



Observation Sheet

No	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Feedback
					Yes	No	
1	Content Knowledge	1. Language Awareness (Andrews, 2001)	Acknowledging the value of fixing errors in grammar made in the classroom	a. Teacher assists students in fixing grammatical errors in written work		✓	If the teacher can provide written grammar the students will take a note, and they can easily remind the mistakes they made previously
				b. The teacher helps the students choose the appropriate words for the situation.		✓	The teacher lacks sufficient knowledge to fix the grammatical errors made by the students in the spoken setting.
		2. Language Proficiency (Andrews, 2001)	1. Using/speaking English fluently	a. The teacher speaks English fluently while the students are studying.		✓	The teacher lacks the necessary expertise to fix students' pronunciation of the language in the learning environment.

				b. The teacher motivates students to speak English thoroughly.	✓	The teacher lacks sufficient understanding to adjust the language of the students based on the context in which it is employed.
			2. Composing in English on the board/on a record without mistakes	a. The teacher composes in English on the display or on an outline, using proper grammar.	✓	Teacher often used local language during the lesson
				b. The teacher composes in English on the display or on an outline, using proper spelling	✓	The teacher constantly encourages the students to talk in English, but she has no idea which students are speaking the language fluently.
2.	Pedagogical Knowledge	Knowledge about Curriculum Development	1. Developing a detail of learning purpose in the curriculum to	a. Before drafting the class syllabus, the teacher reviews the curriculum to	✓	The teacher lacks the necessary skills to write in English on the display or in

		(Ratminingsih, 2020)	create a syllabus	identify learning objectives.			a document using proper grammar.
				b. Teacher applies learning targets that connected to the curriculum to organize the syllabus		✓	Some misspelling done by the teacher
			2. Advising the subjects of study with the goals of the learning	a. The teacher maintains the potential to connect the lesson matters to the determined learning objectives.	✓		Before beginning to work on learning progress, the teacher models in the classroom how she looks over the curriculum for learning objectives.
				b. The teacher is aware of how the related learning topics affect the environment.	✓		When doing learning progress, teachers always employ learning objectives that are connected to the curriculum.
			3. Coordinating the connections between each	a. Teacher switch out the prior materials in the	✓		Although the instructor is able to show that they can

			subject and the following subject in the school's curriculum.	classroom with the recent ones		connect the class subjects to the established learning objectives, they still have some trouble understanding the English materials.
				b. Teacher links the previously covered material to the recently introduced information.	✓	The teacher didn't appear to comprehend how the connected learning themes related to the student's conditions.
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. attempting to teach using an innovative method	a. By providing learning activities, teachers enable their students to challenge themselves and discover new topics in their learning environment.	✓	It didn't seem like the teacher updated the prior content in the class with the latest one. Although the teacher is able to make connections between the lesson's subjects, the material was not fully relevant.

				b. The teacher motivates students to attempt new things through applying a variety of learning techniques.	✓	The prior material and the newly presented material in class were not connected by the teacher. The teacher's comprehension of the English content was lacking.
		2. Educating via acquiring information through the use of tools or concepts.		a. By providing them with a specific study tool, the teacher sparks their creativity and helps students come up with fresh ideas.	✓	The teacher lacks the necessary knowledge to provide learning activities that encourage students to seek out and learn something new in the classroom.
				b. Teachers frequently provide students with a question-and-answer part to help them enhance their thoughts as well	✓	The teacher lacks the skills needed to encourage students in trying new things through using a variety of learning activities.

				as their understanding.			
			3. Providing students with practical instruction	a. The teacher drives students obtain knowledge and make requests for information.		✓	The teacher lacks the required knowledge to help the students come up with fresh ideas and encourage creative thinking during a lesson.
				b. Through specific exercises, the teacher allows students to engage in learning by doing.		✓	Every student received the chance to take part with questions and answers from the teacher. However, not all of the answers are quite accurate.
			4. Instructing students on the use of repetition and listening to learn.	Teacher frequently checks that students are paying attention in class		✓	The teacher always asks, encouraging the students to get information and make as many demands as they can.

			b. By having students listen to what is presented in class, the teacher helps them maintain concentrate.	✓		Teachers consistently provide opportunities for students to engage in real-world education through specific activities
		5. Including activities in lessons that can inspire children to learn	a. The teacher constantly assists and supports the students in understanding the English content in class.	✓		Teachers constantly ensure that students are paying attention in class.
			b. The teacher provides engaging activities for the kids to enjoy while they learn English.	✓		By having the pupils listen to the subject presented in class, the teacher consistently helps them maintain focus. The teacher demonstrates a high degree of discipline.
		6. Engaging children in enjoyable	a. Teachers frequently engage students in	✓		Teachers always encourage and assist their pupils in

			learning activities by encouraging physical mobility	enjoyable activities to keep them motivated while they are learning.			understanding the English topic in class. Despite this lack of understanding, the teacher consistently tries to provide students with high-quality English material in the classroom.
				The teacher incorporates singing throughout the lesson to ensure that the kids are never bored and are always joyful.		✓	The teacher did not provide engaging activities for students to enjoy as they studied English. Due to the teacher's limited competence, it was highly difficult to provide engaging resources for the students.
			7. Teaching by associating with previous knowledge.	a. The teacher provides the students with the appropriate materials and acknowledges		✓	The teacher found it challenging to engage the class in enjoyable activities that would keep them motivated

				their lack of understanding.			throughout the lesson.
				b. Teachers frequently create connections between the content and students' comprehension levels to help them grasp it simpler.		✓	The teacher found it challenging to employ the singing techniques in the classroom to make students feel joyful all the time.
		8. Encouraging pupils to gain knowledge from their surroundings		a. The teacher introduces the children the terms that they will encounter in the classroom by applying the classroom setting.		✓	The teacher was aware of the kids' a lack of understanding but she also found it challenging to provide a clear explanation.
				b. The teacher encourages learners to be creative and employs the surroundings to do so while they are studying English in class.		✓	The teacher lacks sufficient understanding to relate the topic to the level of the students.

		Knowledge about lesson plan (Ratminingsih, 2020)	1. Creating a lesson plan that aligns with the desired learning outcomes	a. The instructor can create learning objectives that are in line with the new written communications lesson plans by making connections between both the previous and current information.	✓	The teacher lacks the required knowledge to properly use the classroom setting and instruct students in vocabulary that is relevant to the subject matter.
				b. When implementing an updated lesson plan in class, the teacher gets the students involved and motivated.	✓	The teacher lacks the necessary skills to guide students innovation and force them to use it in the classroom.
			2.Designing effective learning activities	a. The ability of the teacher to actively involve students in their learning and provide them with relevant material	✓	The teacher failed to establish a connection between the prior content and the recent lesson plans in order to create learning objectives

							that were in line with them.
				b. Students can be made to take part in class educational activities by their teacher.		✓	When implementing the new lesson concept in class, the teacher encountered some challenges getting the students involved and motivated.
		3. Teaching with student-centered activities	A teacher can include interactive elements into the lessons.			✓	The teacher was unable to involve the students in the learning process and provide them with relevant content.
			b. The instructor can control the class to create a suitable environment			✓	The teacher encountered challenges in getting students to participate in the class's lessons.

			4. Using technology and media to teach during a lesson	a. A teacher with innovative presentation skills can use a canvas presentation or a PowerPoint presentation.	✓	It was challenging for the teacher to make the presentations engaging. The truth is that the teacher didn't always use their own presentation; instead, she would just follow the curriculum.
				b. By integrating technological tools into the teaching process, teachers can motivate their students.	✓	The teacher did a great job of managing the class to make it accommodating.
		The use of learning strategies for young Learners (Ratminingsih, 2020)	1. Using visual resources like films and images that students can watch to teach	a. Teacher apply power point when instructing students	✓	The teacher was unable to use a canvas presentation or a PowerPoint presentation to provide a creative presentation. Lack of preparation prevents teachers from using modern technology.

				b. Teacher uses picture that comes in hard copy for classroom activity	✓	The teacher did not include media technology into the teaching method.
			2. Educating with student-explorable media (e.g., Quizizz, BC Kids, etc.)	a. The teacher requests that students use a specific online learning platform for instruction.	✓	Teacher didn't apply power point for teaching
				b. Students are able to practice their English during lessons because the teacher can use the latest technological devices to manage lessons	✓	The teacher wasn't suggesting printable pictures. The teacher only utilizes the picture samples from the textbook.
			3. Providing students with the scenario and background	a. The teacher begins the class by providing an overview.	✓	The teacher was not aware of how to require students to use a specific online learning platform.

				b. The purpose of the problem project, according to the teacher, is to force learners to use innovation in solving it.	✓	The teacher was unable to use the most recent media technologies to facilitate learning.
			4. Engaging in a contextual exercise	a. The teacher connects the subject matter to the students' everyday experiences.	✓	The teacher did not provide apperception at the start of the class.
				b. Teacher teaches with actual instruments.	✓	The purpose of the issue assignment, according to the teacher, was not to force students to use creativity in solving it.
			5. Carrying out stimulating and engaging activities	a. Teacher uses educational games	✓	The instructor did not succeed to connect the material to the students' day-to-day experiences.

				b. The teacher asks the class to sing.	✓	The teacher didn't give instructions using real instruments. Just the teacher using the textbook
			6. Encourage learners to participate actively	a. Teacher stimulates learners with a test	✓	The teacher never employed games for implementing lessons.
				b. The teacher employs icebreakers to revitalise the classroom environment.	✓	The teacher was not asking the class to perform any songs.
			7. Including or utilizing a game in the educational process	a. Teacher educates with classic games	✓	Teacher unable to engage students with the quiz
				b. Teacher educates via a digital game	✓	The teacher did not employ icebreakers to lighten the mood in the classroom.

				a. The teacher educates with specific humor	✓	The teacher wasn't teaching using common games.
			8. Establishing a light-hearted learning atmosphere (with a parody or music)	b. Teacher educates with music	✓	A teacher didn't give instructions using a digital game.
			9. Using educational resources that enhance the four linguistic skills	a. The materials used for presentation allow the teacher to enhance every learner's four language proficiency.	✓	Jokes are often used by teachers to convey lessons.
				b. With the use of learning resources in the classroom, the teacher may strengthen the four language proficiency areas.	✓	The teacher didn't demonstrate using songs.

