

Dr. Sayit Abdul Karim, S.Pd.,M.Pd.  
Diva Kumalasari

# ENGLISH FOR YOUNG LEARNERS (EYL) Level 1 & 2



# **ENGLISH FOR YOUNG LEARNERS (EYL)**

## **Level 1 & 2**

Dr. Sayit Abdul Karim, S.Pd.,M.Pd.

Divya Kumalasari



Cipta Media Nusantara  
2024

MODUL PEMBELAJARAN

# **ENGLISH FOR YOUNG LEARNERS-EYL**

(Level 1 & 2)

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# PENGANTAR

Puji syukur kami panjatkan kehadirat Allah SWT yang telah memberikan nikmat sehat dan sedikit ilmu pengetahuan, sehingga kami dapat menyusun materi ajar dalam bentuk modul pembelajaran bahasa Inggris untuk anak-anak (*English for Young Learners-EYL*) untuk digunakan oleh guru dan siswa pada jenjang Sekolah Dasar (SD), dan Sekolah Menengah Pertama (SMP) pada mata pelajaran bahasa Inggris Level 1 dan Level 2. Bahasa Inggris memegang peranan penting dalam komunikasi sehari-hari, tidak hanya bagi orang dewasa, tetapi juga bagi kalangan anak-anak sebagai bekal untuk tumbuh dan berkembang dalam menghadapi tantangan jaman. Dengan demikian, bahasa Inggris sangat penting untuk diperkenalkan sejak dini pada usia anak-anak.

Modul ini disusun berdasarkan atas kebutuhan akan materi ajar bahasa Inggris yang sesuai dengan jenjang dan karakteristik pembelajaran dan pengajaran bahasa Inggris untuk anak-anak. Oleh karena itu materi ajar yang disajikan dalam modul ini disusun sesuai kebutuhan pemelajar. Pada Level 1, materi ajar dibagi dalam 6 Unit, mencakup materi tentang: Number, Day and Night, Colour, My Family, My Body, and School Objects. Sedangkan untuk Level 2, materi ajar dibagi dalam 5 Unit, membahas tentang: To Be, The Use of Do and Does, The Use there, The Use of Have and Has, and The Use of By. Di setiap unit, terdapat tujuan pembelajaran yang ingin dicapai, aktivitas kelas/latihan, dan catatan untuk guru terkait strategi dan cara dalam menyampaikan materi terkait.

Kami menyadari bahwa modul pembelajaran bahasa Inggris untuk anak-anak ini masih banyak kekurangannya, oleh karena itu kami akan selalu menerima masukan dan saran untuk penyempurnaan modul pembelajaran

ini, baik terkait dengan sifat dan keluasan materi ajar yang disajikan, aktivitas kelas, format penyajian, maupun aspek teknis lainnya. Semoga materi ajar yang disajikan dalam modul ini bermanfaat untuk anak-anak Indonesia agar tumbuh dan berkembang menjadi generasi emas dan unggul di masa yang akan datang.

Yogyakarta, 3 Januari 2024

Penyusun Modul

Dr. Sayit Abdul Karim, S.Pd., M.Pd.

Diva Kumalasari







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## Elementary School Level (SD)

-  Unit 1 : Numbers
-  Unit 2 : Day and Month
-  Unit 3 : Colour
-  Unit 4 : My Family
-  Unit 5 : My Body
-  Unit 6 : School Objects



# UNIT



# NUMBERS

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali dan mengucapkan **angka 1** hingga **15**.
2. Memahami bahwa **angka mewakili kuantitas** atau **jumlah objek**.
3. Memahami **penulisan angka** dengan benar.
4. Mengetahui **urutan angka**.
5. Meningkatkan skil-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



# UNIT 1

## NUMBERS

### ✚ RECOGNIZE NUMBERS (MENGENAL ANGKA-ANGKA)

 <b>Zero</b> <i>/zirou/</i>	 <b>One</b> <i>/wan/</i>	 <b>Two</b> <i>/tu:/</i>	 <b>Three</b> <i>/thri:/</i>
 <b>Four</b> <i>/fo:/</i>	 <b>Five</b> <i>/faiv/</i>	 <b>Six</b> <i>/siks/</i>	 <b>Seven</b> <i>/seven/</i>
 <b>Eight</b> <i>/eit/</i>	 <b>Nine</b> <i>/nain/</i>	 <b>Ten</b> <i>/ten/</i>	 <b>Eleven</b> <i>/ileven/</i>
 <b>Twelve</b> <i>/twelv/</i>	 <b>Thirteen</b> <i>/thi:ti:n/</i>	 <b>Fourteen</b> <i>/fo:ti:n/</i>	 <b>Fifteen</b> <i>/fifti:n/</i>

### Catatan:

- BERILAH CONTOH CARA MENGUCAPKAN PADA ANAK SESUAI PANDUAN DAN MINTALAH MEREKA UNTUK MENIRUKANNYA.
- PERKENALKAN JUGA CARA PENULISAN ANGKA DALAM BAHASA INGGRIS.
- JANGAN MELANJUTKAN PADA PENGENALAN ANGKA BERIKUTNYA SEBELUM ANAK MENGENAL ANGKA DI ATAS.
- BERIKAN PENGENALAN ANGKA SECARA BERTAHAP DAN SESUAIKAN KEMAMPUAN ANAK



## EXERCISE (LATIHAN)

➤ Hubungkanlah menggunakan garis!

# MATCH THE NUMBER

ucapkanlah angka dibawah ini dengan menggunakan bahasa inggris dan hubungkanlah angka dengan namanya dalam bahasa inggris

**ONE** .

. **5**

**TWO** .

. **4**

**THREE** .

. **6**

**FOUR** .

. **3**

**FIVE** .

. **9**

**SIX** .

. **7**

**SEVEN** .

. **8**

**EIGHT** .

. **1**











**NINE** .

. **2**

- Lingkari tulisan angka bahasa Inggris yang benar!

# Numbers

Look at the numbers and circle the correct spelling of words

 <input type="text" value="ONE"/> <input type="text" value="UNE"/>	 <input type="text" value="SIXT"/> <input type="text" value="SIX"/>
 <input type="text" value="TOO"/> <input type="text" value="TWO"/>	 <input type="text" value="SEVEN"/> <input type="text" value="SEBEN"/>
 <input type="text" value="TREE"/> <input type="text" value="THREE"/>	 <input type="text" value="EIGHTH"/> <input type="text" value="EIGHT"/>
 <input type="text" value="FOUR"/> <input type="text" value="FOR"/>	 <input type="text" value="NINET"/> <input type="text" value="NINE"/>
 <input type="text" value="FIVE"/> <input type="text" value="FIFE"/>	 <input type="text" value="TEN"/> <input type="text" value="DEN"/>

➤ Tulislah angka di tempat yang cocok!

# Numbers

Write the numbers in the correct place

FOUR	TWELVE	ONE	NINE
THREE	EIGHT	SIX	FIVE
SEVEN	ELEVEN	TWO	TEN

<b>1</b> <input type="text"/>	<b>2</b> <input type="text"/>	<b>3</b> <input type="text"/>
<b>4</b> <input type="text"/>	<b>5</b> <input type="text"/>	<b>6</b> <input type="text"/>
<b>7</b> <input type="text"/>	<b>8</b> <input type="text"/>	<b>9</b> <input type="text"/>
<b>10</b> <input type="text"/>	<b>11</b> <input type="text"/>	<b>12</b> <input type="text"/>

- Siswa diminta untuk membaca kata yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (✓) jika siswa dapat melakukannya dengan benar.

Number	Pronounce	Put a tick (✓)
13	Thirteen	
7	Seven	
6	Six	
11	Eleven	
15	Fifteen	
9	Nine	
12	Twelve	

# UNIT



# DAY & MONTH

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

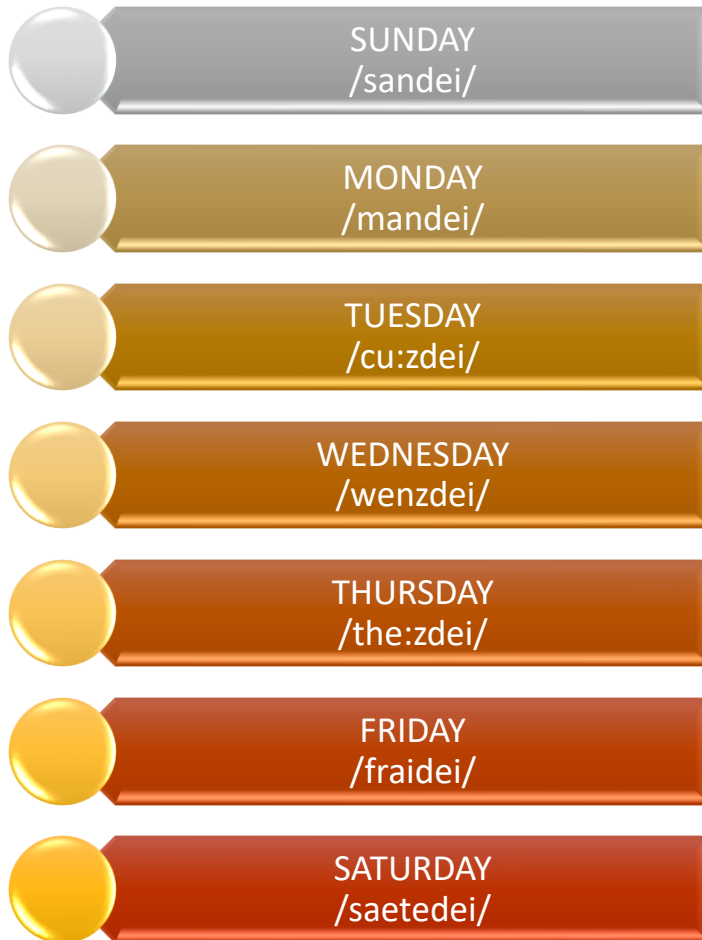
1. Mengenali nama hari dan bulan dalam bahasa Inggris.
2. Memahami **penulisan hari** dan **bulan** dengan benar.
3. Memahami **pengucapan hari** dan **bulan** dengan benar.
4. Meningkatkan skil-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



## UNIT 2

### DAY & MONTH

#### NAMES OF DAY (NAMA-NAMA HARI)



#### Catatan:

- BERIKANLAH CONTOH PENGUCAPAN YANG BAIK DAN BENAR SERTA GURU MELATIH SISWA UNTUK MEMAHAMI DAN MENGENAL NAMA HARI DALAM BAHASA INGGRIS
- JANGAN TERLALU MEMAKSA SISWA UNTUK DAPAT LANGSUNG MEMAHAMI, BIARLAH SISWA BERADAPTASI TERLEBIH DAHULU






## EXERCISE (LATIHAN)

- Urutkanlah nama hari dengan penulisan yang benar!

### MENGENAL NAMA-NAMA HARI

Tuliskan kata-kata berikut sesuai dengan nama-nama hari yang benar dan urutkan nama harinya !

