

## RENCANA PELAKSANAAN PEMBELAJARAN

Nama Satuan Pendidikan : SMAN 12 Kabupaten Tangerang  
Mata Pelajaran : Bahasa Inggris Wajib  
Kelas / Semester : XII / 6  
Materi Pokok : *English Song*  
Alokasi Waktu : 6 x Pertemuan (@2JP)

### A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.7.	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	3.7.1.	Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.2.	Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
		3.7.3.	Menafsirkan fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.4.	Menafsirkan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.5.	Menjelaskan fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.6.	Menjelaskan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.7.	Menganalisis fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
		3.7.8.	Menganalisis unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
4.7.	Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK	4.7.1.	Melengkapi lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK secara kontekstual sesuai dengan fungsi sosialnya.
		4.7.2.	Melengkapi lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK secara kontekstual sesuai dengan unsur kebahasaannya.
		4.7.3.	Menelaah lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK secara kontekstual sesuai dengan fungsi sosialnya.
		4.7.4.	Menelaah lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK secara kontekstual sesuai dengan unsur kebahasaannya.

### C. TUJUAN PEMBELAJARAN

Melalui pembelajaran *Discovery Learning*, peserta didik terampil menafsirkan fungsi social dan unsur kebahasaan serta mahir menangkap makna lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK dengan pro aktif dan penuh tanggung jawab.

### D. MATERI PEMBELAJARAN

#### Factual

Naskah lirik lagu berbahasa Inggris.

#### Konseptual

Fungsi Sosial: Menghibur dan menyampaikan pesan moral.

#### Procedural

Unsur Kebahasaan yang bisa berupa:

- Ungkapan yang mengandung informasi dan nilai moral terkait topik dari lagu.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

#### Metakognitif

Berupa penulisan pesan yang terkandung dalam lagu berbahasa Inggris.

Topik diarahkan lagu yang mengandung keteladanan dan inspirasi yang dapat menumbuhkan perilaku yang termuat dalam KI.

### E. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan : *Scientific*

Model : *Discovery Learning*

Metode : diskusi, tanya jawab, presentasi dan penugasan

### F. MEDIA/ALAT DAN BAHAN PEMBELAJARAN

Media / alat : Laptop/komputer, Zoom, Google Meet, Padlet, Ms.Teams, Canva, Wakelet, social media apps, OneDrive, GoogleDrive, online news media

Bahan : Ppt, Ms.Sway, Ms.Form, lembar kerja siswa

## G. SUMBER BELAJAR

- Utami Widiati, Zuliati Rohmah dan Furaidah. 2018. Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XII. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Th. M. Sudarwati., Eudia Grace. 2018. Pathway to English for SMA/MA Grade XII. Jakarta: Erlangga.
- Otong Setiawan Dj., Supeni. 2018. Bahasa Inggris untuk Sisa SMA-MA/SMK-MAK Kelas XII. Bandung: Yrama Widya.
- Berbagai sumber di Internet.

## H. LANGKAH - LANGKAH PEMBELAJARAN

### Pertemuan ke 1

#### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD.
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

#### Kegiatan Inti:

##### Stimulation

- Peserta didik mengamati berbagai potongan video clip dari Billboard 100 chart.
- Peserta didik berdiskusi untuk mengidentifikasi penyanyi dan judul lagu yang dibawakannya.

- Problem Statement
- Secara berkelompok, peserta didik diberi kesempatan untuk mengajukan sebanyak mungkin pertanyaan yang berkaitan dengan video yang dilihatnya.

### Kegiatan Penutup

- Membuat rangkuman/simpulan pembelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

### Pertemuan ke 2

#### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

#### Kegiatan Inti:

- Data Collection
- Peserta didik membaca sebuah lirik lagu berbahasa Inggris.
  - Peserta didik dibantu guru melalui *Whatsapp Group* berusaha menemukan tema, pesan dan *figurative language (metaphor, personification, hyperbole, simile)* yang ada pada lirik lagu tersebut.

- Peserta didik berusaha menemukan informasi tambahan terkait *Figurative Language* dari berbagai sumber.

