

## RENCANA PELAKSANAAN PELATIHAN

<b>Jenjang</b>	: SMP	<b>Nama Mata Diklat</b>	: Rekrutmen CPP Angkatan 5
<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Tujuan pelatihan</b>	: Simulasi Mengajar dalam seleksi CPP tahap 2
<b>Materi</b>	: Teks report	<b>Indikator Pelatihan</b>	: Terlaksananya simulasi mengajar
<b>Topik</b>	: 8	<b>Alokasi Waktu</b>	: 1 X 10 Menit
<b>Deskripsi simulasi</b>	: Memberi dan menerima informasi mengenai teks report lisan dan tulis		
<b>Indikator Kompetensi</b>	: 1. Memberi informasi mengenai teks report secara lisan. 2. Menerima informasi mengenai teks report secara lisan. 3. Memberi informasi mengenai teks report secara tertulis. 4. Menerima informasi mengenai teks report secara tertulis.		

TUJUAN PEMBELAJARAN	
<b>Listening Skill</b>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan menyimak audio track tentang teks report yang disajikan oleh guru, peserta didik dapat menjawab pertanyaan dengan benar secara individual.</li> <li>2. Melalui kegiatan menyimak audio track tentang teks report yang disajikan oleh guru, peserta didik dapat menentukan kebenaran kalimat-kalimat pernyataan dengan benar secara individual.</li> </ol>
<b>Reading Skill</b>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca teks report secara berkelompok, peserta didik dapat melengkapi teks report rumpang secara tertulis dengan benar.</li> <li>2. Melalui kegiatan membaca teks report secara berkelompok, peserta didik dapat menjawab pertanyaan-pertanyaan bacaan secara tertulis dengan benar.</li> </ol>
<b>Speaking Skill</b>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca contoh-contoh teks report yang disajikan oleh guru secara berpasangan, peserta didik dapat melakukan dialog dengan cara bermain peran secara benar.</li> <li>2. Melalui kegiatan pengamatan di sekitar sekolah secara berkelompok, peserta didik dapat:               <ul style="list-style-type: none"> <li>■ Menjelaskan hasil pengamatan berupa teks report secara lisan dengan benar.</li> <li>■ Menjelaskan pengertian teks report secara lisan dengan benar.</li> <li>■ Menjelaskan karakteristik teks report secara lisan dengan benar.</li> <li>■ Menjelaskan tujuan teks report secara lisan dengan benar.</li> <li>■ Menjelaskan struktur teks report secara lisan dengan benar.</li> </ul> </li> </ol>
<b>Writing Skill</b>	<ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca kalimat-kalimat acak terkait teks report yang disajikan oleh guru, peserta didik dapat menyusun urutan kalimat acak menjadi paragraf teks report secara berkelompok dengan benar.</li> <li>2. Melalui kegiatan diskusi kelompok, siswa dapat membuat teks report secara tertulis dengan benar.</li> <li>3. Melalui kegiatan diskusi kelas, siswa dapat membuat kesimpulan terkait teks report secara tertulis dengan benar.</li> </ol>
KEGIATAN PEMBELAJARAN	
<b>PENDAHULUAN</b> (2 Menit)	<b>Guru dan siswa</b> <ol style="list-style-type: none"> <li>1. Guru memberi salam/tegur sapa, mengecek kehadiran, mengecek psikis siswa dan mengkondisikan kelas serta mengingatkan siswa untuk tetap mematuhi protokol kesehatan di masa pandemi covid-19 selama KBM.</li> <li>2. Guru mengajak peserta didik untuk memulai pembelajaran dengan doa bersama.</li> <li>3. Guru melakukan kegiatan brainstorming/apersepsi.</li> <li>4. Guru menyampaikan tujuan pembelajaran, cakupan materi dan rencana penilaian</li> </ol>
<b>KEGIATAN INTI</b> (6 Menit)	<b>Listening Skill</b> <ol style="list-style-type: none"> <li>1. Melalui kegiatan menyimak audio track tentang teks report yang disajikan oleh guru, peserta didik dapat menjawab pertanyaan secara individual.</li> <li>2. Melalui kegiatan menyimak audio track tentang teks report yang disajikan oleh guru, peserta didik dapat menentukan kebenaran kalimat-kalimat pernyataan secara individual.</li> </ol> <b>Reading Skill</b> <ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca teks report secara berkelompok, peserta didik dapat melengkapi teks report rumpang.</li> <li>2. Melalui kegiatan membaca teks report secara berkelompok, peserta didik dapat menjawab pertanyaan-pertanyaan bacaan.</li> </ol> <b>Speaking Skill</b> <ol style="list-style-type: none"> <li>1. Melalui kegiatan membaca contoh-contoh teks report yang disajikan oleh guru secara berpasangan, peserta didik dapat melakukan dialog dengan cara bermain peran.</li> </ol>