			10. Using exercises that help boost learners' self-assurance in their ability to learn English	a. preceding the class, the teacher gives the kids a brief speech.		✓	The teacher was unable to enhance the four language skills of the children by using the presentation media sources.
				b. The teacher can use entertaining icebreakers and activities to boost children's trust in their ability to learn English.		✓	Despite using learning material in the classroom, the teacher was unable to develop the four language skills of the students.
			11. Applying exercises that improve learners' social skills	a. Learners are divided into multiple groups by the teacher to focus on specific themes.		✓	Before class, the teacher did not assign students to complete a basic communication task.
				b. The teacher can facilitate a collaborative activity that helps learners improve		✓	The teacher unable to provide the enjoyable games and icebreakers to

				<p>their ability to interact with one another.</p>			<p>boost students' confidence in themselves in their ability to improve their English</p>
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Learning Objectives in Erlangga School's Book

LESSON	TOPIC	FUNCTION	VOCABULARY	GRAMMAR	LITERACY
4	At the shop Song: Do you have any oranges? Chant: What do you want?	Buying things. May I help you? Yes, please. I need a kilo of apples. How much is it? 29.000. Anything else? No, that's all. Procedure: Let's make chocolate-coated apple skewers or apple sauce. TPR: Wash the apple. Peel the apple. Cut the apple. Skewer the apple.	Number: thousands. Quantifiers: a kilo, a bar. Shopping items: shopping bag, watermelon, apple, star fruit, strawberry, banana, pineapple, honey dew, grape, chocolate block, kitchen utensils: spoon, skewer, plate, knife, pot, bowl, stove. Verbs: wash, peel, cut, skewer, melt, dip, wait.	<ul style="list-style-type: none"> Imperatives Simple Present Tense Singular/Plural Nouns Countable/ Uncountable nouns 	<ul style="list-style-type: none"> Reading aloud Understanding currency and price tags Reading and writing: cloze procedural text Thinking skill: odd one out
5	Going green Song: Let's save the world Chant: What are you making?	Asking for information (signs). What does it say? We must recycle. Asking for information (recycling): What are you looking for? I'm looking for plastic bottles. What are you going to do with them? I'm going to make water dripping bottles. Procedure: how to make a pencil holder. TPR: Wash the can. Dry the can. Wrap the can with paper. Color the paper.	Nouns: Trash, dustbin, banana peel, food leftover, cardboard, egg shell, plastic bottle, can, pencil holder, piggy bank, water tankier, plastic bottle lamp, cardboard photo frame, cardboard truck, oil candles, glue, scissors, hammer, screwdriver, brush, water based paint. Verbs: reduce, reuse, recycle, throw away, save, litter, pluck, cut, keep clean, glue, wash, fix, color.	<ul style="list-style-type: none"> Imperatives Simple Present Tense Present Progressive Tense Modality: Must Connectors 	<ul style="list-style-type: none"> Reading aloud Understanding signs Reading and writing: procedural text Thinking skill: sorting (organic-non-organic trash) Project: making signs
6	Technology around us Song: May I borrow your tablet? Chant: Water rocket chant	Describing the function of a technology product. It's long and we use it for looking at something far from us. Asking for information. What's that? It's a drone. What is it for? It's for monitoring traffic and weather. Wow, it's awesome. Who is he? He's Alexander Graham Bell. He is the inventor of the telephone. Procedure: How to make a water rocket. TPR: Stand in a line. Buy the ticket. See the exhibit. Take a selfie.	Technology products: telephone, virtual reality headset, electric car, telescope, tablet, drone, windmill, smartphone, console. Nouns: nozzle, plastic bottle, bottle cap, super glue, string, pump, hammer, screwdriver, nut, water, air, hole. Verbs: make, put, fill, pump, glue, screw, hold, seal, pull, fly.	<ul style="list-style-type: none"> Imperatives Simple Present Tense Simple Past Tense Connectors 	<ul style="list-style-type: none"> Reading aloud Reading and writing: cloze procedural text Thinking skill: sequencing procedure



UNDIKSHA

Instrument Validation of Expert Judgement Sheet from 1st Expert

Instrument: Content Expert Judgment

Component PCK (Shulman (1987))	Dimensions	Scale					Response		Comments
		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)				V				
	Language Proficiency (Andrews, 2001)					V			
Pedagogy knowledge	Learning objectives					V			
	Connecting previous material					V			
	Innovative activities				V				
	constructing knowledge from working with objects or ideas.				V				
	Teaching students with hands-on experience					V			
	Teaching students to learn by listening and repeating.					V			
	Teaching by involving activities that can make students motivated in learning				V				
	Doing fun learning activities by inviting students to move their bodies				V				
Teaching by associating with previous knowledge				V					
Inviting students to learn through the environment around them				V					
Making a lesson plan that corresponds with the learning objectives to be achieved					V				
Designing effective learning activities				V					
Teaching with student-centered activities				V					
Teaching with media and technology in the learning activity					V				
Teaching using visual media that students can observe such as videos and pictures					V				
Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)				V					
Giving the context/situation to the students				V					
Doing a contextual activity				V					

Doing activities that are motivating and interesting				V				
Stimulating students' active participation				V				
Giving or applying a game in the learning process					V			
Creating a fun learning environment (by using a joke or song)				V				
Using learning media that can improve the four language skills				V				
Using activities that can encourage students' self-confidence in learning English				V				
Using activities that can develop student's social skill				V				

Instrument: Media Expert Judgment Sheet



No	Name of Instrument	Criteria	Score					Total	Response		Comments
			1	2	3	4	5		Relevant	Irrelevant	
1.	Media Expert Evaluation Sheet	a) Interactive Design					V				
		b) Communicative media					V				
		c) Design creativity				V					
		d) The effectiveness of media use				V					
		e) Can be maintained and managed easily					V				
		f) Easy to use and operate				V					
		g) Can be used on various existing hardware and software					V				

		h) Appropriate selection of application or software or tool types for development			V							

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

Singaraja, 18 Juli 2024
Expert 1,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd NIP.
198304022006042001



Instrument Validation of Expert Judgement Sheet from 2nd Expert

Instrument: Content Expert Judgment

Component PCK (Shulman (1987))	Dimensions	Scale					Response		Comments
		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)				V				
	Language Proficiency (Andrews, 2001)				V				
Pedagogy knowledge	Learning objectives					V			
	Connecting previous material				V				
	Innovative activities				V				
	constructing knowledge from working with objects or ideas.				V				
	Teaching students with hands-on experience					V			
	Teaching students to learn by listening and repeating.				V				
	Teaching by involving activities that can make students motivated in learning				V				
Doing fun learning activities by inviting students to move their bodies				V					
Teaching by associating with previous knowledge				V					
Inviting students to learn through the environment around them				V					
Making a lesson plan that corresponds with the learning objectives to be achieved					V				
Designing effective learning activities					V				
Teaching with student-centered activities					V				
Teaching with media and technology in the learning activity					V				
Teaching using visual media that students can observe such as videos and pictures					V				
Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)					V				
Giving the context/situation to the students				V					
Doing a contextual activity				V					

Doing activities that are motivating and interesting					V			
Stimulating students' active participation					V			
Giving or applying a game in the learning process					V			
Creating a fun learning environment (by using a joke or song)					V			
Using learning media that can improve the four language skills				V				
Using activities that can encourage students' self-confidence in learning English				V				
Using activities that can develop student's social skill				V				

Instrument: Media Expert Judgment Sheet

No	Name of Instrument	Criteria	Score					Total	Response		Comments
			1	2	3	4	5		Relevant	Irrelevant	
1.	Media Expert Evaluation Sheet	a) Interactive Design				V					
		b) Communicative media			V						
		c) Design creativity				V					
		d) The effectiveness of media use				V					
		e) Can be maintained and managed easily				V					
		f) Easy to use and operate				V					
		g) Can be used on various existing hardware and software				V					

h) Appropriate selection of application or software or				V					
tool types for development				V					

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

Singaraja, 19 Juli 2024
Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd.
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User Judge Sheet

