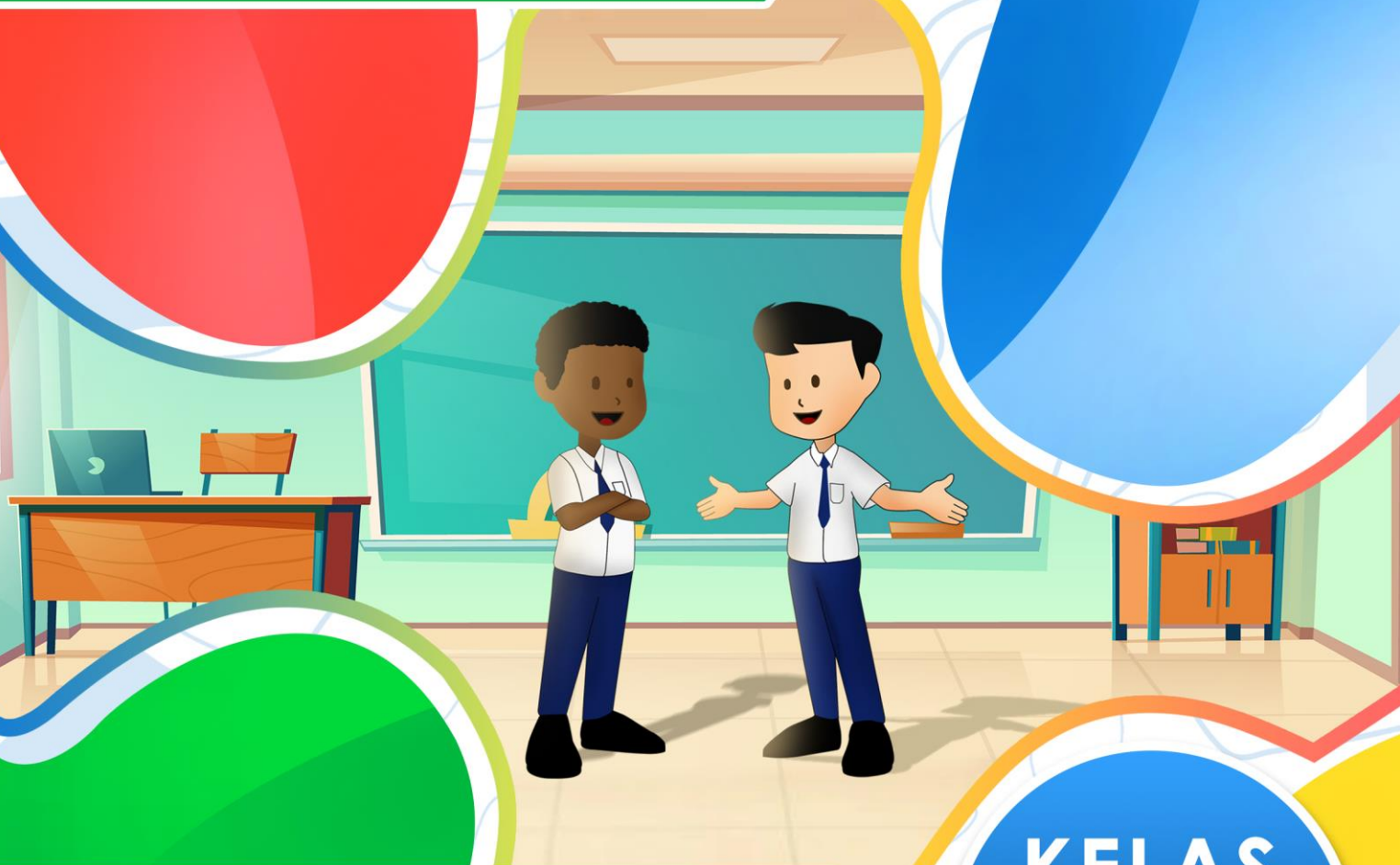


MODUL PEMBELAJARAN SMP TERBUKA

BAHASA INGGRIS



MODUL 7
I'M PROUD OF INDONESIA !

KELAS
VII

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Direktorat Jenderal Pendidikan Anak Usia Dini,
Pendidikan Dasar dan Pendidikan Menengah
Kementerian Pendidikan dan Kebudayaan
Republik Indonesia

MODUL PEMBELAJARAN
SMP TERBUKA
BAHASA INGGRIS
Kelas VII

MODUL 7
I'M PROUD OF INDONESIA

Tim Penyusun Modul

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Pendidikan Dasar, dan Pendidikan Menengah
Kementerian Pendidikan dan Kebudayaan
2020

KATA PENGANTAR

Puji syukur kita panjatkan kehadirat Tuhan Yang Maha Esa, atas berkat rahmat dan hidayah Nya, Direktorat Sekolah Menengah Pertama, Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah telah berhasil menyusun Modul Pembelajaran SMP Terbuka kelas VII dengan baik. Tujuan disusunnya Modul Pembelajaran ini adalah sebagai salah satu bentuk layanan penyediaan bahan belajar peserta didik SMP Terbuka agar proses pembelajarannya lebih terarah, terencana, variatif, dan bermakna. Dengan demikian, tujuan memberikan layanan SMP Terbuka yang bermutu bagi peserta didik SMP Terbuka dapat terwujud.

Modul Pembelajaran SMP Terbuka kelas VII yang telah disusun ini disajikan dalam beberapa kegiatan belajar untuk setiap modulnya dan beberapa modul untuk setiap mata pelajarannya sesuai dengan kurikulum yang berlaku. Dengan adanya modul pembelajaran SMP Terbuka kelas VII ini, kami berharap, peserta didik dapat memperoleh kemudahan dan kebermaknaan dalam menjalankan kegiatan pembelajaran mandiri dan terstrukturnya. Selain itu, Guru Pamong dan Guru Bina pun dapat merancang, mengarahkan, dan mengevaluasi proses pembelajaran dengan lebih baik sebagai bagian dari proses peningkatan mutu layanan di SMP Terbuka. Dengan layanan SMP Terbuka yang bermutu, peserta didik akan merasakan manfaatnya dan termotivasi untuk mencapai cita-citanya menuju kehidupan yang lebih baik.

Dengan diterbitkannya Modul Pembelajaran SMP Terbuka kelas VII ini diharapkan kualitas layanan pembelajaran di SMP Terbuka menjadi lebih baik. Modul Pembelajaran SMP Terbuka kelas VII ini masih jauh dari sempurna, untuk itu kami berharap dapat memperoleh kritik, saran, rekomendasi, evaluasi, dan kontribusi nyata dari berbagai pihak untuk kesempurnaan modul ini. Kami mengucapkan banyak terima kasih kepada semua pihak yang telah berkontribusi aktif dalam proses penyusunan Modul Pembelajaran SMP Terbuka kelas VII ini. Apabila terdapat kekurangan atau kekeliruan, maka dengan segala kerendahan hati akan kami perbaiki sesuai dengan ketentuan yang berlaku di masa yang akan datang.



Jakarta, Oktober 2020
Direktur
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PENDAHULUAN



I'M PROUD OF INDONESIA!

