NAME :

CLASS

MATERI   : DESCRIPTIVE TEXT (DESCRIBING PLACE)

TEACHER   : AHMAD MARZUKI S.Pd

A. Core Competence (CC)

SPIRITUAL (CC 1) AND SOCIAL (CC 2)
To internalize and apply the morals of their religion. To demonstrate the behaviours of honesty, discipline, responsibility, care (cooperation, tolerance, peace), courteous, responsive, and pro-active as a part of the solutions to various problems in active interaction within the social and natural environment and to act as the nation's reflection in the global society.

COGNITIVE (CC 3)	PSYCHOMOTOR (CC 4)
CC 3: To understand, apply, and analyze factual, conceptual, and procedural knowledge based on his curiosity about science, technology, arts, culture, and humanities with insights into society, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interests to solve problems.	CC 4: To process, reason, present, in the area of the concrete and the abstract related to the development of what they learn at school independently. Be able to use appropriate methods according to scientific principles.

B. BASIC COMPETENCE

BASIC COMPETENCY FROM CC 3	BASIC COMPETENCY FROM CC4
3.4 To distinguish the social functions, text structures, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in short and simple, according to the usage context.	4.4 Descriptive texts. 4.4.1 To grasp the meaning of a short and simple oral and written transactional interaction text that involves the act of giving and asking for information related to the intention to act / activity, considering the correct social functions, text structures, and linguistic elements with proper contexts. 4.4.2 To compose oral and written descriptive texts in short and simple, related to famous tourist attractions and historic buildings, by paying attention to correct social functions, text structures, and linguistic elements, with the proper context.
INDICATORS OF COMPETENCY ACHIEVEMENT (*IPK*) FROM BC 3.3	INDICATORS OF COMPETENCY ACHIEVEMENT (*IPK*) FROM BC4.3
3.4.1 To analyze the social functions of oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in short and simple, according to the context. 3.4.2 To categorize the text structure of oral and written descriptive texts by providing and requesting information related to famous tourist attractions and historical buildings in short and simple, according to the context. 3.4.3 To subdivide the linguistic elements of oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings in	4.4.1.1 To detect the social function of descriptive in oral and written texts in short and simple, related to famous tourist attractions and historical buildings. 4.4.1.2 To construct the text structure of descriptive texts in spoken and written textsin short and simple, related to famous tourist attractions and historical buildings. 4.4.1.3 To develop the linguistic elements of descriptive in oral and written text in short and simple, related to famous tourist attractions and historical buildings. 4.4.2.1 To create a descriptive text about a famous tourist spot or historical building considering appropriate social functions, correct text structure, and well-developed linguistic elements. 4.4.2.2 To post the descriptive text about a famous tourist

short and simple terms.	spot or historical building on social media accounts considering great attractions.

C. Learning Objectives

Through the *Discovery Learning* model and with some the learning media, such as **Whatsapp and youtube**, students are able to:

- deeply analyze the social function, comprehensively categorize the structure, and correctly subdivide the linguistic elements of descriptive texts;
- create a well-developed descriptive text and then post it to their social media accounts;
- with enthusiasm, responsibility, perseverance, discipline, confidence, responsiveness (critical thinking), and pro-active attitude, and ability to communicate and collaborate well during the lessons

GUIDELINE!

In this worksheet, you are guided to learn about Descriptive text. Based on the video given do you still remember what Descriptive text is? There are several descriptive text such as describing person, thing animal and places. For current learning activity you are going to learn the material: **Describing Places**.