DAY	MON	=	
DAY	THUR S	=	
DAY	TUE S	=	
DAY	SUN	=	
DAY	WED NES	=	
DAY	SAT UR	=	
DAY	FRI	=	

 NAMES OF MONTH (NAMA-NAMA BULAN)



JANUARY  
/jaenyueri/



FEBRUARY  
/februeri/



MARCH  
/ma:ch/



APRIL  
/eipril/



MAY  
/mei/



JUNE  
/ju:n/



JULY  
/julai/



AUGUST  
/o:gest/



SEPTEMBER  
/septembe/



OCTOBER  
/oktoubе/



NOVEMBER  
/novembe/



DECEMBER  
/disembe/

**Catatan:**

- DISAMPING BERLATIH MENGENAL BULAN DAN MENGUCAPKAN NAMA-NAMA BULAN, SISWA DILATIH MENULIS NAMA-NAMA BULAN DALAM BAHASA INGGRIS.
- JIKA DIPERLUKAN, LAKUKAN PENGULANGAN SAAT MENGAJARKANNYA.



## EXERCISE (LATIHAN)

- Hubungkanlah menggunakan garis!

# months

Hubungkanlah dengan gari antara nama bulan dalam bahasa indonesia dengan bahasa inggrisnya!

MARCH.

AGUSTUS

MAY

MEI

JULY

MARET

OCTOBER

FEBRUARI

FEBRUARY

JULI

AUGUST

OKTOBER

- Lengkapi nama hari dan bulan yang rumpang dibawah ini! Serta jawablah pertanyaan mengenai hari yang paling disukai!

# DAYS & MONTHS

Write the days of the week.

M\_n\_\_\_\_  
 T\_\_s\_\_\_\_  
 W\_\_\_\_s\_\_\_\_  
 T\_\_r\_\_\_\_  
 F\_i\_\_\_\_  
 S\_\_\_\_r\_\_\_\_  
 S\_\_\_\_\_

What's your favorite day of the week?

.....  
 .....  
 .....  
 .....  
 .....  
 .....

Write the months.

M\_\_\_\_h  
 A\_r\_\_  
 M\_y



Write the months.

J\_n\_  
 J\_\_y  
 A\_g\_\_\_\_



Write the months.

S\_\_t\_\_b\_\_  
 O\_t\_\_\_\_  
 N\_\_\_\_m\_\_\_\_



Write the months.

D\_c\_\_\_\_\_  
 J\_\_\_\_r\_  
 F\_\_\_\_u\_\_\_\_

- Siswa diminta untuk membaca nama bulan yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (✓) jika siswa dapat melakukannya dengan benar.

<b>Name of the Months</b>	<b>Put a tick (✓)</b>
<b>March</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>August</b>	
<b>Tuesday</b>	
<b>December</b>	

# UNIT



# COLOUR

## Tujuan Pembelajaran:

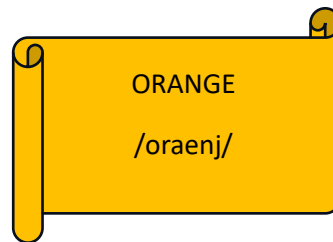
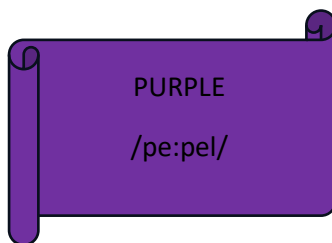
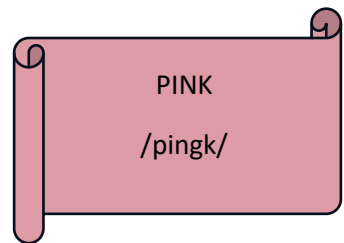
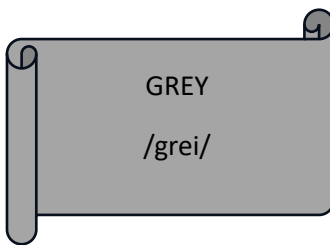
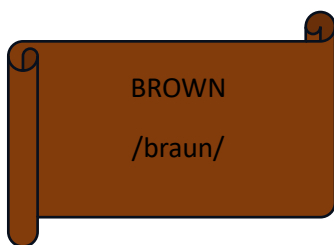
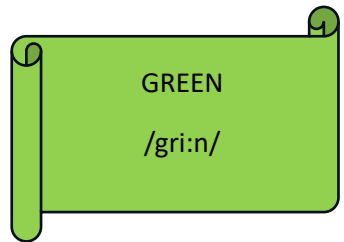
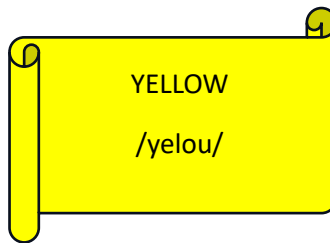
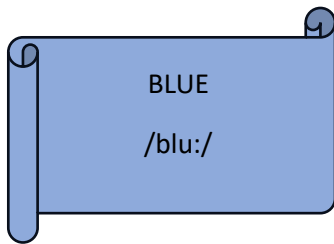
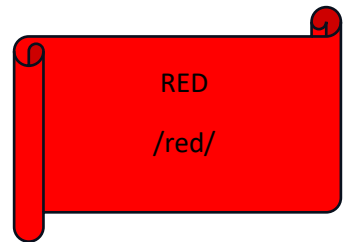
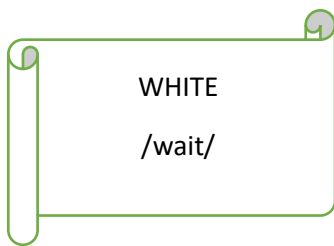
Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali **nama warna** dalam bahasa Inggris.
2. Memahami **penulisan nama warna** dengan benar.
3. Memahami **pengucapan nama warna** dengan benar.
4. Siswa dapat meningkatkan skil-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



## UNIT 3 COLOUR

### ✚ RECOGNIZE COLOURS (MENGENAL WARNA-WARNA)



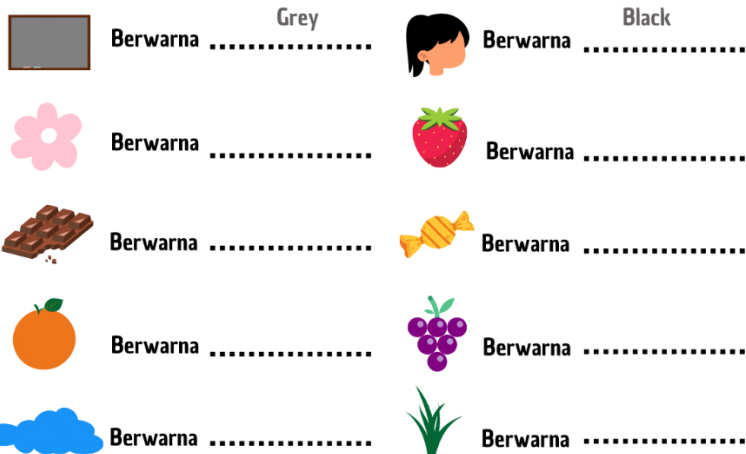
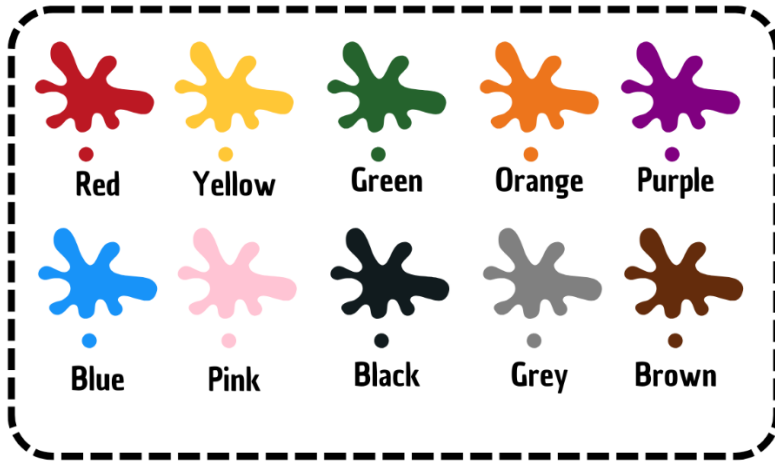


## EXERCISE (LATIHAN)

- Tulislah dengan benar nama warna sesuai dengan gambar yang disediakan!

# WRITE THE COLOUR

tuliskan warna sesuai dengan gambar yang telah disediakan menggunakan bahasa inggris!



### Catatan:

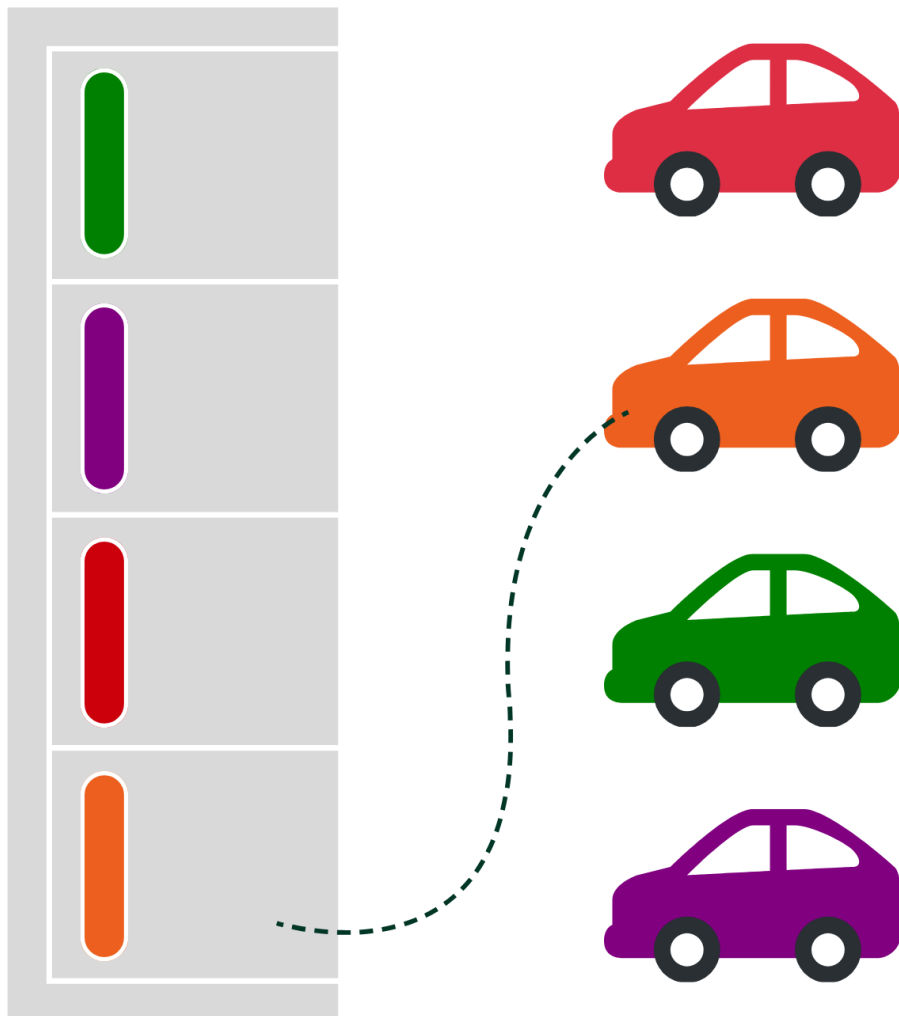
- SISWA DIHARAPKAN DAPAT MENGENALI WARNA DAN DAPAT MENGUCAPKANNYA DENGAN BENAR DALAM BAHASA INGGRIS.