### Kegiatan Penutup

- Membuat rangkuman/simpulan pembelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

### Pertemuan ke 3

#### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

#### Kegiatan Inti:

##### Data Processing

- Peserta didik melengkapi lirik lagu berbahasa Inggris dengan kata - kata yang tepat.
- Peserta didik menganalisis beberapa buah lirik lagu secara berkelompok dan berusaha menemukan perbedaan dan persamaan dari lirik lagu tersebut dilihat dari tema, pesan dan *Figurative Language* nya.

### Kegiatan Penutup

- Membuat rangkuman/simpulan pembelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

### Pertemuan ke 4

#### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

#### Kegiatan Inti:

##### Verification

- Peserta didik membuat presentasi dengan media Canva untuk memaparkan hasil diskusi masing - masing kelompok.

### Kegiatan Penutup

- Membuat rangkuman/simpulan pembelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

## Pertemuan ke 5

### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

### Kegiatan Inti:

#### Verification

- Peserta didik saling bertukar hasil pekerjaannya antar kelompok untuk memberikan masukan pada kelompok lain.
- Peserta didik melakukan revisi berdasarkan hasil masukan dari kelompok lain.

### Kegiatan Penutup

- Membuat rangkuman/simpulan pembelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.



## Pertemuan ke 6

### Kegiatan Pendahuluan

- Mengucapkan salam.
- Mengondisikan suasana belajar yang menyenangkan bisa berupa alam dan lingkungan, digital, atau bahan cetak.
- Menyampaikan tujuan pembelajaran.
- Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
- Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan termasuk penguatan nilai-nilai karakter sesuai tuntutan KD
- Menyampaikan lingkup dan teknik penilaian yang akan digunakan, termasuk penilaian kemampuan literasi dan penguatan pendidikan karakter.

### Kegiatan Inti:

- |              |  |
|--------------|--|
| Verification | <ul style="list-style-type: none"><li>• Peserta didik berdiskusi dengan guru dan melakukan revisi dan editing pada <i>Canva</i> masing-masing.</li><li>• Peserta didik mengupload hasil kerjanya di aplikasi <i>Instagram</i>.</li></ul> |
|--------------|--|

### Kegiatan Penutup

- |                |  |
|----------------|--|
| Generalization | <ul style="list-style-type: none"><li>• Membuat rangkuman/simpulan pembelajaran secara keseluruhan dari pertemuan ke 1 - 6.</li><li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan pada lembar refleksi yang disediakan oleh guru dengan aplikasi <i>Ms.Form</i>.</li><li>• Memberikan umpan balik terhadap proses dan hasil pembelajaran.</li></ul> |
|----------------|--|

## I. PENILAIAN

### PENILAIAN SIKAP

- a. Teknik Penilaian : Observasi
- b. Bentuk Penilaian : Penilaian sikap oleh guru, penilaian diri dan penilaian antar teman.
- c. Instrumen Penilaian : Jurnal (terlampir)

### PENILAIAN PENGETAHUAN

- a. Teknik Penilaian : Tes lisan, tertulis dan penugasan
- b. Bentuk Penilaian : Uraian, essay, menjodohkan.
- c. Instrumen Penilaian : Terlampir

### PENILAIAN KETRAMPILAN

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Penilaian : Portofolio
- c. Instrumen Penilaian : Terlampir

Mengetahui,  
Kepala SMA Negeri 12 Kabupaten Tangerang

Tangerang, 12 Juli 2021  
Guru Bidang Studi

Dr. Drs. ISAR DASUKI TASIM, S.E., M.Si.

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## LAMPIRAN RPP ENGLISH SONGS

### ACTIVITY 1

Look at the pictures carefully. Do you know who they are? Tell your friends about them.

1



.....

2



.....

3



.....

4



.....

5



.....

6



.....

7



.....

8



.....

9



10



## ACTIVITY 2

Are you familiar with these singers? Can you tell which songs are theirs?

