce the words. You may open your dictionary. Then pronounce the words (unit 2 task 15).</i></p> <ul style="list-style-type: none"> <li>• <i>Read aloud the announcement, find Indonesian equivalent, and pronounce the words. You may open your dictionary. Then pronounce the word (unit 2 task 18).</i></li> <li>• <i>Read the following text and find the Indonesian equivalents of the following words. You may use your dictionary. Then, pronounce the words. (announcement) (unit 3 task 14).</i></li> <li>• <i>Read aloud the following letter and answer the question (unit 1 task 16).</i></li> </ul>
	<p><b>Basic Competence:</b> 5.2 Responding the meaning in very simple short functional written text accurately, fluently, and be accepted related with the nearest environment.</p>	
	<b>INDICATOR</b>	<b>INSTRUCTION</b>
10	<p>1. Identifying various information in short functional text in form of:</p> <ul style="list-style-type: none"> <li>• instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>In pairs, study the following signs (instruction). Where do you find the instructions in your school? (unit 3 task 11).</i></li> <li>• <i>In pair, study the prohibition sign below. What does it mean? (unit 5 task 11).</i></li> <li>• <i>Read the following text. Then, answer the questions (instruction) (unit 5 task 15).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• Review semester number 24, 25, 26, 27, 28, 29, and 30.</li> </ul>
	<p>1. Identifying various information in short functional text in form of:</p> <ul style="list-style-type: none"> <li>• List of good</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>1. Identifying various information in short functional text in form of:</p> <ul style="list-style-type: none"> <li>• Greeting card</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read aloud the letter again and then write T if true or F false according to the letter. Look at the example (greeting card) (unit 1 task 13).</i></li> <li>• <i>In pairs, access the internet or read magazine to find two texts of personal letter. Then, answer the following questions (unit 1 task 20).</i></li> <li>• <i>Read the following birthday card. Then, answer the questions (unit 4 task14).</i></li> <li>• <i>In pairs, study the text in Task 14 again and learn the following explanation (generic structure of birthday card). (unit 4 task 15).</i></li> <li>• <i>In pair, identify the part of the birthday card in task 14 (unit 4 task16).</i></li> <li>• <i>Read the birthday card below. Then, answer the questions (unit 4 task17).</i></li> </ul>
	<p>1. Identifying various information in short functional text in form of:</p> <ul style="list-style-type: none"> <li>• Announcement</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read the announcement in Task 15 again and then answer the questions in pairs (unit 2</i></li> </ul>

		<p>task 16).</p> <ul style="list-style-type: none"> <li>• <i>In groups of three, study the text in task 15 again and learn the following explanation. (announcement) (unit 2 task 17).</i></li> <li>• <i>Read the announcement in task 18 again and then answer the question in pairs (unit 2 task 19).</i></li> <li>• <i>Find the announcement in your school. Copy it and then answer the following questions (unit 2 task 20).</i></li> <li>• <i>Read the text above again and write T if the statement is false according to the text (announcement) (unit 3 task 15).</i></li> <li>• <i>Read the schedule on the announcement board below. Then, in pairs answer the question (unit 4 task 2).</i></li> <li>• <i>Find two announcement texts in your school. Copy them and then answer the following questions (unit 2 task 23).</i></li> <li>• <i>Your teacher must have written short message. Compile them and then answer the following questions (unit 5 task 19).</i></li> </ul>
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	2. Identifying language feature of reading text.	
	3. Identifying the purpose of each functional text that have been discussed	
	<p><b>6. Writing</b>  <b>Standard Competence:</b> Understanding the meaning in very simple short functional written text to interact with the nearest environment.</p> <p><b>Basic Competence:</b>  6.1 Expressing the meaning of idea in very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to interact with nearest environment.</p>	
11	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Completing short functional text.	<ul style="list-style-type: none"> <li>• <i>In pair, complete the chart with the activities you have at school. You may open your dictionary (unit 4 task 1).</i></li> <li>• <i>Complete the following announcement with the words in the box (unit 3 task 16).</i></li> <li>• <i>Introduce one of your friends to the class by completing the paragraph below. Attach a photograph to your paragraph. Present it orally in the next meeting (unit 2 task 22).</i></li> </ul>
	2. Arrange the order of words to be solid sentence.	<ul style="list-style-type: none"> <li>• <i>Introduce yourself or others as the example (unit 1 task 18).</i></li> </ul>