A. Deskripsi

Pada Modul 7 ini dengan judul “*I’m proud of Indonesia!*”, Ananda Siswa SMP Terbuka akan mempelajari **Teks Deskriptif (*Descriptive Text*)**. Teks deskriptif dalam keseharian sering Ananda baca namun Ananda tidak mengetahui jika yang Ananda baca tersebut adalah teks deskriptif. Kita bisa menemukan teks tersebut di mana saja. Misalkan saat Ananda membaca berita di koran, Ananda akan menemukan informasi tentang deskripsi objek yang diberitakan, contoh berita orang hilang, tentu akan ada deskripsi dari orang tersebut; seperti apa orang tersebut, ciri-cirinya bagaimana dan sebagainya. Atau saat Ananda membaca cerita pendek atau novel, sering disuguhkan kepada kita juga deskripsi dari objek-objek yang ada dalam cerita tersebut; deskripsi tempatnya ataupun pelaku-pelakunya. Jadi teks deskriptif bukan sesuatu yang baru untuk Ananda.

Pada modul ini, ananda akan mempelajari teks deskripsi yang menggambarkan orang, binatang, dan benda secara sederhana. Untuk mendeskripsikan orang, binatang, dan benda, tentu ada **tujuannya (*Purpose*)**; untuk apa Ananda mendeskripsikan objek-objek tersebut. Selanjutnya bagaimana cara mendeskripsikannya, hal ini tentu ada **struktur teksnya** atau bagian-bagiannya (***Generic structure/Parts***). Serta **unsur-unsur kebahasaan (*Language Feature*)** apa saja yang digunakan dalam teks deskripsi. Hal ini semua akan Ananda pelajari dalam berbagai aktivitas dalam modul ini.

Pada akhir kegiatan belajar modul 7 ini, Ananda diharapkan dapat memahami bacaan (***Reading Comprehension/ Listening***) teks deskripsi, menulis teks deskripsi (***Writing***), dan mendeskripsikan sesuatu secara lisan (***Speaking***). Semua ini akan dilakukan

dalam berbagai aktivitas yang dilakukan baik secara kelompok maupun individu, dan tentunya dengan bimbingan Guru Ananda .

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti dan Kompetensi Dasar yang harus Ananda kuasai setelah mempelajari modul ini adalah sebagai berikut:

Tabel 7.1. KI dan KD

Kompetensi Inti	Kompetensi Dasar
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	<p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>

Untuk itu, materi dalam modul ini disajikan dalam dua kegiatan belajar dengan judul-judul kegiatan belajar sebagai berikut:

Kegiatan Belajar 1 : *Describing Things and Places*

Kegiatan Belajar 2 : *Describing People and Animals*

C. Petunjuk Belajar

Sebelum Ananda menggunakan Modul 7 ini, terlebih dahulu Ananda baca petunjuk berikut ini untuk mempelajari modul dengan baik:

1. Pelajarilah modul ini dengan baik. Mulailah mempelajari materi pelajaran yang ada dalam Modul 7 untuk setiap kegiatan pembelajaran hingga Ananda dapat menguasainya dengan baik.
2. Lengkapilah setiap bagian aktivitas dan tugas yang terdapat dalam modul ini dengan semangat dan gembira. Jika mengalami kesulitan dalam melakukannya, catatlah kesulitan tersebut pada buku catatan, agar Ananda dapat mendiskusikannya bersama teman, menceritakannya kepada orang tua, atau dapat menanyakannya langsung kepada Bapak/Ibu Guru pada saat jadwal kegiatan pembelajaran berlangsung.
3. Lengkapi dan pahamiilah setiap bagian dalam rangkuman sebagai bagian dari tahapan penguasaan materi modul ini.
4. Kerjakan bagian Tes Formatif pada setiap bagian Kegiatan Belajar sebagai indikator penguasaan materi dan refleksi proses belajar Ananda pada setiap kegiatan belajar. Ikuti petunjuk pengerjaan dan evaluasi hasil pengerjaannya dengan seksama.
5. Jika Ananda telah menguasai seluruh bagian kompetensi pada setiap kegiatan belajar, lanjutkan dengan mengerjakan Tes Akhir Modul secara mandiri untuk kemudian dilaporkan kepada Bapak/Ibu Guru.
6. Gunakan Daftar Pustaka dan Glosarium yang disiapkan dalam modul ini untuk mempermudah proses belajar Ananda.



Teruntuk Bapak/Ibu Orang Tua peserta didik, agar berkenan meluangkan waktunya untuk mendengarkan dan menampung serta membantu memecahkan permasalahan belajar yang dialami oleh Ananda peserta didik. Jika permasalahan belajar tersebut belum dapat diselesaikan, arahkanlah Ananda peserta didik untuk mencatatkannya dalam buku catatan mereka untuk didiskusikan bersama teman maupun Bapak/Ibu Guru mereka saat jadwal kegiatan pembelajaran berlangsung.

Teruntuk Bapak/Ibu Guru, modul ini disusun dengan orientasi teks dan setiap modul dirancang untuk dapat mencakup satu atau lebih pasangan kompetensi-kompetensi dasar yang terdapat pada kompetensi inti 3 (pengetahuan) dan kompetensi inti 4 (keterampilan). Setiap peserta didik diarahkan untuk dapat mempelajari modul ini secara mandiri, namun demikian mereka juga diharapkan dapat menuliskan setiap permasalahan pembelajaran yang ditemuinya dalam buku catatan mereka. Berkenaan dengan permasalahan-permasalahan tersebut, diharapkan Bapak/Ibu Guru dapat membahasnya dalam jadwal kegiatan pembelajaran yang telah dirancang sehingga Ananda peserta didik dapat memahami kompetensi-kompetensi yang disiapkan dengan tuntas.



KEGIATAN BELAJAR 1

Describing Things and Places

A. Indikator Pembelajaran

Pada pembelajaran modul sebelumnya, Ananda telah mempelajari tentang berbagai kata sifat yang mendeskripsikan benda. Kata-kata sifat yang telah Ananda pelajari sangat membantu Ananda dalam memahami teks-teks deskripsi. Pada kegiatan belajar 1, Ananda akan mempelajari teks deskripsi tentang benda dan tempat, untuk itu indikator pembelajaran yang harus Ananda capai setelah mempelajari kegiatan belajar 1 adalah Ananda dapat (1) mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi tentang benda dan tempat (2) menangkap makna dan menyusun teks lisan dan tulis teks deskripsi tentang benda dan tempat.

B. Aktivitas Pembelajaran

1. *Describing Things and Places*

Let's Get Ready

Salam sehat dan semangat Ananda. Dan jangan lupa kita selalu berdoa terlebih dahulu sebelum memulai kegiatan pembelajaran, agar diberi kemudahan dan kelancaran di dalam memahami pelajaran bahasa Inggris pada modul ini. Pada pertemuan ini Ananda akan belajar teks deskripsi tentang benda dan tempat.

Now take a look at the picture below.

Sekarang Ananda perhatikan gambar berikut ini.



Sumber: https://awsimages.detik.net.id/community/media/visual/2018/10/17/0bbc9776-f739-4c9a-806d-852394237fbc_169.jpeg?w=780&q=90

Gambar 7.1. A beautiful place in Indonesia

Have you ever been to a beautiful place like Indonesia in this picture? Indonesia is a beautiful country, isn't it? Are you proud of Indonesia? How do your friends know that you are very proud of it? Yes, you have to describe it! Now look at your classroom. Sometimes we are not happy with our classroom. Why don't we like it sometimes? Yes, because it's dirty. The desks and the chairs are messy. The blackboard is full of messy writing. The students sit on the desks. They speak very loudly. How do your friends know that you don't like it? Yes, you have to describe it.

