

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK TEKNOLOGI BAITUL MUKMININ
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X / Ganjil
 Materi Pokok : Talking about self and family
 Skill : Speaking dan writing
 Alokasi Waktu : 4jp x 45 menit (2 kali pertemuan)

A. KOMPETENSI INTI (KI)

KI3: Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B.	KOMPETENSI DASAR (KD)	C.	INDIKATOR PENCAPAIAN KOMPETENSI (IPK)
	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)		3.1.1 Menganalisis fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya 3.1.2 Menganalisis struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga.

		3.1.3 Menganalisis unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri.
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.		4.1.1 Menyusun teks lisan interaksi transaksional tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri. 4.1.2 menyajikan teks lisan interaksi tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri.

D. TUJUAN PEMBELAJARAN.

Setelah mengikuti proses pembelajaran (tanya jawab, diskusi kelompok, penugasan, group work, pair work, role play) peserta didik dapat:

1. **Menganalisis** topik dari sebuah dialog interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan benar.
2. **Menganalisis** rincian informasi dalam dialog terkait jati diri dengan benar.
3. **Menganalisis** bentuk pronoun yang tepat pada sebuah dialog tentang jati diri dan hubungan keluarga dengan benar.
4. **Menganalisis** bentuk kata kerja yang tepat pada sebuah dialog tentang jati diri dan hubungan keluarga dengan benar.
5. **Menyusun** sebuah dialog interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga dengan benar.
6. **Mempraktekkan / menyajikan** dialog yang telah dibuat sesuai dengan pelafalan yang jelas dan benar berupa video di youtube atau tiktok

E. MATERI PEMBELAJARAN

Materi Pembelajaran Reguler

- Fungsi Sosial
Mengenalkan dan menjalin hubungan interpersonal dengan orang lain
- Struktur Teks
 - Memulai
 - Menanggapi
- Unsur Kebahasaan
 - Simple Present Tense
 - Pronoun
- Topik
Introducing self and family.

a. *Greeting Someone*

When we meet someone, we usually greet him/her. Here are some expressions and the responses that can be used:

Formal Greetings	Responses
<ul style="list-style-type: none"> - Good morning, Dr/Mr/Miss/Mrs/Mess/last name - Good afternoon, Dr/Mr/Ms/Mrs..last name - Good evening, Dr/Mr/Ms/Mrs..last name - Hello, how are you? - How do you do? 	<ul style="list-style-type: none"> - Hello, good morning - Hello, good afternoon. - Good evening. - I'm fine. Thank you. - Very well, thank you.
Informal Greetings	Responses
<ul style="list-style-type: none"> - Hi, first name - How are you? - How are you doing? - How's it going? - Hi, how's life? - What's news? - How's everything? - How's business? - What's up? 	<ul style="list-style-type: none"> - Hi, first name - Fine - OK - Alright - Terrific. And you? - Just fine, thanks. - Great, Thanks. - Pretty well. What about you? - Not bad - Not so well - Nothing special

b. *Introduction*

Introducing one self	Introducing others	Response
<ul style="list-style-type: none"> • My name is Kartika • My full name is Kartika Kirana • My nick name is Kartika • Hi, I am Kartika • Hello, my name is Kartika • Good morning. My name is Kartika • May I introduce myself? My name is Kartika • Let me introduce myself. My name is Kartika. • First of all, I would like to introduce myself. My name is Kartika • How do you do? My name is Kartika 	<ul style="list-style-type: none"> • Do you know Kartika • Have you met Kartika? • This is a friend of mine, Okki. • Ika, this is Okki, my friend. • May I introduce my friend, Mrs. Suryani? • Please allow me to introduce our new Administration Manager. • Let me introduce you to Mrs. Lina our new Marketing Manager. Mrs. Lina. this is Mr. Lutfi from Java Plantation Company. 	<ul style="list-style-type: none"> • Hi, I'm Okki. Glad to meet you. • Hello, My name is Okki Pleased to meet you • Good morning. I am Okki How do you do?. • How do you do? My name is Okki. Nice to meet you •