	<p>3. Writing short functional text</p>	<ul style="list-style-type: none"> <li>• <i>Your teacher celebrates his birthday on 15 November. Write a birthday card and send it to him (unit 4 task 27).</i></li> <li>• <i>Write a letter to a friend of yours telling about you. Use the letter in the task 12 and 16 as the example (unit 1 task 24).</i></li> <li>• <i>Write a short announcement about your class activity. Use the outline below (unit 2 task 27).</i></li> <li>• <i>Visit some public places in your hometown and note down the signs (instruction) you find. Report that you find to the class (unit 3 task 18).</i></li> <li>• <i>Write a birthday card and send it to your relatives (unit 4 task 23).</i></li> <li>• <i>Write your own letter to a new friend of yours telling him/her your personal identity. Use letter in the previous tasks as the example. Ask your classmate to give feedback (unit 1 task 19).</i></li> <li>• <i>Study the following prohibition signs. Discuss the meaning of each sign with your classmates in groups of four. Based on the signs, write the Indonesian</i></li> </ul>
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		<p><i>equivalents of the words in the box (unit 5 task 12).</i></p> <ul style="list-style-type: none"> <li>• <i>Do you know the following signs? Where do you find them? Discuss them in small groups of four. Look at the example (unit 5 task 13).</i></li> <li>• <i>Work in pairs. Write down prohibitions based on the pictures below (unit 5 task 14).</i></li> <li>• <i>Find a pen pal and write a letter to him/her telling about you. Use the letter in Task 12 and 16 as the example (unit 1 task 21).</i></li> </ul>
	<p><b>Basic Competence</b>          6.2 Expressing the rhetoric step in form of very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to the nearest environment.</p>	
12	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Arranging the words and phrases becomes a solid sentence.	
	2. Arranging jumble sentence becomes a solid short functional text.	<ul style="list-style-type: none"> <li>• <i>Arrange the following expressions to create a birthday card (unit 4 task 20).</i></li> </ul>
	3. Writing short functional text based on the picture or situation given harmoniously.	<ul style="list-style-type: none"> <li>• <i>Write an announcement telling 5 things to do before the class begins in the morning (unit 3 task 21).</i></li> <li>• <i>You have two friends. Introduce your two friends to a pen pal. See the text in the Task 11 as a model. You may</i></li> </ul>

		<p><i>write your draft in the space below (unit 2 task 14).</i></p> <ul style="list-style-type: none"> <li>• <i>Write a short announcement about a student activity at your school. Use the outline below (unit 2 task 21).</i></li> <li>• <i>Work in group. Write commands such as those in Task 10 on colored paper and then put them in the appropriate rooms in your school (unit 3 task 19).</i></li> <li>• <i>Write relevant instructions in the following place. You may refer to the expressions in Task 12 (unit 3 task 13).</i></li> <li>• <i>You may have a message from your English teacher that students must submit the assignment next week. Write an announcement for the message (unit 3 task 17).</i></li> <li>• <i>Look at the picture. Write the correct word under the picture. Use the words in the box (unit 4 task 13).</i></li> <li>• <i>Compile your birthday cards or access the internet or go to the bookstore to get some birthday cards. Show your birthday cards to your classmates (unit 4 task 18).</i></li> <li>• <i>In group of four, identify the expressions in the birthday cards you compile in Task 18. Write down the expressions in the box (unit 4 task 19).</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• <i>Rita wants to send a birthday card to her friend, Budi. Help her by completing her draft (unit 4 task 21).</i></li> <li>• <i>Work in pair. Make and send birthday cards to your classmates who celebrate their birthday (unit 4 task 22).</i></li> <li>• <i>Look at what they are doing below. Do you know what they are doing? In pair, write them down (unit 1 task 5).</i></li> <li>• <i>Mrs. Ratna leaves early. She wants to leave a message for her daughter, Sinta. Help her write the message base on the clues (unit 5 task 16).</i></li> <li>• <i>Write some prohibition signs for your school. Put them in the right places. You may work in groups (unit 5 task 18).</i></li> <li>• <i>Review first semester number 32 and 33.</i></li> </ul>
	<p><b>7. Listening</b>  <b>Standard Competence:</b> understanding meaning of conversation in form of very simple transactional and interpersonal to interact with the nearest environment.</p> <p><b>Basic competence:</b>  7.1 Responding the meaning of conversation in form of very simple transactional and interpersonal accurately, fluently, and be accepted to interact with nearest environment that involve speech action: asking for and giving service, asking for and giving something, and also asking for and giving fact.</p>	
13	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	Responding these expression:	<ul style="list-style-type: none"> <li>• <i>Listen to the following dialogue. Then, answer the</i></li> </ul>

