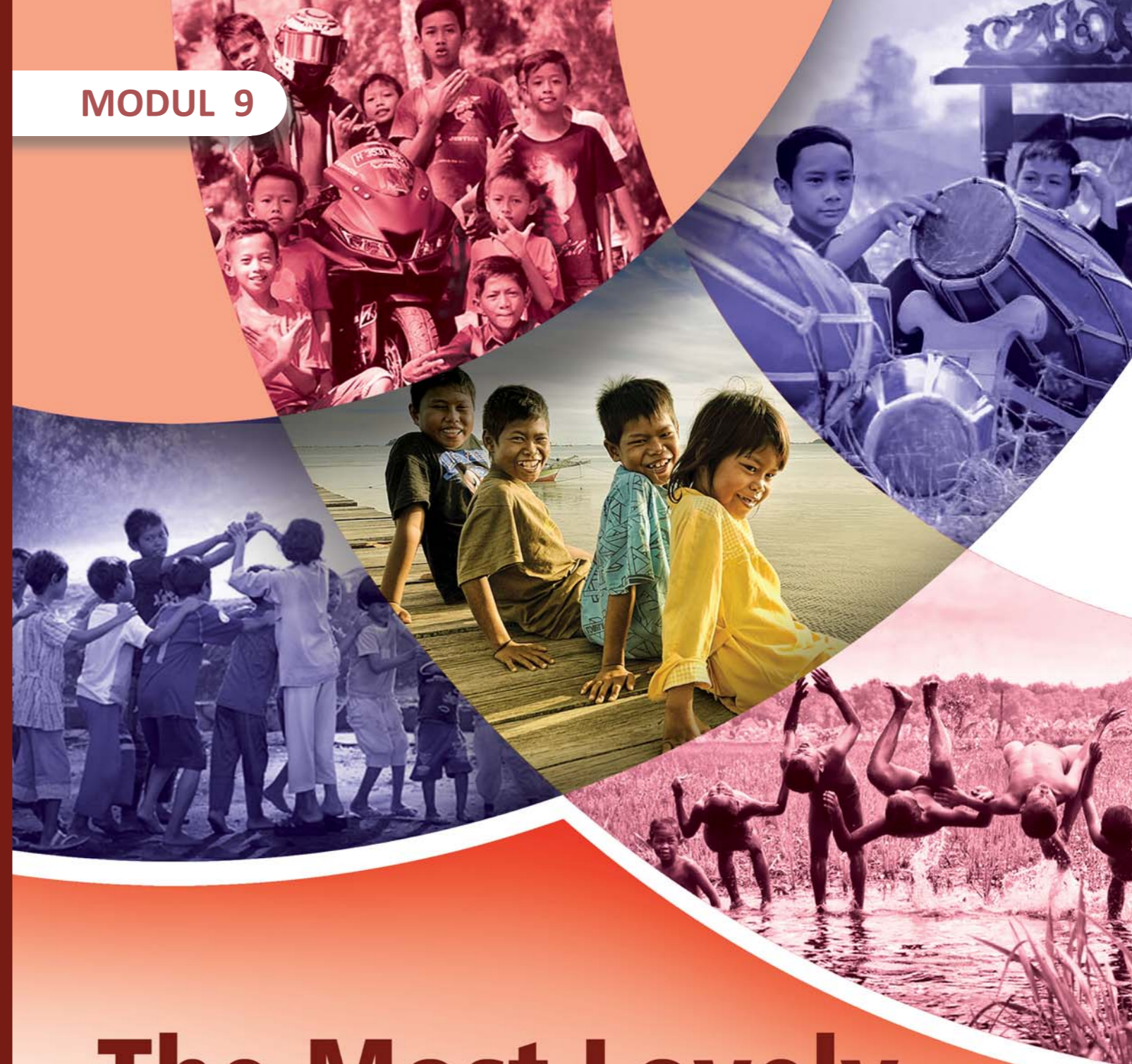


MODUL 9



The Most Lovely Experience

BAHASA INGGRIS PAKET B SETARA SMP/MTs KELAS VIII



Kementerian Pendidikan dan Kebudayaan
Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat
Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan
Tahun 2018



The Most Lovely Experience

BAHASA INGGRIS PAKET B SETARA SMP/MTs KELAS VIII



Kementerian Pendidikan dan Kebudayaan
Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat
Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan
Tahun 2018

Easy English for Package B
Modul 9 : The Most Lovely Experience

- **Penulis:** Kasmujiraharja, M.Pd.
- **Diterbitkan oleh:** Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-
Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan
Kebudayaan, 2018

vi+ 36 hlm + ilustrasi + foto; 21 x 28,5 cm

Kata Pengantar

Pendidikan kesetaraan sebagai pendidikan alternatif memberikan layanan kepada masyarakat yang karena kondisi geografis, sosial budaya, ekonomi dan psikologis tidak berkesempatan mengikuti pendidikan dasar dan menengah di jalur pendidikan formal. Kurikulum pendidikan kesetaraan dikembangkan mengacu pada kurikulum 2013 pendidikan dasar dan menengah hasil revisi berdasarkan peraturan Mendikbud No.24 tahun 2016. Proses adaptasi kurikulum 2013 ke dalam kurikulum pendidikan kesetaraan adalah melalui proses kontekstualisasi dan fungsionalisasi dari masing-masing kompetensi dasar, sehingga peserta didik memahami makna dari setiap kompetensi yang dipelajari.