c. *Closing*

Formal leave Takings	Responses
<ul style="list-style-type: none"> - Goodbye, Dr/Mr/Ms/Mrs..last name - I hope to see you again sometime - Have a good time - Have a nice time - Have a nice weekend/vacation/holiday - Enjoy yourself, I hope you have a good time - I really must going - It's been nice talking to you - Nice to meet you 	<ul style="list-style-type: none"> - Good bye - Nice to meet you - Have a nice weekend - Have a nice vacation - Have a nice evening
Informal leave takings	Responses
<ul style="list-style-type: none"> - Sorry, I have to go now. - I'll talk to you later. - Good bye. - Bye-bye/ Bye. - See you tomorrow 	<ul style="list-style-type: none"> - Yes, of course. See you. - Sure. See you later. - So long. - Take care. - Keep in touch. - See you at school. - See you later/soon/tonight - Bye bye - G'bye - Bye now

d. *Pronoun*

Subject	Object	Possessive adjectives	Posessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	It	It	Its

Materi Pembelajaran Remedial

Jika peserta didik mendapatkan nilai di bawah KBM, maka peserta didik tersebut mengikuti program remidi. Remidi dilakukan dengan menjelaskan kembali materi – materi yang belum dikuasai oleh peserta didik yang bersangkutan.

Materi Pembelajaran Pengayaan

Untuk bahan pengayaan, peserta didik diberikan tugas untuk mencari sebuah video tentang *talking about self*, kemudian menganalisis isi video tersebut.

F. PENDEKATAN, METODE DAN STRATEGI PEMBELAJARAN

Pendekatan : Contextual Teaching and Learning

Metode Pembelajaran : Cooperative Learning

Strategi Pembelajaran : Brainstroming, group work, pair work,dan discussion, ,

G. MEDIA PEMBELAJARAN

1. Video
2. Gambar
3. PowerPoint Presentation
4. Laptop
5. LCD
6. Worksheet

H. KEGIATAN PEMBELAJARAN

Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	KET
Pendahuluan	<ol style="list-style-type: none"> 1. Apersepsi <ul style="list-style-type: none"> - Memberi salam dan berdoa - Absensi siswa (KEDISIPLINAN) - Guru memberi gambaran tentang materi secara singkat 2. Motivasi <ul style="list-style-type: none"> - Guru menginformasikan tujuan pembelajaran - Guru memotivasi peserta didik dengan menggali potensi siswa tentang materi ajar agar tujuan yang diinginkan tercapai. (NEUROSCIENCE) 	10 menit	Menggunakan aplikasi google meet
Inti	<ol style="list-style-type: none"> 1. Peserta didik diberikan sebuah video tentang introducing self.(MENGAMATI)(TPACK)(ICT) 2. Peserta didik menanyakan hal-hal yang berkaitan dengan video tersebut. (COMMUNICATIVE) 3. Peserta didik dengan bimbingan guru mendiskusikan isi video tersebut. (COLLABORATIVE) 4. Peserta didik diminta berkelompok yang terdiri dari 5 orang dan diberi dialog tentang introducing self.(COLLABORATIVE) 5. Peserta didik diminta untuk membaca dan mendiskusikan isi dialog.(LITERASI) 6. Peserta didik menentukan topik dari dialog. 7. Peserta didik mendapatkan <i>feedback</i> dari guru. 8. Peserta didik diminta menentukan rincian informasi dalam dialog. (CRITICAL) 9. Peserta didik mendapatkan feedback dari guru. 	75 menit	Vidio dari youtube . Video di upload di whatsapp group.

	<p>10. Peserta didik melengkapi kalimat rumpang pada dialog.</p> <p>11. Peserta didik mengurutkan dialog acak dengan benar. (CREATIVITY DAN CRITICAL THINKING)</p> <p>12. Peserta didik mendapatkan <i>feedback</i> dari guru.</p>		
Penutup	<p>1. Peserta didik Bersama guru menyimpulkan hasil pembelajaran.</p> <p>2. Peserta didik diberi informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>3. Peserta didik dan pendidik mengucapkan salam penutup.</p>	10 menit	Google meet

Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU	KET
Pendahuluan	<p>1. Guru memberi salam.</p> <p>2. Guru meminta salah satu peserta didik untuk memimpin doa sebelum memulai pelajaran.</p> <p>3. Guru memeriksa kehadiran peserta didik.</p> <p>4. Guru melakukan apersepsi berupa gambar dan mereview materi yang telah dipelajari pada pertemuan sebelumnya.</p> <p>5. Guru menyampaikan kompetensi yang harus dicapai setelah pembelajaran, tujuan pembelajaran, dan bentuk penilaian.</p>	10 menit	Google meet
Inti	<p>1. Peserta didik diminta berkelompok yang terdiri dari 5 orang dan diberi dialog tentang <i>introducing self and family</i>. (COLLABORATIVE)</p> <p>2. Peserta didik diminta untuk membaca dan mendiskusikan isi dialog. (LITERASI)</p> <p>3. Peserta didik menganalisis bentuk pronoun yang tepat pada sebuah dialog tentang jati diri dan hubungan keluarga. (HOTS)</p> <p>4. Peserta didik menganalisis bentuk kata kerja yang tepat pada sebuah dialog tentang jati diri dan hubungan keluarga. (HOTS)</p> <p>5. Peserta didik diminta berkelompok yang terdiri dari 5 orang. (COLLABORATIVE)</p> <p>6. Setiap kelompok <i>situation card</i>.</p> <p>7. Peserta didik diminta menyusun sebuah</p>	75 menit	Menggunakan whatsapp.

	<p>dialog tentang <i>introducing self and family</i> sesuai dengan <i>situation card</i> yang diberikan.(CREATIVITY)</p> <p>8. Peserta didik mempraktekkan dialog yang telah dibuat sesuai dengan pelafalan yang jelas dan benar.(CREATIVITY)</p> <p>9. Hasil dialog video di upload di aplikasi tiktok dan youtube. (INTEGRASI ICT)</p>		
Penutup	<p>1. Peserta didik bersama guru menyimpulkan hasil pembelajaran.</p> <p>2. Peserta didik diberikan feedback dan apresiasi atas partisipasi mereka dalam kegiatan pembelajaran.</p> <p>3. Peserta didik dan pendidik mengucapkan salam penutup.</p>	10 menit	Google meet

I. SUMBER BELAJAR

Kemendikbud dan Kebudayaan. 2017. *Buku Siswa Bahasa Inggris X Wajib*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud

Kurniawan, L, dkk. 2017. *English for SMK 1*. Jakarta Timur: Yudistira
<https://www.youtube.com/watch?v=zodGXBfYKs>

J. PENILAIAN PROSES DAN HASIL BELAJAR

1. Teknik penilaian

No	Aspek	Teknik	Bentuk Penilaian	keterangan
1.	Sikap	Observasi	Lembar observasi	Google form
2.	Pengetahuan	Penugasan	Worksheet	CBT
3.	Keterampilan (Speaking skill)	Performance	Praktek dialog	Video tiktok dan youtube

2. Instrumen penilaian

- a. Kisi – kisi soal
- b. Butir soal
- c. Kunci jawaban
- d. Pedoman penskoran.
Terlampir

K. RENCANA TINDAK LANJUT HASIL PENILAIAN (PENGAYAAN DAN/ATAU REMIDIAL)

➤ Pedoman Ketuntasan

Nilai Ketuntasan Pengetahuan dan Keterampilan adalah 75 (sesuai KBM)

➤ Tindak Lanjut

1. Pengayaan

Jika peserta didik mendapatkan nilai sesuai dan atau di atas KBM, maka peserta didik tersebut mengikuti program pengayaan. Untuk bahan pengayaan, peserta didik diberikan

tugas untuk mencari sebuah video tentang *talking about self*, kemudian menganalisis isi video tersebut.

2. Remidi

Jika peserta didik mendapatkan nilai di bawah KBM, maka peserta didik tersebut mengikuti program remidi. Remidi dilakukan dengan menjelaskan kembali materi – materi yang belum dikuasai oleh peserta didik yang bersangkutan.

Catatan: tindak lanjut disesuaikan dengan situasi dan kondisi.

Bangsalsari, 13 Juli 2020

Mengetahui,
Kepala SMK Teknologi Baitul Mu'minin Bangsalsari ,

Guru mata pelajaran

Sudirman Ali Nur Hamzah, S.Pd

Supiatu Rosidah, S.Pd

**APPENDIX 1
ASSESSMENT**

1. Penilaian Sikap Spiritual dan Sosial
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar Observasi
 - c. Instrumen Penilaian:

Lembar Observasi Sikap Spiritual dan Sikap Sosial

Nama Peserta Didik:.....

Kelas :.....