- Hubungkan menggunakan garis serta tulisklah nama warna yang tepat pada kotak!

## Color Matching Car Park

Gambarlah garis antara mobil berwarna dengan warna yang tepat serta tuliskanlah nama warnanya di kotak yang telah disediakan!



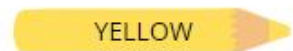
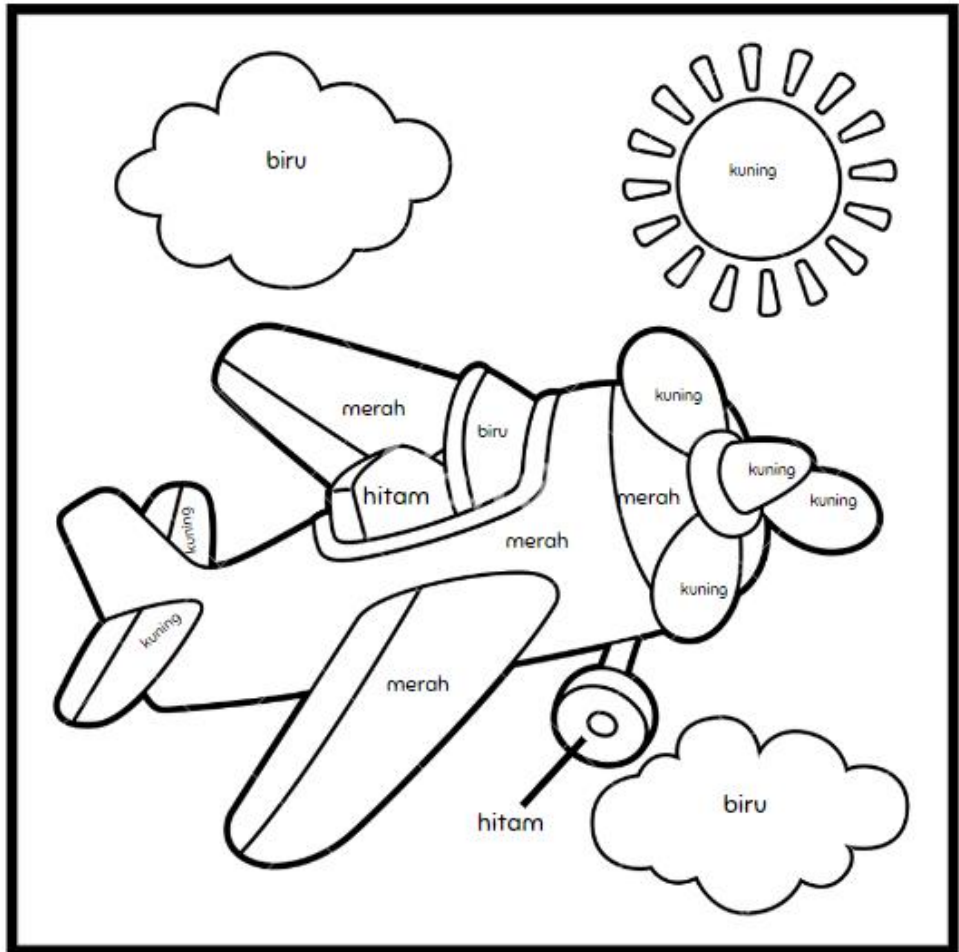
### Catatan:

- SISWA DIHARAPKAN DAPAT MENGENAL NAMA-NAMA WARNA SEBAGAI BENTUK DASAR PEMBELAJARAN KARENA MENGETAHUI WARNA SANGAT PENTING BAGI PEMAHAMAN SISWA BERIKUTNYA.

- Warnailah gambar yang telah disediakan di bawah ini sesuai dengan warnanya!

## COLORING

warnailah gambar dibawah ini sesuai dengan nama warnanya!



- Siswa diminta untuk membaca nama warna yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (✓) jika siswa dapat melakukannya dengan benar.

<b>Name of the colour</b>	<b>Put a tick (✓)</b>
<b>Brown</b>	
<b>Grey</b>	
<b>Black</b>	
<b>Purple</b>	
<b>Orange</b>	
<b>Yellow</b>	

# UNIT



# MY FAMILY

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali nama anggota keluarga dalam bahasa Inggris.
2. Memahami **penulisan nama anggota keluarga** dengan benar.
3. Memahami **pengucapan nama anggota keluarga** benar.
4. Meningkatkan skil-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.









## UNIT 4 MY FAMILY

- ✚ **RECOGNIZE FAMILY MEMBER'S NAME  
(MENGENAL NAMA ANGGOTA KELUARGA)**

**FAMILY**

LOOK AND READ IT!

		
<b>FATHER</b>	<b>MOTHER</b>	<b>BROTHER</b>
		
<b>GRANDFATHER</b>	<b>GRANDMOTHER</b>	<b>SISTER</b>

**Catatan:**

- SISWA PERLU MENGENALI NAMA-NAMA ANGGOTA KELUARGA BESAR YANG DIKENAL OLEH MEREKA (SEPERTI GAMBAR YANG DITAMPILKAN DALAM HALAMAN INI).



## EXERCISE (LATIHAN)

- Siswa mendengarkan apa yang guru katakan lalu siswa menyocokkan gambar dengan tulisan (nama keluarga) jika salah maka siswa akan mencoret dibagian kotak yang salah, akan tetapi bila benar siswa akan mencentang pada kotak yang benar. Gambar disesuaikan dengan halaman sebelumnya!

# FAMILY MEMBERS

Listen your teacher and check!

	CORRECT (✓)	WRONG (x)
<b>Father</b> 		
<b>Sister</b> 		
<b>Grandmother</b> 		
<b>Mother</b> 		
<b>Brother</b> 		
<b>Grandfather</b> 		

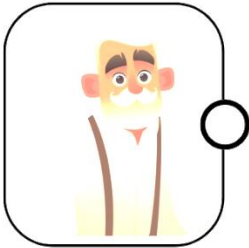
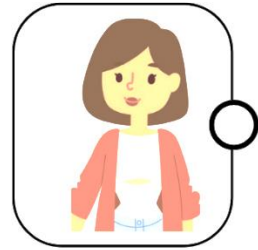
- Siswa mendengarkan apa yang guru katakan lalu siswa menarik garis antara gambar dengan nama keluarga yang tersedia serta diberi lingkaran kata dari nama keluarga tersebut!

## Listen and Circle

Listen to your teacher and circle the word!



mother  
mom  
father  
dad





grandfather  
grandpa  
grandmother  
grandma



brother  
father  
sister  
mother



- Isilah sesuai dengan namamu dan nama keluargamu

 **ALL ABOUT ME** 

**MY NAME IS...**

**MY AGE** **MY BIRTHDAY**

**MY PET** **MY FATHER'S NAME**

**MY MOTHER'S NAME**

**MY BROTHER'S OR SISTER'S**



- Siswa benar. Siswa diminta untuk membaca kalimat mengenai keluarganya yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (v) dan memberi tanda silang (x) apabila siswa tidak memiliki saudara lelaki atau Perempuan jika siswa dapat melakukannya dengan.

<b>Family Members</b>	<b>Put a tick (v) or cross (x) if you don't have a brother or sister</b>
<b>My father's name is ...</b>	
<b>My mother's name is ...</b>	
<b>My grandmother's name is ...</b>	
<b>My grandfather's name is ...</b>	
<b>My brother's name is ...</b>	
<b>My sister's name is ...</b>	

# UNIT



# MY BODY

## Tujuan Pembelajaran

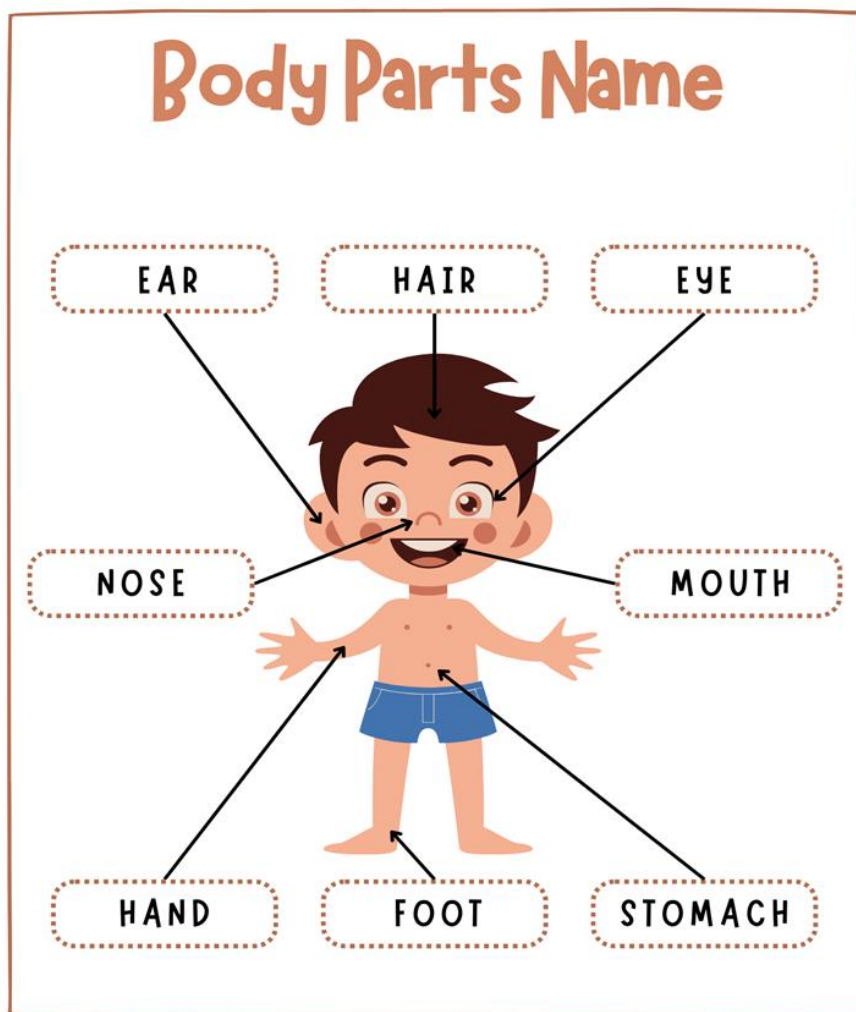
Setelah mempelajari unit ini, siswa diharapkan dapat

1. Mengenali nama **bagian tubuh** dan **bagian wajah** dalam bahasa Inggris.
2. Memahami **penulisan nama bagian tubuh** dan **bagian wajah** dengan benar.
3. Memahami **pengucapan nama bagian tubuh** dan **bagian wajah** dengan benar.
4. Meningkatkan skil-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



