



## **APPENDICES**

Appendix 1 Blue Print for Needs Analysis

<b>4D</b> <b>(Thiagrajan et al., 1974)</b> <b>Aspects of Define Stage</b>	<b>Domain of Analysis</b> <b>(Adapted from Brown, 2005)</b>	<b>Description</b>	<b>Items</b>			
<b>Front-end Analysis</b>	1. Target Situation; 2. Deficiency Analysis; 3. Present Situation Analysis;	Comparing the target assessment need (test and non-test) and present situation need (measurement) in order to identify deficiency	<b>No</b>	<b>Pernyataan</b>	<b>Respon</b>	
			1.		<b>Ya</b>	<b>Tdk</b>
			2.			

				kemampuan siswa tentang materi yang telah diberikan.			
			3.	Asesmen yang sering dilakukan adalah tes objektif karena mudah dikoreksi dan penilaiannya memiliki konsistensi tinggi.			
			4.	Asesmen diberikan dengan menggunakan lembar kerja siswa.			
			5.	Asesmen jarang dilakukan secara online.			
			6.	Asesmen mestinya diberikan untuk menilai keterampilan berbahasa siswa secara terintegrasi.			
			7.	Menurut Kurikulum 2013, asesmen dilakukan secara otentik dan menyeluruh menyangkut proses dan produk.			

			8	Asesmen dilakukan secara berkelanjutan, bersifat 'on-going' di samping juga dilakukan pada akhir semester.			
			9	Menurut Kurikulum 2013, asesmen bisa dilakukan secara otentik melalui kegiatan projek atau tugas yang diberikan.			
			10	Asesmen diberikan untuk mendapatkan feedback untuk mengidentifikasi kelemahan-kelemahan proses pembelajaran dan kelemahan peserta didik.			
			11	Asesmen diberikan sebagai kesempatan untuk melakukan refleksi.			

			12	Asesmen diberikan untuk menentukan kemampuan peserta didik.			
<b>Learner Analysis</b>	Learners Oriented Analysis	Grade, Level,	<b>No</b>	<b>Pernyataan</b>	<b>Respon</b>		
					<b>Ya</b>	<b>Tdk</b>	
			1.	Asesmen diberikan sesuai dengan kemampuan siswa.			
			2.	Asesmen diberikan berdasarkan topik yang telah dipelajari.			
			3	Asesmen diberikan untuk memotivasi siswa.			
			4	Asesmen diberikan sesuai dengan tingkatan kompetensi yang harus dicapai.			
			5	Asesmen diberikan sesuai dengan karakteristik peserta didik			

			6	Asesmen diberikan sesuai dengan perkembangan kemampuan siswa.		
<b>Task Analysis</b>	1) Strategy Analysis: The ability to use real-life literacy; 2) Means Analysis	Modes of Assessments	<b>No</b>	<b>Pernyataan</b>	<b>Respon</b>	
					<b>Ya</b>	<b>Tdk</b>
			1.	Asesmen literasi dikembangkan untuk menilai kemampuan siswa menggunakan literasi Bahasa Inggris dalam dunia nyata.		
			2	Asesmen digunakan untuk mendiagnose kelemahan siswa terhadap topik yang telah dipelajari.		
			3	Asesmen digunakan untuk mendapatkan informasi tentang cakupan kompetensi yang dicapai siswa.		

			4	Asesmen digunakan untuk menilai pencapaian siswa.		
			5	Asesmen bisa dikembangkan dalam bentuk aktivitas yang dilakukan siswa dalam menggunakan bahasa Inggris.		
			6	Asesmen menggunakan bentuk instrumen secara bervariasi agar bisa menilai kemampuan siswa dalam berbagai keterampilan.		
			7	Asesmen sebaiknya dilakukan dengan berbagai metode baik menyangkut moda asinkronus, sinkronus, atau moda campuran untuk mendata kemampuan siswa secara holistic.		
<b>Concept Analysis</b>	Set Menu Analysis	Contents	<b>No</b>	<b>Pernyataan</b>	<b>Respon</b>	
					<b>Ya</b>	<b>Tdk</b>

	(assessment of, as, for learning)	(topics and kinds of assessments)	1.	Asesmen digunakan untuk menilai pembelajaran yang dilakukan siswa berdasarkan topik yang telah dipelajari.		
			2.	Asesmen bisa dilakukan terhadap berbagai keterampilan berbahasa untuk menilai kemampuan nyata siswa dalam menggunakan Bahasa Inggris.		
			3.	Asesmen untuk peningkatan pembelajaran bisa dilakukan dengan memberikan feedback/masukan kepada siswa.		
			4.	Asesmen sebagai pembelajaran dilakukan oleh siswa dengan melakukan refleksi.		



Specifying Instructional Objective	Assessment Instrument is intended to cover: Assessment product of learning Assessment process(as and for learning)	On-going assessments (formative) Summative	No	Pernyataan	Respon	
					Ya	Tdk
			1	Asesmen dilakukan di akhir semester sebagai asesmen sumatif.		
			2	Asesmen bisa diberikan dalam bentuk assessment formatif.		
			3	Asesmen sangat penting dilakukan untuk menjanging informasi tentang proses pembelajaran yang dilakukan siswa.		
			4	Asesmen diberikan dalam upaya menilai produk hasil belajar untuk menilai keberhasilan proses belajar yang dilakukan guru.		
			5	Asesmen diberikan sebagai alat untuk mendiagnose kesulitan maupun kekuatan siswa.		



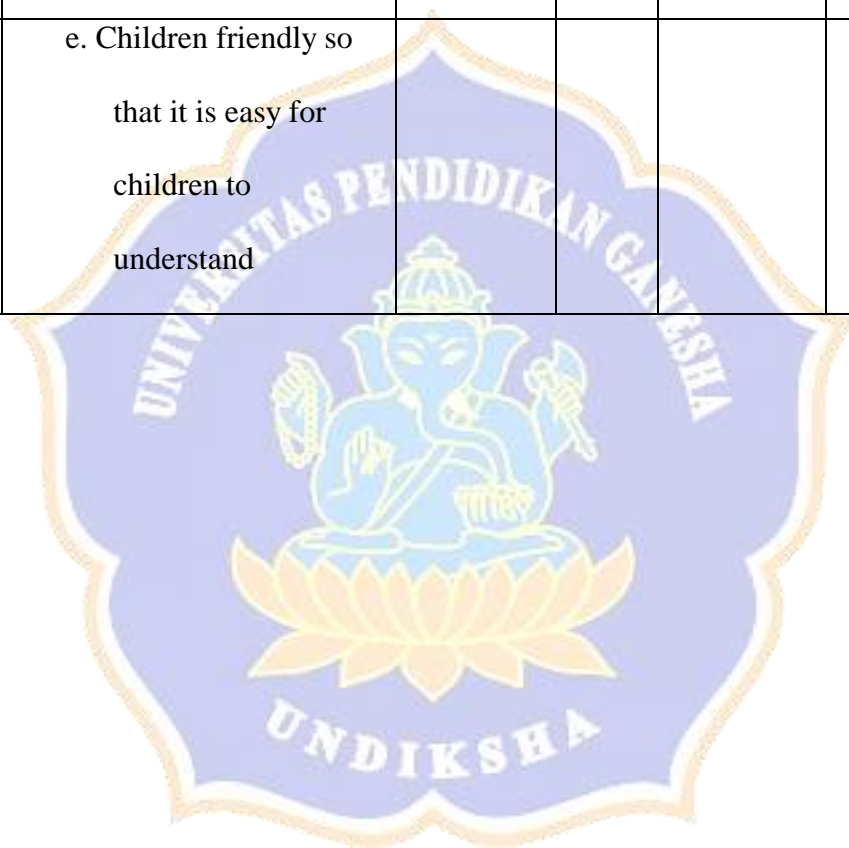
Appendix 2 Instrument Assessment Rubric

No	Element of Assessment	Criteria			Comment
		Relevant	Fair	Irrelevant	
1.	<b>Component</b>				
1.1	<b>Theoretical Basis Aspect</b>				
	a. Language/literacy theoretical basis				
	b. Learning theoretical basis				
	c. Assessment theoretical basis				
1.2	<b>Content Aspect</b>				
	a. In accordance with the competencies to be achieved				
	b. In accordance with the topic being taught				
	c. In accordance with the literacy level of students				
1.3	<b>Implementation Technique Aspect</b>				

	a. In accordance with the school program				
	a. Including activities outside of class/lesson hours				
	b. Integrated in lesson hours				
	c. Integrated in school events				
2	<b>Significance Aspect</b>				
	a. Products developed according to student needs				
	b. Products developed according to student needs				
	c. Stimulate the use of natural language				
	d. Stimulate the growth of student creativity				
	e. Improve students' literacy skills				

	f. Enable to develop student character				
3	<b>Relevance Aspect</b>				
	a. In accordance with the stage of student development				
	b. In accordance with the school policy				
	c. In accordance with the student's level of difficulty				
4.	<b>Technical Aspect: The model contains activities that are technically good and flexible</b>				
	a. The design is in accordance with its function and purpose				
	b. Practical to use				
	c. Flexible: can be used either for				

	individual or group activities				
	d. Simple so it is not hard to carry and does not take up a lot of space				
	e. Children friendly so that it is easy for children to understand				