	1. Asking for and giving service.	<i>questions. The listening script is in the appendix (unit 10 task 3).</i>
	2. Asking for and giving something.	<ul style="list-style-type: none"> <li>• <i>Ida has a bag full of new stuff. She shows them off to her friends, Winda. Listen to her and then answer the questions. The listening script is in the appendix (unit 6 task 6).</i></li> </ul>
	3. Asking and giving correct fact	
	<p><b>Basic competence</b>  7.2 Responding the meaning of conversation in form of very simple transactional and interpersonal accurately, fluently, and be accepted to interact with nearest environment that involve speech action: asking and giving opinion, expressing like and dislike, asking clarification and responding interpersonally.</p>	
	<b>INDICATOR</b>	<b>INSTRUCTION</b>
14	1. Identifying meaning of the expression that has listened.	<ul style="list-style-type: none"> <li>• <i>Listen to text once again and answer the following questions (unit 8 task 5).</i></li> </ul>
	2. Responding these expression: <ul style="list-style-type: none"> <li>- Asking and giving opinion about school rule.</li> <li>- Expressing like or dislike.</li> <li>- Asking for clarification.</li> <li>- Responding interpersonally.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen to Adi describing his dream job and complete the following text. The listening script is in the appendix (opinion) (unit 8 task 4).</i></li> <li>• <i>Listen to the following dialogue and then answer the questions. Then, compare your answer with a classmate's. The listening script is in the appendix (clarification) (unit 7 task 4).</i></li> </ul>

	<p><b>8. Listening</b> Understanding the meaning in very simple oral short functional text and short monolog in form of descriptive and procedure to interact with the nearest environment.</p> <p><b>Basic Competence</b> 8.1 Responding the meaning in very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.</p>	
15	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<ol style="list-style-type: none"> <li>1. Responding the meaning in short functional text correctly: <ul style="list-style-type: none"> <li>- Instruction</li> <li>- List of good</li> <li>- Expression of congratulation</li> <li>- Announcement</li> </ul> </li> <li>2. Determining the purpose of communicative text that has listened.</li> <li>3. Determining kind of short functional text that has listened correctly.</li> </ol>	
	<p><b>Basic Competence</b> 8.2 Responding the meaning in very simple monologue text accurately, fluently, and be accepted to interact with the nearest environment in form of descriptive and procedure.</p>	
16	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<ol style="list-style-type: none"> <li>1. Responding the meaning in oral monologue text in form of: <ul style="list-style-type: none"> <li>- Descriptive</li> <li>- Procedure</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Listen to the following text and note down the number of the following objects. Compare your notes with a classmate's. Look at the example (descriptive) (unit 6 task 11).</i></li> <li>• <i>Listen to and the monologue below. Then, state whether the statement are true or false. The listening script is in the appendix (procedure) (unit 9 task 9).</i></li> </ul>

	2. Determining language feature and rhetoric step of the text that has listened.	
	3. Determining the communicative purpose of the text that has listened.	
	<p><b>9. Speaking</b> Expressing the meaning of conversation in form of very simple transactional and interpersonal to interact with the nearest environment.</p> <p><b>Basic Competence</b> 9.1 Expressing the meaning of conversation in form of very simple transactional and interpersonal by using kinds of spoken language accurately, fluently, and be accepted to interact in the nearest environment that involve speech action: asking and giving service, asking and giving good, and asking and giving fact.</p>	
17	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Expressing the meaning of speech action about asking and giving service.	<ul style="list-style-type: none"> <li>• <i>Work in groups of four to have a role play based on the following situation. Write your conversation (unit 10 task 22).</i></li> <li>• <i>Work in a group of four. Create a conversation based on the following situation. Write your conversation (unit 10 task 24).</i></li> <li>• <i>In pair study the following expression (asking for service) (unit 10 task 4).</i></li> <li>• <i>Study the pictures and ask somebody for a favor politely relevant to the situation. Look at the example (unit 10 task 5).</i></li> <li>• <i>Study the pattern below (ask</i></li> </ul>