## UNIT 5 MY BODY

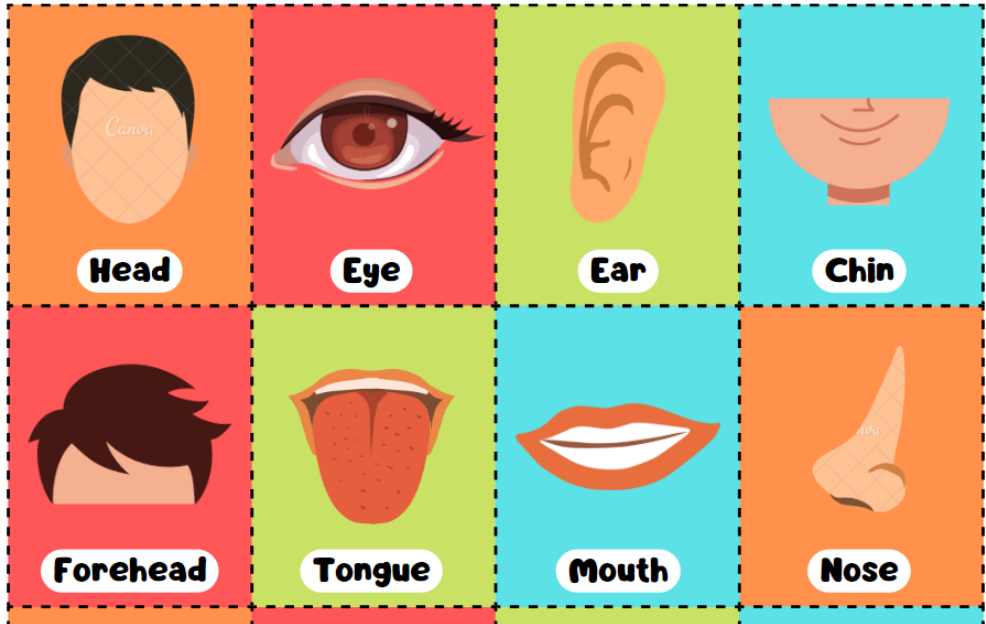
- ✚ RECOGNIZE PART OF BODY NAMES  
(MENGENAL NAMA-NAMA BAGIAN TUBUH)



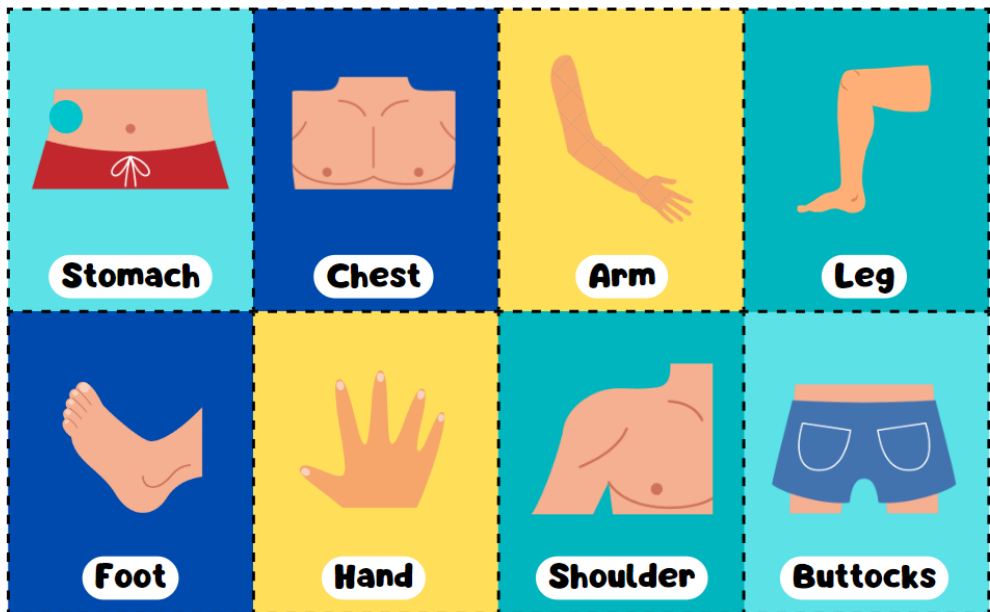
### Catatan:

- SISWA PERLU MENGENALI NAMA-NAMA ANGGOTA TUBUH MEREKA DARI WAJAH HINGGA KESELURUHAN TUBUHNYA. DENGAN ADANYA GAMBAR DAPAT MEMBANTU DALAM MENGENALI BAGIAN TUBUH LEBIH MUDAH.

# FACE PARTS



# BODY PARTS





## EXERCISE (LATIHAN)

- Siswa mencocokkan gambar dengan nama bagian tubuh dalam bahasa Inggris menggunakan garis!

# Body Parts Name

Cocokkan nama bagian tubuh!



● Eyes



● Cheek



● Forehead



● Tongue



● Ear



● Mouth

- Siswa menulis nama bagian wajah dalam gambar yang ditunjuk oleh anak panah dalam bahasa Inggris!



**Mouth**

**Eye**

**Hair**

**Nose**











**Chin**

**Ear**

- Siswa melingkari kata dalam bahasa Inggris yang benar sesuai gambar terkait bagian tubuh yang disajikan!

# Parts of the body

Lihatlah gambar dibawah ini dan lingkarilah kata yang tepat untuk gambarnya!

 <div data-bbox="498 479 703 542">Head</div> <div data-bbox="498 571 703 635">Hair</div>	 <div data-bbox="968 479 1174 542">Eyelashes</div> <div data-bbox="968 571 1174 635">Ears</div>
 <div data-bbox="498 720 703 784">Hand</div> <div data-bbox="498 813 703 877">Hair</div>	 <div data-bbox="968 720 1174 784">Arm</div> <div data-bbox="968 813 1174 877">Back</div>
 <div data-bbox="498 962 703 1025">Eyes</div> <div data-bbox="498 1054 703 1118">Ears</div>	 <div data-bbox="968 962 1174 1025">Foot</div> <div data-bbox="968 1054 1174 1118">Hand</div>
 <div data-bbox="498 1203 703 1267">Nose</div> <div data-bbox="498 1296 703 1360">Mouth</div>	 <div data-bbox="968 1203 1174 1267">Shoulder</div> <div data-bbox="968 1296 1174 1360">Leg</div>
 <div data-bbox="498 1445 703 1508">Neck</div> <div data-bbox="498 1537 703 1601">Nose</div>	 <div data-bbox="968 1445 1174 1508">Hand</div> <div data-bbox="968 1537 1174 1601">Foot</div>

- Siswa diminta untuk membaca kata yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (✓) jika siswa dapat melakukannya dengan benar.

<b>List of Words</b>	<b>Put a tick (✓)</b>
<b>Shoulder</b>	
<b>Stomach</b>	
<b>Hair</b>	
<b>Arm</b>	
<b>Mouth</b>	
<b>Tongue</b>	



# UNIT



# SCHOOL OBJECTS

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali nama benda yang berada di sekolah dalam bahasa Inggris.
2. Memahami penulisan nama benda yang berada di sekolah dengan benar.
3. Memahami pengucapan nama benda yang berada di sekolah dengan benar.
4. Siswa dapat meningkatkan skill-nya seperti reading (membaca) angka dengan benar, listening (mendengar) guru dengan baik, serta writing (menulis) sebuah kata atau kalimat sesuai konteks bahasan.











# UNIT 6

## SCHOOL OBJECTS

✚ RECOGNIZE CLASSROOM OBJECT  
(MENGENAL BENDA DI RUANG KELAS)

### CLASSROOM OBJECT

 <p>Map</p>	 <p>Chair</p>
 <p>Globe</p>	 <p>Rulers</p>
 <p>Backpack</p>	 <p>Books</p>
 <p>Blackboard</p>	 <p>Folder Notebook</p>
 <p>Desk</p>	 <p>Sharpener</p>

 <p style="text-align: center;"><b>Pen</b></p>	 <p style="text-align: center;"><b>Eraser</b></p>
 <p style="text-align: center;"><b>Pencil</b></p>	 <p style="text-align: center;"><b>Stapler</b></p>
 <p style="text-align: center;"><b>Crayons</b></p>	 <p style="text-align: center;"><b>Tape</b></p>
 <p style="text-align: center;"><b>Markers</b></p>	 <p style="text-align: center;"><b>Glue</b></p>
 <p style="text-align: center;"><b>Chalks</b></p>	 <p style="text-align: center;"><b>Scissors</b></p>

**Catatan:**

- PERKENALKANLAH BENDA-BENDA YANG TERDAPAT DI RUANG KELAS, GURU MESTIMULASI SISWA DENGAN MENJELASKAN DAN MEMBERI PENGETAHUAN TERHADAP GAMBAR YANG DISEDIAKAN DALAM BAHASA INDONESIA DAN SISWA MEMBACA BAHASA INGGRISNYA.
- GURU MENGKOREKSI PENGUCAPAN SISWA DALAM BAHASA INGGRIS, DENGAN MENGULANGI KEMBALI PENGUCAPAN YANG BENAR, DAN DIKUTI OLEH SISWA.



## EXERCISE (LATIHAN)

- Siswa mengisi huruf yang diacak dalam bahasa Inggris menjadi kata yang benar!

# CLASSROOM ITEMS

## WORD SCRAMBLE

Clues:



Answer :

noysrca  
 crayons

---

necilp

---

erkmar

---

abg

---

esdk

---

lerur

---

aserer

---

okbo

---

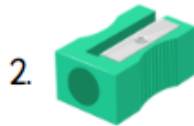
- Siswa menuliskan kata yang tepat dalam kotak yang disediakan dengan dicocokkan pada gambar yang disediakan dibawah!

# SCHOOL SUPPLIES

School bag / Books / Notebook / Pencil case  
Pencil / Eraser / Sharpener / Ruler / Scissors



.....



.....



.....



.....



.....



.....



.....



.....



.....

- Siswa menuliskan nama dari kata dalam bahasa Indonesia ke dalam bahasa Inggris dengan benar sesuai dengan gambar yang disediakan!



Buku

\_\_\_\_\_

-----

\_\_\_\_\_

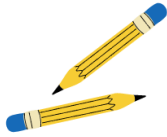


Tas

\_\_\_\_\_

-----

\_\_\_\_\_



Pensil

\_\_\_\_\_

-----

\_\_\_\_\_



Krayon

\_\_\_\_\_

-----

\_\_\_\_\_



Lem

\_\_\_\_\_

-----

\_\_\_\_\_



penghapus

\_\_\_\_\_

-----

\_\_\_\_\_

- Siswa diminta untuk membaca kata yang berada di kolom sebelah kiri, kemudian guru akan memberikan tanda centang (✓) jika siswa dapat melakukannya dengan benar.