Appendix 3 Blue Print for Developing Assessment Instrument

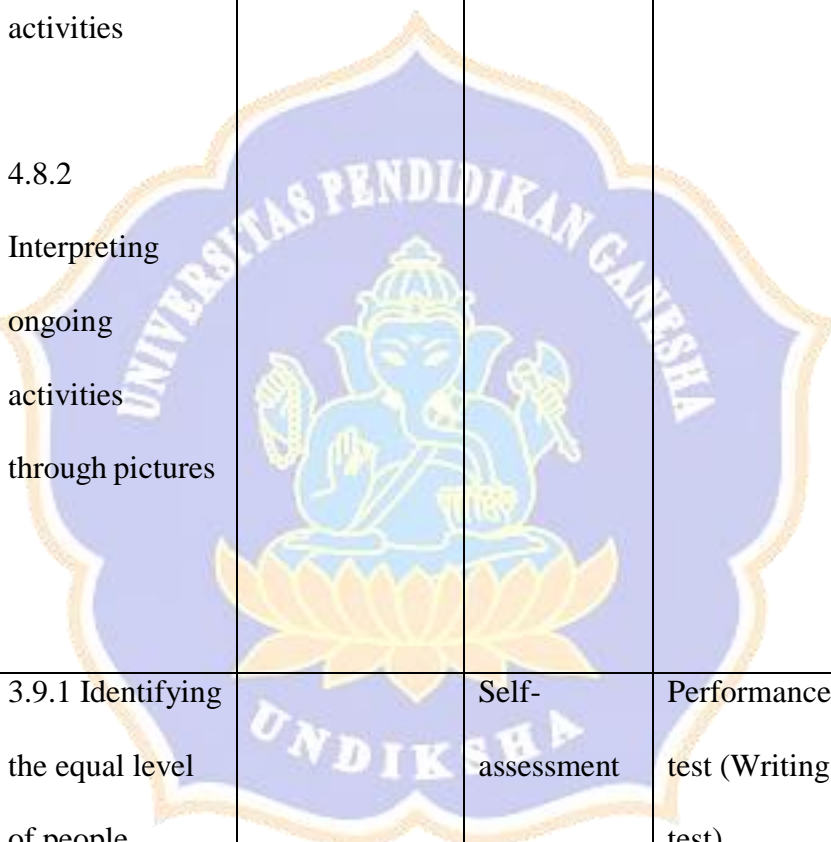
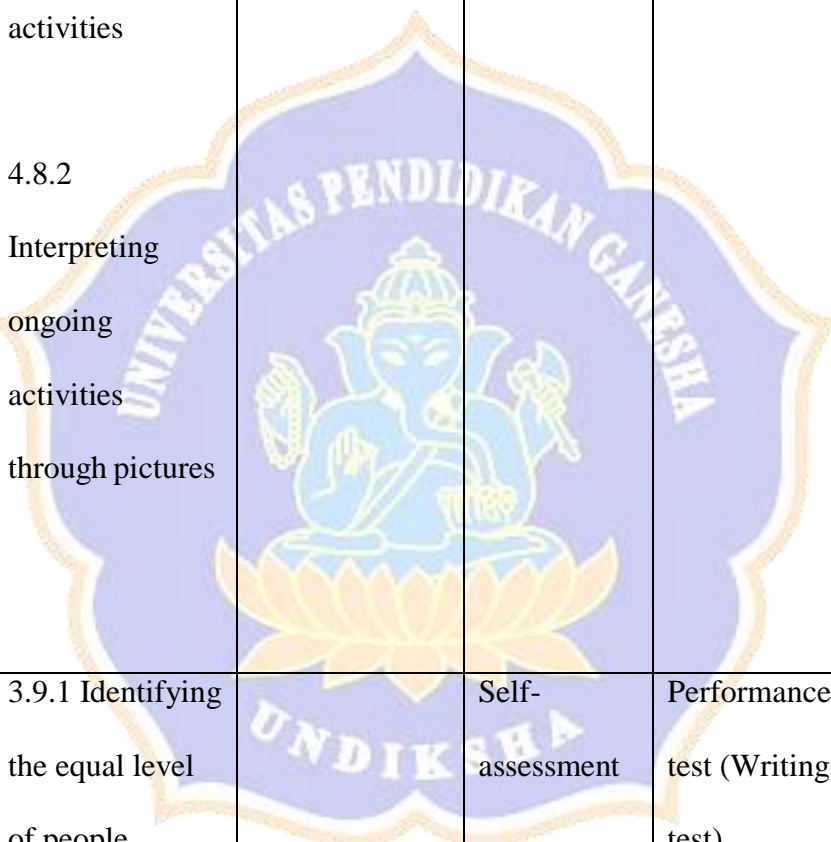
BASIC COMPETENCE	INDIKATOR	TOPIC	TYPES OF ASSESSMENT			MODE OF LEARNING
			AS LEARNING	FOR LEARNING	OF LEARNING	
3.7 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use. (Note the	3.7.1 Identifying the quantity of animal in the zoo  3.7.2 Analyzing the information about animal in the zoo	<ul style="list-style-type: none"> <li>Adverb of quantity</li> <li>Simple present tense</li> <li>Subject, Verb, and</li> </ul>	Self-assessment (journalizing)	Performance assessment (writing test)	Summative (creating short descriptive text)	<p>AoL: Offline/Online (Quizizz/W)</p> <p>AfL: Offline/Online (Google Class/Schoolology/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>

linguistic elements of the simple present tense).		Adjectives				
4.7 Compiling very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances /actions/activities/events that are carried out/occur regularly or are general truths, taking into account social functions, text structure and correct linguistic elements and in context	4.7.1 Distinguishing the types of animals in the zoo  4.7.2 Categorizing the animals based on their types, habitat, foods,					

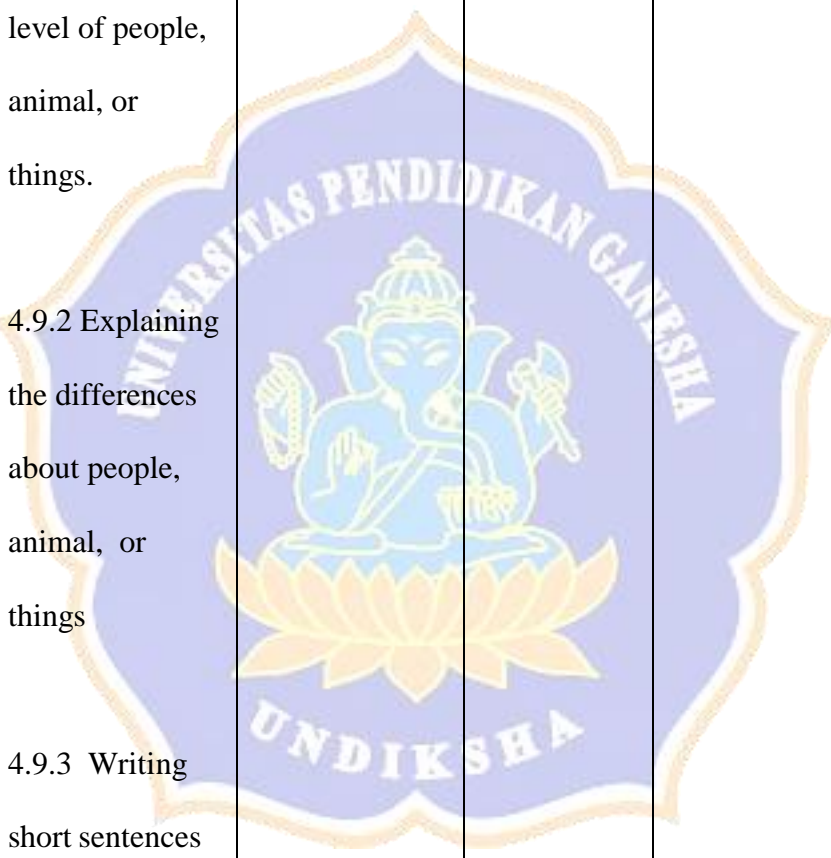


	<p>activities and characteristics</p> <p>4.7.3 Creating short descriptive text to explain about animals in the zoo by using simple present tense</p>					
3.8 Applying social functions, text structure, and linguistic elements of spoken and written	3.8.1 Identifying on going		Self-assessment	Performance test (speaking test)	Summative (short answer test)	<p>AoL: Offline/Online (Quizizz/Word wall)</p> <p>AfL:</p>


<p>transactional interaction texts that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/going on when spoken, according to the context of their use. (Note the linguistic elements of the present continuous tense).</p>	<p>activities in the school areas</p> <p>3.8.1 Identifying family on going activities at home</p> <p>3.8.2 Applying the used of present continuous tense</p>	<ul style="list-style-type: none"> <li>• Present continuous tense</li> <li>• The used to be is, am, are.</li> </ul>	<p>(journalizing)</p>		<p>Offline/Online (Google Class/Schoolology/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>
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<p>4.8 Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context</p>	<p>4.8.1 Analyzing on going activities</p> <p>4.8.2 Interpreting ongoing activities through pictures</p>					
<p>3.9 Applying social functions, text structure, and linguistic elements of spoken and written</p>	<p>3.9.1 Identifying the equal level of people,</p>		<p>Self-assessment</p>	<p>Performance test (Writing test)</p>	<p>Summative assessment (completion)</p>	<p>AoL: Offline/Online (Quizizz/Word wall) AfL:</p>

<p>transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use. (Note the linguistic element of the degree of comparison).</p>	<p>animal, or things</p> <p>3.9.2 Identifying the difference of people, animal, or things</p> <p>3.9.3 Identifying the greatest degree of people, animal, or things</p>	<ul style="list-style-type: none"> <li>• Positive degree</li> <li>• Negative degree</li> <li>• Superlative degree</li> <li>• To praise something</li> </ul>	<p>(journalizing)</p>			<p>Offline/Online (Google Class/School/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>
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<p>4.9 Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, and objects, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p>	<p>4.9.1 Describing the greatest level of people, animal, or things.</p> <p>4.9.2 Explaining the differences about people, animal, or things</p> <p>4.9.3 Writing short sentences</p>					
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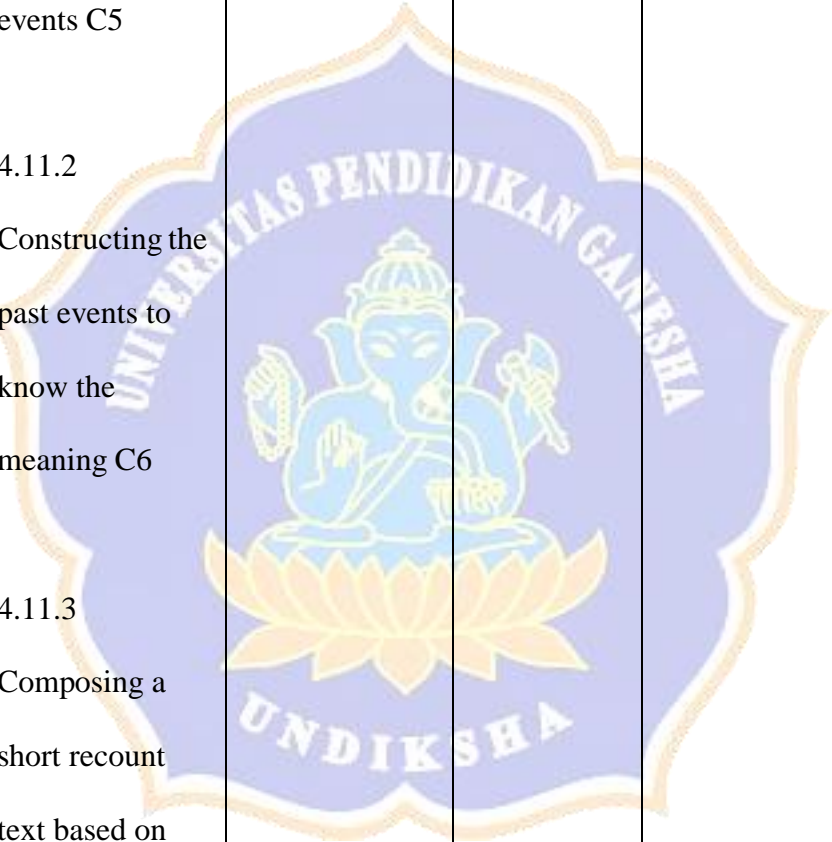
	about equal level of people, animal, or things					
3.10 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the circumstances /actions /activities /events carried out/occurring, routine or non-routine, or become	3.10.1 Identifying activities in the past  3.10.2 Analyzing the past time expression	<ul style="list-style-type: none"> <li>• Modal Did</li> <li>• Past time express ion</li> <li>• Simple Past tense</li> </ul>	Self-assessment (journalizing)  Peer-assessment	Performance assessment (writing test)	Summative assessment (short answer)	<p>AoL: Offline/Online (Quizizz/Word wall)</p> <p>AfL: Offline/Online (Google Class/Schoolology/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>

<p>a general truth in the past, according to the context of its use. (Note the linguistic elements of the simple past tense).</p>						
<p>4.10 Compile very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances/actions/activities/ev ents carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure ,</p>	<p>4.10.1 Comparing family's or school activities in the past  4.10.2 Composing short sentences</p>					

and linguistic elements that are correct and in context.	about activities in the past  4.10. 3 Writing the childhood photo in short sentences					
3.11 Comparing social functions, text structures, and linguistic elements  some oral and written personal recount texts by giving and asking for information related to personal	3.11.1 Identifying the social function of recount text	<ul style="list-style-type: none"> <li>Telling experiences</li> </ul>	Self-assessment (journalizing)	Performance assessment (Speaking test and writing test)	Summative assessment (short answer)	<p>AoL: Offline/Online (Quizizz/Word wall)</p> <p>AfL: Offline/Online (Google Class/Schoolology/Google Meet/Zoom)</p>