No.	Statements	Score					Note(s)	Relevant	Irrelevant
		1	2	3	4	5			
Principles of Developing Materials Bota (2005)									
1.	The module is suitable for the students' requirements					√		√	
	The module content is stimulating for the students' level					√		√	
	The module is authentic and does not violate any copyright					√		√	
	The module content in match with the school learning time					√		√	
2.	The module allows students with different abilities and skills to be facilitated					√		√	
	The module presents comprehensive explanations, examples, and illustrations related to the content/lessons.					√		√	
	The module gives suitable learning experiences for the students on their present and future needs					√		√	
3.	The module is designed with an easy language for students to understand the lessons/content					√		√	
	The book shows stimulating visual designs					√		√	
	The module provides encouraging learning activities and strategies					√		√	
	The material uses appropriate language for the students with different levels					√		√	
	The module has non-discriminatory elements					√		√	



4.	The module gives various learning methods				√	√	
	The lesson/content offers exercises in different learning circumstances				√	√	
	The module gives clear instructions				√	√	
	The module provides learning objectives				√	√	
5.	The material encourages engagement through everyday activities			√		√	
	The module presents challenging exercises yet comprehensive to stimulate students' curiosity				√	√	
	The module helps the non- English teacher to implement the current English curriculum in the classroom.				√	√	
	The module mixes theory with correlative practices				√	√	
	The module provides assessment activities				√	√	
Pedagogical Content Knowledge Shulmam (1987)							
1. Language Awareness and Language Profficiency (Andrews, 2001)	The module helps the teacher to correct the students on their grammar mistakes on the written text				√	√	
	The module helps the teacher to correct students' grammar mistakes on the oral context			√		√	
	The module assists the teacher to demonstrates fluent English- speaking skill in the learning process				√	√	

	The module helps the teacher to encourages students to speak English fluently				√		√
	The module helps the teacher writes in English on the board or on a document with appropriate English grammar					√	√
	The module helps the teacher writes in English the board or on a document with proper spelling					√	√
2.Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)	The module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom					√	√
	The module helps the teacher to use different learning activities to support the students to try something new					√	√
	The module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with					√	√
	The module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge.					√	√

The module helps the teacher to makes the students to collect information and try to ask questions				√	√
The module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.				√	√
The module helps the teacher to make sure the students pay attention in class				√	√
The module helps the teacher to make the students stay focused in class by listening to the material given in class				√	√
The module helps the teacher to always support and help students in class to understand the English material				√	√
The module helps the teacher to gives the good activities in class to make students enjoy learning English				√	√
Teacher often conduct fun activities to make students always energized during the learning process				√	√
Teacher uses the singing activities in class to make students always feel happy				√	√

	and not easily get bored					
	The module helps the teacher pays attention to the students lack of knowledge and give them the exact materials				√	√
	The module helps the teacher to connect the material with the student's ability to make them easily understand the material				√	√
	The module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class				√	√
	The module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class				√	√
3. The use of learning strategies for young learners (Ratminingsih, 2020)	The module helps the teacher to use power point to teach				√	√
	The module helps the teacher to use printable images to teach				√	√
	The module helps the teacher to ask students to use certain online learning				√	√

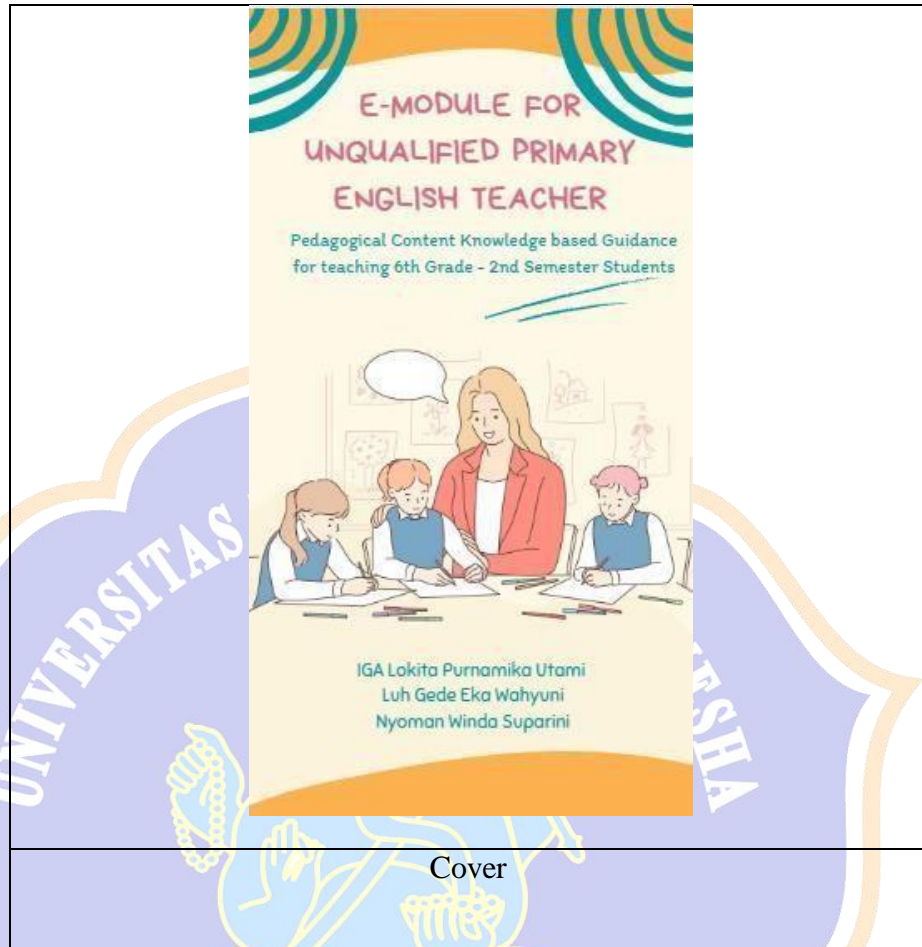
platform to teach						
The module helps the teacher to able to conduct the learning process using the newest media technology so the student can practice English in class					√	√
The module helps the teacher to gives apperception in the beginning of the lesson					√	√
The module helps the teacher to gives the problem assignment to make students solve the problem using their creativity.					√	√
The module helps the teacher to relate the topic being taught with students' daily lives					√	√
The module helps the teacher to use real tools to teach					√	√
The module helps the teacher to apply learning games					√	√
The module helps the teacher to invite students to sing songs					√	√
The module helps the teacher to encourage students with quiz					√	√
The module helps the teacher to use ice breaking to refresh the learning					√	√

atmosphere						
The module helps the teacher to use traditional games to teach					√	√
The module helps the teacher to use online game to teach					√	√
The module helps the teacher to use certain jokes to teach					√	√
The module helps the teacher to use songs to teach					√	√
The module helps the teacher to use the presentation media to improve students' 4 language skills					√	√
The module helps the teacher to improve the 4 language skills during the use of the learning media in the class					√	√
The module helps the teacher to assign students to do simple oral presentation before the class					√	√
The module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English					√	√
The module helps the teacher to arranges students into several groups to work					√	√

certain topics						
The module helps the teacher to to deliver an effective game collaboration to gain students' social skills with each other				√	√	



E-Module PDF



Cover

ABOUT THIS MODULE

This electronic module is created to teachers of sixth grade primary school. Teachers are provided with pedagogical content knowledge (PCK) content. It includes English material for grade six as well as instructions for teaching the topic. The purpose of this module is to assist teachers to teach English to sixth grade students throughout the second semester. The content itself is based on semester 2 is based on 2013 Curriculum Book by Minister of Education, Culture, Research, and Technology. Furthermore, teachers can use the provided links to view examples of games, songs, or videos to study English. Perhaps this module will help teachers when delivering English lessons and will make students enjoy studying.

Best regards,
The authors



About this module

UNIT 4 At the Shop



Unit 4 – At the Shop

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Table of Content Unit 4



Learning Context

In unit 4 we learn about how to express numbers in terms of price, and the quantifiers used for items related to the shop.

Learning Objective

Students are able to:

1. Mention the names of fruits, their quantity and price
2. Create dialogue regarding buying and selling activities

Language in Focus

Vocabulary Target

1. Number (price)
2. Quantifiers
3. Shopping items
4. Mitikan utensils
5. Verbs

Grammar Target

1. Imperatives
2. Simple Present Tense
3. Singular / Plural Nouns
4. Countable / Uncountable Nouns

Learning Context (Learning Objective and Language in Focus) Unit 4

Language Expressions

Buying things

Buyer: May I help you?

Seller: Yes, please. I need a kilo of apples. (How much is it?)

Buyer: 22.000. Anything else?

Seller: No, that's all.

Total Physical Response

Wash the apple.

Peel the apple.

Cut the apple.

Show the apple.

Note:
Total Physical Response (TPR) is a method that uses body movements to interpret words. So the teacher must demonstrate appropriate gestures to demonstrate the above instructions.

Procedure

Let's make fruits salad

Ingredients for the Fruit Salad:

- 1 Cup of Strawberries
- 1 cup of raspberries, fresh or frozen
- 1 cup of grapes
- 1 cup of diced apples
- 1 cup of sliced bananas

Or whatever fruit you like (melon, blackberries, pears, etc.)