Pembelajaran pendidikan kesetaraan menggunakan prinsip *flexible learning* sesuai dengan karakteristik peserta didik kesetaraan. Penerapan prinsip pembelajaran tersebut menggunakan sistem pembelajaran modular dimana peserta didik memiliki kebebasan dalam penyelesaian tiap modul yang di sajikan. Konsekuensi dari sistem tersebut adalah perlunya disusun modul pembelajaran pendidikan kesetaraan yang memungkinkan peserta didik untuk belajar dan melakukan evaluasi ketuntasan secara mandiri.

Tahun 2017 Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat mengembangkan modul pembelajaran pendidikan kesetaraan dengan melibatkan Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru dan tutor pendidikan kesetaraan. Modul pendidikan kesetaraan disediakan mulai paket A tingkat kompetensi 2 (kelas 4 Paket A). Sedangkan untuk peserta didik Paket A usia sekolah, modul tingkat kompetensi 1 (Paket A setara SD kelas 1-3) menggunakan buku pelajaran Sekolah Dasar kelas 1-3, karena mereka masih memerlukan banyak bimbingan guru/tutor dan belum bisa belajar secara mandiri.

Kami mengucapkan terimakasih atas partisipasi dari Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru, tutor pendidikan kesetaraan dan semua pihak yang telah berpartisipasi dalam penyusunan modul ini.

Jakarta, Desember 2018
Direktur Jenderal

Harris Iskandar

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

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Petunjuk Penggunaan Modul

Modul 9 Bahasa Inggris untuk Paket B (**Easy English for Package B**) terdiri dari dua unit, yaitu Unit 1 dan Unit 2 yang disajikan dengan pendekatan penguasaan kompetensi berbahasa berdasarkan pada teori *competence* dan *performance* dari Chomsky yang dimulai dengan *listening, reading, speaking, dan writing*. Diharapkan peserta didik mampu mengungkapkan pengetahuan dan perasaannya apabila mereka telah memiliki deposit pengetahuan (melalui kegiatan *listening, reading*) tentang apa yang ingin disampaikan (melalui kegiatan *speaking* dan *writing*).

Modul ini terdiri dari empat kegiatan utama yang terbagi dalam tugas-tugas dalam masing-masing kegiatannya. Dengan menggunakan tahapan metode pendekatan saintifik modul ini disusun dengan model ANCOK.

A	Meng A mati: dalam setiap kegiatan selalu diawali dengan mengamati baik yang berupa gambar, video, dan rekaman audio yang mengarah pada materi yang akan dibahas
N	Me N anya: setelah kegiatan mengamati dilanjutkan dengan kegiatan menanya tentang gambar, video, dan rekaman audio yang diarahkan pada materi yang akan dibahas.
C	Men C oba: pertanyaan-pertanyaan yang muncul yang terkait dengan materi akan dicoba dijawab baik secara lisan maupun tulisan dalam bentuk latihan-latihan
O	Meng O lah informasi: merujuk pada kemampuan mengelompokkan beragam ide dan mengasosiasikan beragam peristiwa yang kemudian memasukkannya menjadi penggalan memori melalui paparan singkat
K	Meng K omunikasikan: mengkomunikasikan berarti mempresentasikan atau menunjukkan hasil pekerjaannya kepada publik, secara lisan atau tulisan, atau bentuk karya lain sehingga mendapat respon yang lebih luas

Selamat belajar!



Kriteria Ketuntasan Modul

Apakah anda tuntas dalam mempelajari modul ini? Anda bisa disebut tuntas dalam mempelajari modul ini apabila anda mampu menyelesaikan soal-soal evaluasi pembelajaran yang ada pada akhir modul dengan memperoleh nilai di atas 80.

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}} \times 100\%$$

Arti penguasaan:

Tingkat Penguasaan	Predikat
90% - 100%	Sempurna
80% - 89%	Baik Sekali
70% - 79%	Baik
< 70 %	Cukup (mengulang)

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan pada modul selanjutnya. Jika masih di bawah 80% pelajari ulang modul ini. Jangan bosan. Anda pasti bisa!



Tujuan Pembelajaran

Setelah mempelajari modul 9 ini, Anda diharapkan mampu:

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya.
2. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.



Pengantar Modul

Modul 9 Pelajaran Bahasa Inggris Paket B (Easy English for Package B) ini membekali peserta didik dengan pengetahuan dan keterampilan tentang teks *recount* pendek. Setelah mempelajari modul ini peserta didik diharapkan dapat menguasai kompetensi-kompetensi yang berkaitan dengan: (1) Penerapan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya, (2) Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Modul ini terdiri dari dua unit yang masing-masing unit akan mengembangkan kemampuan berbahasa Inggris anda tentang materi terkait melalui *scientific approach* dengan mengamati; menanya; mengumpulkan informasi/eksperimen; mengasosiasikan/ mengolah informasi; dan mengkomunikasikan melalui kegiatan *reading, listening, writing, dan speaking* dengan berbagai variasi urutan penyajian yang dilengkapi dengan latihan-latihan yang terstruktur sebagai tes formatif dan diakhiri dengan evaluasi penguasaan modul.