Please do all of the learning activities, and you are expected to be able to:

1. Analyze the social function of the text, categorize the structure and subdivide the language features of descriptive text.
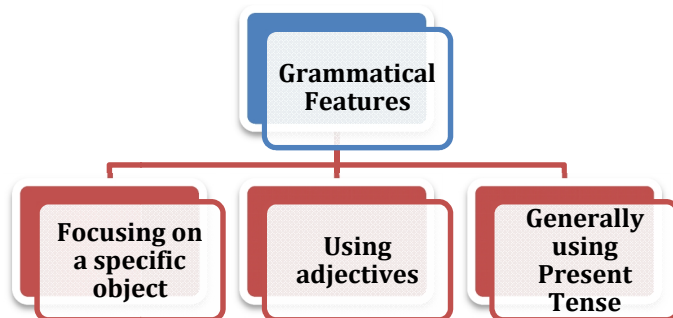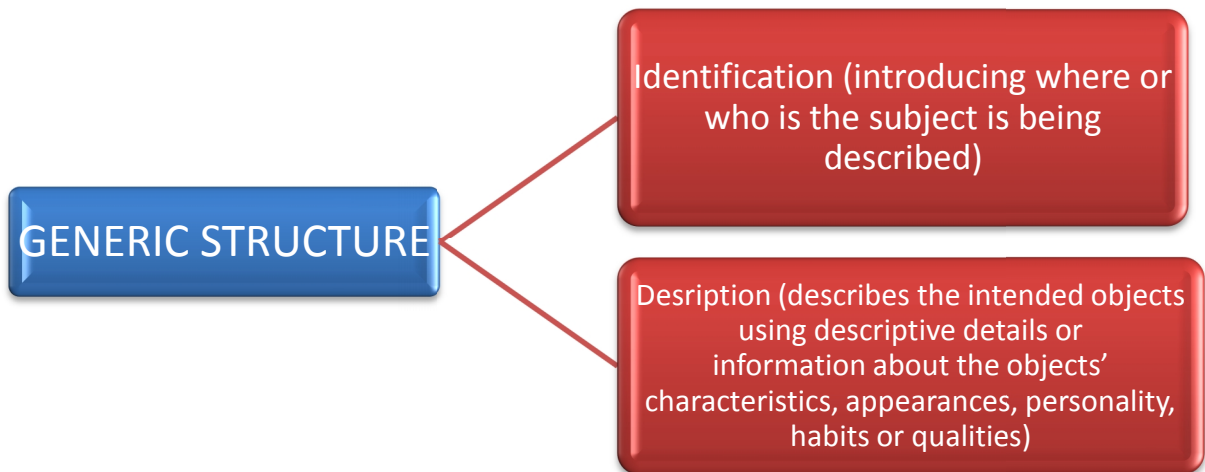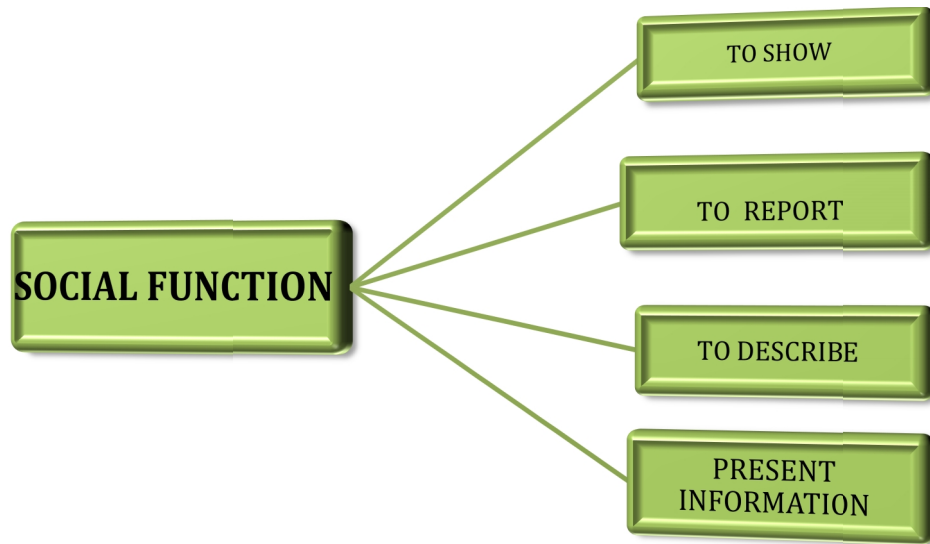2. Create the outline and develop descriptive text.