No	Sikap yang dinilai	Skor			
		4	3	2	1
1	Berdoa sebelum dan sesudah kegiatan belajar.				
2	Memberi salam pada saat awal dan akhir kegiatan belajar.				
3	Bersyukur ketika berhasil mengerjakan tugas belajar.				
4	Memelihara hubungan baik dengan sesama umat ciptaan Tuhan yang Maha Esa.				
5	Memberi pendapat dalam bahasan pemecahan masalah.				
6	Membantu sejawat dalam memecahkan masalah.				
7	Santun dalam bertingkah laku.				
8	Bertanggung jawab terhadap tugas yang diemban.				
9	Disiplin dalam kegiatan pembelajaran.				
10	Menunjukkan sikap percaya diri.				
Skor yang diperoleh					

d. Pedoman Penskoran:

4	selalu, apabila selalu melakukan sesuai pernyataan.
3	sering, apabila sering melakukan sesuai pernyataan.
2	kadang-kadang, apabila kadang-kadang melakukan sesuai pernyataan.
1	tidak pernah, apabila tidak pernah melakukan.

e. Pedoman Penilaian

Skor maksimum = 40

Nilai = skor yang diperoleh / skor maksimum x 100

Keterangan:

90 – 100 = A (Baik Sekali)

80 – 89 = B (Baik)

70 – 79 = C (Cukup)

60 – 69 = D (Kurang)

2. Penilaian Pengetahuan

- a. Teknik Penilaian : Penugasan
- b. Bentuk Instrumen : Workshop
- c. Instrumen Penilaian: Kisi – kisi soal, butir soal, kunci jawaban, dan pedoman penskoran.

1) Kisi-Kisi dan Soal

Kompetensi Dasar	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)	X	Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)	Disajikan sebuah dialog, peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada dialog tentang jati diri	Analisis (C4)	1-5	Isian

2) Butir soal

Fill in the blanks with the words provided in the box correctly.

my	have	is	teaches	makes	takes	are
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Teacher : Oh... What is your name again? I can't keep all the student's name straight.

This being the second day of school.

Student : It's okay. I (1) difficulties in remembering names.

Teacher : Hello....Karen, right?

Student : No, It's Nancy. My mom's name is Karen.

Teacher : Okay. I heard you were from England.

Student : Well, I was born there, but (2) parents are American. I grew up in France.

Teacher : Oh, a wonderful traveler.

Student : But then we moved here when I was nine.

Teacher : So, what does your father do now?

Student : Well, He (3) a college professor, and he is in Scotland at the moment.

Teacher : How interesting. What does she teach?

Student : He (4) Chemistry.

Teacher : What about your mother?

Student : She works full time at home. She (5) care of me.

Teacher : That's great!

3) Kunci Jawaban

1. Have
2. My
3. Is
4. Teaches
5. Cares

4) Pedoman penskoran

Skor maksimal = 5

Skor minimal = 0

$$\text{Nilai perolehan} = \frac{\sum \text{skor perolehan}}{\sum \text{skor maksimal}} \times 100$$

3. Penilaian Keterampilan (Speaking skill)

- a. Teknik Penilaian : Penugasan
- b. Bentuk Instrumen : Workshop
- c. Instrumen Penilaian: Kisi – kisi soal, butir soal, alternatif jawaban, dan pedoman penskoran.
 - 1) Kisi-Kisi dan Soal

Kompetensi Dasar	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	X	Teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan	Diminta membuat dialog peserta didik dapat mempraktikkan dialog tersebut dengan pelafalan dan intonasi yang benar.	Penerapan (L2)	1	Esai

		<i>pronoun: subjective, objective, possessive)</i>				
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2) Butirsoal

Activity 4. Work with your friend. Compose a dialogue based on the situation given. Then act it out in the front of the class.

Situation 1: You are a new student and you want to introduce yourself to your classmate.

Situation 2: You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.

Situation 3: You are a new engineer. You want to introduce yourself to your friend.