Anda baru boleh pindah pada modul berikutnya (Modul 10) setelah menguasai modul 9 ini sesuai dengan kriteria yang ditetapkan pada akhir modul. **Selamat mencoba dan bergembira dengan Bahasa Inggris!**



<https://2.bp.blogspot.com/s320/bermain%2Bplay%2Bstation.jpeg>

Tujuan Pembelajaran:

Setelah mempelajari modul ini , Anda diharapkan mampu:

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya.

Activity 1 : Let's speak out

Task 1: By observing the picture, answer the questions loudly!

Write you answer in the available space.

1. What did they play?
Answer:
2. Did they look happy?
Answer:
3. Did you play such a game when you were a child?
Answer:
4. Did you get any advantages of playing play station?
What are they?
Answer:
Answer:

Glossary:

- such a game = *permainan seperti itu*
- advantage = *keuntungan/manfaat*

Task 2: Make a brief note to tell about what happened to the student. Pay attention to the tenses you use.

(Buatlah catatan singkat untuk menceritakan apa yang terjadi pada murid dalam gambar tersebut! Perhatikan tenses yang digunakan)



<https://amarita20.wordpress.com>

Make a list some words you may use. You may add or omit them

1	Student	9	.....
2	Teacher	10	.....
3	Arrived	11	.....
4	.....	12	.....
5	.....	13	.....
6	.....	14	.....
7	.....	15	.....
8	.....	16	.....

(Anda boleh menambah atau mengurangi sesuai keperluan)

Now tell your friends about what happened to the student.

Activity 2 : Reading Section

Task 3: Read the following text carefully and answer the questions!

Came Late to school



<https://encrypted-tbn0.gstatic.com/images>

Last Wednesday, I came late to my school because I played play station until 2.00 am in the early morning so that I woke up late. I woke up about 6.30 and the class began at 7.00 am. I ran into the bathroom to take a bath. I usually have a breakfast after taking a bath, but in that day I did not do that.

I always go to school by my bicycle. But in that day, the tires were flat. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15. I ran to my class but I saw my teacher had stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late. It was my bad experience and I hoped I would not do that again.

Glossary:

Woke → wake (Verb)	= bangun	Flat (Adjective)	= kempes
Began → begin (Verb)	= mulai	Stood → stand (Verb)	= berdiri
Tires (Noun)	= roda/ban	Experience (Noun)	= pengalaman

Questions:

1. What happened to the writer on last Wednesday?
2. What time did the writer go to bed?
3. What time did the writer wake up?
4. How long did the writer sleep?
5. Did the writer have breakfast?
6. Why did the go to school by public transportation?
7. Did the writer go school faster than usual?
8. How long was the writer late?
9. What did the teacher do when the writer arrived to the class?
10. What did the writer promise himself?

Answers:

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

Task 4: Read the text again and complete the questions below

1. Who told the story?
2. When did the event happen?
3. Where did the event happen?
4. How did the event happen chronologically?
5. What is the closing event?
6. What type of sentences use in the text?
7. Do you know what type of the text it is?

Answers:

1	.....	5	.....
2	.....	6	.....
3	.....	7	.....
4	.....	

Penjelasan:

Text diatas terdi dari 3 bagian yaitu: orientation, event, dan reorientation. Bagian awal: pertanyaan nomor 1, 2, dan 3 menanyakan tentang latar (setting) tentang siapa, kapan dan di mana peristiwa terjadi.

Bagian berikutnya menjelaskan tentang bagaimana urutan peristiwa terjadi. Kalimat terakhir disebut dengan kalimat penutup yang menyatkan kesan terhadap peristiwa yang dialami. Tenses yang digunakan dalam text tersebut adalah past tense.

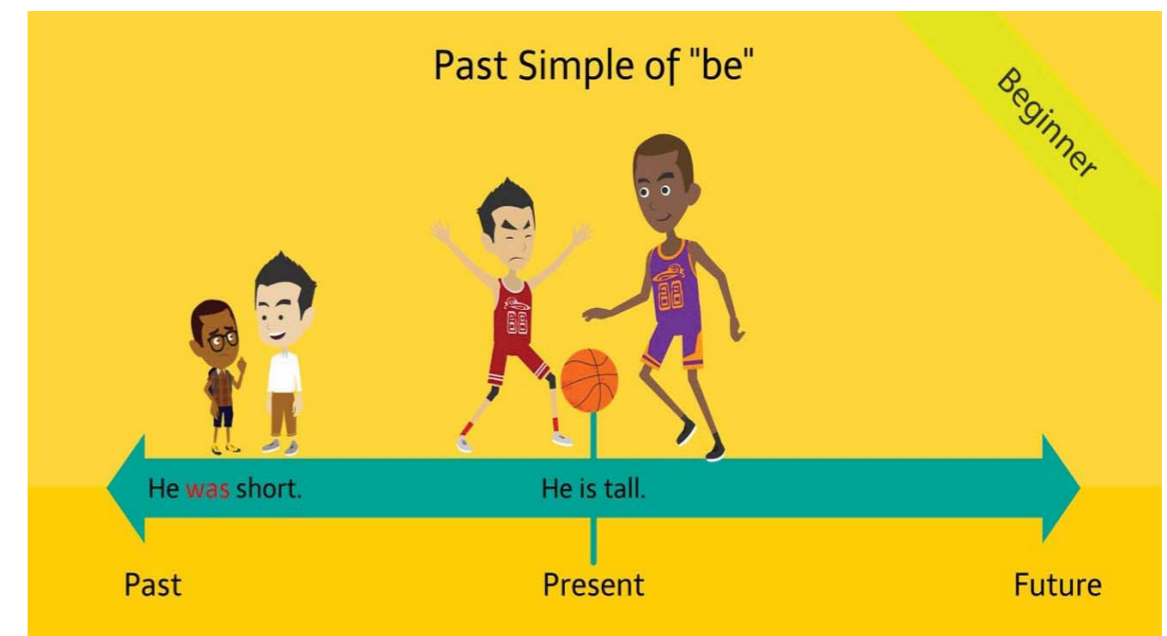
Jiaka ada text dengan struktur bagian-bagian seperti tersebut di atas maka disebut dengan text recount, yang berfungsi untuk menceritakan tentang peristiwa yang dialami oleh seseorang.

