



DESCRIPTIVE TEXT

DESCRIBING

FAMOUS PLACES

IN THE WORLD

School : SMA Witama
Subject : English
Class/Term : X / I
School Year : 2020/2021

Teacher:
SRI PUDJIASTUTI, S.Pd., M.Pd.

Name : _____

Class : _____



Reading Worksheet

GRADE 10 / TERM I
SMA WITAMA NASIONAL PLUS
2020/2021

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis 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
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.4.1 Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal 3.4.2 Menemukan gagasan pokok paragraf dari informasi terkait tempat wisata dan bangunan bersejarah terkenal |
| 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal | 4.4.1.1 Menjelaskan kembali informasi terkait tempat wisata dan bangunan bersejarah terkenal 4.4.1.2 Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal |



What is descriptive text?

1. The definition and purpose of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

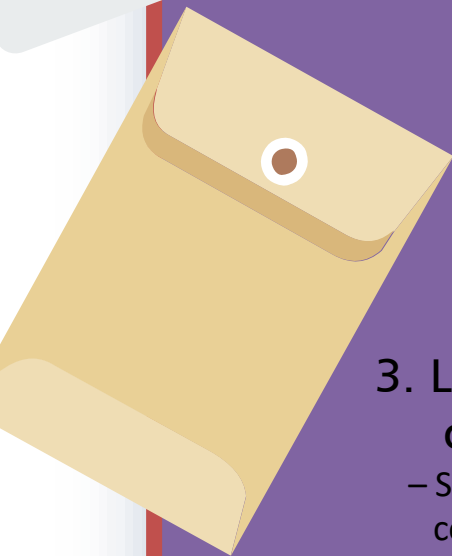
2. The generic structure of descriptive text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- # Identification: (contains about the introduction of a person, place, animal or object will be described.)
- # Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. Language feature of descriptive text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....)





Kinkaku-ji

Kinkaku-ji (金閣寺, literally "Temple of the Golden Pavilion"), officially named Rokuon-ji (鹿苑寺, literally "Deer Garden Temple"), is a Zen Buddhist temple in Kyoto, Japan. It is one of the most popular buildings in Kyoto, attracting many visitors annually. It is designated as a National Special Historic Site, a National Special Landscape and is one of 17 locations making up the Historic Monuments of Ancient Kyoto which are World Heritage Sites.



The Golden Pavilion (金閣, *Kinkaku*) is a three-story building on the grounds of the Rokuon-ji temple complex. The top two stories of the pavilion are covered with pure gold leaf. The pavilion functions as a *shariden* (舍利殿), housing relics of the Buddha (Buddha's Ashes). The building was an important model for Ginkaku-ji (Silver Pavilion Temple) and Shōkoku-ji, which are also located in Kyoto. When these buildings were constructed, Ashikaga Yoshimasa employed the styles used at Kinkaku-ji and even borrowed the names of its second and third floors.

The first floor, called *The Chamber of Dharma Waters* (法水院, Hō-sui-in), is rendered in *shinden-zukuri* style, reminiscent of the residential style of the 11th century Heian imperial aristocracy. It is evocative of the Shinden palace style. It is designed as an open space with adjacent verandas and uses natural, unpainted wood and white plaster. This helps to emphasize the surrounding landscape.

The second floor, called *The Tower of Sound Waves* (潮音洞, Chō-on-dō), is built in the style of warrior aristocrats, or *buke-zukuri*. On this floor, sliding wood doors and latticed windows create a feeling of impermanence. The second floor also contains a Buddha Hall and a shrine dedicated to the goddess of mercy, Kannon.

The third floor is built in traditional Chinese *chán* (Jpn. zen) style, also known as *zenshū-butuden-zukuri*. It is called the *Cupola of the Ultimate* (究竟頂, Kukkyō-chō). The zen typology depicts a more religious ambiance in the pavilion, as was popular during the Muromachi period.



Read the text and do it!

Identify the topic and idea

Going beyond the text

Giving information

Identifying important information

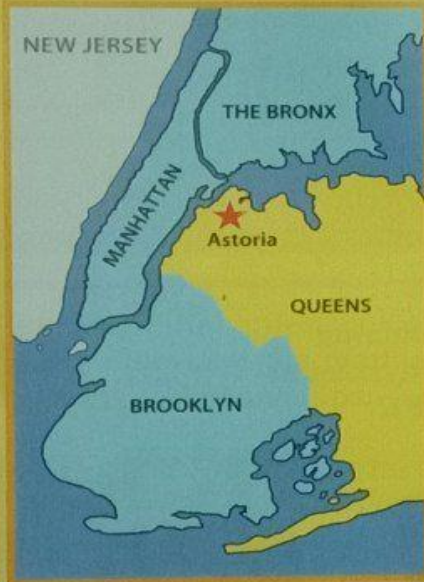
The **World** in One **Neighborhood**

Scan the article. Then check (✓) the countries that are not mentioned.