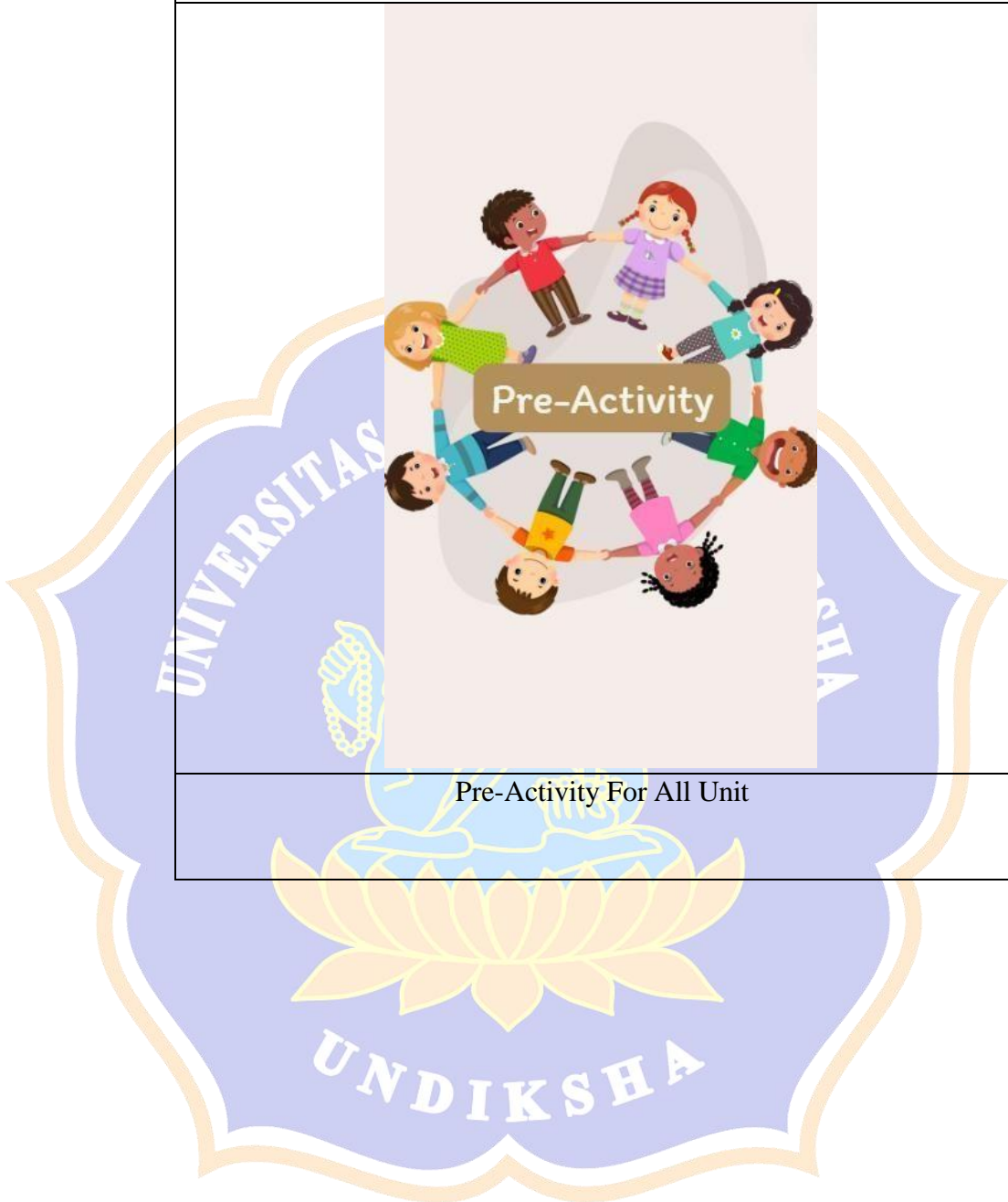
- 1/2 cup of yogurt (strawberry or vanilla)
- 1/2 cup of cool whip (or whip your own cream)

Steps:

1. Place all of the prepared fruits in a medium bowl.
2. Stir in yogurt and cool whip
3. Your salad is ready to served.



Pre-Activity For All Unit



Apperception

The teacher may use apperception in the way of brainstorming before the class begins. This quick practice helps students remember certain information. Unit 4's brainstorming exercise is "What fruits your mom buys?".

ACTIVITY 1

What fruits your mom buys?

Teacher's instruction

1. Students are divided into groups of four to six people by the teacher for this activity.
2. The teacher requests that each group prepare a sheet of paper.
3. Each group is asked to draw the fruit that their mothers usually buy from the market.
4. Students present the results to the class after finishing.
5. The teacher checks the students' pronunciation.
6. The teacher invites other groups to give appreciation to the group that presented their work.

Note
The purpose of this activity is to stimulate creativity in drawing and naming students of the names of fruits they often find.



ACTIVITY 2

Guess the fruit's name!

Teacher's instruction

1. Students are divided into groups of four to six people by the teacher for this activity.
2. The teacher asks students to listen carefully to the description of the fruits that the teacher will read.
3. When explaining, the teacher can also provide a small sketch of the fruit being read so that students understand better.
4. In this activity the teacher can also insert several words that are considered difficult in Indonesian.
5. The group with the most correct answers will be the winner of the game.



barcode to fruit description

Apperception Unit 4

Brainstorming

Vocabulary building

Number : thousand

- 1.000 → one thousand
 5.000 → five thousands
 12.000 → twelve thousands five hundred

Quantifiers

- 1 kilo
 1 liter

Shopping items

- shopping bag
- fruits (watermelon, apple, star fruit, strawberry, banana, pineapple, honeydew, grape)
- chocolate block

Kitchen utensils

- spoon
- glass
- plate
- knife

Verbal

- wash
- dip
- eat
- wash
- peel
- wash
- blower

ACTIVITY 3

Complete the name of fruits

Teacher's instruction

1. Students are divided into groups of four to six people by the teacher for this activity.
2. The teacher gives students instruction to complete the name of fruits provided in the picture.
3. Each group is asked to write the answers.



missing letter barcode

Brainstorming (Vocabulary Building) Unit 4

Brainstorming Grammar Application

Part 1 - Imperatives

Imperatives are verbs used to give orders, commands, warning or instructions to make a request.

Wash the fruit! Peel the fruit! Cut the strawberries!

Sweep the floor! Be quiet! Close the door!

ACTIVITY 4

Ask your friend

Teacher's instructions

1. Teacher asks students write classroom commands under matching pictures.
2. Students match sentence halves together to form classroom imperatives.
3. Students put words in order to make imperatives related to classroom commands.
4. Students think about what activity they usually have in their classroom and write them down in the imperative form.

QR code to worksheet

Grammar Application – Imperatives Unit 4

Brainstorming Grammar Application

Part 2 - Simple Present Tense

Simple present tense is used in sentences to speak about habitual actions or habits of anyone.

In this chapter, simple present tense is used for helping students to show some expressions related to selling-buying and cooking activities.

The formula

+ Subject + Verb 1 + Object
 - Subject + does not / do not + Verb 1 + Object
 ? Does / do + Subject + Verb 1?

ACTIVITY 5

Change your place!

Teacher's instruction

- The teacher gives an instruction to students in the form of "change place".
- Every time the teacher gives students a sentence (which is related to daily activities) the students will swap seats with the friend next to them.
- Several sentences that teachers can give to students:
 - I always brush my teeth every morning
 - My mother / father brings me to school by motorcycle
 - I study at school from Monday to Friday
 - I have my breakfast before I go to school
- This activity can be done for 30 minutes to familiarize students with understanding simple sentences in the form of Simple Present Tense
- At this stage, if students still have difficulty understanding the vocabularies, the teacher can use the TPR method or translate some words into Indonesian.

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 Gramma Application – Simple Present Tense Unit 4
 UNIVERSITAS

Brainstorming Grammar Application

Part 4 - Countable and Uncountable nouns

Countable nouns can be counted eg. an apple, two apples, three apples, etc. Uncountable nouns cannot be counted, eg. air, rice, water, etc.

Food: Countable and Uncountable Nouns

COUNTABLES	UNCOUNTABLES
BREAD, SANDWICH, APPLE, ORANGE, BANANA, PEACH, PINEAPPLE, MANGO, LEMON, LIME, COCONUT, WATERMELON, GRAPE, STRAWBERRY, BLUEBERRY, RASPBERRY, BLACKBERRY, PEAR, CHERRY, KIWI, AVOCADO, OLIVE, CUCUMBER, CARROT, POTATO, TOMATO, PEPPER, ONION, GARLIC, SPINACH, BROCCOLI, CAULIFLOWER, CABBAGE, LETTUCE, MUSHROOM, CORN, BEAN, PEAS, LENTIL, SOYBEAN, RICE, WHEAT, BARLEY, OATS, RYE, MILK, BUTTER, CHEESE, YOGURT, ICE CREAM, HONEY, SYRUP, JELLY, MARMALADE, JAM, PRESERVED FRUIT, DRIED FRUIT, NUTS, SEEDS, OLIVE OIL, VEGETABLE OIL, SOAP, SHAMPOO, TOILET PAPER, TISSUE, PAPER, CARDBOARD, GLASS, CERAMIC, METAL, WOOD, PLASTIC, RUBBER, GLASS, CERAMIC, METAL, WOOD, PLASTIC, RUBBER	APPLE, BANANA, ORANGE, MANGO, LEMON, LIME, COCONUT, WATERMELON, GRAPE, STRAWBERRY, BLUEBERRY, RASPBERRY, BLACKBERRY, PEAR, CHERRY, KIWI, AVOCADO, OLIVE, CUCUMBER, CARROT, POTATO, TOMATO, PEPPER, ONION, GARLIC, SPINACH, BROCCOLI, CAULIFLOWER, CABBAGE, LETTUCE, MUSHROOM, CORN, BEAN, PEAS, LENTIL, SOYBEAN, RICE, WHEAT, BARLEY, OATS, RYE, MILK, BUTTER, CHEESE, YOGURT, ICE CREAM, HONEY, SYRUP, JELLY, MARMALADE, JAM, PRESERVED FRUIT, DRIED FRUIT, NUTS, SEEDS, OLIVE OIL, VEGETABLE OIL, SOAP, SHAMPOO, TOILET PAPER, TISSUE, PAPER, CARDBOARD, GLASS, CERAMIC, METAL, WOOD, PLASTIC, RUBBER

Grammar Application – Countable Uncountable Noun Unit 4

Brainstorming
Important Expressions

QUANTIFIERS
A quantifier is a word that usually goes before a noun to express the quantity of the object.