In using whatsapp group or my private whatsapp account, you are welcome the question any time, when you have problems or any difficulties about descriptive text material.

LEARNING MATERIAL

Do you know what the biggest planet on earth is? Do you know what the longest river in Sumatra is? Do you know what the beautiful waterfall in your place is? How is the description of each place includes shape, long, look and so on. When describing something in written text, you are talking about descriptive text.

A descriptive text describes a particular object like a place, thing, or person. What is the author's **purpose** in writing a description? The author wants **to describe the particular object** by describing its or his/her specific features to help readers visualize what a person, an animal, a park, or a thing is like.
How is a descriptive text constructed? It starts with an opening paragraph. In the paragraph there is a topic sentence that introduces the object going to be described. A series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.

SOCIAL FUNCTION

- TO SHOW
- TO REPORT
- TO DESCRIBE
- PRESENT INFORMATION

GENERIC STRUCTURE

- Identification (introducing where or who is the subject is being described)
- Desription (describes the intended objects using descriptive details or information about the objects' characteristics, appearances, personality, habits or qualities)

Grammatical Features

- Focusing on a specific object
- Using adjectives
- Generally using Present Tense

Adjectives and Adverbs

Both adjectives and adverbs are words that describe something

Adjective	adverb
• Long • Big • Fat • Small • Beautiful •	• Far • Near • A little •

ANALIZING DESCRITIVE TEXT
TASK 1: Analyzing the text!
Direction: in this activity, you will practice to analyze an article about the historical place in Sumatra.
Try to use your critical thinking in doing the exercises in this activity.

Musi River is one of South Sumatra icon and becomes the longest river in Sumatra Island. It has 750 km length and it splitting into two parts. Ampera Bridge that became an icon of Palembang is passed over this river. Since the days of the kingdom of Srivijaya until now, the river is known as the main transportation for the community. The river roughly flows from southwest to northeast; from Barisan Mountains range that formed the backbone of Sumatra, in Kepahiang, Bengkulu, to the Bangka Strait that formed the extension of South China Sea.

For Palembang, this river is a beach that extends, a haven of economic activity and also the sedative tension after work. Recreational activities centered on its banks are used, ranging from where to sit, to cafes and restaurants. At the edge of the river, there are boat cruise is available that presents a view of Musi.

Musi river divides the Palembang city into two areas: Ilir in the north and Seberang Ulu in the south. Musi River, along with other rivers, forming a delta near the town of Sungsang.

The spring water is sourced in the area Kepahiang, Bengkulu. Musi river is also called Batanghari Sembilan meaning nine major rivers, the notion of the nine major river is the river Musi along with eight major river which empties into the Musi. To get around the Musi River then you must use a motor boat that can be hired under the Ampera bridge, right in front of the Sultan Mahmud Badaruddin II Museum or in front of Kuto Besak.

There are several types of motor boats such as speed boat, ketek, and small boats. The price ranges between Rp20.000,00 - 100,000.00. Musi river divides Palembang city into two areas: Ilir in the north and Seberang Ulu in the south. Musi River, along with other rivers, forming a delta near the town of Breech.The spring water is sourced in the area Kepahiang, Bengkulu. Musi river is also called Batang Sembilan, which means nine major rivers, the notion of the nine major river is the river Musi along with eight major river which empties into Musi.

https://www.indonesia-tourism.com/south-sumatra/musi_river.html

1.1 Identify the topic, the main ideas, and give the best title for the article!

The topic	...
Main idea of paragraph 1	...
Main idea of paragraph 2	...
Main idea of paragraph 3	...
Main idea of paragraph 4	...
Main idea of paragraph 5	...
Title	...

1.2What could be the social functions of the article?

The social functions of the article are:
- To ...
- To ...
- To ...