Nah, Ananda, untuk mendeskripsikan sesuatu; benda, orang, dan binatang, tentu mempunyai tujuan. Seperti contoh di atas misalkan Ananda mendeskripsikan Indonesia tujuannya untuk menunjukkan rasa bangga memiliki tanah air yang cantik. Dan contoh berikutnya Ananda mendeskripsikan kelas Ananda yang kotor, meja dan kursi yang tidak rapih, tujuannya untuk mengkritisi ruang kelas tersebut.

Jadi tujuan (*Purpose*) mendeskripsikan sesuatu/ benda atau tempat, orang, dan binatang adalah (***the purposes of describing somethings are***);

- a. To make them stand out*
- b. To be proud of them*
- c. To promote them*
- d. To criticize them*

e.

Selanjutnya pada kegiatan belajar 1 ini, Ananda akan mempelajari teks mendeskripsikan benda/tempat.

Let's Study

Activity 1.

Pada kegiatan awal, Ananda akan membaca beberapa dialog. Pada dialog tersebut ada hal-hal yang dideskripsikan. Ananda akan mendengarkan Guru Ananda membacakan dialog-dialog tersebut. Selanjutnya Ananda akan membaca percakapan tersebut dengan nyaring, jelas, dan benar.

The following words may help you to understand the dialogs.

Tabel 7. 2 Daftar kosa kata

<i>Thick</i>	: tebal	<i>A new housing</i>	: kompleks perumahan
<i>Hard</i>	: keras	<i>complex</i>	baru
<i>Cover</i>	: sampul	<i>Roof</i>	: atap
<i>Ribbon</i>	: pita	<i>Fence</i>	: pagar
<i>Separator</i>	: pemisah	<i>Small bridge</i>	: jembatan kecil
<i>Shiny</i>	: berkilau	<i>Handycraft</i>	: kerajinan tangan
<i>Round</i>	: bulat	<i>Hanging</i>	: menggantung
		<i>Triangel</i>	: berbentuk segitiga
		<i>Carving</i>	: ukiran

Now Listen to your teacher, then you will read the dialog loudly, clearly, and correctly.

Dialog 1.

Edo : Have you seen my notebook? I put it on my desk, but it is not there now.

Beni : What does it look like?

Edo : It's thick. It has a blue hard cover.

Beni : Does it have a pink ribbon separator? This one?

Edo : No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

Beni : It must be the one over there, on the teacher's desk.

Edo : Yes, you're right. Thank you.

Dialog 2.

Siti : Is it easy to find your house?

Lina : I think it is. I live in a new housing complex, so all the houses look the same. They all have a blue roof and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

Siti : Is it near the small bridge on Jalan Teratai?

Lina : Yes. My house has a handicraft from Tana Toraja hanging on the front door. It is a triangle with beautiful carving.

Siti : But when the door is open, we can't see it from the street, can we?

Lina : You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.

Siti : Okay. I'm sure we will find it.

Ananda sudah membaca dialog tersebut dengan nyaring dan jelas. Selanjutnya Ananda diskusikan dengan teman Ananda dalam kelompok untuk menjawab beberapa pertanyaan.

Activity 2.

Work in a group of three, read carefully the dialogs and answer the questions.

Dialog 1	Dialog 2
1. <i>What are Edo and Beni talking about?</i> 2. <i>What is Edo's purpose to describe it?</i> 3. <i>What does it look like?</i> 4. <i>Where can Edo find it?</i> 5. <i>"It's shiny, white, round with ..." The word 'it' refers to</i>	1. <i>What Are Siti and Lina talking about?</i> 2. <i>What is Lina's purpose to describe it?</i> 3. <i>What does it look like?</i> 4. <i>How can Siti get to Lina's house?</i> 5. <i>"It is a triangle with beautiful carving." The word 'it' refers to</i>

Dengan menjawab pertanyaan-pertanyaan tersebut, maka Ananda dapat mengetahui tujuan dari mendeskripsikan benda-benda tersebut dan mengetahui bagaimana mendeskripsikannya. Selanjutnya Ananda menuliskan deskripsi dari kedua benda tersebut berdasarkan dialog di atas, pada tabel di bawah ini.

<i>Edo's Note book</i>	<i>Lina's House</i>
<i>Edo's note book is thick.</i>	<i>Lina's house is in</i>
.....
.....
.....

Bagaimana Ananda mendeskripsikan *Edo's Note book* dan *Lina's house*? Mudah bukan. Ananda sudah memulai memahami teks deskripsi secara utuh. Ananda bisa membacakan teks tersebut secara nyaring, jelas, dan benar.

Activity 3

Selanjutnya Ananda akan berlatih kembali pemahaman bacaan (*reading comprehension*) terkait teks deskripsi tentang benda. Kali ini Ananda mengerjakan secara individu.

Read the text and answer the questions individually.

My Favorite Bag

I have some bags, but my favorite bag is the one my father bought me last month for my birthday.

It has blue color with some accent of red pouch at the front. It has two shoulder straps in the back because it is a knapsack type. So I can bring it on my back. On the front part there is a picture of my favorite cartoon.

My bag is made of parachute material. It looks quite strong to hold books and my other school things inside. That's why I like to bring it to school every day.

1. *What is the text about?*
2. *What is the writer's purpose to write it?*
3. *Do you think that it's easy to carry the bag? Why?*
4. *Why does the writer think that his bag is very strong?*
5. *Why does the writer like to bring it every day?*

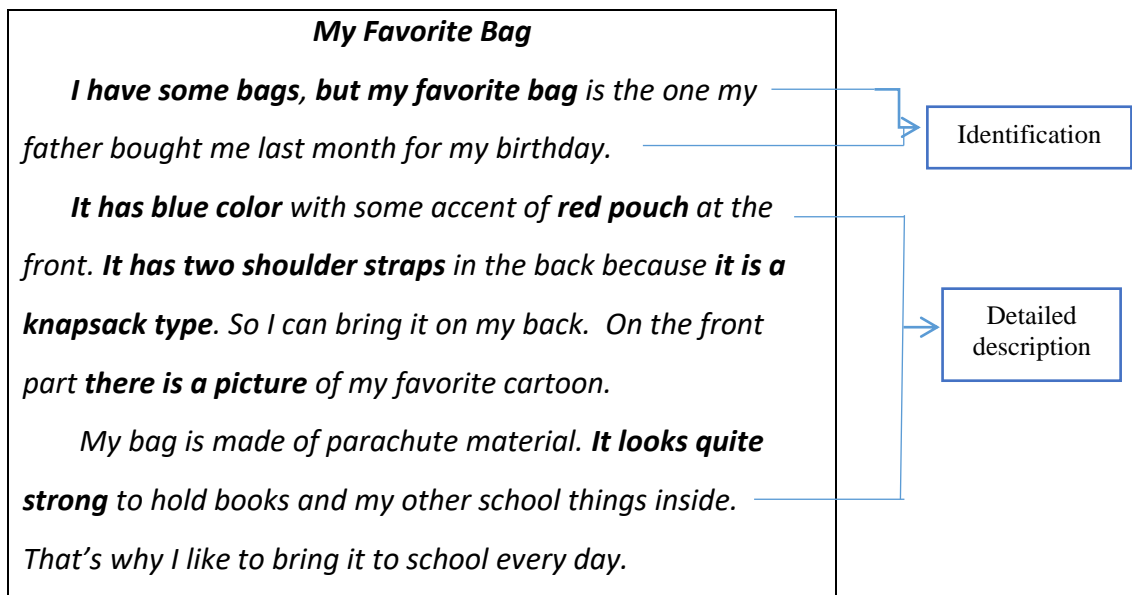
Bukan main! Ananda dapat menjawab pertanyaan-pertanyaan di atas dengan benar. Nah Ananda semakin memahami teks deskripsi terkait benda/ tempat. Ananda coba membaca teks-teks deskriptif lainnya ya, agar Ananda semakin terampil dalam memahami berbagai teks deskripsi terkait benda/ tempat.