A kilo → Apples
Oranges
Strawberries

A basket →

A bar → Chocolate

A glass → Water

In this section the teacher emphasizes to students that the way to state the quantity or number of goods does not always use whole numbers (one two three and so on).

Brainstorming – Important Expressions Unit 4



Whilst Activity – For All Unit

Individual Task

ACTIVITY 7

Listen and write the number

Ask your students to listen your description and write the right number that match to the picture



Go back to description of the pictures



ACTIVITY 8

How much is that?

There are some fruits that provided with the price. Ask the students to count how much they will be.



Five thousands

Five thousands



Individual Tasks – Unit 4

Group Task

Complete the procedure text

How to make simple fruit salad

Ingredients for the Fruit Salad:

- 1 Cup of Strawberries
- 1 cup of raspberries, fresh or frozen
- 1 cup of grapes
- 1 cup of diced apples
- 1 cup of sliced banana
- 1/2 cup of yogurt (strawberry or vanilla)
- 1/2 cup of cool whip (or whip your own cream)

How to Make the Fruit Salad

all of the prepared in a medium

in Yogurt and Cool Whip. your salad, you can

more dressing based on your preference.

Add Stir Fruit

Put Bowl Taste

Group Task

Look and Write



a jar of candies



two jars of candies



a basket of pineapples











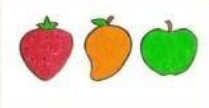
Group Task – Unit 4

UNDIKSHA

Project Task

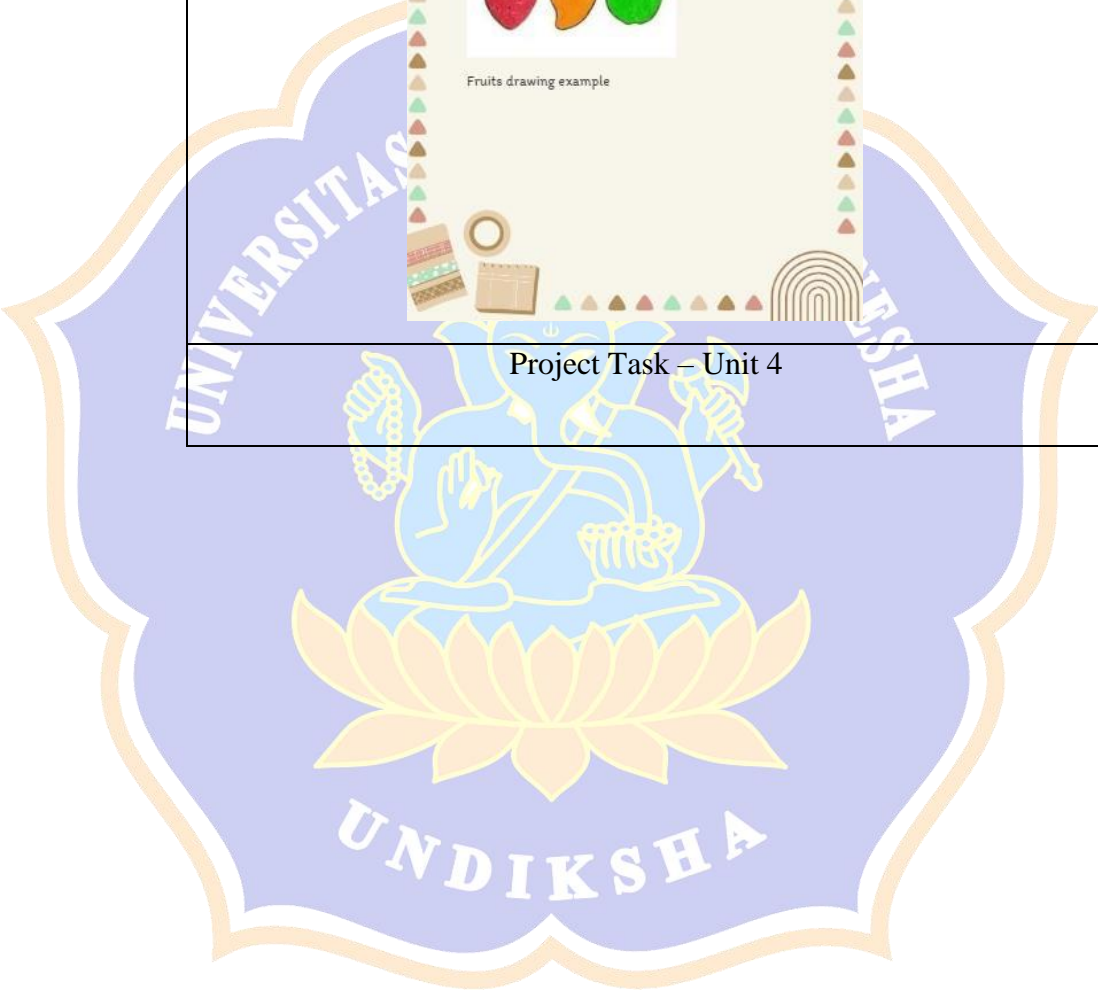
Let's make a grocery shopping basket

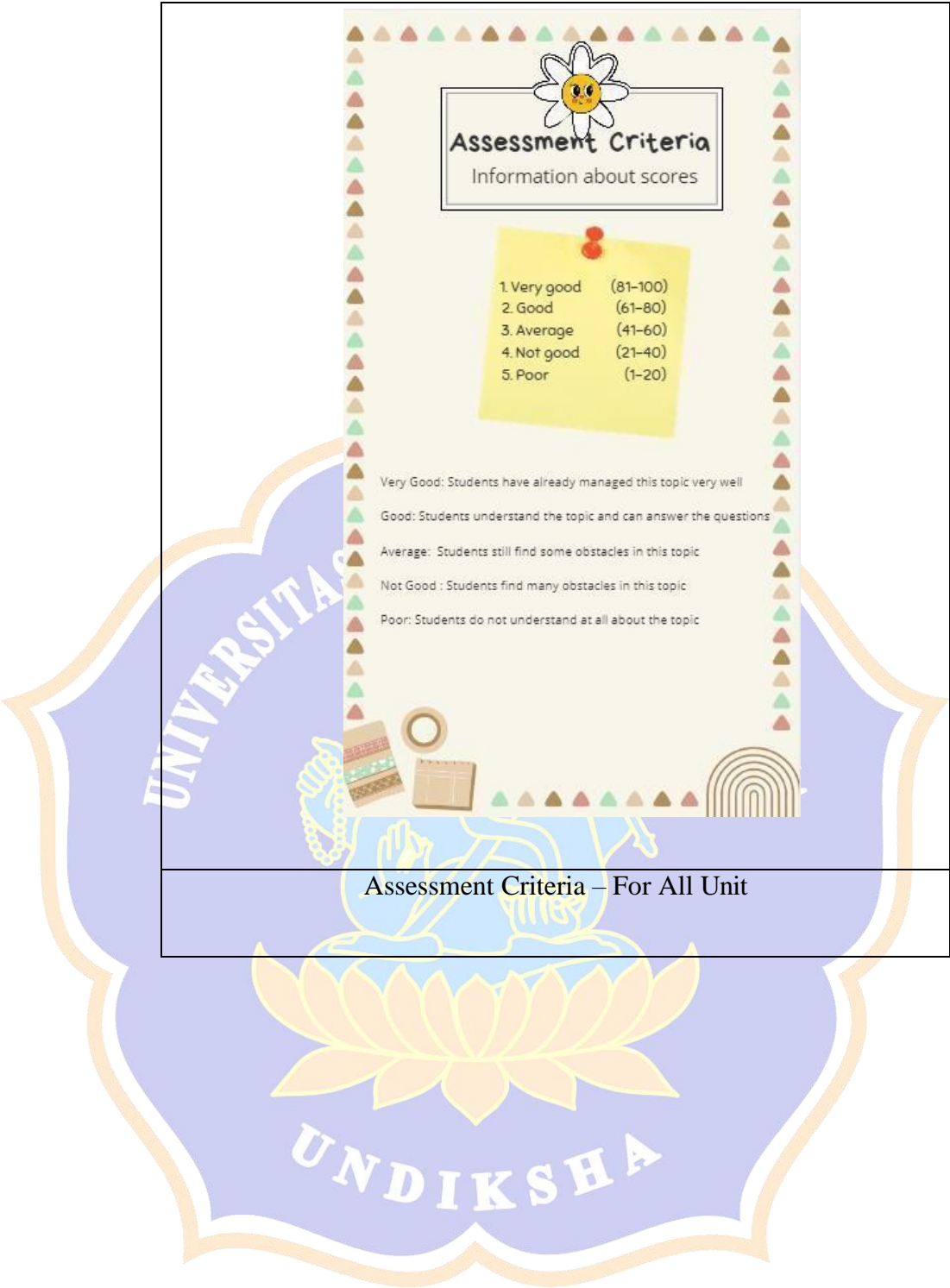
1. The fourth lesson will conclude with a project for the students.
2. Each students will receive a single color that they may choose from the teacher.
3. Teachers are required to write colors on small sheets of white paper this time, which will then be rolled like a lottery roll.
4. The number of colors in the classroom is equal to the number of students taught by the teacher.
5. After receiving their own colors, students are required to draw one colored fruit, adhere it to a cork, and then cut it out with scissors.
6. Students write their names on the back.
7. They must identify the fruit name by saying it when bringing to the teacher.