Brazil China India Japan Pakistan Romania Thailand

1 The sidewalks are crowded with Indian women in colorful traditional dress. A woman on the corner is selling Chinese cakes. A new song from a Romanian band is playing in a restaurant. Is it

India? China? Romania? No, it's Astoria, a neighborhood in Queens, New York City. Astoria was once a mostly Greek neighborhood, but the area is changing fast. New residents from India, Pakistan, Thailand, China, and all over the United States are moving in.



Astoria is a neighborhood in Queens in New York City.

2 The new residents bring many traditions. These traditions blend together to make Astoria truly multicultural. "When people are surrounded by different cultures, they adopt the things that they like," says one resident. "Here in Astoria, it isn't surprising that an Indian woman buys Mexican tortillas from a Korean grocery store. It's one of the things that makes the neighborhood special."

3 It isn't surprising that Astoria is becoming a very popular place to live. The rents are reasonable, the neighborhood is safe, and it has very good public transportation. There are inexpensive stores, many nice restaurants, and good fresh fruit and vegetable markets. And Astoria is a comfortable place to live. Apartments are usually big and roomy. As one long-time resident says, "Why live anywhere else? Astoria has it all."

NEXT ...

Read the article. Then write the number of each paragraph next to its main idea.

..... The new residents make Astoria a multicultural neighborhood.

..... People from all over the world are moving to Astoria.

..... The neighborhood has many good characteristics.



Check (✓) the things you can find in Astoria.

- | | | |
|---|---|---|
| <input type="checkbox"/> inexpensive stores | <input type="checkbox"/> beautiful beach | <input type="checkbox"/> many different cultures |
| <input type="checkbox"/> big apartment | <input type="checkbox"/> great markets | <input type="checkbox"/> interesting old buildings |
| <input type="checkbox"/> good schools | <input type="checkbox"/> nice restaurants | <input type="checkbox"/> good public transportation |

Let's do more ...



Listen to your
teacher's instruction

Let's do exercises
in your
Google Classroom



Identify the topic and idea

Going beyond the text

Giving information

Identifying important
information

Time to watch, read and learn something from *youtube*

<https://www.youtube.com/watch?v=86FyWTKzxpI>

Name : _____

Class : _____



Speaking Worksheet

GRADE 10 / TERM I
SMA WITAMA NASIONAL PLUS
2020/2021

A. Kompetensi Inti

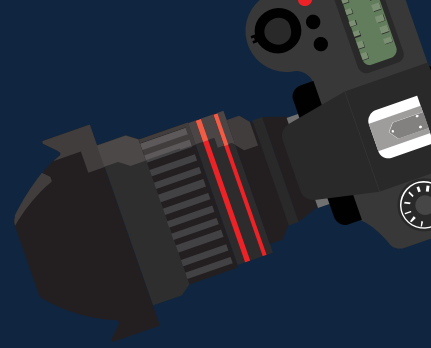
- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
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- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
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| 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal | 4.4.1.1 Mempresentasikan informasi terkait tempat wisata dan bangunan bersejarah terkenal |



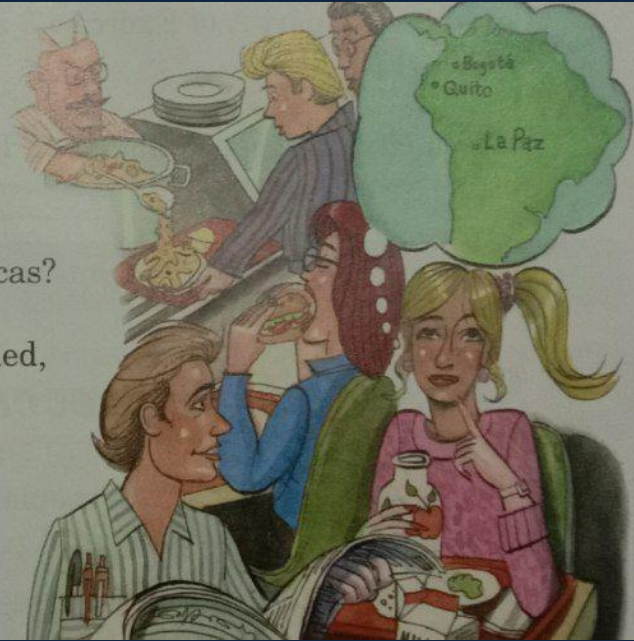
SPEAKING FOCUS



PART A

Practice it with your partner!