2. *Writing the descriptive text.*

Pada aktivitas-aktivitas di atas Ananda sudah memahami bacaan dari teks deskripsi tentang benda, selanjutnya Ananda akan berlatih menulis teks deskripsi tentang benda. Namun sebelum menulis cermati hal-hal berikut ini.

Activity 4.

Ananda cermati teks deskripsi berikut ini dan **struktur teks** dari teks tersebut.



Sekarang Ananda mengetahui **struktur teks/parts** dari teks deskriptif yaitu

- 1) **Identification**: mengidentifikasi atau mengenali sesuatu yang akan dideskripsikan, biasanya di awal paragraf disebutkan sesuatu yang akan dideskripsikan; contoh teks di atas yaitu *my favorite bag*.
- 2) **Detailed Description**: menjelaskan hal tersebut berdasarkan bagian-bagiannya, kualitas, atau karakteristiknya. Ini dapat dilihat pada paragraf berikutnya. Seperti contoh di atas pada paragraf dua mendeskripsikan ciri-ciri tas tersebut dan paragraf tiga kualitas dari tas tersebut. Namun untuk *detailed description* tidak selalu berkaitan dengan kualitas atau karakteristik, bisa saja yang lainnya tergantung objek yang akan dideskripsikan.

Let's Practice

Activity 5.

Pada kegiatan sebelumnya Ananda sudah membaca teks deskripsi yang menggambarkan sebuah benda dan mempelajari struktur teks dari teks deskripsi. Selanjutnya Ananda secara berkelompok berlatih menyusun kalimat-kalimat berikut menjadi sebuah teks deskripsi yang menggambarkan suatu tempat. Perhatikan kembali bagaimana struktur teks dari teks deskripsi.

Rearrange the jumbled sentences into a good text.

- 1) *The walls of the Canyon are made of limestone, sandstone, lava and other rocks.*
- 2) *Its vastness is 217 miles long, and its widest spans over 17 miles across.*
- 3) *As the day passes the rocks reflect different colors.*
- 4) *“The Earth’s greatest gorge”, the Grand Canyon is located in northwestern Arizona.*
- 5) *Many tourists come to the Canyon just to watch the rocks change color.*
- 6) *It is not surprising that it has been designated one of the Seven Wonders of the World.*

Bagaimana Ananda mengerjakan latihan di atas, mudah bukan? Jangan lupa Ananda harus memperhatikan *Pronouns* disaat harus menyusun kalimat menjadi sebuah teks. Karena ini saling mengkaitan antara kalimat sebelumnya dan sesudahnya.

Activity 6

Siswa SMP Terbuka, Ananda cermati kembali teks deskriptif pada **Activity 4** dan Ananda cermati kalimat dan kata-kata yang dicetak tebal.

- 1) **I have some bags ...** dan **It has blue color ...** (Simple present tense)
- 2) **red pouch ...** dan **quite strong ...** (berbagai kata sifat untuk mendeskripsikan)

Nah Ananda, dari beberapa contoh kalimat/ frasa di atas, teks deskriptif memiliki unsur–unsur kebahasaan (**Language features**) yang biasa digunakan dalam teks deskriptif, yaitu:

Unsur-unsur kebahasaan dalam teks deskriptif:

- 1) Kalimat deklaratif (positif dan negatif), dan *interogative* (*Yes/No question; Why question*), dalam **simple present tense** (*have, like*)
- 2) **Nomina singular dan plural** dengan atau tanpa *a, the, this, those, my, their*, dsb.
- 3) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- 4) **Nouns** tertentu, misalnya *my favorite bag, my house, my cat*, dsb.
- 5) *Detailed noun phrase* untuk memberikan informasi tentang subjek, misalnya *It looks quite strong, She is a sweet young lady*.
- 6) Berbagai macam **adjectives**, yang bersifat *describing, numbering, classifying*, mis: *two shoulder straps, two strong legs, two white fangs*, dsb.
- 7) *Relating verbs* untuk memberikan informasi tentang subjek, misalnya, *My mom is really cool, My cat has very thick fur*, dsb.

Activity 7

Selanjutnya Ananda berlatih melengkapi teks deskriptif berikut ini dengan kata-kata yang tepat.

Complete the text by using the words in the box.

<i>They</i>	<i>Clowns</i>	<i>There</i>	<i>Is</i>	<i>Big</i>
<i>Enjoy</i>	<i>Goes</i>	<i>Don't</i>	<i>Throw</i>	<i>Sometimes</i>

Covent Garden is one of the most popular parts of London. Tourists and Londoners, adults and kids – they all ... (1) the great shops restaurants and cafes, and, most of all, ... (2) love the street performers. At Covent Garden, you can see some of the best street performers in the world. There are jugglers, ... (3), magicians, living statues, musicians – the list ... (4) on and on!

Before they can perform ... (5), performers have to pass a test (it doesn't cost anything). The shows are free and performers ... (6) go round and collect money – but most people ... (7) money into the hat! The performers can keep all the money. ... (8) the audience is small but often there are ... (9) crowds, and there ... (10) a lot of money at the end of the show.

Ananda sudah berlatih menyusun kalimat menjadi teks deskriptif (*activity 5*) dan melengkapi teks deskriptif dengan kata yang tepat (*activity 7*), ini merupakan latihan Ananda untuk menulis teks deskriptif.

Activity 8.

Selanjutnya Ananda akan menuliskan sebuah teks deskriptif berdasarkan gambar berikut ini. Untuk membantu Ananda mendeskripsikan gambar tersebut, Ananda dapat menjawab beberapa pertanyaan berikut. Dari jawaban-jawaban tersebut dapat dikembangkan menjadi sebuah teks deskripsi yang mendeskripsikan gambar tersebut.

1. *Where is the location of your house?*
2. *What is the house like, is it big or small?*
3. *What colors are the walls?*
4. *Are there any trees at the front yard?*
5. *Is there any car port at your house?*
6. *If your house such as the picture, do you like staying at your house? Why?*

Write a descriptive text based on the picture.



MY HOUSE
.....
.....
.....
.....
.....

Ananda dapat menulis teks deskripsi lainnya, seperti mendeskripsikan kelas dan sekolah Ananda. Setelah Ananda selesai menulis teks deskripsi kelas atau sekolah Ananda, Ananda dapat menyampaikan teks tersebut di depan kelas secara lisan. Ataupun Ananda dapat mendeskripsikan benda-benda atau tempat-tempat yang ada di sekitar Ananda, seperti tas Ananda, rumah Ananda, benda kesayangan Ananda dan sebagainya.

C. Tugas

1. Tugas 1.

Read the text and answer the questions.