Task 3: Read the text again and complete the table below!

Orientation	Events	Reorientation
Time
Place
Participant
.....
.....

Task 4: Focus on Grammar

Study The Following!



<https://i.ytimg.com/vi/O3FdGPehN-E/maxresdefault.jpg>

The Simple Past Tense merupakan salah satu tenses atau bentuk waktu dalam Bahasa Inggris yang digunakan untuk mengungkapkan aktivitas atau kegiatan di masa lampau. Tenses ini juga digunakan untuk mengekspresikan kegiatan yang menjadi kebiasaan di masa yang telah lampau.

Rumus dari the Simple Past Tense sebagai berikut:

- **Kalimat nominal** (kalimat dengan kata kerja bantu)

Kalimat Afirmatif S + WAS/WERE + Adjective, Noun, Adverb ...
Kalimat Negatif S + was/were + NOT + Adjective, Noun, Adverb ...
Kalimat Interrogatif/pertanyaan WAS/WERE + S + Adjective, Noun, Adverb ...?

Example:

- (+) Mr. Mustofa was sick yesterday.
 (-) Mr. Mustofa was not sick yesterday.
 (?) Was Mr. Mustofa sick yesterday? Yes, he is. No. He is not(isn't)
- (+) They were angry.
 (-) They were not angry.
 (?) Were they angry? Yes, they were. No, they were not(weren't)

Catatan : To be was digunakan untuk subjek I, he, she, it. To be Were digunakan untuk subjek You, We, They. Untuk membuat kalimat menyangkal/negatif dan pertanyaan maka kata bantu atau to be di atas digunakan.
--

- **Kalimat Verbal**

Kalimat Afirmatif S + V2+ O + Adv ...
Kalimat Negatif S + DID + NOT + V1 + O + Adv ...
Kalimat Interrogatif/pertanyaan DID + S + V1 + O + Adv ...?

Keterangan :

S : Subject	O : Objek
V2 : Kata kerja bentuk kedua (past)	Adj : Adjective (kata sifat)
V1 : Kata kerja bentuk pertama (<i>infinitive</i>)	Adv : Adverb (Kata Keterangan)

Example:

- (+) Mrs. Hani **went** to Ujung Negro Beach last week.
 (-) Mrs. Hani **did not go** to Ujung Negro Beach last week.
 (?) **Did** Mrs. Hani **go** to Ujung Negro Beach last week?
 Yes, she did. No, she did not (didn't).

- (+) They **studied** English last night.
 (-) They **did not study** English last night.
 (?) **Did** they **study** English last night?
 Yes, they **did**/ No they **did not**

Catatan :

Kata Kerja (Verb) yang digunakan dalam Past tense adalah Kata Kerja bentuk kedua (past). Kata kerja dibagi menjadi dua yaitu **Regular verbs** dan **Irregular verbs**.

Regular Verbs (Kata kerja beraturan) ditambah akhiran **-ed**

Contoh:

- Play → played
 Stop → stopped
 Watch → watched, dll

Irregular Verbs (kata kerja tak beraturan) yaitu kata kerja yang tidak memakai kaidah tambahan **-ed**, akan tetapi bentuknya tak tentu atau berubah-ubah.

Contoh:

- Sing → sang
 Go → went
 Take → took, dll

Kata Keterangan waktu (Adverb of time) yang biasa digunakan adalah: *yesterday, one hour ago, last night, this morning, last week, dsb.*

Task 5: Check your understanding

Simple Past Tense - just add -ed

Match the present and past tense:

tick	pressed
scratch	looked
crash	answered
boil	crashed
answer	ticked
clean	scratched
look	boiled
push	cleaned
press	pushed
knock	knocked

Fill in the past tense:

jump	_____
add	_____
walk	_____
open	_____
talk	_____
laugh	_____
call	_____
chew	_____
comb	_____
paint	_____

Fill in the correct past tense verb into each sentence:

The boy _____ a picture yesterday. 

 The pigs _____ at the joke.

The girl _____ the teacher's question. 

 My dad _____ his hair this morning.

It _____ last winter. 

 My mom _____ the house yesterday.

Last week at school I _____ lots of sums. 

 Last night we _____ to music.

My brother _____ the ball. 