1.3 Go back to the article and categorize parts of the article into the descriptive text's structure!

TEXT STRUCTURE	...th PARAGRAPH	REMARKS
...	...	...
...	...	...
	...	...
	...	...
	...	...
	...	...
	...	...

1.4 Identify the language features used in the article and give the example from the article! (an example has been provided for you)

LANGUAGE FEATURES	EXAMPLE
Present simple	Paragraph 1, sentence 1. Musi River is one of South Sumatra icon and becomes the longest river in Sumatra Island.
Adjective	...
Adverb	...
Linking verb	...
...	...

1.5 In this activity. Please discuss with your group and write your feedback about the article . These questions may help you in developing ideas in your feedback:

1. What is the article about?
2. Can you do all the exercises in this chapter?
3. Do you think the author tries to promote the place? How to promote?
4. Do you think the article is useful for you and other reader?
5. Do you know what the communicative purpose of descriptive essay is?

Feedback

_____
_____

_____
_____

_____
_____

Activity 2: *Mind your Grammar!*

In this activity, you are going to have an opportunity to build your understanding about language features of descriptive text. The grammar will focus on converting simple present, adjective and linking verb. Please do it!

2.1 Use past simple or past continuous or both in the same sentence.

1. Las time I _____ (visit) Lombok, there were no visitors at all at the beach.
2. While I _____ (walk) through the streets of the city, I _____ (notice) the historical buildings.
3. My friend _____ (use-to) live in a small village near the mountains. She _____ (tell) us that the place is quiet and peaceful.
4. While we _____ (travel) to Borobudur, a historian _____ (tell) us some historical events.
5. When we _____ (visit) Papua, a resident _____ (translate) for us.
6. It _____ (to be) enough, I'll tell your mother!
7. The beach in the continent _____ (to be) too hot, dry and crowded while in the island _____ (to be) quiet and deserted.
8. While we _____ (stand) outside the Keraton, it _____ (start) to rain.

CREATE DESCRIPTIVE TEXT

Indicators:
4.4.1.1 **To detect** the social function of descriptive in oral and written texts in short and simple, related to famous tourist attractions and historical buildings. 4.4.1.2 **To construct** the text structure of descriptive texts in spoken and written textsin short and simple, related to famous tourist attractions and historical buildings. 4.4.1.3 **To develop** the linguistic elements of descriptive in oral and written text in short and simple, related to famous tourist attractions and historical buildings

3.1 Describe the images below in the form of a paragraph (around 30-40 words). Explore every single detail in the image to develop your paragraph. Don't forget to apply the language features you have learned in activity 2!

Ranukumbolo

Elevation:2,389 m

Area: 24 ha

Location   :East Java

Complete the text below with appropriate words.

located	established	animals	often	marshy

Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary (……) in Lampung, precisely in the LabuhanRatu sub-district, East Lampung, Indonesia. Way Kambas National Park, (……) in 1985, is the first school for the elephant in Indonesia. At the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG). Still, the last few years, this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding, and conserving elephants. Until now, this PKG has trained for about 300 elephants that have been deployed all over the country.

In Way Kambas National Park, there are some endangered (……..) such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, MentokRimba, and Buayasepit. There are also so some plants that are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the (…….) coasts of Way Kambas National Park is (…..) found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

Indicators:
4.4.2.1 **To create** a descriptive text about a famous tourist spot or historical building considering appropriate social functions, correct text structure, and well-developed linguistic elements.

Direction: in this activity, you are guided to write your own descriptive text. Please follow the instruction bellow.

1. **Please choose your favourite tourism place, that you think it needs to be described and promoted.**
2. **Please make an outlined based on the generic structure as stated in the table bellow**

TITLE	
Identification	• A • B
Description **Paragraph 1**	• 1 • 2 • 3

Paragraph 2	
	• 1 • 2 • 3
Closing Hope promote	• 1 • 2

GOOD JOB!

now you have done to make an outline, then it is your turn to develop your outline, you can open your dictionary or find the supported picture to make your writing is interesting.