1. Ed Sheeran
  2. Taylor Swift
  3. Billie Eilish
  4. Lady Gaga
  5. Ariana Grande
  6. Lauv
  7. BTS
  8. Katy Perry
  9. Dua Lipa
  10. Anne-Marie
  11. The Weeknd
  12. Camila Cabello
  13. Shawn Mendes
  14. Selena Gomez
  15. John Legend
- a. Don't Start Now
  - b. Havana
  - c. 2002
  - d. Bigger Love
  - e. Stitches
  - f. Rare
  - g. Blinding Lights
  - h. Beautiful People
  - i. Shallow
  - j. Ocean Eyes
  - k. Boy With Luv
  - l. Stuck With U
  - m. Daisy
  - n. I Like Me Better
  - o. The Man

### ACTIVITY 3

Watch the video in this link <http://bit.ly/shallowUnit07> then complete the song lyrics based on the video you've watched.

Shallow

(from "A Star Is Born" soundtrack)

[Bradley Cooper:]

Tell me something girl

Are you happy in this (1) \_\_\_\_\_ world?

Or do you need more?

Is there something else you're (2) \_\_\_\_\_ for?

\*I'm falling

In all the good times I find myself longing for (3) \_\_\_\_\_

And in the bad times I (4) \_\_\_\_\_ myself

[Lady Gaga:]

Tell me something boy

Aren't you tired trying to fill that (5) \_\_\_\_\_?

Or do you need more?

Ain't it hard keeping it so (6) \_\_\_\_\_?

back to \*

Chorus:

I'm off the deep end, watch as I (7) \_\_\_\_\_ in

I'll never meet the (8) \_\_\_\_\_

(9) \_\_\_\_\_ through the surface, where they can't (10) \_\_\_\_\_ us

We're far from the shallow now

[Lady Gaga & Bradley Cooper:]  
 In the sha-ha-sha-ha-low  
 In the sha-ha-sha-la-la-la-low  
 In the sha-ha-sha-ha-ha-low  
 We're far from the shallow now

#### ACTIVITY 4

Link the expressions with their corresponding meaning. Share to class by doing mini presentation.

Expression	Meaning
1. Hardcore	a. To fill an emptiness (possibly in a destructive way, such as drinking)
2. To long for something	b. To be scared of something
3. Ain't it hard	c. To have a strong desire for something or to miss something
4. To fear something	d. Intense and risky
5. To fill a void	e. Isn't it difficult

#### LITERAL VS. FIGURATIVE LANGUAGE

Writers use words for different purposes and meanings. **LITERAL LANGUAGE** is used to mean exactly what is written. For example: *it was raining a lot, so I rode the bus.*

In this example of literal language, the writer means to explain exactly what is written: that he or she chose to ride the bus because of the heavy rain.

**FIGURATIVE LANGUAGE** is used to mean something other than what is written, something symbolic, suggested, or implied. For example: *it was raining cats and dogs, so I rode the bus.*

In this example of figurative language, there were not actually cats and dogs falling from rain clouds, instead, the rain felt so heavy and large that it was almost as if small animals were falling from the sky!

Common examples of Figurative Language are:

✚ **Hyperbole.** Hyperbole is an outrageous exaggeration that emphasizes a point. It tends toward the ridiculous or the funny. Hyperbole adds color and depth to a character.

Examples:

- You snore louder than a freight train!
- You could've knocked me over with a feather.

✚ **Metaphor.** When you use a metaphor, you make a statement that doesn't literally make sense. For example, "Time is a thief." Time is not actually stealing from you, but this conveys the idea that hours or days sometimes seem to slip by without you noticing. Metaphors only make sense when the similarities between the two things being compared are apparent or readers understand the connection between the two words. Examples:

- Time is money.
- He has a heart of stone.
- You are my sunshine.

✚ **Personification.** Personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. Personification is often used in poetry, fiction, and children's rhymes. Examples:

- Opportunity knocked at his door.
- The sun greeted me this morning.
- The sky was full of dancing stars.

✚ **Simile.** A simile also compares two things. However, similes use the words "like" or "as."

Examples:

- Busy as a bee.
- Clean as a whistle.
- Brave as a lion.

## ACTIVITY 5

In the sentences below, identify the phrases as literal or figurative. If phrases are figurative, explain what the author is suggesting, implying, or meaning.