		<p><i>for service) (unit 10 task 6).</i></p> <ul style="list-style-type: none"> <li>• <i>Go around the class. Ask your classmates to do the following things for you (ask for service) (unit 10 task 11).</i></li> <li>• <i>Read the following dialogue and answer the questions. Then, act it out with a partner (unit 10 task 8).</i></li> <li>• <i>The words below are taken from the dialogue above. Guess the meaning of the words from the context. Compare your answers with a classmate's (unit 10 task 9).</i></li> <li>• <i>Do you sometimes ask someone to do something for you? If so, what do you say? In pairs, write two expressions that you can use to ask somebody to do something for you based on your knowledge (unit 10 task 1).</i></li> <li>• <i>In group of four discuss the meaning of the utterances in bold (unit 10 task 2).</i></li> <li>• <i>Review second semester number 1, 2, 3, and 15</i></li> <li>• <i>List five things that somebody needs to do for you. Then, come to ten of your classmates to ask them a favor (unit 10 task 7).</i></li> </ul>
	<p>2. Responding the meaning of speech action about asking and giving</p>	<ul style="list-style-type: none"> <li>• <i>In pair, study the following expression (ask for something)</i></li> </ul>

	something confidently	<p>(unit 6 task 7).</p> <ul style="list-style-type: none"> <li>• <i>Complete the following dialogues with relevant expressions and then act them out in pairs (ask for something) (unit 6 task 8).</i></li> <li>• <i>In pair, study the explanation below (singular and plural) (unit 6 task 10).</i></li> <li>• Review second semester number 16.</li> </ul>
	3. Doing short conversation about asking and giving a fact honestly.	<ul style="list-style-type: none"> <li>• <i>Do a survey. Choose five of your classmates randomly and ask them about their parents' job. Report your finding to the class (unit 8 task 22).</i></li> <li>• <i>Study the following dialogue and answer the questions. Then, act it out with your partner (unit 8 task 8).</i></li> <li>• <i>In pair, study the expression below (asking for and giving fact) (unit 8 task 9).</i></li> <li>• Review second semester number 4, 7, 8, 10, 11, 12, 14.</li> </ul>
	<p><b>Basic Competence</b></p> <p>9.2 Expressing the meaning of conversation in form of very simple transactional and interpersonal by using kinds of spoken language accurately, fluently, and be accepted to interact with the nearest environment that involved speech action: asking and giving opinion, expressing like and dislike, asking clarification, and responding interpersonally.</p>	
18	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Role playing using the following expression:	<ul style="list-style-type: none"> <li>• <i>Study the following expressions. Work in pairs (ask</i></li> </ul>

<p>- asking for and giving opinion</p>	<p><i>for and give opinion</i>) (unit 8 task 6).</p> <ul style="list-style-type: none"> <li>• <i>Look at the pictures. Take turns to ask for and give opinions about each of the jobs below. Do it in pair (ask for and give opinion (unit 8 task7).</i></li> <li>• <i>Work in pair. Ask your partner facts about the following persons. Don't forget to ask for your partner's opinions about the person's professions (unit 8 task 23).</i></li> <li>• <i>Review second semester number 9, 13, 27, 27.</i></li> </ul>
<p>1. Role playing using the following expression:</p> <p>- likes and dislikes</p>	<ul style="list-style-type: none"> <li>• <i>Work in pairs. Have a dialogue based on the following situations. (like and dislike) (unit 6 task 27).</i></li> <li>• <i>Tell one another food and drinks that you like and dislike. Write three things your classmate like and three things your classmate dislikes (unit 9 task 12).</i></li> </ul>
<p>1. Role playing using the following expression:</p> <p>- asking for and giving clarification</p>	<ul style="list-style-type: none"> <li>• <i>Look at the house. Take turn asking and answering about the facilities that the house has got. Ask for and give clarification when necessary. Study the example (unit 7 task 25).</i></li> <li>• <i>Complete the following dialogue with the expression in the box. Then act it out with</i></li> </ul>