 I _____ the button on the TV. Collective.com

kick
laugh
comb
answer
add
press
listen
paint
clean
snowed

<https://en.islcollective.com/preview/201403/f/simple-past-tense>

PAST SIMPLE: MIXED REGULAR & IRREGULAR VERBS

1. Write the missing forms:

INFINITIVE	PAST	INFINITIVE	PAST
	FELL	SPEAK	
DRAW			KNITTED
	SAW	KEEP	
COME		GIVE	
	BEGAN		NEEDED
BE		SEND	
	STUDIED		SWAM
WRITE		SLEEP	
LIVE			THOUGHT
	WENT	WAKE	
BRING		CATCH	
	FLEW		MADE
RIDE		STAY	
	COULD		PAID
	SOLD	DO	
GET			RAN

2. Complete the sentences with the correct past form. Use the verbs from exercise 1.

- Adam _____ a new iPad last week. (+)
- "_____ you _____ Tim at school (?)"
"Yes, I _____, He _____ with Sue" (+)
- Carol _____ the exercises yesterday (-)
- My father _____ moving to London was a mistake! (+)
- "_____ Pam _____ her flat last month?" No, she _____."
- Grandma _____ a nice sweater to me for my birthday (+)
- The film _____ at 7:30, but at 7:40 (-)
- We _____ in the pool on Friday (+)
- Where _____ you _____ in London, in a hotel or with friends?
- He _____ a fantastic book last year (+). I _____ it as soon as it was published (+)
- Unfortunately we _____ the bus (-), so we _____ back home very late (+).

4. Fill in Dave's routine by putting the most suitable past verb (affirmative or negative). Different options are possible.

Yesterday, Dave _____ up at 7:15, but he _____ up until 7:25. His mother _____ breakfast for him. Dave _____ some orange juice and _____ some eggs & bacon. After breakfast, he _____ dressed, _____ his teeth and _____ his hair. He _____ mum before leaving home.

Dave _____ his friends at the bus stop. They _____ for 10 minutes, but it _____ so they _____ to school, but unfortunately they _____ late, so the teacher _____ angry.

Dave and his friends _____ lunch at the canteen. Yesterday's menu _____ horrible.

3. Choose the right option:

- Alan didn't see/ didn't watch Paula t school.
- Did you be/ Were you at the cinema yesterday?
- Carol brought/ bought her new laptop to school.
- The baby cried/cried all night long.
- My brother could swim/could swam when he was four.
- Charles repaired/prepared a nice dinner.
- The children ate/eatted a cheese sandwich.
- Did you sit/ Did you sat next to Mary?

<https://busyteacher.org/8535-past-simple-mixed-regular-irregular-verbs-key.html>

Activity 3 : Listening Section

Task 6: Listen to the following recording and fill in the blanks with the correct words.
Remember the form of verbs!

Last week Jason _____ (1) to a big party at his friends house. The party _____ (2) at 1. am and he got home at 1.30. After he got home he watched TV and _____ (3) on the sofa. Suddenly he fell off the sofa and he _____ (4). It was 9 in the morning! He _____ (5) to the kitchen and had a cup of tea. He _____ (6) breakfast. At 9.15 he _____ (7) his bicycle out of the garage. Oh, No ! It _____ (8) broken. He _____ (9) his bicycle and ran to school. He got to school at 9.50 but the school was very quiet. He was really worried because nobody was at school, he _____ (10) to go back home. His parents _____ (11) still in bed when he _____ (12). Then he _____ (13) the calendar and he _____ (14). He _____ (15) that it was Sunday

<https://www.youtube.com/watch?v=4HWrG7dXEzo>

Answers:

1	.....	9	.....
2	.....	10	.....
3	.....	11	.....
4	.....	12	.....
5	.....	13	.....
6	.....	14	.....
7	.....	15	.....
8	.....	16	.....

Task 7: Listen again to the recording and answer the following questions!

QUESTIONS	ANSWERS
Who was told in the story?
Where did the story happen?
When did the story happen?
What time did the party end?
Why did he get up?
Did he eat breakfast?
How did he go to school?
How long did he take to go to school?
How was the school?
Were there any students at school?
How were his parents when he got home?
What was the day?

Task 8 : Based on your answer summarize the text into its parts!

Orientation	Events	Reorientation
Time
Place
Participant
.....
.....

Activity 4 : Writing Section

Task 9: Pay Attention to the picture below!



<https://www.hipwee.com/opini/mengenang-masa-kecil>

Task 10: Answer the following questions!

1. Do you know what the name of the game is?
2. Did you play such a game when you were a child?
3. With whom did you play?
4. Where did you play?
5. When did you play?
6. Was there any special event when you play the game?
7. What were they?
8. What lesson did you take from the game you played?

Answers:

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

Task 11: Based on your answers, write down your unforgettable experience playing the game

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Review again before you step into the next unit!



<https://muhammadjavad.wordpress.com/2013/09/05/hal-hal-menyenangkan-di-masa-kecil/>