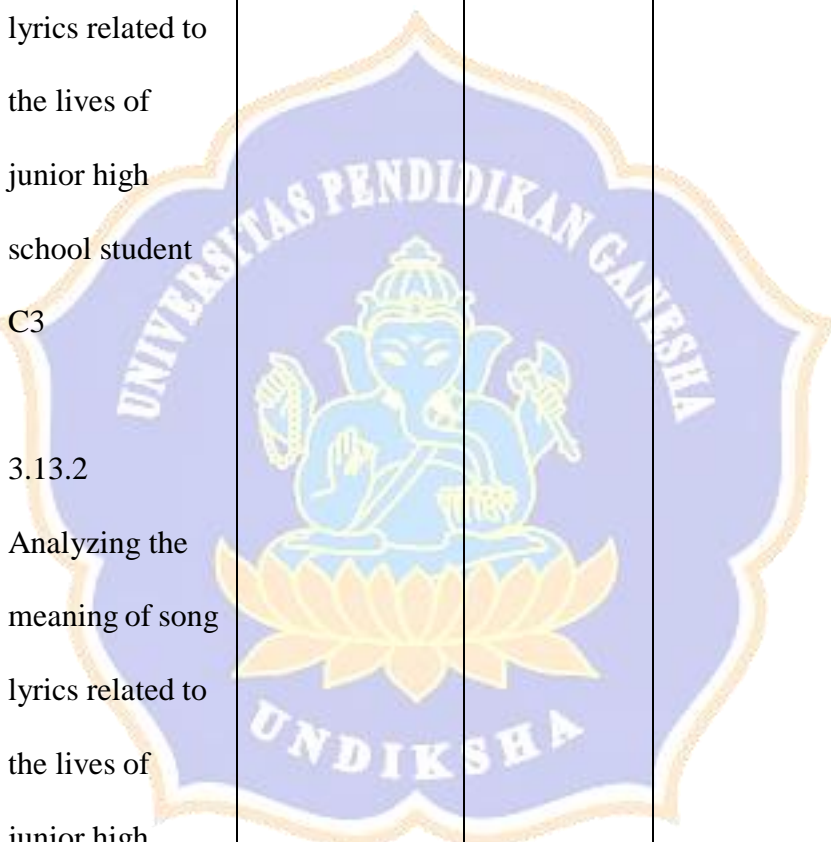
<p>experiences in the past, short and simple, according to the context of their use.</p>	<p>3.11.2 Identifying the generic structures of recount text C3</p> <p>3.11.3 Interpreting the events in the recount text C5</p>	<ul style="list-style-type: none"> <li>• Simple past test</li> <li>• Past time expressions</li> <li>• Recount text</li> </ul>				<p>AaL: Offline/Online  (Google Form)</p>
<p>4.11 Recount Text</p> <p>4.11. 1 Capturing contextual meaning related to social functions, text structure, and</p>	<p>4.11.1 Interpreting contextual meaning and</p>					

<p>linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).</p> <p>4.11.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.</p>	<p>social function of the past events C5</p> <p>4.11.2</p> <p>Constructing the past events to know the meaning C6</p> <p>4.11.3</p> <p>Composing a short recount text based on</p>					
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	<p>the generic structures C6</p> <p>4.11.4</p> <p>Modifying spoken or written recount text about hero C6</p>					
<p>3.12 Comparing social functions, text structures, and linguistic elements of several special texts in the form of short messages and</p>	<p>3.12.1</p> <p>Identifying the information in short message</p>	<ul style="list-style-type: none"> <li>• Short message</li> </ul>	<p>Self-assessment (journalizing)</p>	<p>Performance assessment (speaking and writing test)</p>	<p>Summative test (short answer)</p>	<p>AoL: Offline/Online (Quizizz/Word wall)</p> <p>AfL: Offline/Online (Google</p>

<p>announcements/notices, by giving and asking for information related to school activities, according to the context of their use.</p>	<p>and announcement/notice C3</p> <p>3.12.2</p> <p>Classifying the differences between short message and announcement/notice C4</p>	<ul style="list-style-type: none"> <li>• Announcements or Notice</li> <li>• Plural and Singular</li> <li>• Punctuation</li> </ul>				<p>Class/School/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>
<p>4.12 Short message text and announcements/notices</p>	<p>4.12.1.1 Interpreting the social function of short</p>					

<p>4.12.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.</p>	<p>message and announcement/notice C5</p> <p>4.12.1.2 Comparing the contextual meaning related to the social function C5</p>					
<p>3.13 Interpreting social functions and linguistic elements in song</p>	<p>3.13.1 Identifying the social function</p>	<ul style="list-style-type: none"> <li>• Message of</li> </ul>	<p>Peer-assessment</p>	<p>Performance assessment</p>	<p>Formative test (short answer)</p>	<p>AoL: Offline/Online (Quizizz/Word wall)</p> <p>AfL:</p>

<p>lyrics related to the lives of junior high school student</p>	<p>and language features of song lyrics related to the lives of junior high school student</p> <p>C3</p> <p>3.13.2</p> <p>Analyzing the meaning of song lyrics related to the lives of junior high</p>	<p>song lyrics</p>		<p>(speaking test)</p>		<p>Offline/Online (Google Class/Schoolology/Google Meet/Zoom)</p> <p>AaL: Offline/Online (Google Form)</p>
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	school students. C4					
4.13 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the lives of junior high school/ students.	4.13.1 Interpreting the meaning of song lyrics related to the lives of junior high school students. C5 4.13.2 Explaining social function					



	of song lyrics related to the school activities C5					
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Appendix 4 Example of Design for Assessment Instrument

<b>ASSESSMENT AS LEARNING</b>	<b>ASSESSMENT FOR LEARNING</b>	<b>ASSESSMENT OF LEARNING</b>
Topic: <ul style="list-style-type: none"> <li>• Adverb of quantity</li> <li>• Simple present tense</li> <li>• Subject, Verb, and Adjectives</li> </ul>	Topic: <ul style="list-style-type: none"> <li>• Adverb of quantity</li> <li>• Simple present tense</li> <li>• Subject, Verb, and Adjectives</li> </ul>	Topic: <ul style="list-style-type: none"> <li>• Adverb of quantity</li> <li>• Simple present tense</li> <li>• Subject, Verb, and Adjectives</li> </ul>



<p>Indicator:</p> <p>3.7.1 Identifying the quantity of animal in the zoo C3</p> <p>3.7.2 Analysing the information about animal in the zoo C4</p>	<p>Indicator:</p> <p>4.7.1 Distinguishing the types of animals in the zoo C4</p> <p>4.7.2 Categorizing the animals based on their types, habitat, foods, activities and characteristics C4</p>	<p>Indicator:</p> <p>4.7.3 Creating short descriptive text to explain about animals in the zoo by using simple present tense C6</p>
<p>Example of Assessment Instrument:</p> <p><b>My Journal</b></p> <p>I have just learnt to</p> <hr/>	<p>Example of Assessment Instrument:</p> <p>Here are what we will do. <b>First</b>, we will carefully study the examples carefully and copy them in our notebooks. <b>Second</b>, we will fill in the table with the</p>	<p>Example of Assessment Instrument:</p> <p>There are many animals around us. We will find</p>

<p>The activities I like the most were</p> <hr/> <hr/>	<p>information of the animals like the examples.  <b>Finally</b> every one of us will handwrite the analysis in the notebook or type in the computer.</p>	<p>three different animals and describe them one by one.</p>												
<p>The activities I found most difficult were</p> <hr/> <hr/>	<table border="1"> <thead> <tr> <th data-bbox="757 499 857 746">No</th> <th data-bbox="869 499 969 746">Animal</th> <th data-bbox="981 499 1081 746">Habitat</th> <th data-bbox="1093 499 1193 746">Food</th> <th data-bbox="1205 499 1305 746">Activity</th> <th data-bbox="1317 499 1417 746">Characteristics</th> </tr> </thead> <tbody> <tr> <td data-bbox="757 754 857 1233">1</td> <td data-bbox="869 754 969 1233">elephants</td> <td data-bbox="981 754 1081 1233">Africa and Asia</td> <td data-bbox="1093 754 1193 1233">Grasses and plants</td> <td data-bbox="1205 754 1305 1233">Use their long trunk to put</td> <td data-bbox="1317 754 1417 1233">They are the heaviest land</td> </tr> </tbody> </table>	No	Animal	Habitat	Food	Activity	Characteristics	1	elephants	Africa and Asia	Grasses and plants	Use their long trunk to put	They are the heaviest land	<p>Here are what we will do.  <b>First</b>, we will study the given example about rabbit. <b>Second</b>, in the group we will discuss and decide three animals to write about. We will find good pictures of the</p>
No	Animal	Habitat	Food	Activity	Characteristics									
1	elephants	Africa and Asia	Grasses and plants	Use their long trunk to put	They are the heaviest land									
<p>What I need to do better is/are</p> <hr/>														

					food and water r in their mout h	anima ls		animals. <b>Third</b> , by using the table of analysis, we will plan what to write about the animals, one by one. We will put into each column a relevant piece of information about each animal. <b>Finally</b> we will use the sentences in the table to make a good
2	Tiger							
3	Bear							

	4	Monks						paragraph about each of the animal.
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Appendix 5 Product Content Assessment Instrument Grid


No	Teori	Elemen Penilaian	Butir Soal
1	Norcini et al. (2011)	<b>Landasan Teoretis/Konstruk</b>	
		a. Landasan teori bahasa/literasi	1
		b. Landasan teori belajar	2
		c. Landasan teori asesmen	3, 4, 5
2	Denman & Al-Mahrooqi (2018) Norcini et al. (2011)	<b>Aspek Konten/Isi</b>	
		a. Sesuai dengan kompetensi yang ingin dicapai	6
		b. Sesuai dengan topik yang diajarkan	7
		c. Sesuai dengan tingkatan literasi siswa	8
3	Denman & Al-Mahrooqi (2018)	<b>Teknik Pelaksanaan</b>	
		a. Sesuai dengan program sekolah	9
		b. Melalui kegiatan di luar kelas/jam pelajaran	10
		c. Terintegrasi dalam jam pelajaran	10
		d. Terintegrasi dalam <i>event-event</i> sekolah	9
4	Denman & Al-Mahrooqi (2018)	<b>Aspek Relevansi</b>	
		a. Sesuai dengan tahap perkembangan siswa	8
		b. Sesuai dengan kebijakan sekolah	9
		c. Sesuai dengan tingkat kesulitan siswa	8

Appendix 6 Product Quality Assessment Instrument Grid

No	Teori	Elemen Penilaian	Butir Soal
1	Denman & Al-Mahrooqi (2018) Norcini et al. (2011) Volante (2006)	<b>Aspek Kebermaknaan</b>	
		a. Produk yang dikembangkan sesuai dengan kebutuhan siswa	1
		b. Mencerminkan kegiatan dunia nyata, bukan masalah teoritis dalam kelas	2
		c. Menstimulasi penggunaan bahasa yang natural	3
		d. Merangsang tumbuhnya kreativitas siswa	4
		e. Meningkatkan kemampuan literasi siswa	1
		f. Memungkinkan untuk mengembangkan karakter siswa	5
2	Denman & Al-Mahrooqi (2018) Norcini et al. (2011)	<b>Aspek Teknis: Model berisi kegiatan-kegiatan yang secara teknis bagus &amp; fleksible</b>	
		a. Rancangannya sesuai dengan fungsi dan tujuannya	6, 7, 8
		b. Praktis digunakan	9
		c. Penggunaannya fleksibel bisa untuk kegiatan individu maupun kelompok	10
		d. Tidak sulit dibawa, tidak menghabiskan tempat yang banyak	9
		e. <i>Children friendly</i> mudah dipahami anak	6

Appendix 7 Assessments Instrument Product





**BLENDED  
ENGLISH  
LITERACY-  
BASED  
ASSESSMENT  
FOR GRADE 8**



My uncle is a zookeeper

CHAPTER  
VII



We will learn about

- a. Actions/activities/events occurred regularly
- b. General truths, according to the context

## BASIC COMPETENCY

3.7 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use. (Note the linguistic elements of the simple present tense).