		LITERAL or FIGURATIVE	MEANING
1.	The weight of a diamond is expressed in carats.		
2.	I'm so hungry. I could eat a horse.		
3.	She is fast as a cheetah.		
4.	That dog is a clown; it makes us laugh all the time.		
5.	Janice is feeling under the weather.		
6.	Dancing is a good form of exercise.		
7.	The teacher told the student to stop dancing around the question and answer it.		
8.	I saw when the bird flew into the classroom.		
9.	They are as busy as bees.		
10.	The dawn crept across the sky in pink clothing.		
11.	The darkness surrounded them with a cold embrace.		
12.	The tea is too sweet.		
13.	The toddler brushed his teeth very well.		
14.	At the sight of the changing room, Mr.Cooper flew into a rage.		
15.	James is a sweet child.		



## ACTIVITY 6

Read each sentence and circle the two words being compared. Determine whether each sentence is a **SIMILE** or a **METAPHOR**. Then write down the meaning based on the context.

Example:

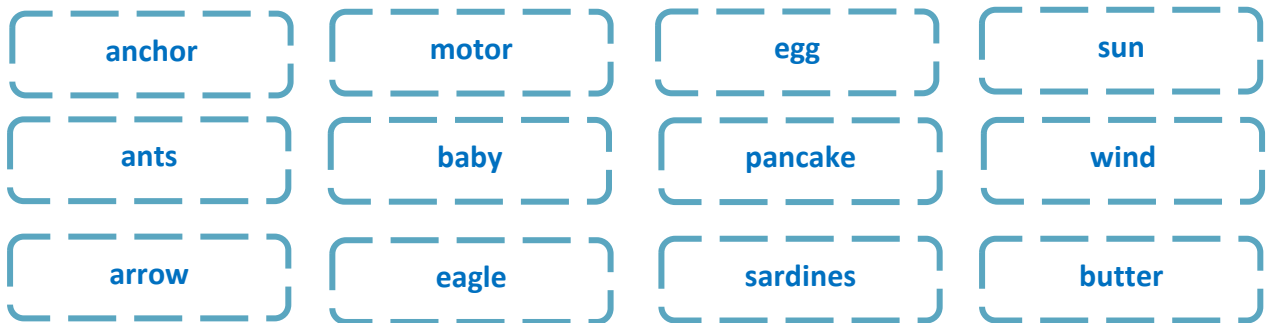
slept like a log.

Literal meaning: *Sally slept deeply.*

1.	Rose sings like a nightingale.	Simile	Metaphor
	Literal meaning:		
2.	The moon is a lantern in the sky.	Simile	Metaphor
	Literal meaning:		
3.	Jenny is a fish when she swims.	Simile	Metaphor
	Literal meaning:		
4.	Leo is like lightning when he races.	Simile	Metaphor
	Literal meaning:		
5.	Our bunny's fur is a blanket of warmth.	Simile	Metaphor
	Literal meaning:		
6.	Harry's voice is velvet.	Simile	Metaphor
	Literal meaning:		
7.	Peter is as sweet as pie.	Simile	Metaphor
	Literal meaning:		
8.	Victoria's mind works like a computer.	Simile	Metaphor
	Literal meaning:		
9.	His hands were as cold as ice.	Simile	Metaphor
	Literal meaning:		
10.	I'm as hungry as a bear.	Simile	Metaphor
	Literal meaning:		

## ACTIVITY 7

Complete these similes with words in the boxes.



1. Agatha's dog, Gary, is incredibly fast. He can run like the \_\_\_\_\_.
2. Mr.Kennedy's new science book is as heavy as a/an \_\_\_\_\_.
3. James put new batteries in my flashlight. Now it shines like the \_\_\_\_\_.
4. Cecilia looked out the window of the airplane to see the people way down below. They were as tiny as \_\_\_\_\_.
5. The van was barely large enough for the Scorpions soccer team. They were packed in like \_\_\_\_\_.
6. Oscar wasn't woken up by the earthquake last night. He sleeps like a/an \_\_\_\_\_.
7. Alexander could see for miles ahead. The road was as flat as a/an \_\_\_\_\_.
8. Paulina couldn't believe how hot it was today. She thought she was going to fry like a/an \_\_\_\_\_.
9. Mrs. Potter talks non-stop! Her mouth moves like a/an \_\_\_\_\_.
10. The students in Mr.Turner's class lined up straight as a/an \_\_\_\_\_.