My Favorite Acoustic Guitar

When I was in Junior High School, my mother bought me an acoustic guitar. It was my first guitar. I learned some basic guitar chord with it. Even though I have another guitar right now, but this one is still my favorite. The sound is still as clear as it was. Its classic and simple design is just irreplaceable.

My favorite acoustic guitar is mainly made of mahogany wood. It is a steel-string type of acoustic guitar. Three different colours are used to cover the major parts of the guitar. The colour of the front side is peach, the colour of the back side is black, and the colour of the edges is dark brown. The neck of the guitar was painted in black, but the headstock is dark brown. The tuning pegs or tuning keys are made of white plastic and is attached to the headstock, three on the top side and three on the bottom side. There is a part called "nut" placed between the neck and the headstock. It is made of white plastic too. The fret of the guitar is mainly made of copper. There is only one sound hole on my guitar and it is located at the end part of the neck. The bridge, where the end part of the strings was attached, is made of wood and is painted in black.

<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-....html>

1. What is the writer's intention to write the text?
2. Why does the writer love his guitar so much?
3. "It is made of white plastic too." The word it refers to
4. How many colours are used to cover the major parts of the guitar? What are they?
5. Which parts of the guitar are made of plastic?

2. Tugas 2.

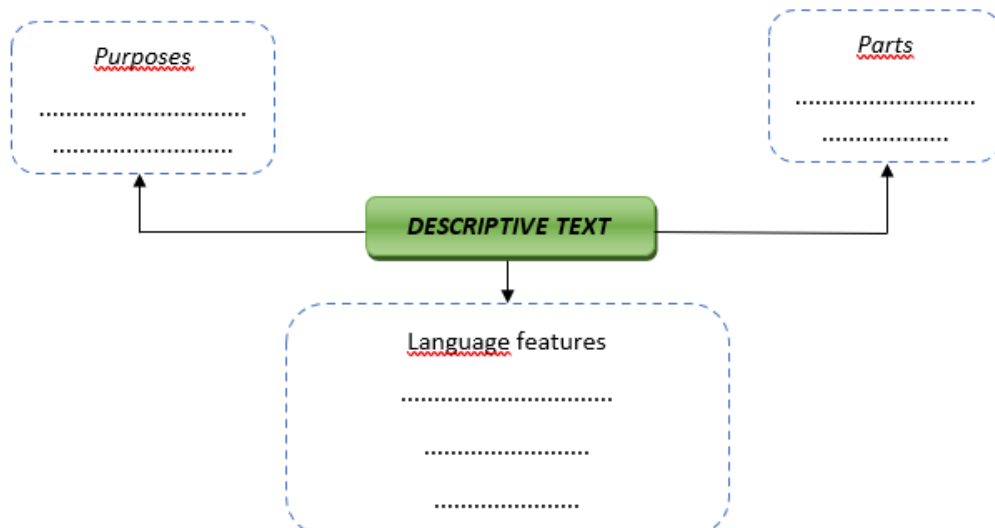
Rearrange the jumbled sentences into a good text.

1. *It is estimated that it has been cut off from the main land for perhaps 80 million years. It is estimated that it has been cut off from the main land for perhaps 80 million years.*
2. *Madagascar is an island 250 miles off the coast of Africa.*
3. *The island today is a refuge for many forms of life that have become rare or extinct in other parts of the world.*
4. *For example, up to 80 percent of Madagascar's plant species are unique to the island.*
5. *In addition, about 46 kinds of birds are found nowhere else.*
6. *Lemurs, which else where were unable to compete with their larger primate cousins, the monkeys, continue to thrive in the isolation of Madagascar.*

D. Rangkuman



Siswa SMP Terbuka, Ananda sudah mempelajari kegiatan belajar 1 dari *Activity 1* sampai dengan *Activity 8*. Materi apa yang sudah Ananda pelajari? Ya berkaitan dengan teks deskriptif; mendeskripsikan benda/tempat. Agar Ananda lebih jelas berikut ini **rangkuman materi** yang sudah Ananda pelajari. Ananda lengkapi kolom-kolomnya ya.



TES FORMATIF



Read the dialog to answer questions 1 to 4.

I think my house is the most comfortable place in the world. It is not very big, but very cozy and quiet. It is the place where my family can relax and find our own space. In our home, we really enjoy our relaxing time after school and work. It has a nice and warm living room. There is a beautiful painting of scenery hanging on the wall. In a low cabinet, you will see the trophies, pictures of my family, small toys, and some books.

I am lucky to have a room myself. I paint the wall olive green. It's my favorite color. There is a desk on where I do my homework and put a portable radio-tape there.

The kitchen is one of our favorite rooms. We always keep it clean all day. There is a blue wall cabinet in it. It harmonizes with light green wall tiles. Although a few people will give my home only at a glance, still we are very proud of it. It may not a perfect one but it is home sweet home.

1. What does the text tell us about?
 - A. My big house.
 - B. My lovely home.
 - C. The writer's sweet room.
 - D. The writer's lovely home.
2. What can you see hanging on the wall?
 - A. Pictures of the family.
 - B. A beautiful painting.
 - C. Some books.
 - D. Some toys.

3. What is the paragraph two about?
- A. My lucky room
 - B. The writer's room
 - C. The color of room
 - D. My mother's home
4. "It is not very big. But very cozy and quiet"

The word 'it' in the sentence refers to

- A. living room
- B. the house
- C. kitchen
- D. garden

Complete the text with suitable words.

My school is ...(5) at no.5 Gorontalo Street. It is a big school because it ...(6) 24 classrooms. There is a language laboratory where we can ...(7) our English. There are 40 booths inside so every students ... (8) one booth completed with one headset and one computer monitor. The other facilities are science laboratory, library, canteen, basketball court etc. I like to ... (9) there because it is very nice, clean and enjoyable. People said my school is the best one in my district.

5. ...
- A. locate
 - B. locates
 - C. located
 - D. is locating
6. ...
- A. has
 - B. had
 - C. have
 - D. is having

7. ...

- A. talk
- B. add
- C. write
- D. improve

8. ...

- A. get
- B. got
- C. gets
- D. is getting

9. ...

- A. study
- B. studies
- C. studied
- D. am studying

Rearrange the jumbled sentences into a good text.

1. *The walls of the Canyon are made of limestone, sandstone, lava and other rocks.*
2. *Its vastness is 217 miles long, and its widest spans over 17 miles across.*
3. *As the day passes the rocks reflect different colors.*
4. *"The Earth's greatest gorge", the Grand Canyon is located in northwestern Arizona.*
5. *Many tourists come to the Canyon just to watch the rocks change color.*
6. *It is not surprising that it has been designated one of the Seven Wonders of the World.*

10. ...