3) Pedoman penskoran

a) Rubrik penilaian speaking

No.	Aspek	Kriteria	Skor
1	Quantity of information communicated	Communicates more information than required to fulfill the task.	4
		Communicates adequate information to fulfill the task.	3
		Communicates some information, but amount is less than adequate.	2
		Provides almost no information, or there is not enough speech to evaluate.	1
2	Fluency	Speech is smooth and flowing. No hesitancy.	4
		Speech is smooth for the most part. Occasional hesitancy.	3
		Speech is hesitant and choppy. Frequent pauses and/or unfinished phrases.	2
		Speech is limited to isolated words or short phrases. No fluency.	1
3	Pronunciation	No errors in pronunciation that disturb comprehension.	4
		A few errors in pronunciation rarely disturb comprehension.	3
		Frequent pronunciation errors cause some confusion or misunderstanding.	2
		So many pronunciation errors that cause incomprehension.	1
4	Vocabulary	Uses a wide range of vocabulary appropriately.	4

		Uses a wide range of vocabulary. Most of vocabulary is used appropriately	3
		Uses an adequate range of vocabulary. Vocabulary is sometimes used inappropriately.	2
		Uses a limited range of vocabulary. Vocabulary is often used inappropriately.	1
5	Grammar	No or very few grammatical errors.	4
		Some grammatical errors; However, errors do not impede comprehension.	3
		Several grammatical errors that impede comprehension.	2
		Grammatical errors so frequent that comprehension is totally impeded.	1

b) Instrumen Penilaian speaking

No.	Aspects	1	2	3	4	Notes
1.	Quantity of information communicated					
2.	Fluency					
3.	Pronunciation					
4.	Vocabulary					
5.	Grammar					

c) Pedoman penilaian speaking

Skor maksimal = 20

$$\text{Nilai perolehan} = \frac{\sum \text{skor perolehan}}{\sum \text{skor maksimal}} \times 100$$

APPENDIX 2

STUDENTS' WORKSHEET

Worksheet Pertemuan 1

Task 1

Answer the following questions correctly!

Conversation between Molly and Peter

Molly : Excuse me, hello
Peter : Hi
Molly : my name is Molly. What's your name?
Peter : I'm Peter. My friends call me Pete.
Molly : My friends call me Molly. Hi Pete, Nice to meet you
Peter : It's nice to meet you too.
Molly : Are you a student here?
Peter : Yes I am, my class is at nine o'clock with miss. Taylor.
Molly : Miss Taylor? She is my teacher. You are in my class.
Peter : Great!
Molly : Where is our class?
Peter : It's over there.

Conversation between Molly, Peter, and teacher.

Peter : Hi, I'm Peter. Peter Chrome. I'm in your class.
Teacher : Hi Peter. Nice to meet you. Hello. What's your name?
Molly : I'm Molly. I'm in your class, too.
Teacher : Hello Holy. is that H-O-L-L-Y?
Molly : No, It's Molly. M-O-L-L-Y
Teacher : M-O-L-L-Y. What's your last name Molly?
Molly : Lin. L-I-N
Teacher : Peter Chrome and Molly Lin.
Peter : Wait. Excuse me, are you miss Taylor?
Teacher : No, I'm not. I'm Miss. Smith. Miss. Taylor in room 203, over there.
Peter : Oh, thanks.
Teacher : Have a good day.
Peter : Good bye.
Teacher : Bye

1. What is the conversation about?
.....
2. Where does the conversation take place?
.....
3. When is Peter's class started?
.....
4. Are Peter and Molly in the same class?
.....
5. Underline expressions of greeting, introducing self, and closing on the conversation above.

TASK 2

Complete the following dialogues correctly!

Dialogue 1

Two persons meet on the way from school. They are Budi and Desi. Budi introduces himself to Desi on the way home from the school.

Budi : Good morning. I'm Budi. Haven't we met before?

Desi : I don't think so. Anyway, Hello, _____ (1) Desi.

Budi : Hi, Desi. what do you do?.

Desi : I am a student. _____ (2)?

Budi : I stay in the Uptown Apartment on fifth Avenue.

Desi : That's great. I also stay there on eleventh floor.

Budi : Mine's on tenth floor. Sorry, I have to get going.

Desi : See you then. Good bye.

Budi : _____ (3)

Dialog 2

Today is the commemoration of National Education Day. Every province in Indonesia sends their representatives to attend the event.

Rony : Hello, let me introduce myself. My name is Ali. I study at SMAN 10 Jakarta.

Edi : Hi, I'm Edi, I'm from Papua. Nice to meet you.

Rony : _____ (4) too. Let's go to the crowd.

Edi and Rony go to the crowded and they meet a girl.

lta : Hi, Rony. How are you?