## ACTIVITY 8

In each sentence, an object or idea is personified. Identify the object or idea that is being personified and explain which human trait or action is applied to the object or idea.

1. The wind whispered through the dark and gloomy forest.

What is being personified?

Which human trait or quality is given?

2. The gardener lovingly added the manure to his crops believing he was making happy flowers.

What is being personified?

Which human trait or quality is given?

3. As we walked through the scorching desert, the sun beat down on us.

What is being personified?

Which human trait or quality is given?

4. Time crawled as Tony sat in the hot detention room painfully watching the clock tic.

What is being personified?

Which human trait or quality is given?

5. The lumberjack leveled the many trees into a clearing and his chainsaw sang its deadly song.

What is being personified?

Which human trait or quality is given?

6. When Rachel walked through the shoe store, each shiny pair of high heels called out to her.

What is being personified?

Which human trait or quality is given?

7. When the patriots defeated the redcoat army, freedom rang across the fruited plains.

What is being personified?

Which human trait or quality is given?

8. As Alicia searched for her missing pencil, she said sarcastically, "Well, I guess it just walked off of my desk." She looked at her classmates accusingly.

What is being personified?

Which human trait or quality is given?

9. Kelly was so happy that Tom and she were moving in together, but when she walked into her new residence, she dropped her suitcase. She had never seen the inside of the house which Tom's grandmother had given them, and though she was grateful to receive such

a nice gift, the ugly yellow wallpaper in the kitchen screamed at her. She knew she would have a lot of work to do to make her new house liveable.

What is being personified?

Which human trait or quality is given?

10. William knew that he shouldn't have eaten the last cookie out of the cookie jar. He knew that his father loved to eat chocolate chip cookies after work, but William ate the last one anyway. Now as he waited for his father to come home, guilt poked and chewed at William. As delicious as the cookie was, William now wished that he had never opened that cookie jar.

What is being personified?

Which human trait or quality is given?

### ACTIVITY 9

Tell whether each sentence uses hyperbole. Write **HYPERBOLE** or **NOT HYPERBOLE** on each line.

Make a brief explanation for your answer.

Example: Keith has a ton of homework tonight. HYPERBOLE

Of course, if Keith put his homework on a scale and weighed it, it wouldn't really weigh a ton (2,000 pounds). This sentence is an exaggeration that shows he has lots of homework.

1. I have a million things to do today. \_\_\_\_\_
2. Jessi ate a large sandwich for breakfast. \_\_\_\_\_
3. Daniel will be back in just a second. \_\_\_\_\_
4. My Dad teaches Math in high school. \_\_\_\_\_
5. The lesson was taking forever. \_\_\_\_\_
6. I don't know the answer to that question. \_\_\_\_\_
7. Vanessa never has anything interesting to say. \_\_\_\_\_
8. NCT 21 will perform in Singapore. \_\_\_\_\_
9. He went to the store by bus. \_\_\_\_\_

10. These shoes are killing me. \_\_\_\_\_
11. Taylor Swift released a new album last week. \_\_\_\_\_
12. That was the easiest question in the world. \_\_\_\_\_
13. I've seen this movie at least 80,000 times. \_\_\_\_\_
14. Ellie has a million pairs of shoes in her closet. \_\_\_\_\_
15. Mark signed a new contract with the agency. \_\_\_\_\_
16. Charlie gazed hopelessly at the endless pile of bills on the desk. \_\_\_\_\_
17. I can smell pizza from a mile away. \_\_\_\_\_
18. My aunt is a chef in New York. \_\_\_\_\_
19. Old Mr. Johnson has been teaching here since the Stone Age. \_\_\_\_\_
20. Calista ordered caramel macchiato. \_\_\_\_\_

### ACTIVITY 10

Watch the video in <http://bit.ly/aladdinUnit07> . Listen to the song carefully. Arrange the lyrics into the correct order. Work in pair.

'Cause I'll breathe  
When they try to suffocate me

I won't be silenced  
You can't keep me quiet

Try to lock me in this cage  
I won't just lay me down and die

Don't you underestimate me  
'Cause I know that I won't go speechless

Written in stone  
Every rule, every word  
Centuries-old and unbending

I will take these broken wings  
And watch me burn across the sky  
Hear the echo saying I...