		<p><i>your classmate (ask for and give clarification) (unit 7 task 6).</i></p> <ul style="list-style-type: none"> <li>• <i>Study the following dialogue. Then put a tick (√) in the column if the statement is true and put a cross (×) in the column if the statement is false (ask for and give clarification) (unit 7 task 7).</i></li> <li>• <i>What do you say to clarify or give clarification in the following situation? (unit 7 task 8).</i></li> <li>• <i>Have a dialogue with a partner and tell each other you house. Ask for and give clarification when necessary (unit 7 task 9).</i></li> <li>• <i>In pair, study the following explanation (ask for and give clarification) (unit 7 task 12).</i></li> <li>• <i>Work in pairs. Ask and answer questions about Budi's house (ask for and give clarification) (unit 7 task 14).</i></li> <li>• <i>Review second semester number 5, and 6.</i></li> </ul>
	<p>1. Role playing using the following expression: - responding interpersonally</p>	
	<p><b>10. Speaking</b> Expressing the meaning in functional spoken language and very simple short monologue in form of descriptive and procedure with the nearest environment.</p> <p><b>Basic Competence:</b></p>	

	10.1. Expressing the meaning that existed in very simple short functional oral text by using kinds of spoken language accurately, fluently, and be accepted to interact with the nearest environment.	
19	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<p>1. Expressing the meaning in short functional text in form of:</p> <ul style="list-style-type: none"> <li>- Instruction that related with clean environment.</li> <li>- List of good that needed in celebration of religion holiday.</li> <li>- Announcement about collecting social fund.</li> <li>- Congratulation related with religion ceremony.</li> </ul>	
	<p><b>Basic Competence</b></p> <p>10.2 Expressing the meaning in very simple short monologue by using kind of spoken language accurately, fluently, and be accepted to interact with the nearest environment in form of descriptive and procedure.</p>	
20	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<p>1. Expressing the meaning in descriptive sentence and command based on picture.</p>	<ul style="list-style-type: none"> <li>• <i>Look at the picture of Tony's classroom below. What objects are in the classroom and how many are they? Write down in the table below. Then, tell the class the result of your work. Look at the example (unit 6 task 12).</i></li> <li>• <i>Now, observe the objects in your classroom. Write them down in the table below. Then, tell the class the findings of your observation (unit 6 task 13).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Study the following dialogue and answer the questions. Then, act it out in pairs (unit 6 task 14).</i></li> <li>• <i>In small group, study the following explanation (descriptive) (unit 7 task 10).</i></li> <li>• <i>Look at the picture. Ask and answer about the picture with your classmate in pair (unit 7 task 11).</i></li> <li>• <i>The picture below is the rooms in Budi's house. Write the name of each room (unit 7 task 13).</i></li> </ul>
	<p>2. Doing short monologue orderly and be accepted in form of descriptive and procedure.</p>	<ul style="list-style-type: none"> <li>• <i>Work in groups of three. Find two or more recipes of your favorite food and drinks. You may find them in the magazine, newspaper, or internet. In groups of four, present the recipes to your classmates (unit 9 task 26).</i></li> <li>• <i>Find two instructions on how to operate electrical appliances you usually use at school. Present them to the class in the next meeting (unit 10 task 23).</i></li> <li>• <i>Review second semester number 28.</i></li> </ul>