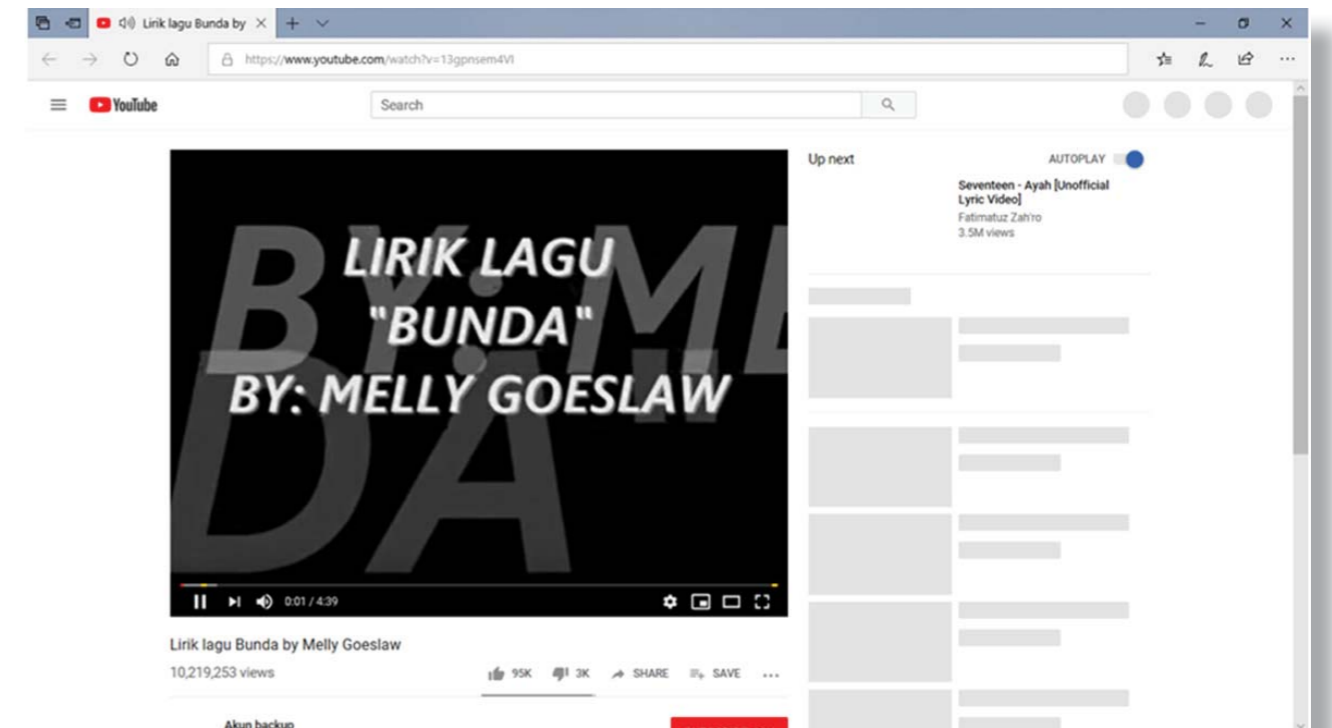
Tujuan Pembelajaran:

Setelah mempelajari modul ini, Anda diharapkan mampu:

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Activity 1 : Listening Section

Task 1: Listen to the following recording and translate the song into English. Use the past simple tenses.



<https://www.youtube.com/watch?v=13gpnsem4VI>

Kubuka album biru
 Penuh debu dan usang
 Ku pandangi semua gambar diri
 Kecil bersih belum ternoda
 Pikirkupun melayang
 Dahulu penuh kasih
 Teringat semua cerita orang
 Tentang riwayatku
 Kata mereka diriku slalu dimanja
 Kata mereka diriku slalu dtimang
 Nada nada yang indah
 Slalu terurai darinya
 Tangisan nakal dari bibirku
 Takkan jadi deritanya
 Tangan halus dan suci

Tlah mengangkat diri ini
 Jiwa raga dan seluruh hidup
 Rela dia berikan
 Kata mereka diriku slalu dimanja
 Kata mereka diriku slalu dtimang
 Oh bunda ada dan tiada dirimu
 Kan slalu ada di dalam hatiku

Answer:

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Task 2: Based on the song above tell your partner about your childhood in dealing with your mother. *(Ceritakan pengalaman masa kanak-kanak anda yang berkaitan dengan ibu anda pada teman sebelah anda)*

Activity 2 : Let’s speak out

Task 3: Observe one of the images. What activities do they have? Did you have such activities when you were a child? Share your experience to your friends.



<https://www.aura.co.id>



<https://www.hipwee.com>



<https://www.hipwee.com>



<https://muhammadjavad.wordpress.com>

1. Do you know what the name of the game is?
2. Did you play such a game when you are a child?
3. With whom did you play?
4. Where did you play?
5. When did you play?
6. Was there any special event when you play the game?
7. What were they?
8. What lesson did you take from the game you played?

Answers:

1.
2.
3.
4.
5.
6.
7.

Task 5: Based on your answers, tell your friends in front of the class about the game you played when you were a child.

Activity 3 : Reading Section

Task 6: Observe the picture of a girl below. Can you guess what happen to the girl on the picture?



<http://shopeea.id/7-masalah-kulit-pada-remaja>

Task 7: Find out as many as words dealing with the picture:

1. Surprised
2.
3.
4.
5.
6.
7. etc.

Task 8: Read the text below carefully and then answer the questions

My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Taken from: <http://britishcourse.com/contoh-recount-text.php>

Answer the following questions below based on the text!

1. What does "I" in the text refer to?
2. When did he get his adolescence?
3. What did he feel when there were acnes on his face?
4. Who gave him a good medicine?
5. How long did the acnes start to vanish from his face?
6. What did he think when he got adolescence for the first time?
7. What are the generic structures of the text?
8. What is the purpose of the text?
9. What kind of the text is it?
10. What tense is used in the text?

Answer

1.
2.
3.
4.
5.

6.
7.
8.
9.
10.

Task 9: Do you still remember about sentences using *The Simple Past Tense*? Try to elaborate your understanding.