Here comes a wave  
Meant to wash me away  
A tide that is taking me under

"Stay in your place"  
"Better seen and not heard"  
Well, now that story is ending

Swallowing sand  
Left with nothing to say  
My voice drowned out in the thunder

Whenever they try  
To shut me or cut me down

But I won't cry  
And I won't start to crumble

Won't tremble when you try it  
All I know is I won't go speechless

### ACTIVITY 11

Read the song lyrics in task 18 and write down the figurative language and future tense that you can find in the lyrics in the tabel below.

Figurative Language		
1.	Metaphor	
2.	Simile	
3.	Personfication	
4.	Hyperbole	
Future tense		
5.	Be going to	
6.	Will	

## ACTIVITY 12

Analyze the message of these song lyrics. Number 1 has been done for you.

- ① If you ever find yourself stuck in the middle of the sea  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see  
I'll be the light to guide you

The message of the song: *Friends should help each other.*

- ② You, with your words like knives  
And swords and weapons that you use against me  
You have knocked me off my feet again  
Got me feeling like I'm nothing  
You, with your voice like nails on a chalkboard  
Calling me out when I'm wounded, You, pickin' on the weaker man  
Someday, I'll be living in a big old city, And all you're ever gonna be is mean

The message of the song: \_\_\_\_\_

- ③ There's always gonna be another mountain  
I'm always gonna wanna make it move  
Always gonna be an uphill battle, Sometimes I'm gonna have to lose  
Ain't about how fast I get there  
Ain't about what's waiting on the other side, It's the climb  
The struggles I'm facing, The chances I'm taking  
Sometimes might knock me down, but, No, I'm not breaking

The message of the song: \_\_\_\_\_

4

I see the kids in the streets, With not enough to eat  
Who am I to be blind? Pretending not to see their needs  
That's why I want you to know, I'm starting with the man in the mirror  
I'm asking him to change his ways, And no message could have been any clearer  
If you want to make the world a better place  
Take a look at yourself, and then make a change

The message of the song: \_\_\_\_\_

5

Ebony and ivory live together in perfect harmony  
Side by side on my piano keyboard, oh Lord, why don't we?  
We all know that people are the same wherever you go  
There is good and bad in ev'ryone  
We learn to live when we learn to give  
Each other what we need to survive, together alive

The message of the song: \_\_\_\_\_

6

Imagine no possessions, I wonder if you can  
No need for greed or hunger, A brotherhood of man  
Imagine all the people, Sharing all the world  
You may say I'm a dreamer, But I'm not the only one  
I hope someday you'll join us, And the world will live as one



The message of the song: \_\_\_\_\_

## EVALUATION

Select the best answer for each question.

This song lyrics is for questions 1 to 3.

Every day is so wonderful, Then suddenly it's hard to breathe  
Now and then I get insecure, From all the pain, I'm so ashamed  
I am beautiful no matter what they say, Words can't bring me down  
I am beautiful in every single way, Yes, words can't bring me down, oh no  
So don't you bring me down today

1. What is the theme of the song?
  - A. Global warming.
  - B. World peace.
  - C. Self-esteem.
  - D. Addiction.
  - E. Poverty.
  
2. The message of the song is ....
  - A. No matter what people say, just remember that you are good enough.
  - B. We should help people who experience cyber-bullying.
  - C. Everything has beauty, but not everyone sees it.
  - D. Kindness beautifies everything it covers.
  - E. Maintaining beauty is difficult.

3. "Words can't bring me down" (Line 4)  
What is the meaning of the sentence?
- A. Don't let what others say make you sad.
  - B. Don't say harsh things to your friends.
  - C. Don't judge people by their looks.
  - D. Don't make mistakes repeatedly.
  - E. Don't change your appearance.