Fruits drawing example

Project Task – Unit 4





Assessment Criteria – For All Unit



Post Activity – For All Unit

MOVE YOUR BODY
Let's Sing a Song

Five little fruits jumping on the bed
Orange fell off and bumped his head
Cherries called the doctor and the doctor said
"No more fruits jumping on the bed"

Four little fruits jumping on the bed
Cherries fell off and bumped their heads
Kiwi called the doctor, and the doctor said
"No more fruits jumping on the bed"

Three little fruits jumping on the bed
Kiwi fell off and bumped his head
Strawberry called the doctor and the doctor said
"No more fruits jumping on the bed"

Two little fruits jumping on the bed
Strawberry fell off and bumped her head
Papaya called the doctor and the doctor said
"No more fruits jumping on the bed"

One little fruit jumping on the bed
Papaya fell off and bumped his head
Mum called the doctor and the doctor said
"Put those fruits right to bed"

Game time

Move Your Body (Sing a Song and Game Time) Unit 4



How to Play Game

Click the 'start' icon

Match the fruits with the correct name provided in the game

After finish matching the name and the fruit, click 'submit answers'

This is the look when you have finished the game

At the end, you will get your final score. This example is you get 12 out of 12

How to Play Game Unit 4



Reflection – For All Unit

Reflection

Enhancing the impact of both teaching and learning procedures can be achieved through reflection. In this situation, the teacher fills in the reflection regarding the material covered in unit 4 while the students define on what they have learned.

For Students

1. Reflecting lesson
The teacher relates the information that the students learned during unit 4 in the following section. To remind them of the names of the fruits, the teacher asks five to eight random students in the classroom, "What is your favorite fruit?"
2. Doing homework
The teacher may give the homework assignment of having the students arrange fruits according to color. For example "red: apple and strawberry, green: mango and honeydew." They can list as many as they can make.
3. Telling topic for next meeting
The teacher explains in this section that the subject of the following lesson in unit 5 is "Going green."

For Teacher

The teacher can indicate "Yes" or "No" for each of several statements to reflect the material covered in unit 4. The teacher can check the box if the answer is yes and cross it if the answer is no.

	Yes	No
a. Teacher found it's easy to follow the instructions in unit 4.	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher found material in unit 4 are well-arranged.	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher found material in unit 4 are easy to catch.	<input type="checkbox"/>	<input type="checkbox"/>
d. Teacher found the various activities in unit 4 are helpful.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 5
Going Green



Unit 5 – Going Green



Learning Context

In unit 5 we learn about objects and activities related to waste recycling at school.

Learning Objective

Students are able to:

1. Describe objects that can be recycled.
2. Identify recycling objects and their activities.
3. Respond to very simple instructions regarding recycling objects and activities.

Language in Focus

Vocabulary Target

1. Nouns
5. Verbs

Grammar Target

1. Imperatives
2. Simple Present Tense
3. Present Progressive Tense
4. Modality: must
5. Connectors

Learning Context (Learning Objective and Language in Focus) Unit 4

Language Expressions

Asking for information

Signs

What does it say?

We must recycle

Recycling

What are you looking for?

I'm looking for plastic bottles.

What are you going to do with them?

I'm going to make water dripping bottles.

TPR

Wash the can

Dry the can

Wrap the can with paper

Color the paper

Language Expressions – Unit 5

Apperception

The teacher may use apperception in the way of brainstorming before the class begins. This quick practice helps students remember certain information. Unit 5's brainstorming exercise are "What are they doing?" and "Organic or Inorganic?"

ACTIVITY 1

What are they doing?

Teacher's instruction

1. Students are divided into groups of four to six people by the teacher for this activity.
2. The teacher shows picture that is provided in the barcode.
3. Each group is asked to list some verbs that are related to the picture.
4. Students present the results to the class after finishing.
5. The teacher checks the students' pronunciation.
6. The teacher invites other groups to give appreciation to the group that presented their work.



barcode to the picture

ACTIVITY 2

Organic or Inorganic?

Teacher's instruction

1. Students are divided into groups of four to six people by the teacher for this activity.
2. The teacher asks students to prepare blue and red marker for each group.
3. The teacher gives one sheet of paper that consist organic and inorganic waste.
4. Students have to circle every object in the paper with blue color for the organic waste and red color for the inorganic waste.
5. After finishing the work, students present in front of the classroom.



barcode to the picture

Apperception – Unit 5

Brainstorming

Vocabulary building

NOUNS

 trash	 dustbin	 banana peel	 food leftover	 cardboard	 egg shell
 plastic bottle	 can	 pencil holder	 piggy bank	 water sprinkler	 photo frame
 cardboard truck	 oil candle	 glue	 scissors	 hammer	 screwdriver

VERBS

• REDUCE	• PLUCK
• REUSE	• CUT
• RECYCLE	• KEEP CLEAN
• THROW AWAY	• GLUE
• SAVE	• WASH
• LITTER	• FLAT



Individual Task 1 and Task 2 of Lesson 2

Brainstorming









Grammar Application

Part 1 - Imperatives

Imperatives are verbs used to give orders, commands, warning or instructions to make a request.

Part 2 - Modality : must

The modal verbs "must" show that something is not optional; it is necessary.


 We must recycle	 We must save water	 We must keep the area clean	 We must not pluck the flowers
 We must switch off the lights when not in use	 We must not litter!	 We must not use plastic bag	 We must not throw trash overboard.

ACTIVITY 3

Do's and don'ts!

Teacher's instruction:

1. Teacher will give students the worksheet (can be printed or shown by screen)
2. Every student needs to answer all of the questions in the worksheet
3. When the students finish working, teacher discuss the answers in the classroom.
4. While making discussion with students, don't forget to check their pronunciation and correct them to make the students used to talk in English.



barcode to worksheet

Grammar Application (Imperatives and Modality) – Unit 5



Brainstorming Grammar Application

Part 3 – Present Progressive Tense

Present Progressive Tense also known as Present Continuous Tense is used to express a current action, an action in progress or an unfinished action.

In this chapter, present progressive tense is used for helping students to show some expressions related environmental activities.

The Formula

- + Subject + is/am/are + Verb 1-ing
- Subject + is/am/are + not + Verb 1-ing
- ? is/am/are + Subject + Verb 1-ing ?

Remind the students about the use of auxiliary verbs (is, am, are)

ACTIVITY 4

Complete the story!

Teacher's Instruction

1. In this activity, the teacher ask students to work individually.
2. The teacher explain to students that the exercises completing the sentence which students have to determine what to be match with the subject provided in the story.
3. Every student write the answers in a sheet of paper.
4. Students need to switch their work with the partner based their chair.
5. In the front of the class, the teacher write the correct answer while practicing students pronunciation.
6. Student correcting their partners work and give score (2 for right answer, 0 for wrong answer)
7. Teacher need to give appreciation for all of the students in the classroom.

QR Code to answer

Grammar Application (Present Progressive Tense) – Unit 5

Brainstorming

Important Expressions

SIGNS

Signs are pictures that represent something and have a meaning. Signs always have a clear meaning often giving information or an instruction.

There are various kinds of signs that can be found that are related to the environment. These signs can be in the form of pictures or symbols of objects that the reader will later be instructed to do, especially for signs whose edges are red or have a red diagonal line across them means that it is a sign to convey a prohibition.

To see examples of signs, go back to the modality and must part in the grammar application section.

ACTIVITY 5

Watch out!

Teacher's instruction

1. Teacher will give students the worksheet (can be printed or shown by screen)
2. Every student needs to fill the blank by choosing "must", "must not" or "can't" that is match to the description
3. When the students finish working, teacher discuss the answers in the classroom
4. Don't forget to emphasize the colors used in the sign (blue means allow, red means not allowed) to the students
5. While making discussion with students, don't forget to check their pronunciation and correct them to make the students used to talk in English.



QR code to the worksheet



Important Expressions – Unit 5

Individual Task

ACTIVITY 6

Gotong royong project!

The purpose of this activity is to remind students about present progressive tense.