1. What is the function of the simple past tense?
2. What form of verb used?
3. How many types of verb used in the simple past tense?
4. How is the pattern of the simple past tense in a positive sentence (an affirmative sentence)?
5. How is the pattern of the simple past tense in a negative sentence?
6. How is the pattern of the simple past tense in an interrogative sentence?

Answers:

1.
2.
3.
4.
5.

Activity 4 : Writing Section

Task 10: Pay Attention to the picture below!



<https://jolygram.com>

Answer the flowing questions

1. Have you ever climbed a tree?
2. Why did you climb the tree?
3. With whom did you climb?
4. What happened then?
5. How did you feel at that time?

Answers:

1.
2.
3.
4.
5.

Task 11: Fill in the blanks with correct words

When I was _____ (a), I fell down from a mango _____(b). At that time, my friends and I _____ (c) to eat mango in front of my friend's _____.(d) The tree _____ (e) very tall. We could not _____ (f) it because at that time we were little.

Because no one _____ (g) to climb the tree, I braced _____ (h) climb it. I knew that I _____(i) not climb the tall tree. However, I wanted to _____ (j) them that I was great. Then I _____ (k) the tree. Having reached the top, I _____ (l) looking for fruit which I would take. I _____ (m) my friends from the bottom _____ (o) me. "Great, you are awesome!" said one of my _____ (p) "Fetch the fruit!" begged my friend. Then I tried to reach the _____ (q) However, when I was about to _____ (r) it up, the trunk where I stand _____ (s) I fell from the tree. "Gubraakk" My body _____ (t) the ground. I cried in pain. _____ (u) was coming out of my head.

Since that time I was traumatic of climbing high.

climbed	fruit	Kid	climb
started	pick	Tree	dared
saw	broke	Wanted	myself
praised	crushed	House	could
friends	blood	Was	show

Task 12: Analyse the text based on its structure!

Orientation	Events	Reorientation
Time
Place
Participant
.....
.....

Summary

Sesuai dengan tujuan pembelajaran yang ingin dicapai dalam mempelajari modul 9 ini pada dasarnya ada dua hal yang sudah pelajari melalui kegiatan menyimak (mendengarkan), membaca, berbicara, dan menulis, yaitu:

1. Recount Text

Recount Text adalah sebuah teks (wacana) yang berfungsi untuk menceritakan tentang peristiwa yang dialami oleh seseorang.

Teks Recount terdiri dari 3 bagian yaitu: **orientation**, **event**, dan **reorientation**.

- **Orientation** menanyakan tentang latar (setting) tentang siapa, kapan dan di mana peristiwa terjadi.
- **Events** menjelaskan tentang bagaimana urutan peristiwa itu terjadi.
- **Reorientation** adalah kalimat penutup kalimat yanlam text tersebut adalah **past tense**.

2. The Simple Past Tense

The Simple Past Tense merupakan salah satu tenses atau bentuk waktu dalam Bahasa Inggris yang digunakan untuk mengungkapkan aktivitas atau kegiatan di masa lampau. Tenses ini juga digunakan untuk mengekspresikan kegiatan yang menjadi kebiasaan di masa yang telah lampau.

Dalam Bahasa Inggris, kalimat dibedakan menjadi dua kelompok yaitu **kalimat nominal** (kalimat dengan kata kerja bantu) dan **kalimat verbal** (kalimat dengan kata kerja) yang masing-masing terdiri dari 3 macam yaitu kalimat pernyataan (**affirmative**), kalimat negasi (**negative**), dan kalimat tanya (**interrogative**)

a. Pola Kalimat Nominal

- Kalimat Affirmatif

S + WAS/WERE + Adjective/Noun/Adverb

Contoh: My father was handsome

- Kalimat Negatif

S + was/were + NOT + Adjective/Noun/Adverb

Contoh: I was not clever when I was at elementary school

- Kalimat Interrogatif/pertanyaan

WAS/WERE + S + Adjective/Noun/Adverb?

Contoh: Were you clever when you were at elementary school?

b. Pola Kamimat Verbal

- Kalimat Affirmatif

S + V2+ O + Adv ...

Contoh: I studied English last night

- Kalimat Negatif

S + DID + NOT + V1 + O + Adv ...

Contoh: I did not study Englis last night

- Kalimat Interrogatif/pertanyaan

DID + S + V1 + O + Adv ...?

Contoh: Did you study English last night?

Kata Kerja (Verb) yang digunakan dalam Past Tense adalah Kata Kerja bentuk kedua (past). Kata kerja dibagi menjadi dua yaitu **Regular verbs** dan **Irregular verbs**.

Regular Verbs (Kata kerja beraturan) ditambah akhiran **-ed**

Contoh:

Play → played

Stop → stopped

Watch → watched, dll

Irregular Verbs (kata kerja tak beraturan) yaitu kata kerja yang tidak memakai kaidah tambahan **-ed**, akan tetapi bentuknya tak tentu atau berubah-ubah.

Contoh:

Sing → sang

Go → went

Take → took, dll

SARAN REFERENSI

Untuk lebih mendalami tata bahasa Inggris Anda bisa membaca Buku Tata Bahasa Inggris yang digunakan dalam kegiatan sehari-hari lengkap dengan contoh-contohnya dalam:

Murphy, Raymond. 1985. *English Grammar in Use: a self-study reference*. Cambridge, New York, Melbourne: Cambridge University Press

FORMATIVE TEST

Sekarang saatnya anda menguji kemampuan anda dalam memahami apa yang telah anda pelajari pada modul 9. Kerjakan soal-soal berikut sebelum anda melangkah pada modul berikutnya. Selamat mengerjakan.