<b>List of Words</b>	<b>Put a tick (✓)</b>
<b>Sharpener</b>	
<b>Ruler</b>	
<b>Scissors</b>	
<b>Eraser</b>	
<b>Globe</b>	
<b>Blackboard</b>	



## Junior High School Level (SMP)

- ✚ Unit 1 : To Be
- ✚ Unit 2 : The Use of Do and Does
- ✚ Unit 3 : The Use of There
- ✚ Unit 4 : The Use of Have and Has
- ✚ Unit 5 : The Use of By



# UNIT

# 1 TO BE

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali apa itu “to be”.
2. Memahami **kegunaan atau fungsi** “to be” dalam sebuah kalimat.
3. Memahami **penulisan “to be”** sesuai dengan strukturnya dalam menulis sebuah kalimat.
4. Memahami **perbedaan jenis “to be”**.
5. Meningkatkan skill-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



# UNIT 1

## TO BE

### Chapter 1. Introduction to "To Be"

Hello, young learners! Today, we are going to explore a special and important verb in English called "to be."

## 'To Be'

Vedantu  
Learn LIVE Online



#### ➤ What is "To Be"?

"To be" is like a magic word that helps us talk about who we are, what things are, and how we feel. It's a super useful verb that tells us about people, places, and things.

#### ➤ How to use "To Be"

You can use "to be" to describe yourself, your friends, your favourite things, and much more! It helps you share information about the world around you.

#### ➤ Forms of "To Be"

Now, let's get to know the friendly forms of "to be." There are three main forms we'll be using:

- I am (I'm): This is when you talk about yourself.

Example: I am a student.

- You are (You're): This is when you talk to a friend or someone else.

Example: You are my friend.

- He/She/It is (He's/She's/It's): This is when you talk about someone or something else.

Example: He is happy.

### **Positive Sentences with “To Be”:**

- Positive sentences are statements that affirm or declare something. They provide information in a straightforward and affirmative manner.

#### **Characteristics:**

1. **Affirmation:** Positive sentences affirm the existence of something, describe a fact, or express a positive condition or state.
2. **Structure:** In positive sentences, the subject and the verb work together to convey a positive statement. The verb reflects the action or state of the subject.

#### **Examples:**

1. *She is a teacher.* (Affirms that she has the profession of teaching.)
2. *The sun rises in the east.* (States a fact about the sun's direction.)

### **Negative Sentences “To Be”**

- Negative sentences, on the other hand, express the absence or denial of something. They negate a statement made in a positive sentence.

#### **Characteristics:**

1. **Negation:** Negative sentences use words like "not" to negate or deny the truth of a positive statement.
2. **Structure:** In negative sentences, "not" is often inserted after the auxiliary verb or the verb "to be" to create the negation.

#### **Examples:**

1. *She is not a doctor.* (Denies the positive statement that she is a doctor.)
2. *I do not like spicy food.* (Negates the positive preference for spicy food.)

### Tips for Forming Negative Sentences:

**Add "not":** In many cases, to create a negative sentence, you can simply add the word "not" after the auxiliary verb or the main verb.

**Positive:** He is here.

**Negative:** He is not here.

**Use Contractions:** In everyday language, contractions are commonly used to combine the auxiliary verb and "not," making the sentence more concise.

**Positive:** You are my friend.

**Negative:** You're not my friend.

### Chapter 2. Read and Listen it!



**Sara** : Hi, Tom! How are you today?

**Tom** : Hi, Sara! I am good, thanks. How about you?

**Sara** : I am happy too! We are in the same class.

**Tom** : Yeah, we are in Mrs. Johnson's class. She is a nice teacher.

**Sara** : She is! And look, there is our classroom.

**Tom** : It is big and colorful. Our desks are next to each other.

**Sara** : Yes, we are desk buddies! What is on your desk?

**Tom** : There is a pencil, a notebook, and my favorite book. What is on your desk?

**Sara** : I have a colorful pencil case, some paper, and a picture of my family. It is on my desk every day.

**Tom** : That's nice! My family is in another city. They are far away.

- Sara** : Oh, I'm sorry to hear that. But hey, we are friends, and friends are like family too!
- Tom** : You're right, Sara! Friends are important. We are lucky to be friends.
- Sara** : We are! Let's go to class together.
- Tom** : Sure, let's go!
- 

**Answer the following questions!**

1. Who are the characters in the dialogue?
  2. What class are Sara and Tom in?
  3. What is on Tom's desk?
  4. How does Sara feel about being in the same class with Tom?
  5. What is on Sara's desk every day?
- 

**Now Listen to your teacher!**

**Listening Material: Understanding “To Be” in Conversations**

**Introduction**

"Hello, everyone! Today, we are going to explore a short dialogue between two friends, Amy and Mark. In this conversation, pay close attention to how they use the verb 'to be' to talk about themselves, their feelings, and their plans. The verb 'to be' is like a special key that helps us unlock information about who we are and what's happening around us. As you listen to the dialogue, focus on the different forms of 'to be'—am, is, and are—and how they are used in positive sentences to express thoughts, feelings, and plans.

## Listen to your teacher!

### Title: Friends Forever



**Amy** : Hi, Mark! How **are** you today?

**Mark** : Hi, Amy! I **am** good, thanks. How about you?

**Amy** : I **am** happy! We **are** going to the park later. Do you want to join?

**Mark** : That sounds fun! My parents **are** coming too. They **are** nice.

**Amy** : Great! We **are** going to play games. What **is** your favorite game?

**Mark** : I like soccer. Soccer **is** so much fun!

**Amy** : Cool! I **am** not good at soccer, but we **are** going to have a great time.

**Mark** : Of course! Friends **are** always there for each other.

**Amy** : You **are** right, Mark! Oh, here **is** the park. We **are** almost there.

**Mark** : Awesome! Let's have an amazing day!

### Listening Comprehension Questions:

1. How does Amy feel today?

- A. Sad
- B. Happy
- C. Angry

2. **What game are they planning to play at the park?**

A. Basketball

B. Soccer

C. Chess

3. **Who is coming to the park with Mark?**

A. Amy's parents

B. Mark's parents

C. Amy's friends

4. **What is Mark's favourite game?**

A. Soccer

B. Chess

C. Basketball

## **Chapter 3. Games and Exercises**

### **Section 1: Question Formation Game:**

#### **Game Instructions:**

- Get together with your friends or classmates.
- Take turns asking each other questions using the word "To Be."
- Base your questions on various topics, such as hobbies, preferences, and daily routines.
- Encourage creativity and have fun with your questions!

### Question:

1. What hobbies are you passionate about?
2. Where is your favourite place to relax and unwind?
3. What is your favourite colour?
4. What is the most difficult things to do?
5. What is your favourite food?
6. What music genre do you like?
7. What is the most interesting book or movie you've ever read or watched?

*Feel free to come up with your own questions and share them with your friends.*

### Section 2: Sentence Completion Exercise:

#### Exercise Instructions:

- Complete the following sentences by filling in the blanks with the correct form of "To Be"
- Pay attention to the subject of the sentence to choose the appropriate **form**.

#### Question:

1. My sister \_\_\_\_\_ a talented artist.
2. The weather \_\_\_\_\_ sunny and warm today.
3. We \_\_\_\_\_ excited about the upcoming field trip.
4. The new video game \_\_\_\_\_ challenging but fun to play.
5. The students \_\_\_\_\_ ready for the final exams.
6. The mountains \_\_\_\_\_ covered in snow during the winter.
7. That delicious smell must \_\_\_\_\_ coming from the kitchen.
8. The little puppy \_\_\_\_\_ so cute and playful.



# UNIT



# DO AND DOES

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali apa itu “do and does”.
2. Memahami **kegunaan atau fungsi** “do and does” dalam sebuah kalimat.
3. Memahami **penulisan** “do and does” sesuai dengan strukturnya dalam menulis sebuah kalimat.
4. Memahami **perbedaan antara** “do and does”.
5. Meningkatkan skill-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



## UNIT 2

### DO AND DOES

#### Chapter 1. Introduction to “Do and Does”

Hi, young learners! Welcome to the exciting world of English. In this chapter, we'll embark on a journey to understand the versatile word "do".

<b>Do</b>	I you they we
<b>Does</b>	He She It

➤ **Definition of "Do" in English:**

"Do" is a versatile and commonly used verb in the English language. It serves various functions and can act as a main verb or auxiliary verb, depending on its context. As a main verb, "do" generally indicates performing an action or carrying out a task. As an auxiliary verb, it assists in forming questions, negatives, and emphatic statements.

➤ **Different Uses of "Do" in Questions and Statements:**

**1. Questions:**

**Basic Question Formation:**

- Example: Do you like ice cream?

- In questions, "do" is often used to create yes/no inquiries. It helps to form the question and is followed by the base form of the main verb.

**Questions with Other Verbs:**

- Example: What does she do after school?

- "Do" is also used in questions with other verbs to inquire about someone's activities or routines.

## 2. Statements:

### Positive Statements:

- Example: I do my homework every day.
- "Do" is used in positive statements to express routine actions or activities. It adds emphasis to the statement.

### Emphasizing Positive Statements:

- Example: I do enjoy playing the piano.
- In positive statements, "do" can be used for emphasis, reinforcing the sincerity or intensity of the statement.

### Negative Statements:

- Example: They do not like broccoli.
- In negative statements, "do" is used to express dislikes or disagreements. It helps to form the negation of the main verb.

### Emphasizing Negation:

- Example: I do not want to watch that movie.
- "Do" is also used in negative statements to emphasize the refusal or lack of desire associated with the action.

### In Summary:

- "Do" is a dynamic word in English, playing a crucial role in forming questions, statements, and emphasizing various expressions. Understanding its different uses is fundamental for effective communication in the English language.

### ➤ Definition of "Does" in English:

"Does" is the third-person singular form of the verb "do" in the present tense. It is used when referring to one person, animal, or thing performing an action or carrying out an activity in the present. "Does" is often employed in positive statements, questions, and negative statements when the subject is he, she, it, or singular nouns.

1. **Positive Statement:**

- She **does** her homework every day.

2. **Question:**

- Does he like playing video games?

3. **Negative Statement:**

- It does not rain much in this region.

**In Summary:**

"Does" is a crucial component in English grammar, particularly when we talk about actions or activities performed by a singular subject in the present. Understanding how to use "does" is essential for forming grammatically correct sentences in various contexts.

## Chapter 2. Read and Listen it!



**Emma** : Excuse me, Mr. Johnson, I've been a bit confused about when to use "do" and "does" in sentences. Can you help me understand?

**Mr. Johnson** : Of course, Emma! I'd be happy to help. Could you give me an example of where you're getting stuck?

**Emma** : Well, I'm not sure when to use "do" and when to use "does" in questions and statements.

**Mr. Johnson** : Ah, I see. Let's start with "do." We use "do" when the subject is "I," "you," "we," or "they." For example, "I do my homework every day" or "Do you enjoy reading?"

**Emma** : Okay, got it. And what about "does"?

**Mr. Johnson** : Great question. We use "does" when the subject is "he," "she," or "it." For instance, "She does her chores in the morning" or "Does he play the guitar?"

**Emma** : So, if I want to ask about my sister's hobbies, I should say, "What does she enjoy doing?"

**Mr. Johnson** : Exactly! You're getting the hang of it. Now, if you're asking about you and your friends, it would be, "What do you and your friends do after school?"