4.7 Compiling very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances /actions/ activities/ events that are carried out/occur regularly or are general truths, taking into account social functions, text structure and correct linguistic elements and in context

## INDICATORS

3.7.1 Identifying activities in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

3.7.2 Analysing the information about animal in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

4.7.1 Distinguishing the types of animals in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

4.7.2 Categorizing the animals based on their types, habitat, foods, activities and characteristics related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

4.7.3 Creating short descriptive text to explain about animals in the zoo by using simple present tense related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use.

Types of assessment for learning Used:

4.7.1, 4.7.2, & 4.7.3

Writing Test

4.7.3 Creating short descriptive text to explain about animals in the zoo by using simple present tense related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use.



4.7.3 Students are able to create a short descriptive text to explain about animals in the zoo



Let's Create Your Own  
Text!

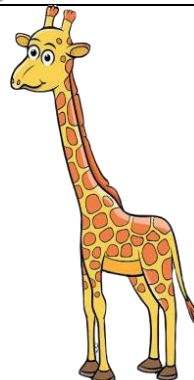
Writing test 4.7.3

Hi students!

There are many animals in the zoo. We will find three different animals you like and describe them in a short paragraph!

Here are what we will do:

1. **First**, choose three kinds of animals in the box
2. **Second**, make a small group consist of 3 students each group
3. **Third**, describe the habitat, foods, activities, and their characteristics using complete sentences  
**Example** : It is a monkey. Monkey likes hanging on the tree,...
4. **Fouth**, create three paragraphs to make it clear.
5. **Finally** we will discuss it with another group to compare your work.



## ASSESSMENT AS LEARNING

Types of learning of assessment Used:

3.7.1 - 3.7.2 & 4.7.1 - 4.7.3

Self-Assessment

3.7.1 - 3.7.2 & 4.7.1 - 4.7.3 Self-Assessment



3.7.1 - 3.7.2 & 4.7.1 - 4.7.3

Students are able to assess themselves by telling their strength and weaknesses during learning related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use



## Self-Assessment

3.7.1 - 3.7.2 & 4.7.1 - 4.7.3

Please write your journal based on your learning journey in this chapter!

### My Journal

I have just learnt to

---

---

The activities I like the most were

---

---

The activities I found most difficult were

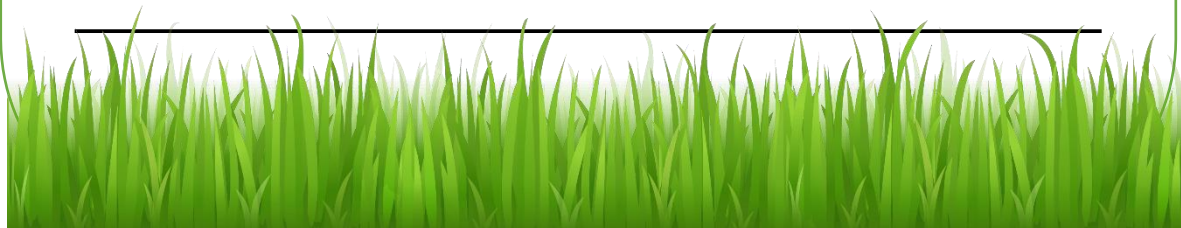
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---

What I need to do better is/are

---

---



What are you  
doing?



We will learn:

to communicate states and events in progress  
in order to share information with other

## Basic Competency

- 3.8 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/going on when spoken, according to the context of their use. (Note the linguistic elements of the present continuous tense).
- 4.8 Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context

## Indicators

- 3.8.1 Identifying on going activities that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/going on when spoken, according to the context of their use in school activities.
- 3.8.2 Identifying family on going that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/going on when spoken, according to the context of their use in home activities.
- 3.8.3 Applying the use of present continuous tense that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/going on when spoken, according to the context of their use
- 4.8.1 Analysing on going activities that involve the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context
- 4.8.2 Interpreting ongoing activities through pictures involve the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context





### Type of Assessment for Learning Used:

4.8.1, 4.8.2 → Speaking test

#### INDICATORS

- 4.8.1 Analysing on going activities that involve the act of giving and asking for information related to the /action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context
- 4.8.2 Interpreting ongoing activities through pictures involve the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context

#### PURPOSES

- 4.8.1 Students are able to analyse the ongoing activities in the conversation given.
- 4.8.2 Students are able to interpret the ongoing activities through pictures and present with their friends

## SPEAKING TEST

4.8.1 -4.8.2

Please check this example!



What am I doing?

\* The teacher performs the action before showing the picture. Students will guess what the teacher is doing to interpret the picture.

Here are what we will do. **First**, you are going to choose your pair to work together. One person will act out an activity based on the picture and ask "what is he/she doing?" **Second**, the other student will guess what he/she is doing, for example "she is reading a book". **Third**, the acting student will answer "yes" if the answer is correct, then say the correct answer. If the answer is wrong, the acting student will say "no" and wait until he/she gets the right answer. If she/he does not get the answer, the game will stop and give the correct answer. The game will be continued until the last picture. Now, please do as the example and prepare with your pair!

SPEAKING TEST

4.8.1 -4.8.2

Pair work



# ANSWERS KEY



She is watering a plant



She is jogging in the jogging track



She is sweeping the yard



She is cooking in the kitchen



She is singing a song



Type of Assessment as Learning Used:  
Self-Assessment

#### INDICATORS

Self-Assessment

3.8.1-3.8.3 & 4.8.1, 4.8.2

#### PURPOSES

3.8.1-3.8.3 & 4.8.1, 4.8.2

Students are able to assess themselves by explaining their strength and weakness during learning about ongoing activities

# Self-Assessment

## My Reflection

After learning Present Continuous, I could

---

---

The activities I like the most were

---

---

My weakness and strength in this topic were

---

---

What I need to improve are

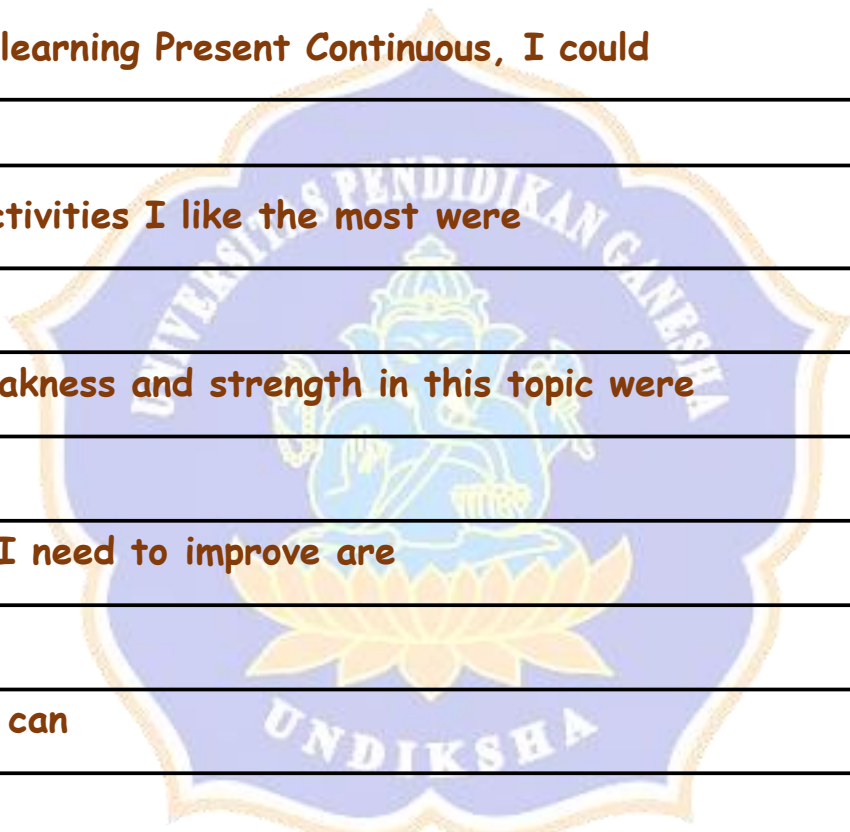
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Now I can

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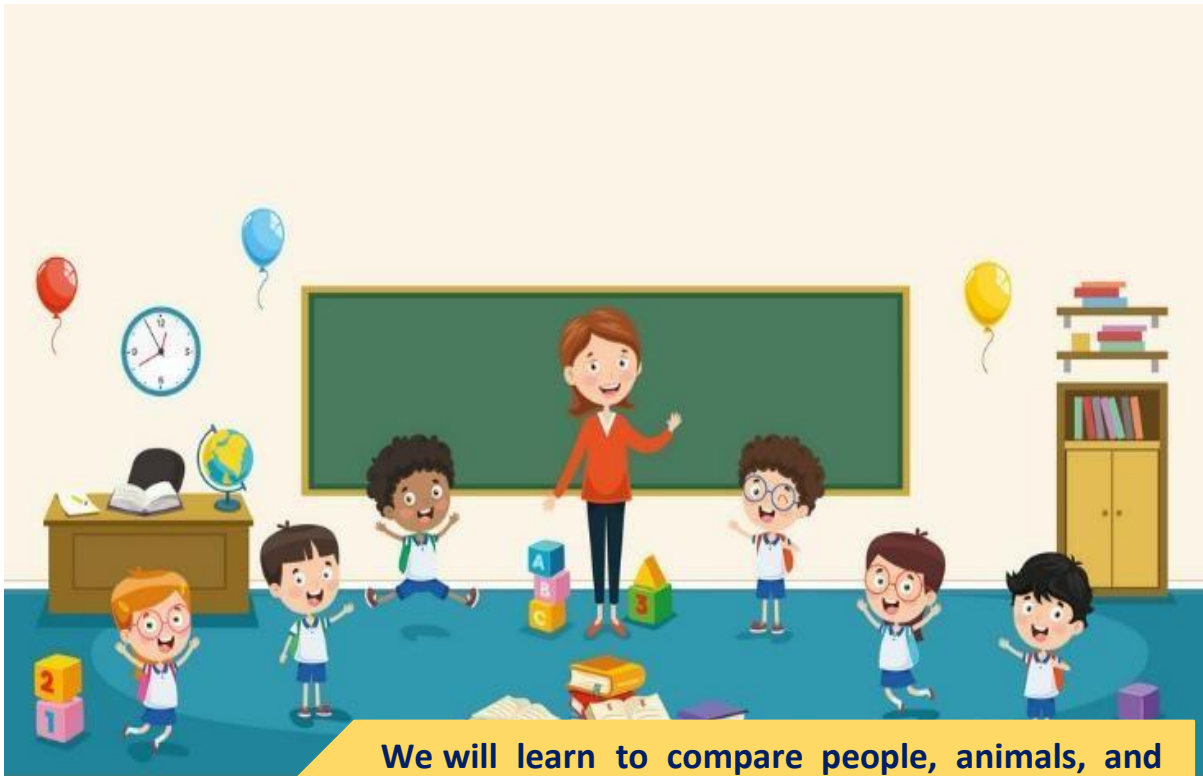
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**Bigger is not  
always better**

CHAPTER

**IX**



**We will learn to compare people, animals, and things in order:**

- **To show their differences**
- **To be proud of them**
- **To praise them, and**
- **To criticize them**



## BASIC COMPETENCY

- 3.9 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use. (Note the linguistic element of the degree of comparison).
- 4.9 Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, and objects, taking into account social functions, text structure, and linguistic elements that are correct and in context.