	<p><b>11. Reading</b> Understanding the meaning of very simple functional written text and short essay in form of descriptive and procedure that related with the nearest environment.</p> <p><b>Basic Competence</b> 11.1 Responding the meaning that existed in very simple short functional written text accurately, fluently, and be accepted that related with nearest environment.</p>	
21	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<p>1. Identifying various information:</p> <ul style="list-style-type: none"> <li>- General overview</li> <li>- implied information</li> <li>- detail information</li> </ul> <p>2. Identifying the meaning of certain word in short functional text in form of:</p> <ul style="list-style-type: none"> <li>- instruction</li> <li>- List of good</li> <li>- Congratulation</li> <li>- Announcement</li> </ul> <p>3. Determining communicative purpose of short functional text that has read.</p> <p>4. Reading loudly short functional text that served by using accepted pronunciation and intonation.</p>	
	<p><b>Basic Competence</b> 11.2 Responding meaning and rhetoric step accurately, fluently, and be accepted of the very simple essay that related with the nearest environment in form of descriptive/ procedure</p>	
22	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<p>1. Identifying accurately various information in form of descriptive and procedure text in pair.</p>	<ul style="list-style-type: none"> <li>• <i>Read a loud the following text and then answer the questions. Work in pairs (descriptive) (unit 6 task 18)</i></li> <li>• <i>With a partner, study the following explanation (preposition) (unit 6 task 21).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Kristi is writing a letter to her friend. Her name is Nayla and she lives in Bandung. Read the letter and answer the questions (descriptive) (unit 6 task 23).</i></li> <li>• <i>Read the following text about Risa's house. Then, answer the questions (unit 7 task 16).</i></li> <li>• <i>Dina writes a letter to her friend, Andi and tells him about her favorite room. Read her letter and answer the question (unit 7 task 20).</i></li> <li>• <i>Learn how to describe parts of body below. Work in pair (unit 8 task 13).</i></li> <li>• <i>In pairs, match each name of part of the body with its descriptive word. Discuss the Indonesian words of the descriptive adjectives. Open your dictionary if necessary. See the example. (unit 8 task 14).</i></li> <li>• <i>Read the text below and answer the questions. Then, compare your answer with a classmate's (unit 8 task 15).</i></li> <li>• <i>Look at the kitchen utensils in task 16 and then answer the following questions (unit 9 task 17).</i></li> <li>• <i>Read the following recipe and in pair find the meaning of the words below. You may open your dictionary. Then, practice the words (procedure) (unit 9</i></li> </ul>
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		<p>task 18).</p> <ul style="list-style-type: none"> <li>• <i>Read the text again and then answer the questions. Compare your answer with a classmate. (procedure) (unit 9 task 19).</i></li> <li>• <i>Read the following recipe and in pairs find the meanings of the words below. You may open your dictionary. Then, practice pronouncing the words (unit 9 task 21).</i></li> <li>• <i>Read the recipe in task 21 again and answer the following questions (unit 9 task 22).</i></li> <li>• <i>Study the picture and answer the questions in pairs. (procedure) (unit 10 task 14).</i></li> <li>• <i>Read the following instruction and find the meaning of the words based on the context. Do it in pair (unit 10 task 15).</i></li> <li>• <i>Read the instruction again and answer the questions (unit 10 task 17).</i></li> <li>• <i>Review second semester number 17, 18, 19, 20, 21, 22, 23, 24, and 25.</i></li> </ul>
	<p>2. Identifying the communicative purpose of descriptive and procedure text accurately.</p>	
	<p>3. Identifying the rhetoric step of descriptive or procedure text accurately.</p>	<ul style="list-style-type: none"> <li>• <i>In pairs, study the following explanation (generic structure descriptive text) (unit 6 task 19).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>In pairs, study the following explanation (generic structure descriptive text) (unit 7 task 17).</i></li> <li>• <i>Study the explanation below. Share your understanding with a classmate sitting next to you. (generic structure descriptive text) (unit 8 task 16).</i></li> <li>• <i>In pairs, study the following explanation (generic structure of procedure text) (unit 9 task 20).</i></li> <li>• <i>In pair study the following explanation (generic structure of procedure text) (unit 10 task 16).</i></li> </ul>
	4. Mentioning language feature of descriptive and procedure text correctly.	<ul style="list-style-type: none"> <li>• <i>Study the explanation below (connector sentence) (unit 9 task 23).</i></li> <li>• <i>Read the instruction again and then discuss the functions of the following words and phrases (connector sentence) (unit 10 task 18).</i></li> </ul>
	<p><b>Basic Competence</b>  11.3 Reading loudly and meaningful the very simple functional text and short essay in form of procedure or descriptive by accepted pronunciation, stress, and intonation.</p>	
23	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	<ol style="list-style-type: none"> <li>1. Pronouncing the word, phrase, and sentence well and correctly.</li> <li>2. Reading the word, phrase, and sentence by the correct and clear intonation.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>In pair, study the note below and then listen to and repeat after the teacher (sound /u:/) (unit 7 task 19).</i></li> </ul>