**Emma** : Oh, I see! This is starting to make sense now.

**Mr. Johnson** : I'm glad to hear that, Emma. Practice is key. Try creating a few sentences using "do" and "does," and we can review them together.

**Emma** : Sure! Let me think... "My family and I do a movie night every Friday," and "My little brother does not like vegetables."

**Mr. Johnson** : Excellent examples, Emma! You're definitely getting the hang of it. Keep practicing, and if you have more questions, feel free to ask.

**Emma** : Thanks, Mr. Johnson! I appreciate your help.

---

**Answer the following questions!**

1. What was Emma confused about when she approached Mr. Johnson?
2. When do we use "do," and when do we use "does" in English sentences?
3. Can you provide an example of a sentence using "do" in a positive statement?

4. How does Mr. Johnson explain the use of "does" in sentences?
5. What is an example sentence Emma creates to practice using "do"?

**Now Listen to your teacher!**

### **Listening Material: Understanding "Do" and "Does" in Conversations**

#### **Introduction:**

- Welcome to our listening material! In this session, we'll be listening to conversations revolving around the use of "do" and "does" in everyday English. Let's listen and understand how these two words are used correctly.

#### **Conversation 1: Hobbies and Daily Activities**

- *Theme: Talking About Hobbies and Daily Activities*
- **Transcript:**
- **A:** What **do** you enjoy doing in your free time?
- **B:** Well, I **do** like reading books. How about you?
- **A:** I **do** enjoy playing the guitar. It's a great way to relax.

#### **Conversation 2: Weekend Plans**

- *Theme: Weekend Plans*
- **Transcript:**
- **C:** Hey, what **do** you and your friends usually **do** on weekends?
- **D:** We **do** different things. Sometimes we go hiking, and other times we just **do** movie marathons.

### **Listening Exercise: Questions and Answers**

- Listen to the following questions and answers. Choose the correct answer.
1. **Question:** What **does** she enjoy doing in her free time?
    - a. She does like painting.
    - b. She do like painting.
    - c. She does likes painting.
  
  2. **Question:** What **do** they usually **do** on weekends?
    - a. They does go to the beach.
    - b. They do goes to the beach.
    - c. They do go to the beach.

### **Challenge:**

- Create a short conversation about hobbies or weekend plans using "do" and "does" with a friend or family member.

## **Chapter 3. Games and Exercises**

### **Section 1: Question Formation Game:**

#### **Game Instructions:**

- Get together with your friends or classmates.
- Take turns asking each other questions using the word "do."
- Base your questions on various topics, such as hobbies, preferences, and daily routines.
- Encourage creativity and have fun with your questions!

**Question:**

1. What **do** you enjoy doing on weekends?
2. **Do** you like to play sports? Which ones?
3. What **do** you usually have for breakfast?
4. **Do** you have a favourite book? What **do** you like about it?
5. What **do** you and your friends **do** together after school?
6. **Do** you have any favourite movies? What **do** you like about them?
7. **Do** you have any favourite outdoor activities? What **do** you like about them?

*Feel free to come up with your own questions and share them with your friends.*

**Section 2: Sentence Completion Exercise:****Exercise Instructions:**

- Complete the following sentences by filling in the blanks with the correct form of "do" or "does."
- Pay attention to the subject of the sentence to choose the appropriate form.

**Question:**

1. She \_\_\_\_\_ her homework after dinner.
2. He always \_\_\_\_\_ his bed in the morning.
3. What activities \_\_\_\_\_ your family enjoy together?
4. My cat \_\_\_\_\_ not like to be alone.
5. Where \_\_\_\_\_ your friends usually go on weekends?
6. Every morning, my sister \_\_\_\_\_ her dog for a walk.



# UNIT



# THERE

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali apa itu “there”.
2. Memahami kegunaan atau fungsi “there” dalam sebuah kalimat.
3. Memahami penulisan “there” sesuai dengan strukturnya dalam menulis sebuah kalimat.
4. Memahami perbedaan antara jenis “there” yang ada.
5. Meningkatkan skill-nya seperti *reading* (membaca) angka dengan benar, *listening* (mendengar) guru dengan baik, serta *writing* (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



# UNIT 3

## THERE

### Chapter 1. Introduction to "There"

Hello, young learners! Today, we're going to dive into the exciting world of English and explore a special word called "there." This word is like a magical guide that helps us show and talk about places or locations. Imagine it as a little signpost pointing us to interesting places in our sentences.

<p><b>There is</b></p> <p>Positive</p> <p>There is + Singular Noun</p> <p>Negative</p> <p>There is + Not + Singular Noun</p> <p>Interrogative</p> <p>Is there + Singular Noun</p>	<p><b>There are</b></p> <p>Positive</p> <p>There are + Plural Noun</p> <p>Negative</p> <p>There are + Not + Plural Noun</p> <p>Interrogative</p> <p>Are there + Plural Noun</p>
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#### ➤ What is "There"?

Let's start by understanding what "there" is all about. "There" is a word we use when we want to talk about where something is. It helps us point to a specific spot or location. It's like a friend that says, "Look, it's right here!" or "Look over there!" It adds a special touch to our sentences.

#### ➤ Basic Examples

Now, let's play with some basic examples. We might say, "There is a tree in the park," or "There are colourful flowers in the garden." The word "there" helps us tell stories about different places.

In the next sessions, we'll explore positive sentences with "there," learn how to say 'no' with "there isn't" or "there aren't," and even discover how to ask questions using "there." Get ready for a fun journey into the world of "there"!

### **Positive Sentences with "There"**

#### ➤ **Building Positive Sentences**

Now, let's practice creating positive sentences with the help of "there." Positive sentences tell us that something exists in a particular place. For example, we could say, "There is a cat on the roof" or "There are colourful balloons in the sky." "There" helps us point out the presence of things in different locations. In this session, we'll play with words and construct positive sentences together.

#### ➤ **Describing Places**

In this session, we'll take our positive sentences a step further by using "there" to describe various places. Imagine you're a storyteller painting pictures with your words. Instead of just saying, "There is a tree," you could say, "There is a tall, green tree in the quiet forest." We'll explore how to make our sentences more interesting by adding details and descriptions. Get ready to embark on a linguistic adventure where words come to life!

### **Negative Sentences with "There"**

#### ➤ **Introducing Negative Sentences**

Let's begin by understanding how to use "there" in negative sentences. Negative sentences tell us that something does not exist in a particular place. For instance, we might say, "There isn't a cat on the roof" or "There aren't any colourful balloons in the sky." We use "isn't" when referring to a single item and "aren't" when talking about multiple things. In this session, we'll introduce the concept of negative sentences with "there."

➤ **Practice with Negatives**

Now that we've learned about negative sentences, it's time to practice! We'll engage in activities that involve creating sentences where something is not present in a given location. For example, "There isn't a big mountain in the city," or "There aren't any fish in the desert." Through these exercises, we'll become more skilled at expressing absence using "there." So, get ready to turn our sentences into puzzles where "there" helps us convey the idea of 'not being there.' It's a linguistic challenge you won't want to miss!

## Chapter 2. Read and Listen it!



*(Emily and Jake are enjoying a day at the park. They notice various things around them)*

- Emily** : Look, Jake! there is a beautiful butterfly by the flowers.
- Jake** : Wow, it's so colorful! Is there another one over by the tree?
- Emily** : Yes, you're right! And over there, some kids are playing with a kite.
- Jake** : That looks like so much fun! There is a perfect spot for us to have a picnic.
- Emily** : Great idea! Is there a better spot you have in mind?
- Jake** : How about over there, near the big oak tree? It provides shade.
- Emily** : Perfect! And look, there are some ducks in the pond. Is there anything else you'd like to do?
- Jake** : Well, over there is a playground. How about we go swing for a bit?
- Emily** : Sounds like a plan! Is there anything else catching your eye in the park?
- Jake** : Look, there is an ice cream stand! How about we treat ourselves after the swings?
- Emily** : That's a fantastic idea! Is there a flavor you're craving?
- Jake** : Hmm, chocolate for me. Is there a flavor you prefer?
- Emily** : Vanilla! Let's head over there and enjoy some ice cream.

*The two friends continue their day at the park, exploring and enjoying the various things there is to offer.*

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**Answer the following questions!**

1. What does Emily point out to Jake in the beginning of the dialog?
2. According to Jake, what catches his attention near the tree?
3. Where does Jake suggest having a picnic?
4. What does Emily pick up when Jake suggests having a picnic?
5. What activity does Jake propose after they decide on the picnic spot?

**Now Listen to your teacher!**

**Listening Material: Understanding “There” in Conversations**

**Introduction**

Hello, language learners! Today, we have an engaging listening exercise that focuses on understanding the use of "there" in conversations. Pay close attention to how speakers employ this word to talk about places and locations Let's dive in!

**Conversation 1 “A Day at the Zoo”**

**Listen to your teacher!**



**Nadia** : Hey, have you ever been to the zoo?

**Adi** : No, I haven't. Is there a lot to see?

**Nadia** : Oh, definitely! There are lions, elephants, and even penguins.

**Adi** : Wow! I love penguins. Are there many of them?

**Nadia** : Yes, there is a whole exhibit with a bunch of adorable penguins.

- What does Nadia suggest visiting, and what animals does Nadia mention?

## Conversation 2 “Weekend Plans”

Listen to your teacher!



**Dani** : I'm thinking of going hiking this weekend. Is **there** a good trail around here?

**Nurul** : Absolutely! **There** is a scenic trail in the mountains. It's breathtaking.

**Dani** : Nice! Are **there** any places to eat nearby after the hike?

**Nurul** : Yes, **there** are a few charming cafes just down the road.

- What activity does Dani plan for the weekend, and what does Nurul mention about the trail?

### Conversation 3 "Choosing a Movie"

Listen to your teacher!



**Wira** : I can't decide what movie to watch tonight. Is there anything good playing at the cinema?

**Diva** : Well, there is a new comedy that just came out. It's supposed to be hilarious.

**Wira** : Perfect! Are there any action movies too? I'm in the mood for some excitement.

**Diva** : Yes, there is a superhero movie playing as well.

- What type of movie does Wira express interest in, and what does Diva suggest?

### Challenge

Create a short conversation about hobbies or weekend plans using "do" and "does" with a friend or family member.

## Chapter 3. Games and Exercises

### Section 1: Question Formation Game:

#### Game Instructions:

- Get together with your friends or classmates.
- Take turns asking each other questions using the word "there."



- Base your questions on various topics, such as hobbies, preferences, and daily routines.
- Encourage creativity and have fun with your questions!

**Question:**

1. Is there a unique place where you love to practice your favourite hobby?
2. Are there specific colours that you prefer to have in your room?
3. Is there a particular time of day when you feel most productive in your daily routine?
4. If you could go anywhere in the world, is there a dream destination you'd like to visit?
5. Is there a favourite gathering spot where you like to hang out with your family or friends?
6. Are there any unique or exotic foods that you've always wanted to try?
7. Is there a favourite spot in your home where you enjoy watching movies or reading books?