## INDICATORS

- 3.9.1 Identifying the transactional interaction texts that involve the act of giving and asking for information related to the equal level of people, animal, or things
- 3.9.2 Identifying the transactional interaction texts that involve the act of giving and asking for information related to the difference level of people, animal, or things
- 3.9.3 Identifying the transactional interaction texts that involve the act of giving and asking for information related to the greatest level of people, animal, or things
- 4.9.1 Describing the greatest level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context..
- 4.9.2 Explaining the differences about people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.
- 4.9.3 Writing short sentences about equal level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.





**Type of Assessment for Learning  
Used:**

**4.9.1, 4.9.2, & 4.9.3: Writing Test**

4.9.1 Describing the greatest level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

4.9.2 Explaining the differences about people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

4.9.3 Writing short sentences about equal level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

4.9.1 The students are able to describe the greatest level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

4.9.2 The students are able to explaining the differences about people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

4.9.3 The students are able to write short sentences about equal level of people, animal, or things that involve the act of giving and asking for information, social functions, text structure, and linguistic elements that are correct and in context.

## WRITING TEST

4.9.1, 4.9.2, & 4.9.3

Hello students! Now we are going to write a short explanation to describe the picture that you choose. Please follow the example below to write your own text!



This is Ngurah's family. He has one younger sister and a little brother. His younger sister is shorter than him, and his brother is the smallest among others. Ngurah's father is the tallest in his family. His mother has the longest hair, meanwhile, Ngurah's hair is as short as his father's hair. Their family member has straight hair.

# WRITING TEST

4.9.1, 4.9.2, & 4.9.3





**Type of Assessment as Learning Used:**

**3.9.1, 3.9.2, 3.9.3, 4.9.1, 4.9.2, & 4.9.3:**

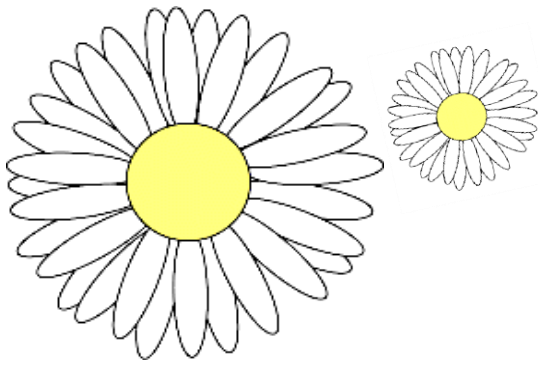
**Self-Assessment**

*Self-Assessment*

3.8.1-3.8.3 & 4.8.1, 4.8.2

3.8.1-3.8.3 & 4.8.1, 4.8.2

Students are able to assess themselves by explaining their strength and weakness during learning about Degree of Comparison.



## SELF-ASSESSMENT

3.9.1, 3.9.2, 3.9.3, 4.9.1, 4.9.2, &  
4.9.3

### My Journal

Please put (✓) if you feel you are able to understand about Degree of comparison. But, put (X) if you feel you need improvement.

I could enrich my vocabulary (\_\_\_)

I could understand about positive degree (\_\_\_)

I could understand about comparative degree (\_\_\_)

I could understand about superlative degree (\_\_\_)

I could write a paragraph without mistake (\_\_\_)

## When I was a child

## CHAPTER

# X



We will learn:

To communicate states and events in the past in order to share information with others.

## BASIC COMPETENCY

- 3.10 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the circumstances /actions /activities /events carried out/occurring, routine or non-routine, or become a general truth in the past, according to the context of its use.
- 4.10 Compile very short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to circumstances/actions/activities/events carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure , and linguistic elements that are correct and in context.

## INDICATOR

- 3.10.1 Identifying activities in the past related to the circumstances /actions /activities /events carried out/occurring, routine or non-routine, or become a general truth in the past, according to the context of its use.
- 3.10.2 Analysing the past time expression related to the circumstances /actions /activities /events carried out/occurring, routine or non-routine, or become a general truth in the past, according to the context of its use.
- 4.10.1 Comparing family's or school activities in the past involving the act of giving and asking for information related to circumstances/actions/activities/events carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure , and linguistic elements that are correct and in context.
- 4.10.2 Composing short sentences about activities in the past involving the act of giving and asking for information related to circumstances/actions/activities/events carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure , and linguistic elements that are correct and in context.
- 4.10.3 Writing a short story based on the childhood photo involving the activities in the past



**Type of Assessment for Learning Used:**

**4.10.2 & 4.10.3**

**Writing Test**

**INDICATOR**

4.10.2 Composing short sentences about activities in the past involving the act of giving and asking for information related to circumstances/actions/activities/events carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure, and linguistic elements that are correct and in context.

4.10.3 Writing a short story based on the childhood photo involving the activities in the past

**OBJECTIVES**

4.10.2 Students are able to compose a short sentences about activities in the past involving the act of giving and asking for information related to circumstances/actions/activities/events carried out/occurring, routine or non-routine, or becoming general truths in the past, taking into account social, text structure, and linguistic elements that are correct and in context.

4.10.3 Students are able to write a short story based on the childhood photo involving the activities in the past





## WRITING TEST

Hello students! We have learned about Past Tense. Now, please write your own story about your past experience in short paragraph in the box below!





**Type of Assessment as Learning Used:**

**3.10.1-3.10.2 & 4.10.1-4.10.3**

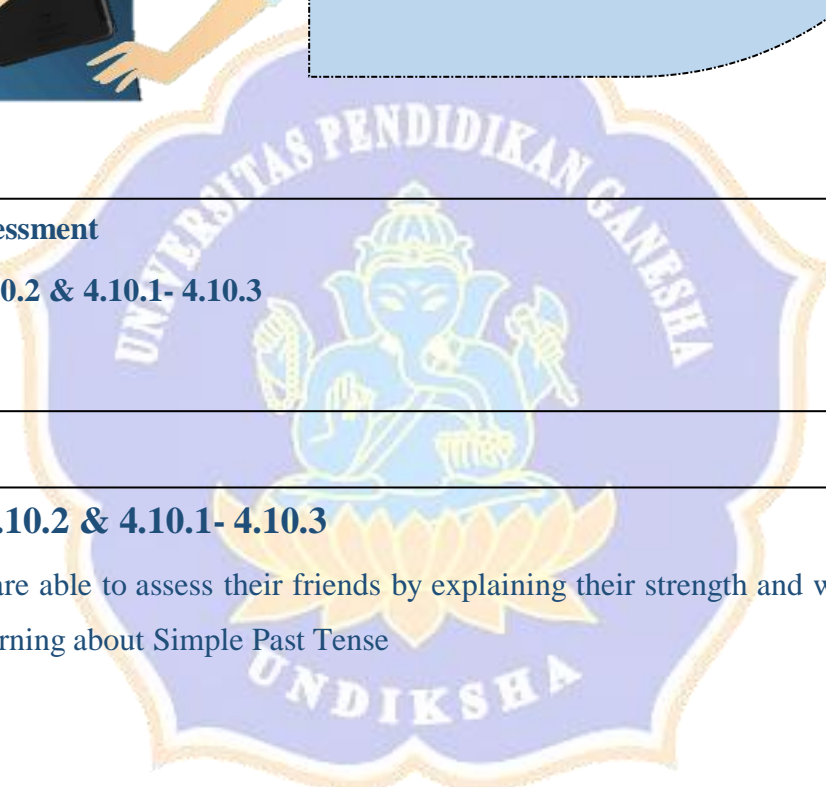
**Peer-Assessment**

**Peer-Assessment**

**3.10.1-3.10.2 & 4.10.1- 4.10.3**

**3.10.1-3.10.2 & 4.10.1- 4.10.3**



Students are able to assess their friends by explaining their strength and weakness during learning about Simple Past Tense



## Peer-Assessment



This peer assessment will let you know the development of your friends' writing skill. Let's fill out this chart according to your classmate's writing performance in the last task done. Mark with an "X" under the "smiley face" if you consider that your partner achieved successfully the aspects provided the chart or mark an "X" under the "thinking face" If you consider that your classmates' needs more practice!

Aspect to consider		
Does the paragraph match the activity asked to do?		
Does the paragraph have spelling issues?		
Does the paragraph connect sentences?		
Does the paragraph include the vocabulary studied?		
I like your paragraph because:		
Classmate's name:		

**Yes, we made it!**

CHAPTER

**XI**



**We will learn to give an account of events and activities in order to share our experiences, show that we are proud of them, learn from them, and report them.**

## BASIC COMPETENCY

3.11 Comparing social functions, text structures, and linguistic elements some oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.

4.11 Recount Text

4.11.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).

4.11.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

## INDICATOR

3.11.1 Identifying the social function of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use

3.11.2 Identifying the generic structures of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use

3.11.3 Interpreting the events in the recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use

4.11.1 Interpreting contextual meaning and social function of the past events in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)

4.11.2 Constructing the past events to know the meaning in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)

4.11.3 Composing a short recount text based on the generic structures related to personal experiences in the past (personal recount)

4.11.4 Modifying spoken or written recount text about hero taking into account social functions, text structure, and linguistic elements, correctly and in context.



**Type of Assessment  
for Learning Used:**

**4.11.1-4.11.4**

**WRITING TEST**

**&**

**SPEAKING TEST**

### **INDICATOR**

- 4.11.1 Interpreting contextual meaning and social function of the past events in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)
- 4.11.2 Constructing the past events to know the meaning in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)
- 4.11.3 Composing a short recount text based on the generic structures related to personal experiences in the past (personal recount)
- 4.11.4 Modifying spoken or written recount text about hero taking into account social functions, text structure, and linguistic elements, correctly and in context.

### **OBJECTIVE**

- 4.11.1 Students are able to interpreting contextual meaning and social function of the past events in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)
- 4.11.2 Students are able to costruct the past events to know the meaning in spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)
- 4.11.3 Students are able to compose a short recount text based on the generic structures related to personal experiences in the past (personal recount)
- 4.11.4 Students are able to modify spoken or written recount text about hero taking into account social functions, text structure, and linguistic elements, correctly and in context.

## WRITING TEST

Hello students! We will have a writing test in in this session. Please read the example below and start to write your own story. You will have 60 minutes to finish your work!

### Beautiful Craft

During my last holiday, I made a lot of handcrafts. At that time, I wanted to make an art. Many ideas had come to my mind three months before. All of the ideas were written on my note book so I could read them again. Also, I searched other ideas from internet. I watched tutorial videos and read many art blogs.

My parents helped me to prepare the materials. They also gave me money to buy things I needed. On the first day, I painted on some rocks. People call it rock art. It was so fun. My siblings joined me on the third day. Then, my siblings and I made paper crafts from used newspapers and magazines. Papers were rolled, shaped and glued together to create decorative designs. Many beautiful crafts were created.

The last activity was sewing. My mother is a tailor so I learn how to sew from her. My mother helped me too. Sewing used clothes and towels was very fun. We produced many useful things.

Finally, I really enjoyed my last holiday.

## SPEAKING TEST

Hello students! You were created your experience into paragraphs. Now, please prepare yourself to present your work in front of the class. You will have 15 minutes to prepare. You also have chance to listen to your friends' experiences in the past. Please be quite during your friends' presentation, so everybody can listen carefully.