- Mike: Here's a geography quiz in the paper.
- Wendy: Oh, I love geography. Ask me the questions.
- Mike: Sure, first question. Which country is larger, China or Canada?
- Wendy: I know. Canada is larger than China.
- Mike: OK, next. What's the longest river in the Americas?
- Wendy: Hmm, I think it's the Mississippi.
- Mike: Here's a hard one. Which country is more crowded, Monaco or Singapore?
- Wendy: I'm not sure. I think Monaco is more crowded.
- Mike: OK, one more. Which South American capital city is the highest: La Paz, Quito, or Bogotá?
- Wendy: Oh, that's easy. Bogotá is the highest.



PART B

Write four questions like those in Part A about your favorite place. Then ask your questions around the class



Useful Language

Choose the correct way to complete the sentences. (See the Useful Language box on p.102 of the Student's Book).

Making statements

- 1 I know this is hard to believe...
- a ... and I've got two brothers and a sister.
b ... but I've got more than 35 cousins.
c ... but I'm only child.
- 2 You may not believe this, but once...
- a ... I rode a camel.
b ... I've ridden a camel.
c ... I've been riding a camel.
- 3 Believe it or not...
- a ... I'm used to sing in a rock band.
b ... I used to sing in a rock band.
c ... I'm used to sing in a rock band.
- 4 That's absolutely...
- a ... quite true.
b ... 100% true.
c ... truth.

Checking information

- 5 Tell us a bit more...
- a ... about this rock band you were in?
b ... of this rock band you were in?
c ... on this rock band you were in?
- 6 Do you really expect...
- a ... that we believe that?
b ... us believe that?
c ... us to believe that?
- 7 When exactly...
- a ... did you meet Gwyneth Paltrow?
b ... have you met Gwyneth Paltrow?
c ... did you know Gwyneth Paltrow?
- 8 This one...
- a ... can possibly be true.
b ... mustn't possibly be true.
c ... can't possibly be true.
- 9 There's no way she...
- a ... could have worked in a circus.
b ... may have worked in a circus.
c ... must have worked in a circus.



**IT IS IMPORTANT,
Dear ...!**



PROJECT TIME!

Some questions

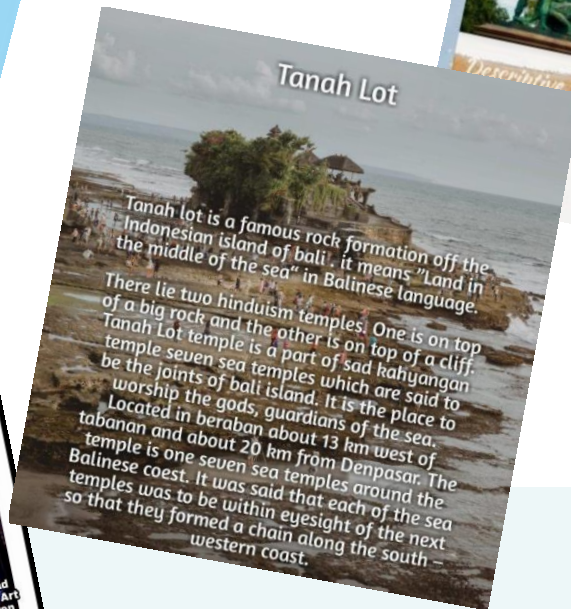
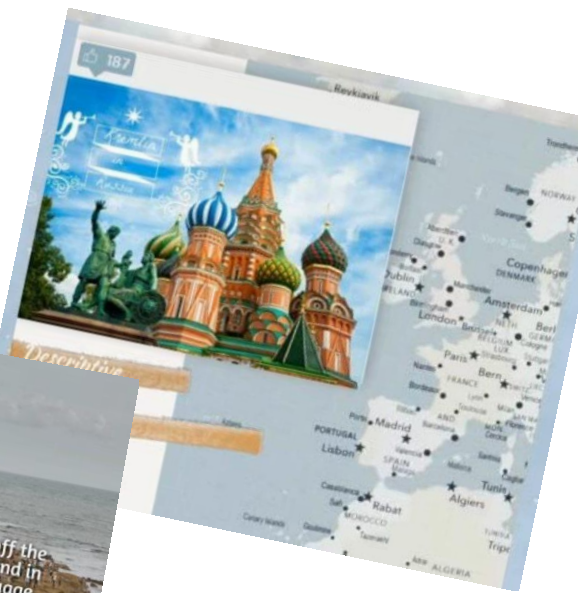
What's is your favorite place like?

How big is it?

What's the weather like?

What should you see there?

What can you do there?



Make a presentation of your favorite place, make it into video, put it in your *youtube channel* and put the link here!

Name : _____

Class : _____



Writing Worksheet

GRADE 10 / TERM I
SMA WITAMA NASIONAL PLUS
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| <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> | <p>4.4.1.1 Menulis informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> |

WRITING FOCUS

Discuss these questions in pairs

What is the most interesting part of the beautiful places in the world?

What are important information from each beautiful place?

Write notes about your favorite place

Use your notes to write a description of the place

Read your partner's description. Can you guess the false information?