Rony : _____ (5). How about you?

lta : I'm fine too. Thank you.

Rony : Elvi, this is Edi, my new friend.

Edi : Hi. How do you do? Pleased to meet you.

lta : How do you do? _____ (6) too.

Edi : By the way, what is your hobby?

lta : I like cooking very much. I can spend my whole day for cooking.

TASK 3

Match the situations in column A, with the proper expressions in column B.

A	B
1. You greet your teacher at 1 pm.	a. Hello, Rena. Nice to see you again.
2. Lita meets an old friend.	b. Good morning, class.
3. A teacher greets her students.	c. Good evening, ladies and gentlemen.
4. Someone opens a speech at 7 pm.	d. Good afternoon, Ma'am.
5. You meet your teacher.	e. Good night. Sweet dream.
6. A mommy takes her little son to bed.	f. . Good morning, Sir.
	g Bye. See you tomorrow

TASK 4

Rearrange these jumble dialog correctly!

Today is the first day at school for Dian. She meets Sinta. Then, they introduce each other.

1. Sinta : Nice to meet you too. We are in the same class, right? I saw your name in the students 'list of my class.
2. Dian : This is a book about cooking
3. Rian : Oh, do you like cooking? I like cooking too.
4. Dian : Good morning. let me to introduce myself. I'm Dian. Nice to meet you.
5. Dian : Yeah, right. By the way, what book is that?
6. Dian : Really? Good, so I have a friend to share with. Anyway, I must go now. Bye

Worksheet Pertemuan 2

TASK 1

Charlie : Hi, my name is Charlie. Nice to meet **you**.

Edward: Nice to meet you too. My name is Ed.

Charlie : What?

Edward : Edward, but all of **my friends** and family **call me** Ed.

Charlie : Okay, Ed. So, tell me about your family.

Edward : Well, *I have three brothers and a sister.*

Charlie: Wow, that's a big family. Are you the oldest, Ed?

Edward: No. *I'm the middle child in my family.*

Charlie : So, what do your parents do?

Edward: *My father is a taxi driver.* It's a difficult job, but **he** works hard to support **his** family.

Charlie: How about your mother?

Edward: *She helps run a small family store with my older brother and sister.*

Charlie: What kinds of store?

Edward: *We sell food, like bread, eggs, soft drinks, rice, sugar, and cookies.* Things that people buy every day.

Charlie: That's great.

1. What is the dialogue about?

.....

2. How many siblings does Edward have?

.....

3. What is Edward's father job?

.....

4. Rewrite the bold sentences and italic sentences in the table below.

Bold words	Italic words

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TASK 2

Fill in the blanks with the words provided in the box correctly.

my	have	is	teaches	makes	takes	are
----	------	----	---------	-------	-------	-----

Teacher : Oh... What is your name again? I can't keep all the student's name straight. This being the second day of school.

Student : It's okay. I (1) difficulties in remembering names.

Teacher : Hello....Karen, right?

Student : No, It's Nancy. My mom's name is Karen.

Teacher : Okay. I heard you were from England.

Student : Well, I was born there, but (2) parents are American. I grew up in France.

Teacher : Oh, a wonderful traveler.

Student : But then we moved here when I was nine.

Teacher : So, what does your father do now?

Student : Well, He (3) a college professor, and he is in Scotland at the moment.

Teacher : How interesting. What does she teach?

Student : He (4) Chemistry.

Teacher : What about your mother?

Student : She works full time at home. She (5) care of me.

Teacher : That's great!

TASK 3

Activity 4. Work with your friend. Compose a dialogue based on the situation given. Then act it out in the front of the class.

Situation 1: You are a new student and you want to introduce yourself to your classmate.

Situation 2: You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.

Situation 3: You are a new engineer. You want to introduce yourself to your friend.



You are a new student and you want to introduce yourself to your classmate.

You are a new student and you want to introduce yourself to your classmate.

You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.

You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.

You are a new engineer. You want to introduce yourself to your friend.

You are a new engineer. You want to introduce yourself to your friend.

You are a new student and you want to introduce yourself to your classmate.

You are a new student and you want to introduce yourself to your classmate.

You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.

You are a new engineer. You want to introduce yourself to your friend.

You are a new engineer. You want to introduce yourself to your friend.

You and your sister go to park. There, you meet your English teacher. Then, you want to introduce your sister to your English teacher.