**Type of  
Assessment as  
Learning Used:  
Self-Assessment**

Self-Assessment

3.11.1-3.11.3 & 4.11.1-4.11.4

3.11.1-3.11.3 & 4.11.1-4.11.4

Students are able to assess themselves by explaining their strength and weakness during learning about Recount Text.



# SELF-ASSESSMENT

NAME: \_\_\_\_\_ \_ Date: \_\_\_\_\_

Title of my story: \_\_\_\_\_

## WRITING

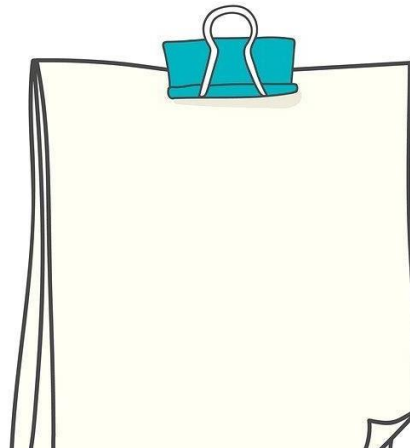
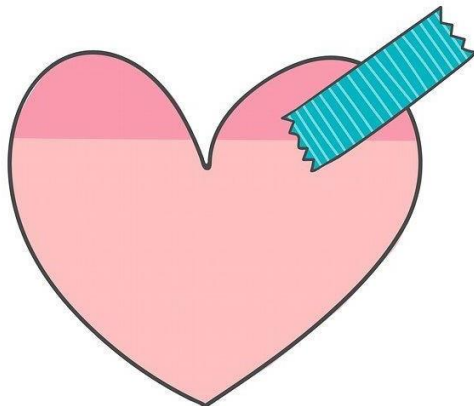
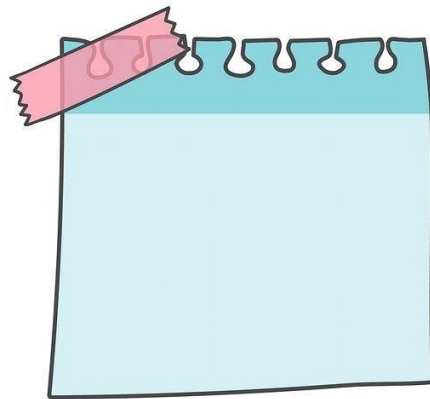
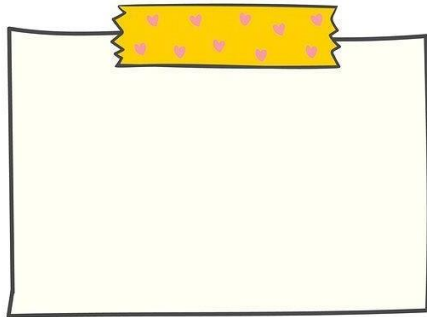
	Never	Sometimes	Always
I used interesting words in my text			
I varied my sentences			
I gave lots of details			
I included many interesting event in the text			
My story was well organized and easy to read			

## SPEAKING

I had good intonation			
I presented with a right expression in explaining my story			
I spoke clearly			
I could attract the audiences			
I had good pronunciation			

**Don't forget it,  
please!**

**CHAPTER  
XII**



**We will learn to write short messages and notices in order to get what we want and make other people do what we want**

## BASIC COMPETENCY

3.12 Comparing social functions, text structures, and linguistic elements of several special texts in the form of short messages and announcements/notices, by giving and asking for information related to school activities, according to the context of their use.

4.12 Short message text and announcements/notices

4.12.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.

## INDICATORS

3.12.1 Identifying the information in short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.

3.12.2 Classifying the differences between short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.

4.12.1.1 Interpreting the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.

4.12.1.2 Comparing the contextual meaning related to the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.



### INDICATOR

- 4.12.1.1 Interpreting the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.
- 4.12.1.2 Comparing the contextual meaning related to the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.

### OBJECTIVES

- 4.12.1 Students are able to interpret the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.
- 4.12.2 Students are able to compare the contextual meaning related to the social function, text structure, and linguistic elements of short messages and verbal and written announcements/notices, very short and simple, related to school activities.

## WRITING TEST

Hello students! You have learned about the structure of an announcement text. Now, please take a look to this text below. After reading the text, you can create your own announcement text about announcing Kartini's day competition!

### English Debate Competition

To celebrate the Independent day, the English debate competition will be held. The details are as follows:

Date: 15 August

Time: 09 - 11 am

Place: The school stage

The registration is open from August 1<sup>st</sup> to 10<sup>th</sup> with maximum 50 participants. The winner get Rp. 1000.000 and will be announced on August 17<sup>th</sup> after flag ceremony.

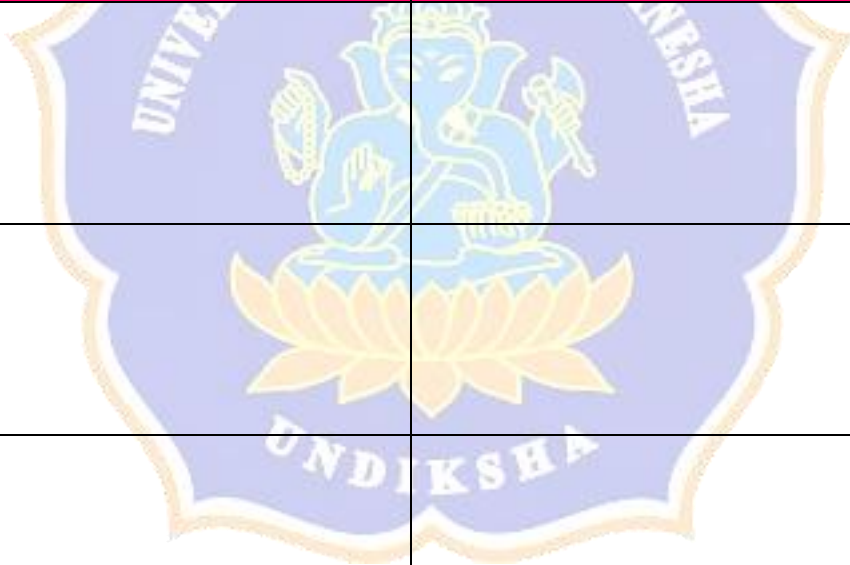
Best Regards,

Ms Luci

English Debate Coordinator

## SPEAKING TEST

Hello students! You have learned how to write an announcement text. Now, please tell the announcement you made to your friends in front of the class. They have to take a note for the important information of the announcement. Put the important information into the table below!

NAME	INFORMATION
	



### **Self- Assessment**

**3.12.1-3.12.2 & 4.12.1-4.12.4**

### **OBJECTIVE**

**3.12.1-3.12.2 & 4.12.1-4.12.4**

- Students are able to assess themselves by explaining their strength and weakness during learning about announcement and notice.

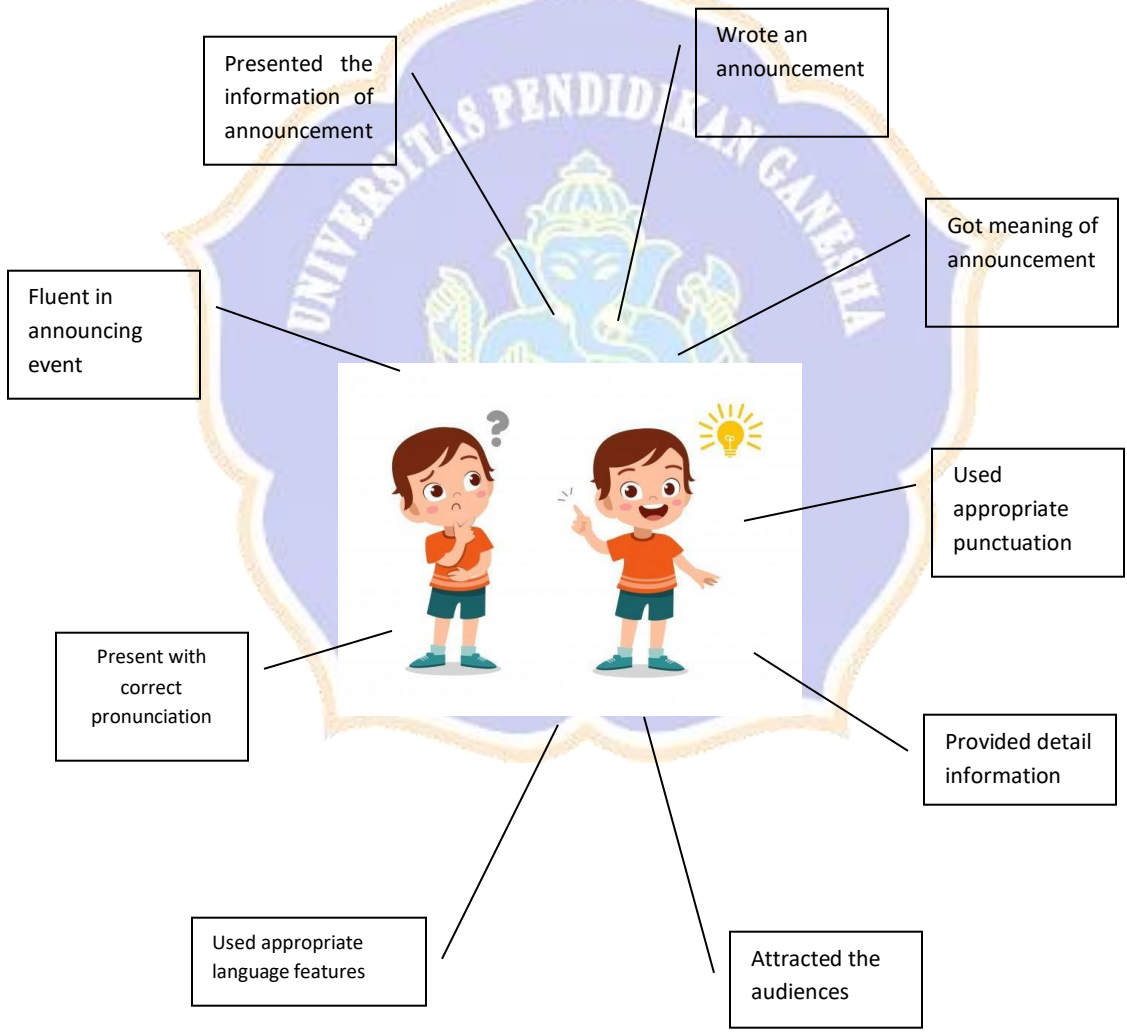


# SELF-ASSESSMENT

Red	Very well
Green	With help
Blue	Forgot

Name: \_\_\_\_\_ (Class: \_\_\_\_\_)

- Hello students! You have learned about writing an announcement and present the announcement. Now, your chance to reflect what you learned from the topic discussed. Please put the appropriate color based on your reflection!



**We got a lot of  
memories**

CHAPTER

**XIII**



**We will learn:**

- To get message of a song

## BASIC COMPETENCY

- 3.13 Interpreting social functions and linguistic elements in song lyrics related to the lives of junior high school student
- 4.13 Capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the lives of junior high school/ students.

## INDICATOR

- 3.13.1 Identifying the social function and language features of song lyrics related to the lives of junior high school student
- 3.13.2 Analyzing the meaning of song lyrics related to the lives of junior high school students.
- 4.13.1 Interpreting the meaning of song lyrics related to the lives of junior high school students.
- 4.13.2 Explaining social function of song lyrics related to the school activities



### INDICATOR

- 4.13.1 Interpreting the meaning of song lyrics related to the lives of junior high school students.
- 4.13.2 Explaining social function of song lyrics related to the school activities

### OBJECTIVE

- 4.13.1 Students are able to interpret the meaning of song lyrics related to the lives of junior high school.
- 4.13.2 Students are able to explain social function of song lyrics related to the school activities



## SPEAKING TEST

Hello students! You have learned about a song meaning. Now, please scan the barcode below to listen to the song and interpret the meaning of the song. Please present your interpretation in front of the class and let your friends listen to you.