Teacher's instruction

1. Teacher gives every student the printed exercise that needs to be fill up
2. This time, teacher reminds students that previously they have studied about this kind of tense
3. When finish working on their assignment, they have to submit with the teacher



QR code to gotong royong project

ACTIVITY 7

Complete the phrases!

The purpose of this activity is to remind students about imperatives and modality.

Teacher's instruction

1. Teacher give students the printed exercise that needs to be completed
2. Students are asked to complete the exercise
3. After finish, students submit their work to the teacher.



QR code to worksheet



Individual Task – Unit 5

Group Task

ACTIVITY 8

Draw your sign!

Teacher's instruction

1. Students are divided into 4 big groups
2. Each group have to prepare one drawing paper and also the color marker or color pencil
3. They will make one sign that they previously learnt in sign section
4. Ask them to make the title of the sign under the drawing
5. After finish they can put their drawing at the whiteboard
6. When all of the work have completed by students, teacher may discuss while reminding the students about the topic.

Project Task

ACTIVITY 9

Make your own vlog!

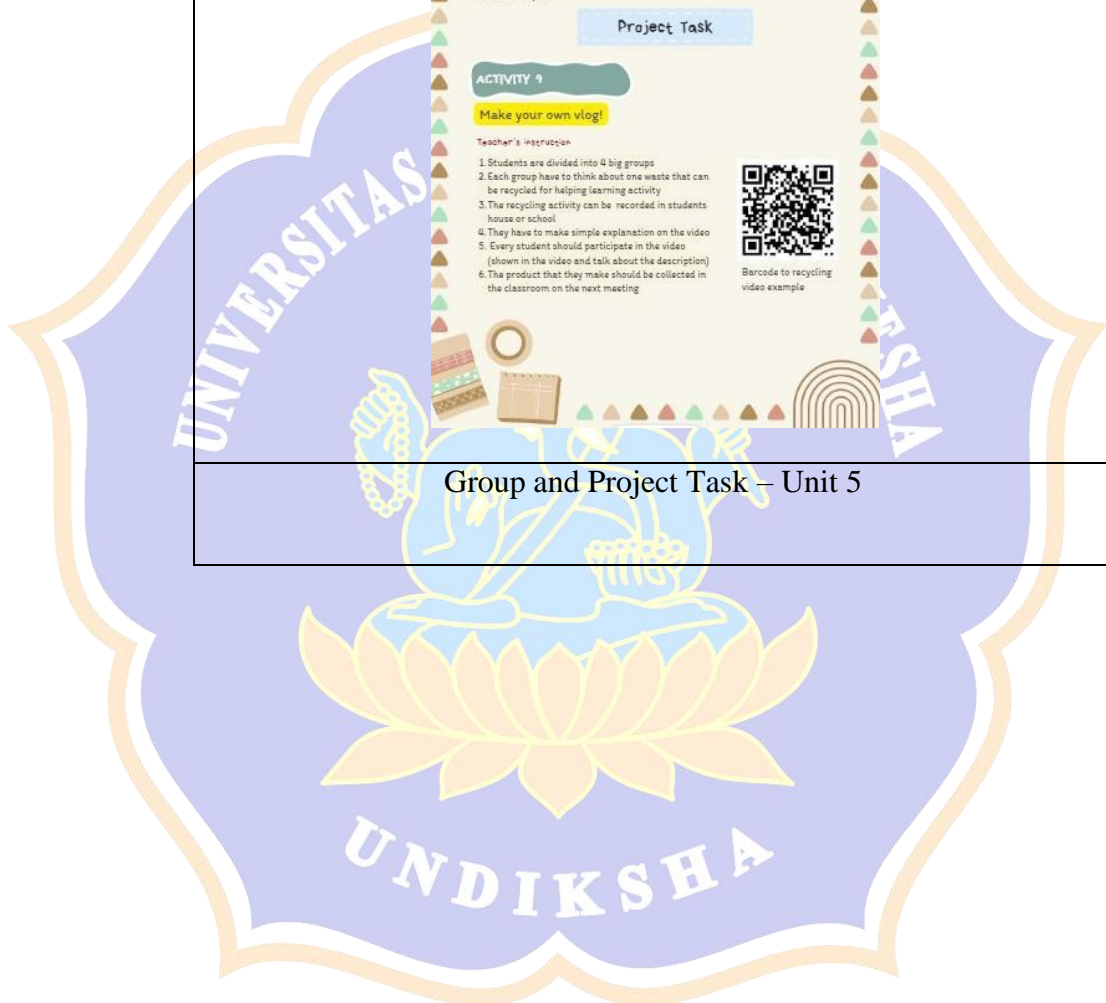
Teacher's instruction

1. Students are divided into 4 big groups
2. Each group have to think about one waste that can be recycled for helping learning activity
3. The recycling activity can be recorded in students house or school
4. They have to make simple explanation on the video
5. Every student should participate in the video (shown in the video and talk about the description)
6. The product that they make should be collected in the classroom on the next meeting



Barcode to recycling video example

Group and Project Task – Unit 5



MOVE YOUR BODY
Let's Sing a Song

Let's see what we can do
To save the planet for me and you
Let's see what we can do
To save the planet for me and you

E-A-R-T-H
Planet Earth is a happy place

E is for the environment, keep it clean
If we stand together, we'll make the best team
A is for the animals that we love
Swimming and walking and flying above

R is for recycle, or use it again
Separate your trash into the right bin
T is for traveling every day
Leave the car and rather walk this way

H is for humans, that's what we are
If we work together, we can go so far

E-A-R-T-H
Planet Earth is a happy place

Game time

barcode to hear the tone


barcode to the game

UNIVERSITAS


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Move Your Body (Sing a Song and Game Time) – Unit 5


How to Play Game




Click the 'start' icon




Choose the right name that match the picture



This is the look when the answer is correct



This is the look when the answer is wrong



Finish the game by match 10 pictures provided in the game. At the end, you will get your final score. This example is you get 9 out of 10.

How to Play Game – Unit 5

Reflection

Enhancing the impact of both teaching and learning procedures can be achieved through reflection. In this situation, the teacher fills in the reflection regarding the material covered in unit 5 while the students define on what they have learned.

For Students

1. Reflecting lesson

The teacher relates the information that the students learned during unit 5 in the following section. To remind them of the lesson, the teacher can ask the students "How many types of waste that we have?" while having discussion the teacher can explain again about the topic.
2. Doing homework

The teacher may give the homework assignment of having the students list things according to the type of waste.
3. Telling topic for next meeting

The teacher explains in this section that the subject of the following lesson in unit 6 is "Technology around Us."

UNIT 6
Technology Around Us



Unit 6 – Technology around Us



Learning Context

In unit 6 we learn about the use of technological items to help human life

Learning Objective

Students are able to:

1. Describe technology products.
2. Identify the function of the technology around you.
3. Respond to very simple instructions regarding technology.

Language in Focus

Vocabulary Target

1. Technology products.
2. Nouns
3. Verbs

Grammar Target

1. Imperatives
2. Simple Present Tense
3. Simple past tense

Learning Context (Learning Objective and Language in Focus) – Unit 6

Language Expressions

Describing a function of a technology product:

"It's long and we use it for looking at something far from us."

Asking for information

Part 1

What's that?

It's a drone.

What is it for?

It's for monitoring traffic and weather.

Wow. It's awesome!

Part 2

Who is he?

He's Alexander Graham Bell. He is the inventor of the telephone.

Language Expressions – Unit 6



Apperception

The teacher may use apperception in the way of brainstorming before the class begins. This quick practice helps students remember certain information. Unit 6's brainstorming exercise are "Can you draw your gadget?" and "Organic or Inorganic?"

ACTIVITY 1

Can you draw your gadget?

Teacher's instruction

1. Students are asked to prepare a sheet of paper
2. The teacher shows picture that is provided in the barcode.
3. Each student is asked to think one electronic product that can be found in her/his house
4. the teacher ask the student to draw one communication product (phone or telephone) and one electronic product for helping them making homework (can be laptop, computer, and phone).
5. After finish drawing, students need to write one verb related to the product. Example phone - call, Laptop - watch.
5. The students need to color the picture



ACTIVITY 2

What if Technology didn't exist?

Teacher's instruction

1. In this activity teacher shows a video
2. Teacher ask students to watch the video carefully
3. After finish watching, teacher ask students opinion about what is the purpose or the message of the video
4. When students already gave their opinion, teacher reconfirm again about the video message
5. If needed, teacher can use some Indonesian phrase to make sure that the students understand about the video.



Link to the video



Apperception – Unit 6

Brainstorming Vocabulary building

TECHNOLOGY PRODUCTS

NOUNS

VERBS

- MAKE
- SCREW
- PUT
- HOLD
- FILL
- SEAL
- PUMP
- PULL
- DILUTE
- FLY

Brainstorming Vocabulary Building – Unit 6

Brainstorming Grammar Application

Part 1 - Imperatives

Imperatives are verbs used to give orders, commands, warning or instructions to make a request.

Part 2 - Simple Present Tense

Simple present tense is used in sentences to speak about habitual actions or habits of anyone. In this chapter, simple present tense is used for helping students to show some expressions related to description or the function of tools for helping human life.

The formula

- + Subject + Verb 1 + Object
- Subject + does not / do not + Verb 1 + Object
- ? Does / do + Subject + Verb 1?

ACTIVITY 3

What does it for?