WHAT

WHO

WHICH

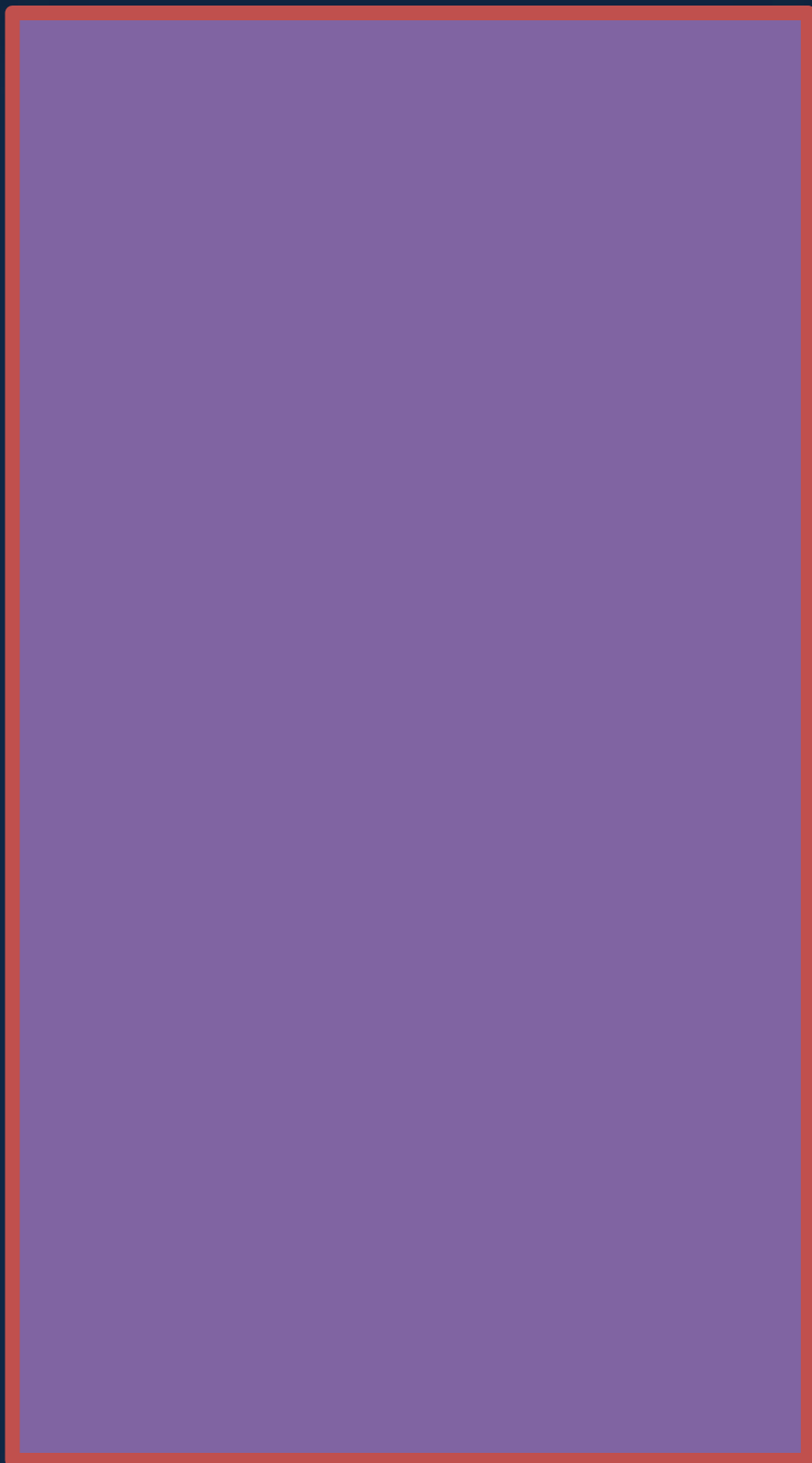
HOW

WHEN

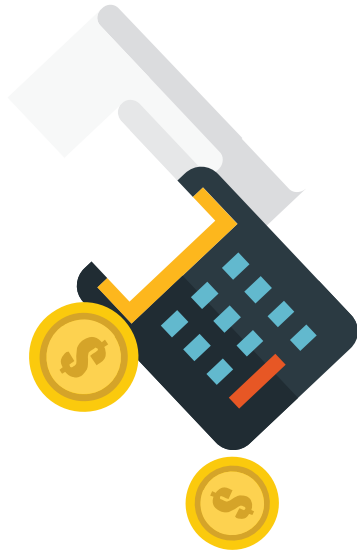
WHERE



**You can write your idea here
then type it ...**



Send your written
to your
Google Classroom



END OF THE PART



You are AWESOME !!!

Let's go to the next handout
You will have more practice!

END OF THE PART