What is the song talking about?

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.



Peer-Assessment

**3.13.1-3.13.2 & 4.13.1 -4.13.2**

**3.13.1-3.13.2 & 4.13.1 -4.13.2**

Students are able to assess their friends by explaining their strength and weakness during learning about song lyric meaning.



# PEER-ASSESSMENT

## SPEAKING AND LISTENING PEER ASSESSMENT

Name:	Date:
Person Presenting :	Topic being presented:

The presenter made eye contact and tried to engage with the audiences	
The presenter spoke clearly and loudly enough for everyone to hear	
The presenter spoke at an appropriate face for the audiences to understand	
The presenter spoke about the topic in detail showed that they had a clear understand	
One thing I enjoyed of the presentation was	
One thing that could be improved	

**ASSESSMENT OF LEARNING  
(SUMMATIVE TEST)  
8 GRADE**



**CHAPTER VII  
UNTIL  
CHAPTER XIII**



Types of assessment of learning Used:

3.7.1 , 3.7.2, 4.7.1, & 4.7.2

Creating Short Answer

3.7.1 Identifying the activities in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

3.7.2 Analysing the information about animal in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

4.7.1 Distinguishing the types of animals in the zoo related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

4.7.2 Categorizing the animals based on their types, habitat, foods, activities and characteristics related to/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use

**3.7.1 Students are able to identify the activities in the zoo in form of short answer quiz correctly.**

**3.7.2 Students are able to analyse the information about animal in the zoo through completing the answers related to the reading passage.**

**4.7.1 Students are able to distinguish the types of animals in the zoo through the pictures**

**4.7.2 Students are able to categorizing the animals based on their types, habitat, foods, activities and characteristics**



**SHORT ANSWER TEST**

**3.7.1 & 3.7.2**



Zookeeper Zander

**ZOOKEEPER ZANDER**

**I am zookeeper Zander and I love animals! My job is to take care of the animals that live in the zoo. We have many different animals, like elephants, giraffes, and monkeys. Every day, I get their food ready, then feed the animals. I clean the area they live in, which can be a cage, a pan, a larger fenced off area, or an aquarium for the animals that swim. I make sure all the animals are healthy. If I see that animal is injured or sick, I call the vet so he can check them out. I also train the animals. For example, I can train an animal to open his mouth so the vet can check his teeth. Sometimes, I help animals like dolphins put on a show for the people that visit the zoo.**

**I have many different tools that help me to do my job. I have keys so I can open the animals' cages. I used flashlight when I am working at night. I have a whistle that, I used when I am training the animals. I use the hose and other supplies to clean the animals' living areas. I carry notes with me when I visit the animals, so I can check off when they have been fed.**

**Being a zookeeper is an important job because the animals need someone to take care of them. I make sure they are fed, clean, and healthy.**

*ADOPTED FROM PRIMARY LEARNING.ORG*



SHORT ANSWER TEST

3.6.1 & 3.6.2

QUIZ



AFTER READING THE TEXT ABOVE, PLEASE SCAN THE BARCODE BELOW AND DO THE TASK GIVEN!





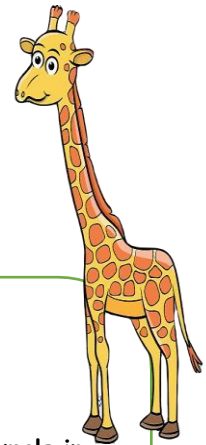
## SHORT ANSWER TEST

4.7.1 & 4.7.2



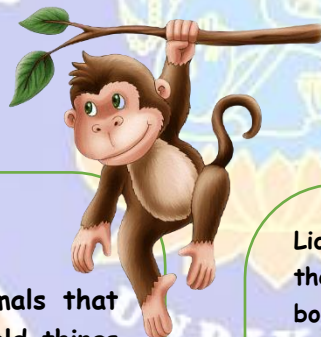
Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arms, to put food and water in their mouths. They eat grass and plants.

(Adopted from The Little Animal Encyclopedia)



Giraffes are the tallest mammals in the world, thanks to their towering legs and long neck. A giraffe's legs alone are taller than many humans about 6 feet. They can forage on trees that live with long necks. Giraffes can be found in Africa which is where they come from. Giraffes tend to live in groups with their herds.

(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adopted from The Little Animal Encyclopedia)



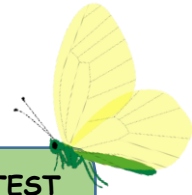
Lions are animals that only eat meat, the meat they eat comes from the bodies of small and large animals such as rabbits, ferrets, deer, zebras, antelopes, animal carcasses and others. Lions love zebra and antelope meat. They are big cats that have a mane, and are often referred to as the king of the jungle. They use their fangs and claws to immobilize their prey. They tend to live in groups on grassy soil or in forests.

(Adopted from The Little Animal Encyclopedia)



# QUIZ

SHORT ANSWER TEST  
4.7.1 & 4.7.2



B. Hi students, we have learned about kinds of animal through the explanation in the boxes above. Here we will have a small quiz. First, we will study the examples in the table carefully and copy them in our notebooks. Second, we will fill in the table with the information of the animals like the example. Third we will discuss what you have done with your friends.

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	Grass and plant	Use their long trunk to put food and water in their mouth.	They are the heaviest land animals.
2					
3					
4					

## ANSWERS KEY



### A.

1. What is the text discuss about?  
 Ans : The text discuss about responsibilities as a zookeeper.
2. What are the responsibilities of zookeeper?  
 Ans : Zookeeper responsibilities are get the animals food ready, then feed the animals. Clean the area they live in, make sure all the animals are healthy.
3. When does Zander need to call vet?  
 Ans : When the vet is injured or sick.
4. Why does Zander need to take notes when visiting animals?  
 Ans : To help Zander check off when the animals have been fed
5. Why is zookeeper such an important job?  
 Ans : Because the animals need someone to take care of them, and make sure they are fed, clean, and healthy.

### B.

No	Animals	Habitat	Foods	Activity	characteristics
1	Elephants	Africa and Asia	Grass and plants	Use their long trunk to put food and water in their mouth.	They are the heaviest animals on the land.
2	Giraffe	Africa	Grass and plants	Use their long neck to reach the highest tree's leaf	They are the tallest animals on the land.
3	Monkey	Forest	Plants, birds' eggs, small animals, and insects	They usually hanging on the tree	They use their hands to hold something
4	Lion	Grassy or forest	Meats	They catch their prey by using claws	They have beautiful mane



**Type of Assessment of Learning Used:  
3.8.1, 3.8.2, & 3.8.3 → Short Answer Test**

#### INDICATORS

- 3.8.1 Identifying on going activities that involve the act of giving and asking for information related to the circumstances/actions/activities/ev ents that are being carried out/going on when spoken, according to the context of their use in school activities.
- 3.8.2 Identifying family on going activities that involve the act of giving and asking for information related to the circumstances/actions/activities/ev ents that are being carried out/going on when spoken, according to the context of their use in home activities.
- 3.8.3 Applying the use of present continuous tense that involve the act of giving and asking for information related to the circumstances/actions/activities/ev ents that are being carried out/going on when spoken, according to the context of their use

#### PURPOSES

- 3.8.1 Students are able to identify the ongoing activities in the classroom through picture.
- 3.8.2 Students are able to identify the family ongoing activities in the family picture.
- 3.8.3 Students are able to fill in the table by using questions related to the answers.

Hello students! You are going to read two texts in this section. Then, you will scan the barcode after reading on two next pages to finish the quiz!

1



### CLEANING CLASS ACTIVITY

Before the lesson begins, students will regularly clean their classrooms. This morning, boys and girls are busy cleaning the classroom. Susan is picking up the scattered trash and collecting it in a plastic trash. Joni is wiping the class board. And Yoga is mopping the classroom floor. They know the clean class is comfortable for study. They are happy to clean their class every day.





## SUNDAY ACTIVITIES

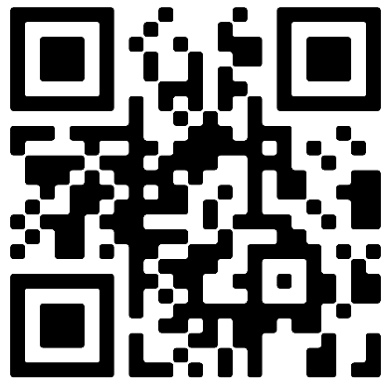
Jodi's family is having holiday on Sunday. They have different activities to do. Look! Her mom is dusting the dust on the bookshelf and her cat is her sister Maya is watering the plants. Jodi's brother is playing with his pet, it is a turtle! Jodi is reading her book, while her father is finishing his office work. Jodi loves Sunday very much, because she is with her family at home.

## SHORT ANSWER TEST

3.8.1 -3.8.3

## QUIZ

Hello students! We have identified the ongoing activities in texts one and two. Now let's scan the code below to complete the quiz! You can see the example in the table to answer!



SCAN ME



## ANSWERS KEY

NO	QUESTIONS	ANSWERS
1	What is Susan doing?	Susan is picking up the scattered trash.
2	Where are they?	They are cleaning the classroom.
3	Who is watering the plants?	Jodi's sister is watering the plants.
4	Who is wiping the board?	Joni is wiping the classroom board
5	What are they doing on Sunday?	They are doing activities in the house on Sunday
6	What is he playing with?	He is playing with turtle
7	Who is mopping the floor?	Yoga is mopping the classroom floor
8	Where is Jodi sitting?	Jodi is sitting on the sofa
9	What is Jodi's mother doing on Sunday?	Jodi's mother is dusting the dust on the bookshelf
10	What is Jodi's father doing on Sunday?	He is finishing his office work



### **Type of Assessment of Learning Used:**

**3.9.1, 3.9.2 & 3.9.3 (Completion Test)**

- 3.9.1 Identifying the social function of transactional interaction texts that involve the act of giving and asking for information related to the equal level of people, animal, or things
- 3.9.2 Identifying the social function of transactional interaction texts that involve the act of giving and asking for information related to the difference level of people, animal, or things
- 3.9.3 Identifying the social function of transactional interaction texts that involve the act of giving and asking for information related to the greatest level of people, animal, or things

### **OBJECTIVES**

- 3.9.1 Students are able to identify the social functions of transactional interaction texts that involve the act of giving and asking for information related to the equal level of people, animal, or things
- 3.9.2 Students are able to identify the social functions of transactional interaction texts that involve the act of giving and asking for information related to the difference of people, animal, or things
- 3.9.3 Students are able to identify the social functions of transactional interaction texts that involve the act of giving and asking for information related to the greatest degree of people, animal, or things

## COMPLETION TEST

3.9.1, 3.9.2 & 3.9.3

Hello students! You have learnt about three levels in Degree of Comparison. Now, we are going to complete these questions to check your understanding about each level in Degree of Comparison.