Teacher's instruction

1. In this activity teacher shows worksheet by screen.
2. Teacher ask students to make a group of 4 people.
3. Every group have to give attention to the screen.
4. The teacher will show the worksheet and click the option for the answers provided.
5. They need to answer as quick as possible by raising hand.
6. The group with the most correct answers will get achievement.

barcode to the worksheet

Grammar Application (Imperatives and Simple Present Tense) –

Unit 6

Brainstorming
Grammar Application

Part 3 - Simple Past Tense

Simple past tense is used in sentences to indicate an action, event, or state that began and concluded in the past.

In this chapter, simple past tense is used for helping students to show some expressions related to tell the history of invention found by the researchers.

The formula

- + Subject + Verb 2 + Object
- Subject + did not + Verb 2 + Object
- ? Did + Subject + Verb 1?

ACTIVITY 4

Find the match!

Teacher's instruction

1. Teacher gives the students this worksheet.
2. Before they start working, teacher needs to explain that every word in the worksheet has their partner.
3. The students need to find the right past participle of each word.
4. They have to write the answers in a sheet of paper.
5. After finish, teacher discuss about the answer and practice students pronunciation.

QR code to the worksheet

Grammar Application (Simple Past Tense) – Unit 6

Individual Task

ACTIVITY 5

What is that?

The purpose of this activity is to remind students about the name of technology product.

Teacher's instruction

1. Teacher gives every student the printed exercise that needs to be match up.
2. Students have to fill the worksheet.
3. When finish working on their assignment, they have to submit with the teacher

ACTIVITY 6

Discovery of technological tools

The purpose of this activity is to increase students' insight into when a technology was discovered.

Teacher's instruction

1. Teacher give students the printed exercise that needs to be completed.
2. Students are asked to complete the exercise
3. They can search the information needed via internet.
4. After finish, students submit their work to the teacher.

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Individual Tasks – Unit 6

Group Task

ACTIVITY 7

Complete the information.

Teacher's instruction

1. Students make group consist of 4 people
2. Teacher provides the printed worksheet for the students
3. Each group have to fill the worksheet
4. After finish, they exchange their work to different group beside their seats
5. Teacher and students discuss about the worksheet in the classroom.



Barcode to the worksheet

Project Task

ACTIVITY 8

Creating a technology

Teacher's instruction

1. Students are divided into 4 big groups
2. Each group have to prepare the material before the meeting (make sure teacher reminds the students a week before)
3. At the classroom, students start working at their project - making a hand fan
4. For the steps on how to make the hand fan is provided in the video tutorial
5. They have to decorate the product as creative as they can
6. The result of the product will be assessed by the teacher.



Barcode to the tutorial



Group and Project Task – Unit 6

MOVE YOUR BODY
Let's Sing a Song

T-E-C-H-N-O-L-O-G-Y, technology! Technology!
Technology!

CDs, DVDs, and mobile phone
Ooh Technology!
Computers and laptops in every home
Ooh Technology!
It's in your school, it's in your street
It's over your head, it's under your feet
Ooh Technology!
There's no doubt about it
We can't live without it
Ooh Technology!
My grandma could live without it
But I can't live without it
Ooh Technology!

You have to be smart, all you boys and girls
Ooh Technology!
You have to be smart. It's a digital world
Ooh Technology!
Everywhere you go, everything you see
It's all around you, it's all around me
Ooh Technology!



barcode to hear the tone

Game time 




barcode to the game



Move Your Body (Sing a Song and Game Time) – Unit 6



How to Play Game – Unit 6



Reflection

Enhancing the impact of both teaching and learning procedures can be achieved through reflection. In this situation, the teacher fills in the reflection regarding the material covered in unit 6 while the students define on what they have learned.

For Students


1. Reflecting lesson

The teacher relates the information that the students learned during unit 6 in the following section. To remind them of the names of the topic the teacher asks five to eight random students in the classroom, "What thing can we use for communication?"

2. Doing homework

The teacher may give the homework assignment of having the students mention one thing at their home that needs electricity, and also provide it with the picture and a little bit description of that thing.

Reflection for Students – Unit 6



ANSWER KEY



Answer Key – For All Unit

About the Authors

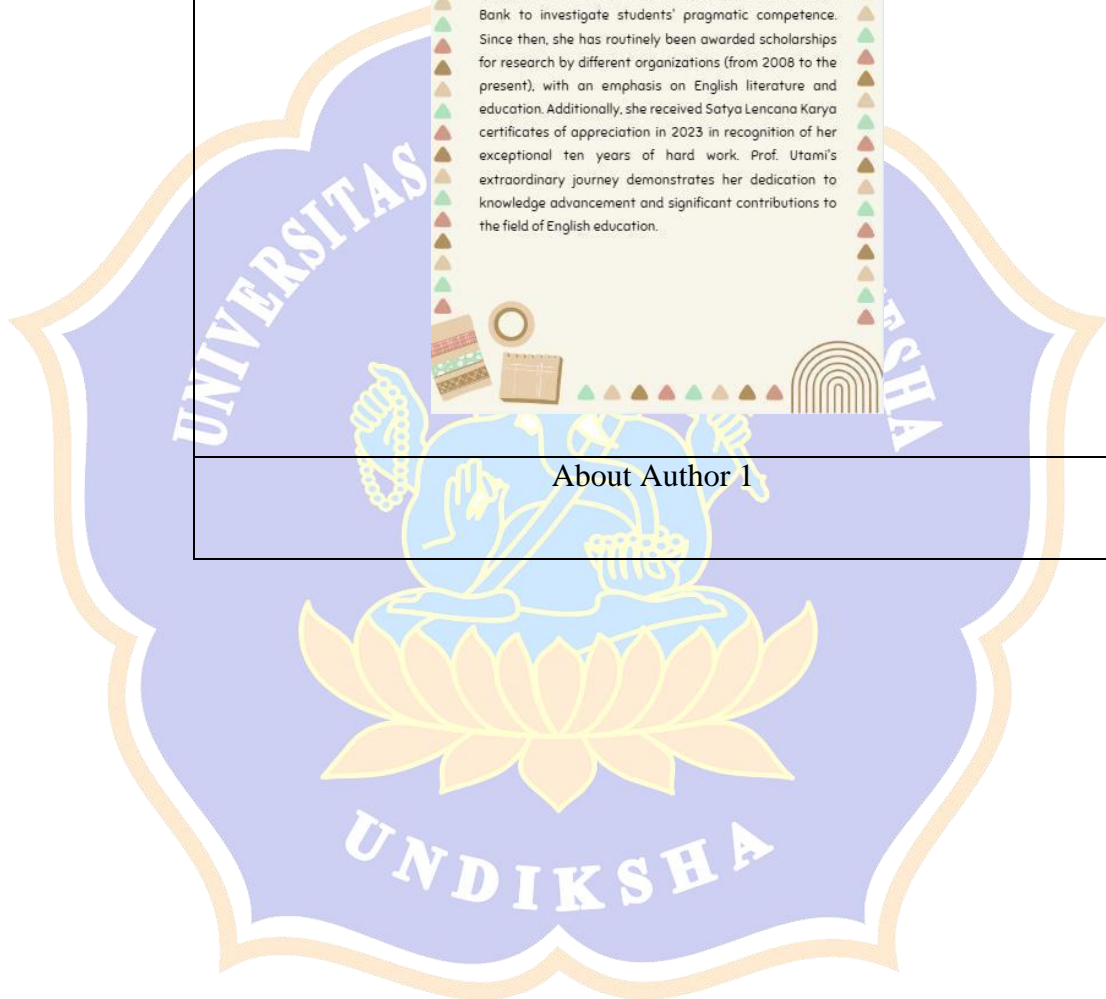
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A long list of publications highlights Prof. IGA. Lokita Purnamika Utami's extensive experience in the field of English education. Notably, in 2008, the IM-HERE projects awarded her research team an award from the World Bank to investigate students' pragmatic competence. Since then, she has routinely been awarded scholarships for research by different organizations (from 2008 to the present), with an emphasis on English literature and education. Additionally, she received Satya Lencana Karya certificates of appreciation in 2023 in recognition of her exceptional ten years of hard work. Prof. Utami's extraordinary journey demonstrates her dedication to knowledge advancement and significant contributions to the field of English education.

About Author 1



About the Authors

Author 2

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Luh Gede Eka Wahyuni, S.Pd., M.Pd is a professional lecturer at English Language Education Department of Universitas Pendidikan Ganesha, Singaraja-Bali. She teaches Intensive English Course, Assessment, Paragraph Writing, Material Development in ELT, Microteaching, Literal Listening, and Interpretive Listening.

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Nyoman Winda Suparini is a student of Ganesha University of Education, Singaraja-Bali. She took Bachelor Degree in English Language Education since 2021.

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UNDIKSHA



BIOGRAPHY



Nyoman Winda Suparini, an undergraduate student at Ganesha University of Education started her study, English Language Education program in 2021. She was born on May 13, 1999. She had previously completed her study in 2020 from Diploma 3 English Department. Unluckily, she graduated during the global Covid epidemic, which made it challenging for her to get employment at the time. She tried running her own small nail art business for a year before deciding to go back to study at Ganesha University of Education. It has been 3 years, which can be said to be not an easy journey for her to complete this study. Thankfully, it's all over.