- A. 1 – 5 – 2 – 3 – 4 – 6
- B. 4 – 1 – 2 – 6 – 3 – 5
- C. 1 – 6 – 2 – 3 – 4 – 5
- D. 4 – 2 – 6 – 1 – 3 – 5

Petunjuk Evaluasi hasil Pengerjaan Tes Formatif

1. Setelah Ananda selesai mengerjakan Tes Formatif Kegiatan Belajar 1 ini, silahkan cocokkan jawaban Ananda dengan kunci jawaban yang telah disediakan pada bagian lampiran Modul 7. Kemudian hitung tingkat penguasaan yang dapat Ananda capai dengan menggunakan rumus berikut ini:

$$\text{Nilai Capaian} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal Seluruhnya}} \times 100$$

2. Jika Nilai Capaian yang Ananda peroleh kurang dari 75 (*disesuaikan dengan KKM yang ditetapkan*), Ananda harus mempelajari kembali materi yang belum dikuasai. Jika masih mengalami kesulitan, Ananda catat bagian mana saja yang masih belum Ananda pahami. Selanjutnya Ananda dapat mendiskusikannya bersama teman, menceritakannya kepada orang tua, atau dapat menanyakannya langsung kepada Bapak/Ibu Guru pada saat jadwal kegiatan pembelajaran berlangsung.
3. Jika tingkat penguasaan yang Ananda peroleh lebih dari atau sama dengan 75%, Ananda dapat mengikuti Kegiatan Belajar berikutnya.



KEGIATAN BELAJAR 2

Describing People and Animals

Pada kegiatan belajar 1, Anda telah mempelajari teks deskriptif yang mendeskripsikan benda/ tempat. Serta Anda pun sudah mengetahui berbagai tujuan (**Purposes**) penulisan teks deskriptif, Struktur teks/ bagian-bagian (**Parts**) dari teks deskriptif, dan unsur-unsur kebahasaan (**Language Features**) dari teks deskriptif. Hal-hal ini perlu Anda ketahui untuk memahami sebuah teks deskriptif dan ketika Anda menuliskan sebuah teks deskriptif.

A. Indikator Pembelajaran

Pada kegiatan belajar 2, Anda akan mempelajari berbagai teks deskriptif lainnya yaitu mendeskripsikan orang dan binatang. Untuk itu indikator pembelajaran yang harus Anda capai setelah kegiatan belajar 2 adalah Anda dapat (1) mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi tentang orang dan binatang (2) menangkap makna dan menyusun teks lisan dan tulis teks deskripsi tentang orang dan binatang.

B. Aktivitas Pembelajaran

1. *Describing People and Animals*

Let's Get Ready

Siswa SMP Terbuka, pada aktifitas pembelajaran sebelumnya Anda telah mempelajari teks deskripsi tentang benda/tempat. Pada aktivitas pembelajaran ke dua ini, Anda akan mempelajari teks deskripsi tentang orang dan binatang. Ketika mendeskripsikan orang atau binatang, apa yang terlintas dalam benak Anda? Ya akan terlintas dalam benak Anda ciri-ciri baik secara fisik maupun non fisik pada orang dan binatang tersebut. Untuk itu Anda mengingat kembali tentang kata-kata


sifat (*adjectives*) berkaitan dengan *physical appearance* maupun *behavior* yang mendeskripsikan orang dan binatang.

Let's Study


Activity 9.

Now Listen to your teacher, then you will read the texts loudly, clearly, and correctly.


Sekarang Ananda perhatikan Guru Ananda membacakan teks berikut ini. Selanjutnya Ananda akan membaca teks tersebut dengan nyaring, jelas, dan benar.



My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

Ananda telah membaca teks tersebut dengan nyaring, jelas, dan benar. Teks apa yang barusan Ananda baca? Ya ada 3 teks deskripsi yang mendeskripsikan orang.

Activity 10

Selanjutnya Ananda dalam kelompok mencermati ketiga teks deskripsi tersebut, selanjutnya melengkapi tabel di bawah ini dengan menjawab beberapa pertanyaan berikut ini

Now work in a group, identify the texts to answer the questions then complete the table below.

- 1) *Who are they talking about?*
- 2) *What is he/she like?*
- 3) *What does he/she usually do?*
- 4) *What does he/she never do?*
- 5) *What are their purposes to talk about them?*

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

Ananda telah mencermati ketiga teks deskriptif tersebut. Informasi apa saja yang Ananda ketahui dari ketiga teks deskripsi tersebut?

Ya ketiga teks deskripsi tersebut mendeskripsikan orang dalam hal sifatnya (*characters*), kebiasaan yang dilakukannya (*habit/ activity*), dan kemampuan yang bisa dilakukannya (*ability*). Selanjutnya bagaimana perasaan mereka ketika mendeskripsikan ayah/ibu mereka?

Tentu mereka mendeskripsikannya dengan penuh kebanggaan.

Activity 11

Selanjutnya Ananda dengan kelompok Ananda akan mencermati teks deskripsi yang lainnya dan menjawab pertanyaan.

Please read the text carefully, then answer the questions.

I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.



- 1) *What does she describe?*
- 2) *What does it look like?*
- 3) *What does it usually do?*
- 4) *Why does she feel happy with it?*
- 5) *What is her purpose to describe it?*

Ananda telah membaca beberapa teks deskripsi; mendeskripsikan orang dan binatang. Adakah kesamaan dalam mendeskripsikan orang dan binatang tersebut di atas?

Ya teks-teks tersebut memiliki kesamaan dalam mendeskripsikannya, yaitu mendeskripsikan dalam hal:

- 1) Ciri-ciri objeknya baik secara sifat dan fisiknya (*Character/behavior and physical appearance*)
- 2) Kebiasaan yang biasa dilakukan maupun yang tidak suka dilakukan (*habits/activity*)
- 3) Kemampuan yang dapat dilakukannya (*ability*)

2. Writing the descriptive text

Selanjutnya Ananda akan berlatih menulis teks deskriptif tentang orang dan binatang. Ananda masih ingat struktur teks dari teks deskripsi? Ya benar sekali. Jika Ananda lupa, Ananda dapat melihat kembali pada *Activity 4* di atas.

Let's Practice

Activity 12

Write the descriptive texts based on the pictures.



2


My Rabbits

.....

.....

.....

.....



My little brother

.....

.....

.....

.....

Bagaimana Ananda menulis teks deskripsi tentang binatang dan orang berdasarkan gambar di atas? Ananda masih menemui kesulitan? Ananda dapat diskusi dengan teman-teman Ananda atau bertanya ke guru Pamong Ananda. Selanjutnya banyak berlatih lagi ya menulis teks deskripsi dan jangan lupa berlatih pula mendeskripsikan sesuatu secara lisan.

C. Tugas

Tugas 1.

Read the text and answer the questions.

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown eyes. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. She is about 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good role model to me.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like it when she kisses me whenever I am going to sleep or when I wake up or when I am going to go to some places. Besides, when the family have a problem she always be with us to help us and to give us all her love.

1. *What is the text about?*
2. *Why do you think that the writer loves her mom so much?*
3. *What does the writer's mother always do when the writer's going to go?*
4. *What is the writer's purpose to write the text?*
5. *What is the last paragraph about?*

Tugas 2.

Complete the text with appropriate words

My Lovely Pet

I used to have a beautiful cat named Proudly. She had white fluffy fur and purple eyes and she had a little gray spot on her head and a black spot on her tail, and she also had small ... (1) with very cute paws.

Proudly was a very ... (2) cat too. She knew my schedule. She would wake me up in the morning, a couple of minutes before my alarm clock rang. She even knew what time I came home. When I opened the door, she would jump on me ... (3) as if she was trying to tell me that she missed me so much.

Proudly and I used to have great times together. Unfortunately last year she died because a truck ... (4) her. I buried her in our garden in front of my bedroom window. I really love and miss Proudly.