### REMEMBER!

The ways of comparing as follows:

1. Adjective/adverbs by using the ending -er or -est
2. Some adjectives and most adverbs are formed by using more or the most before them
3. As.....as or not so/as.....as
4. The + comparative, the + comparative
5. Comparative + and + comparative

### COMPLETION TEST

1. My house is **bigger** than yours.
2. Made is not as \_\_\_\_\_ (tall) as Nyoman.
3. Gusti is \_\_\_\_\_ (good) student in the class.
4. Linda's house is \_\_\_\_\_ (far) than mine.
5. My grandfather is as \_\_\_\_\_ (old) my grandmother
6. Do you think that Made is \_\_\_\_\_ (clever) than Gusti?
7. Maya's grades are getting \_\_\_\_\_ (good) and \_\_\_\_\_ (good)
8. He came to the party \_\_\_\_\_ (late) of all.
9. Dayu has \_\_\_\_\_ (little) toys than Ngurah.
10. My sister always gets the best grade in the class. She is \_\_\_\_\_ (diligent) than my brother.
11. Does your mother have a \_\_\_\_\_ (sharp) knife than this?
12. My father plays music \_\_\_\_\_ (slow) than last night.
13. My uncle lives in Dubai. Living in Dubai is \_\_\_\_\_ (expensive) than Indonesia.
14. My phone is \_\_\_\_\_ (bright) than Wayan's phone.
15. What is \_\_\_\_\_ (important) than family?



## ANSWERS KEY

3.9.1, 3.9.2 & 3.9.3

### REMEMBER!

The ways of comparing as follows:

1. Adjective/adverbs by using the ending -er or -est
2. Some adjectives and most adverbs are formed by using more or the most before them
3. As.....as or not so/as.....as
4. The + comparative, the + comparative
5. Comparative + and + comparative

### COMPLETION TEST

1. My house is bigger than yours.
2. Made is not as tall as Nyoman.
3. Gusti is the best student in the class.
4. Linda's house is far than mine.
5. My grandfather is as old as my grandmother
6. Do you think that Made is cleverer than Gusti?
7. Maya's grades are getting better and better.
8. He came to the party latter of all.
9. Dayu has lesstoys than Ngurah.
10. My sister always gets the best grade in the class. She is more dilligent than my brother.
11. Does your mother have a sharper knife than this?
12. My father plays music slower than last night.
13. My uncle lives in Dubai. Living in Dubai is more expensivethan Indonesia.
14. My phone is brighterthan Wayan's phone.
15. What is more important than family?



## Type of Assessment of Learning Used:

3.10.1, 3.10.2 & 4.10.1

Short Answer

### INDICATOR

- 3.10.1 Identifying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information for the activities in the past
- 3.10.2 Analysing the past time expression of text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information for the activities in the past
- 4.10.1 Comparing family's or school activities that involve the act of giving and asking for information for the activities in the past

### OBJECTIVES

- 3.10.1 Students are able to identify the social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information for the activities in the past
- 3.10.2 Students are able to analyse the past time expression of text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information for the activities in the past
- 4.10.1 Students are able to compare the families or school activities that involve the act of giving and asking for information for the activities in the past

## SHORT ANSWER TEST

Please read Doni's story with your friends! After reading, please scan the barcode to complete the questions related to text "When I was child"!

### When I was child



Hello, I am Doni. I am 13 years old. I am 8<sup>th</sup> grade students now. When I was 5 years old, I had a lot of toys. I had bikes, wooden toy cars, puzzles and lots of books to read. I played lots of board games. There was a park near my house. I played on the swings and slides. I climbed trees and ran around a lot. I didn't have a mobile phone. My parents didn't allow me to play mobile phone at young age.

My parents didn't have a car so I walked or caught a bus to go places. We had a big vegetable patch in our back garden. We had fruit trees and watermelon as well.

My parents worked very hard. I helped them on the vegetable patch on weekend.



SCAN ME



## ANSWER KEY

Hellow students! After reading Doni's story, please answer these following questions!

1. He is 13 years old
2. Doni had had bikes, wooden toy cars, puzzles, and lots of board games.
3. He played on the swings and slides
4. He walked or caught a bus to go places
5. In their back garden

6. Write **YES** or **NO**.

Doni climbed trees. **Yes**

He ran around a lot. **Yes**

He went to the park. **Yes**

He watched television. **No**

He played on the seesaw. **No**

He played computer games. **No**

Write the correct form of the Past Simple below. E.g. eat - ate; play - played

Sit - Sat

Run - Ran

Is - Was

Doesn't - Didn't

Has - Had

Walk - Walked

Play - Played

Catch - Caught

Climb - Climbed

Work - Worked





**Type of  
Assessment of  
Learning Used:**

**3.11.1, 3.11.2 & 3.11.3  
(Short Answer Test)**

**INDICATOR**

- 3.11.1 Identifying the social function of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use
- 3.11.2 Identifying the generic structures of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use
- 3.11.3 Interpreting the events in the recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use

**OBJECTIVES**

- 3.11.1 Students are able to identify the social function of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use
- 3.11.2 Students are able to the generic structures of recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use
- 3.11.3 Students are able to interpret the events in the recount text by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use

## SHORT ANSWER TEST

Please read the text below and scan the barcode after reading. Complete the questions with short answers according to the text!

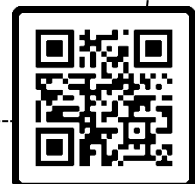
### Went to Balangan Beach



Hello I am Putu. Last week, my family and I went to the Balangan beach in Bali. It was a beautiful day. It was warm and sunny. I played with all my cousins, uncles, and aunts in the beach.

We played volleyball, built sand castle, and swam in the beach. Some people talked, other ate, sunbathed, and took pictures. My mother cooked a barbecue and my aunt played the music. My family danced and others watched them.

Everyone enjoyed the greatest week and the activities in the beach. I had a wonderful holiday. I was very happy.



SCAN ME

## ANSWER KEY

A. Match these pictures to the activities in the text!

- A. Played sand-castle  
D. Played volleyball  
B. Swam

- B. Ate in the beach  
E. Barbecue



D



B



A



C



E

B. Please answer these questions based on the text before!

QUESTION	ANSWER
When did Putu go for holiday?	Putu went holiday last week
Where did Putu go for holiday?	Putu went to Balangan beach
How was the weather last week?	The weather was warm and sunny
What was Putu doing in the beach?	He played volleyball, built sand castle, and swam in the beach.
Who was playing music?	Putu's aunt was playing music.



## INDICATOR

- 3.12.1 Identifying the information in short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.
- 3.12.2 Classifying the differences between short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.

## OBJECTIVES

- 3.12.1 Students are able to identify the information in short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.
- 3.12.2 Students are able to classify the differences between short message and announcement/notice by giving and asking for information related to school activities, according to the context of their use.

## SHORT ANSWER TEST

Hello students! Now, please read the following announcement. After reading, you can complete the questions based on the information you get. Please scan the barcode below to know the questions!

### English Speech Contest

To celebrate the language month in October, the English speech contest will be held. The details are as follows:

Date: 23rd October

Time: 8 - 11 am

Place: The school hall

The registration is open for students from October 1 to 20 with maximum 50 participants. They must make their own speech in min 100 words with the theme related to the importance of learning certain foreign language.

Best Regards,

Dr Wahyuningsih

School Principal



## ANSWER KEY

1. What is the announcement tell about?  
Answer: English Speech Contest
2. Why do they held a speech contest?  
Answer: To celebrate language month in October
3. When do the speech contest will be held?  
Answer: 23<sup>rd</sup> October
4. Where do the speech contest will be held?  
Answer: In the school hall
5. Who can join the speech contest?  
Answer: Students
6. What is the theme for the speech contest?  
Answer: The important of learning certain foreign language
7. How long the speech contest will be held?  
Answer: 3 hours
8. Who is the school principal?  
Answer: Dr Wahyuningsih
9. How many words do they have to prepare for the speech contest?  
Answer: 100 words
10. How many participants can join the speech contest?  
Answer: 50 Participants



**Type of Assessment  
of Learning Used:**

**3.13.1 & 3.13.2**

**(Short Answer Test)**

**INDICATOR**

- 3.13.1 Identifying the social function and language features of song lyrics related to the lives of junior high school student
- 3.13.2 Analyzing the meaning of song lyrics related to the lives of junior high school students.

**OBJECTIVES**

- 3.13.1 Students are able to identify the social function and language features of song lyrics related to the lives of junior high school.
- 3.13.2 Students are able to analyze the meaning of song lyrics related to the lives of junior high school.





## LISTENING TEST

A Million Dreams

Ziv Zaifman

Please listen to the audio to complete this song! The song will be played twice, so you can check your answers.

I close my eyes and I can see  
The world that's \_\_\_\_\_ up for me

That I call my own  
Through the dark, through the door  
Through where no one's been before

But it \_\_\_\_\_ like home

They can say, they can say it all  
crazy

They can say, they can say I've lost my  
mind  
I don't care, I don't care, so call me crazy  
We can live in a world that we \_\_\_\_\_

'Cause every night I lie in bed

The brightest colours fill my head

A million dreams are keeping me  
I think of what the world could be  
A vision of the one I see

A million \_\_\_\_\_ is all it's gonna take

Oh a million dreams for the world we're  
gonna make

There's a house we can

Every room inside is filled  
With things from far \_\_\_\_\_  
The special things I compile  
Each one there to make you smile

On a \_\_\_\_\_ day

They can say, they can say it all sounds  
crazy  
they can say, they can say we've lost our  
minds

Every night I lie in bed  
The \_\_\_\_\_ colours fill my head

A million dreams are keeping me awake  
I think of what the world could be  
A vision of the one I see

A million dreams is all it's gonna take

Oh a \_\_\_\_\_ dreams for the world we're  
gonna make

However big, however \_\_\_\_\_  
Let me be part of it all  
\_\_\_\_\_ your dreams with me

You may be right, you may be \_\_\_\_\_  
But say that you'll bring me along  
To the world you see

To the world I \_\_\_\_\_ my eyes to see

I close my eyes to see

Every night I lie in bed

The brightest \_\_\_\_\_ fill my head

A million dreams are keeping me awake  
A million dreams, a million dreams  
I think of what the world could be  
A \_\_\_\_\_ of the one I see

A million dreams is all it's gonna take  
A million dreams for the world we're gonna  
make

For the world we're gonna

Source: [Musixmatch](#)

I don't care, I don't care if they \_\_\_\_\_ us  
crazy

Runaway to a world that we design



## A Million Dreams

Ziv Zaifman

## ANSWER KEY



I close my eyes and I can see  
The world that's waiting up for me  
That I call my own  
Through the dark, through the door  
Through where no one's been before  
But it feels like home

They can say, they can say it all sounds  
crazy  
They can say, they can say I've lost my  
mind  
I don't care, I don't care, so call me crazy  
We can live in a world that we design

'Cause every night I lie in bed  
The brightest colours fill my head  
A million dreams are keeping me awake  
I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
Oh a million dreams for the world we're  
gonna make

There's a house we can build  
Every room inside is filled  
With things from far away  
The special things I compile  
Each one there to make you smile  
On a rainy day

They can say, they can say it all sounds  
crazy  
they can say, they can say we've lost our  
minds  
I don't care, I don't care if they call us  
crazy  
Runaway to a world that we design

—  
Every night I lie in bed  
The brightest colours fill my head  
A million dreams are keeping me awake  
I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
Oh a million dreams for the world we're  
gonna make

However big, however small  
Let me be part of it all  
Share your dreams with me  
You may be right, you may be wrong  
But say that you'll bring me along  
To the world you see  
To the world I close my eyes to see  
I close my eyes to see

Every night I lie in bed  
The brightest colours fill my head  
A million dreams are keeping me awake  
A million dreams, a million dreams  
I think of what the world could be  
A vision of the one I see  
A million dreams is all it's gonna take  
A million dreams for the world we're  
gonna make

For the world we're gonna make

Source: [Musixmatch](#)