I. Read the text carefully and answer the questions

In the Swimming Pool



Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool.

When we arrive there, I changed my clothes into swimsuit then I did a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I used shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wore my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water.

Finally I went home with my friends again happily.

(<http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>)

A. Answer the questions briefly!

1. What did the writer do yesterday?
2. With did the writer bring?
3. What happened when the writer arrived at the swimming pool?
4. Why did the writer use sunscreen?
5. What did the writer feel in the middle of the activity?
6. What did the writer do then?
7. What did the writer do after eating his food?
8. Why did the writer use shampoo and soap?
9. Why did the writer put the wet clothes in the plastic bag?
10. How did the writer feel?

B. Read the text again and do the following exercise!

Orientation	Events	Reorientation
Time .....(11)	.....(14)	.....(20)
Place .....(12)	.....(15)	
Participant	.....(16)	
.....(13)	.....(17)	
.....	.....(18)	
	.....(19)	
	

II. Change the verbs in the brackets into the correct form of Simple Past Tense! (<https://myenglishworld7.wordpress.com/2012/04/03/latihan-simple-past-tense/>)

1. We.....in our garden yesterday. (work)
2. I.....a cake for my mother's birthday two days ago.(make)
3. Yoshiko and Iby telephone yesterday.(talk)

4.the meeting.....about two hours?(last)
5. Mrs. Jason.....her son a month ago. (visit)
6. We both.....the movie last night.(like)
7.you.....very well last night?(sleep)
8. They.....in the lake last week.(swim)
9. Ms. Burns.....to visit us last night.(come)
- 10.....they.....us about their plans for the new home?(tell)
11. The weather was pleasant, so we.....on our front porch.(sit)
- 12.I.....your hat and coat in the next room.(put)
13. The lesson.....at 09.00 last Monday(start)
- 14.Iat home and.....several email messages last night.(stay, write)
- 15.He.....Angela on the street yesterday.(see)
16. Kevin.....his lunch in the cafeteria at noon.(have, not)
- 17.....the man.....a lot of water after the race?(drink)
- 18.I.....John your message.(give)
19. Mrs. Reese finally.....that beautiful house.(buy)
20. Anne.....the president speech on TV last night.(hear, not)

III. Answer these questions!

1. With whom did you go home from school yesterday?
2. How did you go home from school yesterday?
3. Make a list of what happened on the way home school yesterday?
 - a.
 - b.
 - c.
 - d.
 - e.
4. Did you feel happy or sad about the event?

IV. Arrange a recount text based on your answers

.....

.....

.....

.....

.....

.....

.....

.....

KEY ANSWER TO THE FORMATIVE TEST

I. Read the text carefully and answer the questions

A. Answer the questions briefly

1. The writer went to the swimming pool
2. His bag full of things he need
3. changed the cloths into swimming suit
4. to prevent the sun light burns his skin
5. He felt hungry
6. Ate his food
7. Went swimming again
8. To clean his body
9. To prevent his bag got wet
10. He felt happy

B. Read the text again and do the following exercise

Orientation	Events	Reorientation
Time yesterday (11)	Changed clothes (14)	Felt happy (20)
Place Swimming pool (12)	Did little warming up (15)	
Participant	Felt hungry (16)	
.the writer (13)	Ate food (17).	
His friends	Went swimming again. (18)	
	Took a bath (19)	

II. Change the verbs in the brackets into the correct form of Simple Past Tense!

- | | |
|-----------------|---------------------|
| 1. (worked) | 11. (sat) |
| 2. (made) | 12. (put) |
| 3. (talked) | 13. (started) |
| 4. (lasted) | 14. (stayed, wrote) |
| 5. (visited) | 15. (saw) |
| 6. (liked) | 16. (did not have) |
| 7. (slept) | 17. (Did, drink) |
| 8. (swam) | 18. (gave) |
| 9. (came) | 19. (bought) |
| 10. (Did, tell) | 20. (Did not, hear) |

III. Answer these questions!

Optional

IV. Arrange a recount text based on your answers

Optional



RUBRIK PENILAIAN

Bagaimana cara mengetahui sejauh mana penguasaan pengetahuan Anda terhadap Modul 9 yang baru saja Anda pelajari? Di bawah ini adalah skor yang bisa Anda peroleh atas soal tes formatif

1. Untuk nomor soal I dan II masing-masing soal mempunyai bobot skor 1,5 sehingga untuk nomor soal I dan II skor maksimal adalah 60
2. Untuk nomor soal III masing-masing soal mempunyai bobot skor 2 sehingga untuk nomor soal III skor maksimal yang bisa Anda peroleh adalah 20. Untuk menentukan skor pada bagian ini sebaiknya dikonsultasikan dengan tutor Anda.
3. Untuk nomor soal IV skor maksimal yang bisa Anda peroleh adalah 20. Untuk menentukan skor pada bagian ini sebaiknya dikonsultasikan dengan tutor Anda.
4. Hasil skor maksimal:

Nomor Soal	Bobot	Jumlah Skor
I dan II (1 s.d 40)	1,5	60
III	20	20
IV	20	20
TOTAL		100





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