1. ...
 - A. tail
 - B. legs
 - C. head
 - D. body

2. ...
 - A. cute
 - B. smart
 - C. funny
 - D. adorable

3. ...
 - A. quickly
 - B. slowly
 - C. wildly
 - D. lazily

4. ...
 - A. crashed
 - B. jumped
 - C. pushed
 - D. pulled

D. Rangkuman



Ananda telah mempelajari berbagai teks deskriptif tentang orang dan binatang. Kesimpulan dari kegiatan pembelajaran 2 terkait teks-teks deskriptif tersebut, Ananda dapat rangkum pada tabel berikut ini:

Hal-hal apakah yang lazimnya dideskripsikan pada teks deskripsi orang dan binatang	
1.
2.
3.
4.

TES FORMATIF



Choose the appropriate words to complete the text.

Someone that I admire most is my mother. She is my idol. In my opinion, my mother is not only ... (1) but also kind. In addition she is a good housewife.

Her beauty comes from her good looking physical appearance. She is average in height. Her straight, black hair is shining. Furthermore, the color of her eyes is like honey. And her light brown skin is still very supple. She looks attractive in whatever ... (2) she wears.

Besides the attractive of her appearance, my mother is very kind. She ... (3) to help people. For example, whenever there is a sick person in our neighborhood, she will give a visit. She ... (4) gives food and drink to the unfortunate people. She pays the school fee of some orphans in the surroundings. And something that impresses me more is she doesn't like other people know whenever she does good deed.

1. ...

- A. smart
- B. helpful
- C. diligent
- D. beautiful

2. ...

- A. bags
- B. shoes
- C. clothes
- D. glasses

3. ...

- A. has
- B. likes
- C. needs
- D. wants

4. ...

- A. never
- B. often
- C. seldom
- D. sometimes

Read the text to answer questions 5 to 8.

Nunu is my pet's name. He is a male fluffy kitten. He has greyish-brown fur all over his body and tail. He has black stripes over his front and hind leg. His eyes' color is black and his nose is also black. He has short little tail. He has a pair of black triangular ear. Although he has claws on his feet but he isn't harmful.

I feed Nunu regularly, three times a day. He likes most food I give to him, such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give milk to him.

I train Nunu to keep his cleanliness by providing him litter pan. Sometimes, I also wash him to make him clean. I usually play with him by using a piece of paper that I tied by yarn. When I pull the yarn up and down, the moving piece of paper will attract him and he will chase it. He is so amazing with his playful habit. I will look after him until he grows to be an adult cat.

5. How does the writer train his pet cleanliness?

- A. By providing him litter pan.
- B. By playing with him everyday.

- C. By pulling a piece of paper up and down.
 - D. By attracting him to chase a piece of paper.
6. What is the main idea of the last paragraph?
- A. The writer likes to play with his pet.
 - B. The writer's pet is an amazing and playful cat.
 - C. The writer will keep his pet until to be adult cat.
 - D. The writer treats and looks after his pet very well.
7. Why does the writer never give him milk?
- A. Nunu likes salty dried fish.
 - B. Nunu just likes fresh water.
 - C. Nunu has eaten three times a day.
 - D. Nunu eats chicken and fish bone.
8. "I will look after him until he grows ..." What is the closest meaning of the underlined phrasa?
- A. look at
 - B. look for
 - C. take care
 - D. move on

Rearrange the sentences into a good text.

1. *He is punctual, well-educated, and has good manners.*
2. *His father is a school principal and his mother is also a teacher.*
3. *My best friend is Hamzah and he is my classmate.*
4. *All teachers have a high opinion of him.*
5. *He always does his homework.*
6. *We go to school together.*
7. *He is also well-dressed and well-behaved.*
8. *Hamzah comes from an educated family.*
9. *He is really hard working.*

9. ...

- A. 3 6 7 4 1 8 9 5 2
- B. 3 6 8 2 1 9 5 7 4
- C. 3 6 9 4 3 2 5 1 7
- D. 3 6 5 4 2 1 9 8 7

1. When a place is crowded he becomes very nervous and unfaithful.
2. He always makes me happy.
3. When I'm sad, he makes me laugh by running around with his favorite ball.
4. We have many beautiful memories.
5. Joy, a French Poodle dog is my favorite pet.
6. Playing hide and seek with him is always fun.
7. Joy always obeys my orders but still it is difficult to take care of him.
8. It has been with me for 8 years.

2. ...

- A. 5 3 7 1 8 6 2 4
- B. 5 2 3 6 7 1 8 4
- C. 5 2 7 3 4 6 1 8
- D. 5 3 4 6 7 1 2 8

Petunjuk Evaluasi hasil Pengerjaan Tes Formatif

1. Setelah Anda selesai mengerjakan Tes Formatif Kegiatan Belajar 2 ini, silahkan cocokkan jawaban Anda dengan kunci jawaban yang telah disediakan pada bagian lampiran Modul 7. Kemudian hitung tingkat penguasaan yang dapat Anda capai dengan menggunakan rumus berikut ini:

$$\text{Nilai Capaian} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal Seluruhnya}} \times 100$$

2. Jika Nilai Capaian yang Ananda peroleh kurang dari 75 (*disesuaikan dengan KKM yang ditetapkan*), Ananda harus mempelajari kembali materi yang belum dikuasai. Jika masih mengalami kesulitan, Ananda catat bagian mana saja yang masih belum Ananda pahami. Selanjutnya Ananda dapat mendiskusikannya bersama teman, menceritakannya kepada orang tua, atau dapat menanyakannya langsung kepada Bapak/Ibu Guru pada saat jadwal kegiatan pembelajaran berlangsung.
3. Jika tingkat penguasaan yang Ananda peroleh lebih dari atau sama dengan 75%, Ananda dapat mengikuti Tes Akhir Modul.
4. Setelah Ananda lulus dalam mengikuti Tes Akhir Modul, Ananda dapat mempelajari materi pembelajaran yang terdapat dalam modul berikutnya.

TES AKHIR MODUL

Read the dialog to answer questions 1 to 3.

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city’s islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Adapted from: <http://www.wikipedia.com>

1. What does the text tell you about?
 - A. Gondola.
 - B. Traghetto.
 - C. Venice.
 - D. Italy.
2. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
 - A. Gondolas.
 - B. Traghetto.
 - C. Waterbuses.
 - D. Lagoon

3. From the text we can say that Venice belongs to a city of
- A. water
 - B. ceremonies
 - C. buses
 - D. funerals
4. What does the second paragraph of the text tell us about?
- A. The forms of transport in the world.
 - B. The canals and roads that people like to use.
 - C. The archipelago that has a lot of islands.
 - D. Venice as the world famous for its canals.

For numbers 5 to 8, choose the best option to complete dialog.

The Bogor Botanical Garden is located 60 km south of the capital of [Jakarta](#) in [Bogor](#). The [botanical garden](#) is situated in the city center of Bogor.

The garden covers more than 80 [hectares](#). It was built by Java's Dutch Governor-General Gustaaf Willem Baron van Imhoff who was governor of [Java](#) at the time.

The garden officially opened in 1817. It was used to research and develop plants and seeds from other parts of the [Indonesian archipelago](#). This is a tradition that continues today and contributes to the garden reputation as a major center for [botanical research](#).

Today the garden contains more than 15,000 species of trees and plants. There are 400 types of palm trees. These plants help the garden create a refuge for more than 50 different varieties of birds and bats. The bats can be known by the noise they make while competing for space.