*Feel free to come up with your own questions and share them with your friends.*

**Section 2: Sentence Completion Exercise:**

**Exercise Instructions:**

- Complete the following sentences by filling in the blanks with the correct form of "there is" or "there are."
- Pay attention to the subject of the sentence to choose the appropriate form.

**Question:**

1. In the classroom, \_\_\_\_\_ a big whiteboard for the teacher to write on.
2. At the park, \_\_\_\_\_ many colourful flowers blooming in the garden.
3. On the farm, \_\_\_\_\_ a group of chickens happily clucking in the yard.
4. In the city, \_\_\_\_\_ tall buildings that touch the sky.
5. During the camping trip, \_\_\_\_\_ a beautiful lake where we can go fishing.
6. In the jungle, \_\_\_\_\_ a family of monkeys swinging from tree to tree.
7. At the beach, \_\_\_\_\_ a few seashells scattered along the shore.

# UNIT



# HAVE AND HAS

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali apa itu “have and has”.
2. Memahami **kegunaan atau fungsi** “have and has” dalam sebuah kalimat.
3. Memahami **penulisan** “have and has” sesuai dengan strukturnya dalam menulis sebuah kalimat.
4. Memahami **perbedaan antara** “have and has”.
5. Meningkatkan skill-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.

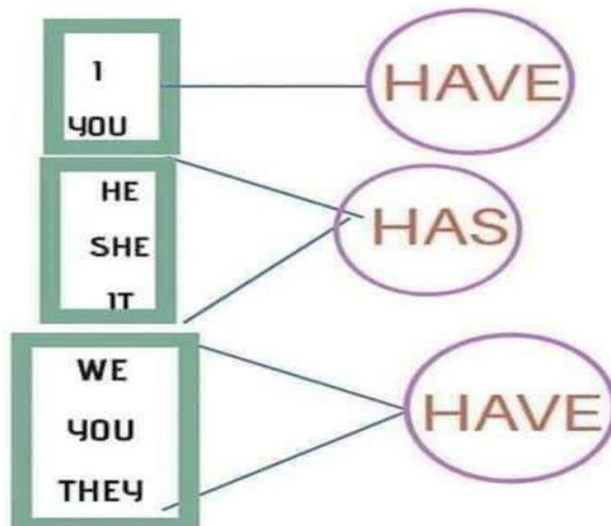


# UNIT 4

## HAVE AND HAS

### Chapter 1. Introduction

Welcome, young learners, to the exciting world of English! Today, we're going to embark on a magical journey to discover the wonders of two special words - "have" and "has." These words are like secret keys that unlock the doors to expressing ownership and possession. Get ready for an adventure filled with games, stories, and lots of fun!



- **What is Have and Has?**
- "Have" is used with pronouns like "I," "you," "we," "they," and with plural nouns. In the negative form, "do not" or "don't" is added before "have."
- "Has" is used with pronouns like "he," "she," "it," and with singular nouns. In the negative form, "does not" or "doesn't" is added before "have."

➤ **The example of use have and has**

**Have :**

**Positive Sentence:**

"I have a cat."

Explanation:

In this sentence, "have" is used because the subject is "I," which is a singular pronoun.

The positive sentence indicates possession, saying that the speaker (I) possesses a cat.

**Negative Sentence:**

I do not have a cat."

Explanation:

In the negative form, "do not" is added before "have" to indicate the absence of possession.

This sentence negates the idea of having a cat.

**Has :**

**Positive Sentence:**

"She has a red balloon."

Explanation:

In this sentence, "has" is used because the subject is "she," which is a singular pronoun.

The positive sentence conveys that she possesses a red balloon.

**Negative Sentence:**

"She does not have a red balloon."

Explanation:

In the negative form, "does not" is added before "have" to indicate the absence of possession.

This sentence denies the idea of her having a red balloon.

➤ **Summary**

"Have" is used with pronouns like "I," "you," "we," "they," and with plural nouns. It indicates possession or ownership.

"Has" is used with pronouns like "he," "she," "it," and with singular nouns. It also indicates possession.

In both cases, the negative form is created by adding "do not" or "does not" before "have" to express the lack of possession. Understanding these basic patterns helps in constructing clear and grammatically correct sentences

## Chapter 2. Read and Listen it!



**Emma** : Hi, Mark! How are you today?

**Mark** : I'm good, thanks! Guess what, Emma? I **have** a surprise for you.

**Emma** : Really? What is it?

**Mark** : Well, I **have** two tickets to the new movie that everyone's talking about. Do you want to go with me?

**Emma** : Oh, that's fantastic! I'd love to go. But wait, who else **has** seen the movie?

**Mark** : My sister **has** already seen it, but she said it's worth watching again.

**Emma** : Great! I've heard so much about it. I can't believe you **have** tickets. When do you want to go?

**Mark** : How about this Saturday? The movie starts at 7 PM.

**Emma** : Perfect! I **have** been wanting to see it. Saturday it is!

**Mark** : Awesome! I'll pick you up at 6:30 PM then.

**Emma** : Sounds like a plan. I **have** been looking forward to a movie night. Thanks, Mark!

**Mark** : No problem, Emma! It's going to be fun.

---

**Answer this question!**

1. Who has a surprise for Emma?
2. What does Mark have for Emma?
3. Has Mark's sister seen the movie?
4. When does Mark suggest going to the movie?
5. What time will Mark pick up Emma on Saturday?



**Now Listen to your teacher!**

## **Listening Material: Understanding “have or has” in Conversations**

### **Introduction**

Welcome to this listening material focused on understanding the use of "have" and "has" in everyday conversations. Whether you're just starting to learn English or looking to refine your skills, this material will guide you through two engaging conversations. Let's dive in!

### **Conversation 1: Shopping for Groceries**



- Wira** : Hi, have you made a shopping list?
- Dino** : Yes, I have a list of items we need. We need fresh vegetables, milk, and some snacks.
- Wira** : Great. I noticed we have run out of coffee too.
- Dino** : Oh, you're right! I have it on the list. Do we also need any eggs?
- Wira** : No, we still have a dozen in the fridge. But, we have no idea what snacks you have in mind.

- What does Dino **have** on their shopping list?
- Why does Wira mention coffee, and what is the conclusion about coffee in the conversation?

## Conversation 2: Making Plans for Weekend



Friend 1: Hey, do you want to join us for a hiking trip this weekend?

Friend 2: I'd love to! Where have you planned to go?

Friend 1: We have a beautiful trail up in the mountains. Last time, we had an amazing view from the top.

Friend 2: That sounds fantastic! What time have you scheduled to start the hike?

Friend 1: We are a bit flexible, but we usually have an early start around 9 AM.

Friend 2: Perfect! I have a backpack ready for such adventures.

- Where have Friend 1 and the group planned to go for the hiking trip?
- What time have Friend 1 and the group usually started their hikes in the past?

## Conversation 3: Planning a Birthday Party



Person A: Hey, have you thought about how to celebrate your birthday this year?

Person B: Yes, I have a few ideas. I was thinking of having a small gathering at home.

Person A: Nice! What kind of decorations have you considered for the party?

Person B: Well, I have some colourful balloons and streamers. Also, I have a theme in mind - a movie night.

- What does Person B have in mind for celebrating their birthday this year?

### **Challenge**

Create a short conversation about hobbies or weekend plans using "have" and "has" with a friend or family member.

## **Chapter 3. Games and Exercises**

### **Section 1: Question Formation Game:**

#### **Game Instructions:**

- Get together with your friends or classmates.
- Take turns asking each other questions using the word "have or has."
- Base your questions on various topics, such as hobbies, preferences, and daily routines.
- Encourage creativity and have fun with your questions!

#### **Answer the following Questions:**

1. What hobbies do you have that you enjoy in your free time?
2. What dish do you absolutely have to try if you haven't already?
3. What time do you usually have breakfast in the morning?
4. Who has the most interesting or unusual thing in their backpack or purse right now?

5. What goals do you have?
6. Do you have a favourite subject, or does someone in your group have a preferred class?
7. Who has read the most books in the past month?

*Feel free to come up with your own questions and share them with your friends.*

## **Section 2: Sentence Completion Exercise:**

### **Exercise Instructions:**

- Complete the following sentences by filling in the blanks with the correct form of "have" or "has"
  - Pay attention to the subject of the sentence to choose the appropriate form.
1. She \_\_\_\_ a beautiful garden in her backyard.
  2. We \_\_\_\_ plans for a picnic this weekend.
  3. The new student \_\_\_\_ an impressive talent for painting.
  4. My little brother \_\_\_\_ a collection of comic books.
  5. They \_\_\_\_ tickets to the concert next week.
  6. The computer in the library \_\_\_\_ a new software update.
  7. He \_\_\_\_ an interesting story to tell about his travels.
  8. I \_\_\_\_ a meeting at 3 PM, so I can't join you for lunch.
  9. We \_\_\_\_ a reservation at the restaurant for 8 PM.
  10. The cat \_\_\_\_ a playful personality.

# UNIT



# USE OF BY

## Tujuan Pembelajaran:

Setelah mempelajari unit ini, siswa diharapkan dapat:

1. Mengenali apa itu “by”.
2. Memahami **kegunaan atau fungsi “by”** dalam sebuah kalimat.
3. Memahami **penulisan “by”** sesuai dengan strukturnya dalam menulis sebuah kalimat.
4. Memahami **jenis-jenis dari kegunaan dan fungsi dari “by”**.
5. Meningkatkan skill-nya seperti **reading** (membaca) angka dengan benar, **listening** (mendengar) guru dengan baik, serta **writing** (menulis) sebuah kata atau kalimat sesuai konteks bahasan.



# UNIT 5

## USE OF BY

### Chapter 1. Introduction

In this chapter, we will embark on an exciting journey to explore the versatile and multi-faceted word "by." We will discover its various meanings and applications in different contexts. By the end of this chapter, you'll not only understand the fundamental uses of "by" but also be able to use it confidently in your everyday communication.

## Ways to use the preposition "by"



"by" + place

The man was sitting by the window.

"by" + method of transport

by train/car/boat/plane/taxi/bus

"by" + method of communication

by post/phone/email/fax

"by" + method of payment

by credit card/cheque

"by" + time expression

Send your application by ten o'clock.

"by" and the passive

The deer was killed by the hunter.

"by" + -ING form

VocabularyPage.com

Turn on the heating by pressing this button.

"by" + reflexive pronoun

I am going to Baku by myself.

[www.vocabularypage.com](http://www.vocabularypage.com)

## Section 1: Unveiling the Basics

*By definition:* "By" is a versatile preposition that takes on different meanings based on the context in which it is used. It's a small word, but its significance is far-reaching.

1. **Proximity and Location:** In the context of proximity and location, "by" is used to indicate a position near or next to something or someone.

Example: The cat sat by the window.

In this instance, "by" denotes the cat's location in relation to the window. It helps us understand the spatial relationship between the cat and its surroundings.

2. **Authorship and Creatorship:** Used to denote the author or creator of something, "by" establishes the origin or source of a work.

Example: The book was written by J.K. Rowling.