**This song lyrics is for questions 4 to 6.**

Listen as your day unfolds, Challenge what the future holds  
Try and keep your head up to the sky, Lovers, they may cause you tears  
Go ahead, release your fears, Stand up and be counted, Don't be ashamed to cry  
You gotta be, You gotta be bad, you gotta be bold, you gotta be wiser  
You gotta be hard, you gotta be tough, you gotta be stronger  
You gotta be cool, you gotta be calm, you gotta stay together  
All I know, all I know, love will save the day

4. What does the song tell you about?
- A. Egoism.
  - B. Modesty.
  - C. Depression.
  - D. Gratification.
  - E. Self-confidence.
5. The purpose of the song is ....
- A. It encourages boldness, calmness and authenticity.
  - B. It improves the way people see themselves.
  - C. It boosts people's will to be good to others.
  - D. It teaches how to be happy.

- E. It promotes self deception.
6. "You gotta be cool, you gotta be calm, you gotta stay together" (Line 6)  
What is the synonym of the underlined word?
- A. Unruffled.
  - B. Unfriendly.
  - C. Unpopular.
  - D. Unsociable.
  - E. Unresponsive.

**This song lyrics is for questions 7 to 8.**

I took my baby on a Saturday bang  
Boy is that girl with you? Yes, we're one and the same  
Now I believe in miracles, And a miracle has happened tonight  
But if you're thinkin' about my baby, It don't matter if you're black or white

7. The song talks about ....
- A. Racism
  - B. Politics
  - C. Miracles
  - D. Weekend
  - E. Women's rights
8. According to the song, which one is the correct statement?
- A. Equality means nothing unless incorporated into the institutions.
  - B. We should see people as equals no matter the color of their skin.
  - C. All the citizens of a state cannot be equally powerful, but they may be equally free.
  - D. Women and girls should be able to determine their own future, no matter where they are born.

- E. Until you treat everyone as an equal, you have no right to complain about the treatment you receive from anyone.

**This song lyrics is for questions 9 to 11.**

I'm the sunshine in your hair  
I'm the shadow on the ground  
I'm the whisper in the wind  
I'm your imaginary friend

9. Which figurative language you can find in the song lyrics?
- A. Personification.
  - B. Symbolism.
  - C. Hyperbole.
  - D. Metaphor.
  - E. Simile.
10. Why do the writers compare themselves to the daily things that their children will see?
- A. To let them know to not be a quitter.
  - B. To let them know that it's okay to make mistakes in life.
  - C. To let them know that they will always be with them even when they are away.
  - D. To let them know that they need to understand the realities that they'll confront in life.
  - E. To let them know to pay attention to what intrigues them on a daily basis in order to discover a lifelong passion.
11. "I am your imaginary friend." (Line 4)  
The synonym of the word "imaginary" is ....
- A. Real
  - B. Practical
  - C. Fictional
  - D. Fabulous

E. Substantial

**This song lyrics is for questions 12 to 13.**

Do you ever feel like a plastic bag  
Drifting through the wind, wanting to start again?  
Do you ever feel, feel so paper thin,  
Like a house of cards, one blow from cavin' in?  
Do you ever feel already buried deep?  
Six feet under screams, but no one seems to hear a thing  
Do you know that there's still a chance for you?  
'Cause there's a spark in you  
You just gotta ignite the light  
And let it shine, Just own the night, Like the Fourth of July  
'Cause baby, you're a firework  
Come on, show 'em what you're worth

12. In the song lyrics you can find ....
- A. Metaphor and simile
  - B. Simile and hyperbole
  - C. Metaphor and hyperbole
  - D. Simile and personification
  - E. Personification and hyperbole
13. What is the message of the song?
- A. Never be bullied into silence.
  - B. Everyone is capable of doing great things.
  - C. Until you value yourself, you won't value your time.
  - D. Accept no one's definition of your life; define yourself.
  - E. We should have more confidence in our opinions than others.

**This song lyrics is for questions 14 to 15.**

It's close to midnight, and something evil's lurkin' in the dark  
Under the moonlight, you see a sight that almost stops your heart  
You try to scream, but terror takes the sound before you make it  
You start to freeze, as horror looks you right between the eyes, you're paralyzed

14. Which figurative language is in the lyrics?
- A. Personification.
  - B. Symbolism.
  - C. Hyperbole.
  - D. Metaphor.
  - E. Simile.
15. "It's close to midnight, and something evil's lurkin' in the dark." (Line 1)  
The underlined word is closest in meaning with ....
- A. Seen
  - B. Hidden
  - C. Exposed
  - D. Recognized
  - E. Understood

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