5. Why did General Gustaaf Willem Baron build the Bogor [botanical garden](#) ?
- A. He wanted to research and develop plants and seeds..
 - B. He wanted to contribute some plants for Bogor.
 - C. He liked to study some plants, birds, and bats.
 - D. He needed a place to plants some trees.

6. From the text we may conclude that....
- A. the garden is for recreation only
 - B. there is not enough space for the bats
 - C. Indonesian government built the garden in 1817
 - D. there are less than 50 different varieties of birds
7. What does the text mainly talk about?
- A. The garden founder.
 - B. The width of the garden.
 - C. The Bogor Botanical Garden.
 - D. The plants and animals in the garden.
8. "These plants help the garden create a refuge for ..." What does the underlined word mean?
- A. Make.
 - B. Help.
 - C. Give
 - D. Provide.

Read the text to answer questions 9 to 11.

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She really loves those shoes. The blowfish women shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

9. Why does the writer admire her friend?
- A. She likes wearing an international trade mark shoes.
 - B. She always wants to be a trendy and attractive woman.
 - C. She has the most suitable shoes on her physical appearance.
 - D. She really has perfect appearance with her wonderful shoes.
10. What did the writer's friend buy recently?
- A. A new match shoes
 - B. A new stylist foot legs
 - C. A trendy and attractive shoes
 - D. A brand and bright color shoes
11. "She really has perfect appearance." (Paragraph 2) The word 'she' refers to
- A. the writer
 - B. a close friend
 - C. a smart woman
 - D. the writer's friend

Choose the suitable words to complete the text.

Demetria Davonne Lovato or usually called Demi Lovato is one of my ... (12) young singers. I like her performance from the first time I heard her song. She's ... (13) and an actress too. Demi Lovato was born on August, 20, 1992 in Mexico. ... (14), she started her career when she was nine years old with her best friend Selena Gomez who played a movie in "Princess Protection Program" with her too. She has played some movies on Disney channel and other channels like Camp Rock, Sonny With A Chance, As The Bells Rings and else.

12. A. interesting
- B. exiting
 - C. valuable
 - D. favorite

13. A. a player
B. a singer
C. a pianist
D. a conductor

14. A. At last
B. At first
C. Finally
D. Usually

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is a ... (15) beach in Jepara. It is located 7 kilometers north of Jepara city center. It is easy to get there simply by following traffic signs.

You can ... (16) public transportation or go on your own vehicle.

The white sandy beach which has pure water is good and safe for ... (17) because it is shallow and the wave is not so big. On the beach, we can sit and relax on shelters while enjoying the natural beach breezy wind. If we want to sail, we can ... (18) the traditional boat owned by local people. Sometimes we can find banana boat and Jet Ski for rent. We can make a voyage around the beach or go to Panjang Island located nearby.

Traditional footstalls ... (19) also found along the beach. ... (20) offer you traditional foods such as roasted fish, crab, and boiled shell. Pindang Srani is a food visitors mostly enjoy and thus should be on your order list. The foods are a perfect addition to enjoying a paradise on the tips of Muria

15. A. famous
B. large
C. small
D. big

16. A. go
B. buy
C. take
D. sail
17. A. swimming
B. fishing
C. sailing
D. diving
18. A. buy
B. rent
C. go
D. use
19. A. is
B. are
C. was
D. were
20. A. It
B. She
C. They
D. Them

LAMPIRAN

A. Glosarium

Purpose	Tujuan
Generic Structure	Struktur teks
Language Feature	Fitur-fitur kebahasaan

B. KUNCI JAWABAN TUGAS

Kegiatan Belajar 1

Tugas 1

1. To express his adoration having such guitar
2. It is his first guitar and the sound is stil as clear as it was.
3. It refers to the nut
4. Three. They are peach, black, and dark brown
5. The tuning pegs or tuning keys and the nut

Tugas 2

2-1-3-4-5-6

Kegiatan Belajar 2

Tugas 1

1. The writer's mother.
2. She's beautiful and a good example for her.
3. She always kisses her.
4. To show her pride having such mother.

Tugas 2

1. B
2. B
3. A
4. A

Kunci Jawaban Tes Formatif

Kegiatan Belajar 1

No.	Jawaban
1	B
2	B
3	B
4	B
5	C
6	A
7	D
8	C
9	A
10	B

Pedoman Penskoran

$$\text{Nilai Capaian} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal Seluruhnya}} \times 100$$

Kegiatan Belajar 2

No.	Jawaban
1	D
2	C
3	B
4	B
5	A
6	D
7	B
8	C
9	B
10	B

Pedoman Penskoran

$$\text{Nilai Capaian} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal Seluruhnya}} \times 100$$

Rubrik penilaian menulis teks.

No	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata yang sulit / tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Manajemen Wacana	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatifnya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit difahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan tatatulis	Ejaan dan tatatulis semua kata tepat	Ada kesalahan ejaan dan tatatulis pada beberapa kata	Ada kesalahan ejaan dan tatatulis pada banyak kata	Ada kesalahan ejaan dan tatatulis pada banyak kata	Ada kesalahan ejaan dan tatatulis pada hampir semua kata
Jumlah						

KUNCI JAWABAN TES AKHIR MODUL 7

No.	Jawaban	No.	Jawaban
1.	C	11.	D
2.	B	12.	D
3.	A	13.	B
4.	D	14.	B
5.	A	15.	A
6.	B	16.	C
7.	C	17.	A
8.	A	18.	B
9.	D	19.	B
10.	B	20.	C

Pedoman Penskoran

$$\text{Nilai Capaian} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah Soal Seluruhnya}} \times 100$$

Rubrik penilaian menulis teks.

No	Aspek	5	4	3	2	1
1.	Tata bahasa dan Kosakata	Menggunakan tata bahasa yang benar dan kosakata yang tepat	Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat, tetapi tidak mempengaruhi makna	Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	Tata bahasa dan kosakata yang sulit / tidak dapat dimengerti	Tulisan tidak berkembang.
2.	Manajemen Wacana	Merealisasikan langkah retorika dengan tepat dalam ragam bahasa tulis sehingga tujuan komunikatif teks jelas	Merealisasikan langkah retorika dengan tujuan komunikatif yang jelas meskipun terdapat kesalahan	Menulis kata-kata, tetapi tujuan komunikatif nya sulit dimengerti	Menulis kata-kata, tetapi tujuan komunikatifnya tidak tersampaikan	Hanya memproduksi kata-kata yang tidak membentuk teks.
3.	Kejelasan makna	Mengungkapkan berbagai makna secara jelas dan efektif	Mengungkapkan berbagai makna secara jelas	Mengungkapkan makna, tetapi sesekali kurang jelas.	Mengungkapkan makna, tetapi sulit difahami.	Menulis secara acak, makna hilang.
4.	Hubungan antar gagasan	Menunjukkan kelancaran hubungan antar gagasan	Menunjukkan transisi hubungan antar gagasan	Hubungan antar gagasan kurang jelas	Hubungan antar gagasan kacau	Gagal merealisasikan gagasan
5.	Ejaan dan tatatulis	Ejaan dan tatatulis semua kata tepat	Ada kesalahan ejaan dan tatatulis pada beberapa kata	Ada kesalahan ejaan dan tatatulis pada banyak kata	Ada kesalahan ejaan dan tatatulis pada banyak kata	Ada kesalahan ejaan dan tatatulis pada hampir semua kata
Jumlah						

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