	3. Reading loudly descriptive and procedure text fluently.	
	<p><b>12. Writing</b> Expressing the meaning in very simple written functional text and short essay in form of descriptive and procedure to interact with the nearest environment.</p> <p><b>Basic Competence</b> 12.1 Expressing the meaning in very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to interact with the nearest environment.</p>	
24	<b>INDICATOR</b>	<b>INSTRUCTION</b>
	1. Writing simple sentence.	<ul style="list-style-type: none"> <li>• <i>In pair, recall the meaning of and pronounce the words below. Then, label the parts of the head (unit 8 task 12).</i></li> <li>• <i>Label the following objects. Use the correct forms (unit 6 task 5).</i></li> <li>• <i>In pair, write the names of rooms in a house by completing the vocabulary web below (unit 7 task 2).</i></li> <li>• <i>In pairs, recall the objects in your house and put them in the correct column below. Look at the example (unit 7 task 3).</i></li> <li>• <i>Label the following fruits, vegetables, food, and drinks (unit 9 task 1).</i></li> <li>• <i>Classify these words into fruits, vegetables, food or drinks by putting a tick (✓) in the right column (unit 9 task 2).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Look at the people. What are their professionals? Write them down as the example (unit 8 task 1).</i></li> <li>• <i>Study the pictures. Write the names of the following appliances (unit 10 task 13).</i></li> </ul>
	<p>2. Writing short functional text in form of:</p> <ul style="list-style-type: none"> <li>- Instruction</li> <li>- List of good</li> <li>- Announcement</li> <li>- Congratulation</li> </ul>	
<p><b>Basic Competence</b>  12.2 Expressing the meaning and rhetoric step in very simple short essay by using kinds of written language accurately, fluently, and be accepted with the nearest environment in form of descriptive or procedure.</p>		
25	<b>INDICATOR</b>	
	<p>1. Completing descriptive or procedure text by using correct words</p>	<ul style="list-style-type: none"> <li>• <i>Complete the following description about Captain David Michael. Look at the picture and words in the box (unit 8 task 17).</i></li> <li>• <i>Label these kitchen utensils below (unit 9 task16).</i></li> <li>• <i>Work in pairs. Complete the text below using appropriate sentence connectors (unit 9 task 24).</i></li> <li>• <i>Work in pairs. Complete the following instruction on preparing a printer using correct sentence connectors (unit 10 task 19).</i></li> </ul>
	<p>2. Arranging jumble sentence to become</p>	<ul style="list-style-type: none"> <li>• <i>Work in pair. Arrange the</i></li> </ul>

	<p>orderly and solid descriptive or procedure text.</p>	<p><i>following sentence to write a good procedure of making a phone call on a public phone box (unit 10 task 20).</i></p>
	<p>3. Writing text in form of descriptive or procedure.</p>	<ul style="list-style-type: none"> <li>• <i>Write a short description text about yourself. You may write your draft in the space below (unit 8 task 24).</i></li> <li>• <i>Write a descriptive text of around 50 words long about your primary school (unit 6 task 28).</i></li> <li>• <i>Look at the house in task 25 again. Write a composition of a descriptive text to describe the house (unit 7 task 26).</i></li> <li>• <i>Refer to the school facilities you identify in task 16. Describe of the facilities using correct adjectives. Consult your teacher when you do not know the English of the words (unit 6 task 20).</i></li> <li>• <i>Refer to the school facilities you identify in task 16. Describe the location of each facility relative to another school facility. You may write some notes in the space below (unit 6 task 22).</i></li> <li>• <i>Write a letter to your friend. Tell him/her about your school. Use the letter in Task 23 as the model (unit 6 task 24).</i></li> <li>• <i>Rewrite the text above in your own words (unit 7 task 18).</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Choose one of the rooms in your house and write a description about it (unit 7 task 21).</i></li> <li>• <i>Andy wants to replay Dina's letter. He wants to tell her about her favorite room, i.e the living room. Now help Andy write his letter. Look back at Task 20 for a model (unit 7 task 22).</i></li> <li>• <i>Describe one of your close friends. Attach his/her photograph. You may follow the questions below to write the description (unit 8 task 18).</i></li> <li>• <i>Describe two of the students below. They are (from left to right) Anggi, Ulfi, Sheila, Linda and Yayah (unit 8 task 18).</i></li> <li>• <i>You like fried rice, don't you? Write the recipe of fried rice. Exchange your draft and give each other feedback. Revise your draft based on your classmate's feedback. Revise your draft based on your classmate's feedback to produce a well written recipe (unit 9 task 25).</i></li> <li>• <i>Work in pairs. Go to one of the following rooms or facilities in your school and describe the room. Ask your classmate to give you feedback to revise your draft (unit 6 task 26).</i></li> </ul>
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		<ul style="list-style-type: none"><li>• <i>Write a letter to your friend. Tell him/her about your house. Use the following question for help (unit 7 task 23).</i></li><li>• <i>Describe one of your close friends. Attach his/her photograph. You may follow the questions below to write the description (unit 8 task 18).</i></li><li>• <i>Describe one your family members. Attach his/her photograph (unit 8 task 21).</i></li><li>• <i>Review second semester number 29 and 30.</i></li></ul>
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