Here, "by" indicates the authorship of the book. It tells us who penned the words and created the literary work.

3. **Method or Means:** When referring to the method or means of doing something, "by" indicates the way in which an action is performed or the instrument used.

Example: I travel to work by bus.

In this case, "by" informs us about the method or means of transportation. It answers the question of how the person commutes to work.

## Section 2: By the Numbers

1. **Multiplication and Math:** In mathematical contexts, "by" is used to signify multiplication, expressing the operation performed on two or more numbers.

Example: 4 multiplied by 5 is 20.

The use of "by" in mathematics helps us express multiplication. It indicates the operation performed on the numbers to obtain a result.

2. **Counting and Order:** Used in counting or to denote order, "by" signifies a sequential progression, often indicating one item at a time.

Example: We will play the game one by one.

In this context, "by" signifies a sequential order. It tells us how individuals will take turns, one after the other, in playing the game.

### **Section 3: Adding a Bit of Informality**

1. "By the way" - A Casual Introduction: This phrase is an informal way of introducing a new topic or injecting additional information into a conversation.

Example: By the way, did you hear about the new student?

The phrase "by the way" is an informal way to introduce a new topic or share additional information. It's a conversational tool that adds a friendly touch to the conversation.

### **Section 4: Providing Support**

1. "By Your Side" - Expressing Support: In emotional or supportive contexts, "by" is used to convey companionship or loyalty.

Example: I will always be by your side.

In this expression, "by" conveys emotional or physical support. It suggests a commitment to stand with someone through thick and thin, emphasizing a strong bond.

- In summary, the word "by" is a versatile preposition with diverse applications. It can indicate proximity, authorship, method, multiplication, order, and even add an informal touch to conversations. Understanding these various uses will enable you to wield "by" with precision in your language expressions.



## Chapter 2. Read and Listen it!



**Emma** : Hey, Ryan! I found this fascinating book at the library today.

**Ryan** : Oh, really? What's it about?

**Emma** : It's a mystery novel written by a new author. The story revolves around a small town with a hidden secret.

**Ryan** : Sounds intriguing! What's the title?

**Emma** : It's called "Whispers in the Shadows" by Sarah Thompson.

**Ryan** : I haven't heard of Sarah Thompson. Is she a new author?

**Emma** : Yeah, she is. The book was recommended by the librarian. She said it's a gripping read, and I thought we could read it together.

**Ryan** : Sure, I'm always up for a good mystery. We can discuss it chapter by chapter.

**Emma** : Great idea! By the way, did you hear about the upcoming school event?

**Ryan** : No, I haven't. What's happening?

**Emma** : The school is organizing a talent show next month. I was thinking we could perform a duet. You play the guitar, and I'll sing. What do you think?

**Ryan** : That sounds like a fantastic idea! I'm in. We can practice together after school.

**Emma** : Awesome! I knew you'd be up for it. It's going to be so much fun.

**Ryan** : And, you know, by performing together, we might discover a hidden talent we didn't know we had.

- Emma** : Exactly! It's a great way to showcase our skills and have a good time.
- Ryan** : I'm excited! Let's make it a memorable performance.
- Emma** : Definitely! I'm glad we're on the same page.
- 

**Answer the following questions!**

1. What is the title of the book that Emma found at the library?
2. Who is the author of the mystery novel "Whispers in the Shadows"?
3. How did Emma come across the book?
4. What event did Emma mention to Ryan during the conversation?
5. How did Ryan respond to Emma's suggestion of performing a duet for the talent show?

**Now listen to your teacher!**

**Listening Material: Understanding "by" in Conversations**

**Introduction:**

- Brief explanation of the importance of the word "by" in various contexts.
- Overview of how "by" is a versatile word that can convey different meanings.

## Conversation 1: Exploring Proximity and Authorship



*Background: Emma and Ryan are friends discussing a book Emma found at the library.*

**Ero** : Hey, Ryan! I found this fascinating book at the library today.

**Ryan** : Oh, really? What's it about?

**Ero** : It's a mystery novel written by a new author. The story revolves around a small town with a hidden secret.

**Ryan** : Sounds intriguing! What's the title?

### **Listening Questions:**

1. What did Emma find at the library?
2. How does Emma describe the book's authorship?
3. What does Ryan want to know about the book?

## Conversation 2: Planning for the Talent Show



*Background: Emma and Ryan are friends discussing an upcoming school talent show.*

**Emma** : By the way, did you hear about the upcoming school event?

**Ryan** : No, I haven't. What's happening?

**Emma** : The school is organizing a talent show next month. I was thinking we could perform a duet. You play the guitar, and I'll sing. What do you think?

**Ryan** : That sounds like a fantastic idea! I'm in. We can practice together after school.

### ***Listening Questions:***

1. What event did Emma mention to Ryan?
2. What idea does Emma propose for the talent show?
3. How does Ryan respond to Emma's suggestion?

### **Challenge**

Create a short conversation about hobbies or weekend plans using "by" with a friend.

## **Chapter 3. Games and Exercises**

### **Section 1: Question Formation Game:**

#### **Game Instructions:**

- Get together with your friends or classmates.
  - Take turns asking each other questions using the word "by."
  - Base your questions on various topics, such as hobbies, preferences, and daily routines.
  - Encourage creativity and have fun with your questions!
1. "By what time do you typically start your day?"
  2. "Can you share a skill you've developed by practicing consistently?"
  3. "Is there a specific book that you were captivated by recently?"

4. "Do you have a favourite dish that is commonly prepared by a family member?"
5. "What's the most interesting place you've visited, and how did you get there? By plane, train, or some other means?"
6. "Have you ever faced a challenge at work or in your studies that was eventually overcome by collaborative efforts?"
7. "Share a leisure activity that you enjoy doing by yourself for relaxation."

*Feel free to use these questions in your game, and encourage participants to respond creatively and thoughtfully.*

## **Section 2: Sentence Completion Exercise:**

### **Exercise Instructions:**

- Arrange the sentences to be true use word "by".

Pay attention to the subject of the sentence to choose the appropriate form

1. Surabaya – by car – Aisyah – goes – to
2. Joshua – Malang – and – Dino – to – go – by train
3. School – Jun – at – by bike – at – to – goes – 06.30
4. Cici – the – store – book – by taxi – goes – to
5. by plane – I – Bali – to – go
6. usually – We – travel – the beach – to – by train
7. baked – was – cake – my – grandmother – by
8. written – The letter – was – my best friend – by
9. brushing – teeth – our – keep – we – them – by – clean
10. found – he – solution- the – carefully – by – analysing – data – the

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All designs and pictures in Level 1: <https://www.canva.com/>

## Pictures in Level 2

### Unit 1

[https://www.google.com/url?sa=i&url=https%3A%2F%2Froboguru.ruangguru.com%2Fquestion%2Fa-do-or-does-8-what-your-mother-do-QU-UOXO22B&psig=AOvVaw2C0C6Cf0xnc\\_ehZvwxJMLR&ust=1699807289013000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCICu1N6xvIIDFQAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Froboguru.ruangguru.com%2Fquestion%2Fa-do-or-does-8-what-your-mother-do-QU-UOXO22B&psig=AOvVaw2C0C6Cf0xnc_ehZvwxJMLR&ust=1699807289013000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCICu1N6xvIIDFQAAAAdAAAAABAE)

<https://pin.it/2SD47qP>

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### Unit 2

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fgraminggris.blogspot.com%2F2014%2F02%2Frumus-there-is-dan-there-are.html&psig=AOvVaw0TafgvUcjMVr8fLxodtayS&ust=1699809307295000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCKDn6qC5vIIDFQAAAAAdAAAAABAE>

<https://pin.it/65m11YW>

### Unit 3

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.vedantu.com%2Fenglish%2Fverb-to-be&psig=AOvVaw2Ksw5N07xsFmdaLQPEz6wY&ust=1700412029161000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTClijuxsn-zYIDFQAAAAAdAAAAABAE>

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<https://pin.it/6ol8Ueh>

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<https://pin.it/3uGKKyF>

#### Unit 4

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.quora.com%2FWh-en-should-we-use-have-and-has-in-a-sentence&psig=AOvVaw3Knfv8z-Oi\\_XidOPRJZKQM&ust=1700994084518000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCICCO\\_L23oIDFQAAAAAdAAAAABAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.quora.com%2FWh-en-should-we-use-have-and-has-in-a-sentence&psig=AOvVaw3Knfv8z-Oi_XidOPRJZKQM&ust=1700994084518000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCICCO_L23oIDFQAAAAAdAAAAABAE)

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#### Unit 5

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.vocabularypage.com%2F2017%2F10%2Fthe-preposition-by.html&psig=AOvVaw3ib-qr-LDuS0WPKETRlnDn&ust=1700999800167000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCPC\\_mZiM34IDFQAAAAAdAAAAABAK](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.vocabularypage.com%2F2017%2F10%2Fthe-preposition-by.html&psig=AOvVaw3ib-qr-LDuS0WPKETRlnDn&ust=1700999800167000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCPC_mZiM34IDFQAAAAAdAAAAABAK)

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# ENGLISH FOR YOUNG LEARNERS (EYL) Level 1 & 2

Bahasa Inggris memegang peranan penting dalam komunikasi sehari-hari, tidak saja digunakan oleh orang dewasa, namun juga pada kalangan anak-anak sebagai bekal untuk tumbuh dan berkembang dalam menghadapi tantangan jaman. Dengan demikian, bahasa Inggris sangat penting untuk diperkenalkan sejak dini pada usia anak-anak. Modul pembelajaran bahasa Inggris untuk anak-anak (English for Young Learners-EYL) ini disusun untuk digunakan oleh guru dan siswa pada jenjang Sekolah Dasar (Level 1), dan Sekolah Menengah Pertama (Level 2).

Modul ini disusun berdasarkan atas kebutuhan akan materi ajar bahasa Inggris yang sesuai dengan jenjang dan karakteristik pembelajaran dan pengajaran bahasa Inggris untuk anak-anak. Oleh karena itu materi ajar yang disajikan dalam modul ini disusun sesuai kebutuhan dan perkembangan anak. Pada Level 1, materi ajar dibagi dalam 6 Unit, mencakup materi tentang: Number, Day and Night, Colour, My Family, My Body, and School Objects. Sedangkan untuk Level 2, materi ajar dibagi dalam 5 Unit, membahas tentang: To Be, The Use of Do and Does, The Use there, The Use of Have and Has, and The Use of By. Di setiap unit pada modul ini terdapat tujuan pembelajaran yang ingin dicapai, aktivitas kelas/latihan, dan catatan untuk guru terkait strategi dan cara dalam menyampaikan materi.

Mempelajari bahasa Inggris mutlak diperlukan bagi semua kalangan di era globalisasi seperti saat ini, terlebih bagi anak-anak sebagai persiapan awal untuk dapat berkompetisi dengan anak-anak di seluruh dunia. Oleh karena itu, materi ajar yang disajikan dalam modul ini sangat bermanfaat bagi anak-anak Indonesia agar dapat tumbuh dan berkembang menjadi generasi emas dan unggul di masa yang akan datang.



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