	<p>2. Melalui kegiatan pengamatan di sekitar sekolah secara berkelompok, peserta didik dapat:</p> <ul style="list-style-type: none"> <li>■ Menjelaskan hasil pengamatan berupa teks report secara lisan.</li> <li>■ Menjelaskan pengertian teks report secara lisan.</li> <li>■ Menjelaskan karakteristik teks report secara lisan.</li> <li>■ Menjelaskan tujuan teks report secara lisan.</li> <li>■ Menjelaskan struktur teks report secara lisan.</li> </ul> <p><b>Writing Skill</b></p> <p>1. Melalui kegiatan membaca kalimat-kalimat acak terkait teks report yang disajikan oleh guru, peserta didik dapat menyusun urutan kalimat acak menjadi paragraf teks report secara berkelompok.</p> <p>2. Melalui kegiatan diskusi kelompok, siswa dapat membuat teks report secara tertulis.</p> <p>3. Melalui kegiatan diskusi kelas, siswa dapat membuat kesimpulan terkait teks report secara tertulis.</p>
<b>PENUTUP</b> (2 Menit)	<p>Peserta didik :</p> <ol style="list-style-type: none"> <li>1. Melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.</li> <li>2. Diberi tugas di rumah untuk penguatan.</li> <li>3. Diingatkan untuk mempelajari materi yang akan dibahas di pertemuan berikutnya.</li> <li>4. Diberikan motivasi agar peserta didik tetap semangat belajar.</li> <li>5. Diminta mengakhiri pembelajaran dengan berdoa bersama.</li> </ol>

#### **METODE, MEDIA, DAN SUMBER PEMBELAJARAN**

Metode : Diskusi kelompok / Model Pembelajaran kooperatif  
Media : Gambar, boardmarker, penghapus, Papan Tulis  
Sumber Pembelajaran : Buku Teks Bahasa Inggris SMP, *Experiencing English for Junior High School Grade IX*, Oleh Teguh Basuki, Penerbit Masmedia Buana Pustaka SI, Sidoarjo, Tahun 2020.

#### **PENILAIAN**

Kompetensi	Teknik	Bentuk	Instrumen	Rubrik
Sikap	Observasi	Penilaian proses	Lembar observasi	Skala sikap
Pengetahuan	Tes Tulis	Multiple choice	Lembar tes tulis	Pedoman penskoran
Keterampilan	Kinerja Proyek dan role play	Unjuk kerja	Lembar kerja siswa	Kriteria penskoran

Pacitan, 30 Desember 2021

Mengesahkan,  
Kepala Sekolah

Guru Bidang Studi,

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NIP. 196805171994121003

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Catatan Kepala Sekolah:

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**1. Kompetensi Sikap (Lembar Observasi)**

NO	ASPEK SIKAP	DESKRIPSI	SKOR
1.	Disiplin	Selalu	4
		Sering	3
		Kadang-kadang	2
		Tidak pernah	1
2.	Bekerja sama	Selalu	4
		Sering	3
		Kadang-kadang	2
		Tidak pernah	1
3.	Toleransi	Selalu	4
		Sering	3
		Kadang-kadang	2
		Tidak pernah	1
4.	Percaya diri	Selalu	4
		Sering	3
		Kadang-kadang	2
		Tidak pernah	1

$$\text{Nilai Sikap} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

**B. Kompetensi Pengetahuan**

NO	ASPEK PENGETAHUAN	SKOR
1.	Jawaban benar	1
4.	Jawaban salah	0

$$\text{Nilai Pengetahuan} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

**C. Kompetensi Keterampilan**

1. Mendengarkan

NO	ASPEK KETERAMPILAN	DESKRIPSI	SKOR
1.	Organizing Idea	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2
2.	Grammar	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2
3.	Diction	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2

4.	Punctuation	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2

Nilai Ketrampilan =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

## 2. Berbicara

NO	ASPEK KETERAMPILAN	DESKRIPSI	SKOR
1.	Fluency	Sangat lancar	5
		Lancar	4
		Kurang lancar	3
		Tidak lancar	2
2.	Accuracy	Sangat akurat	5
		Akurat	4
		Kurang akurat	3
		Tidak akurat	2
3.	Intonation	Sangat baik	5
		B a i k	4
		Kurang baik	3
		Tidak baik	2
4.	Pronounciation	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2

Nilai Ketrampilan =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

## 3. Menulis

NO	ASPEK KETERAMPILAN	DESKRIPSI	SKOR
1.	Organizing Idea	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2
2.	Grammar	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2
3.	Diction	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2
4.	Punctuation	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2

Nilai Ketrampilan =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

4. Membaca

NO	ASPEK KETERAMPILAN	DESKRIPSI	SKOR
1.	Fluency	Sangat lancar	5
		Lancar	4
		Kurang lancar	3
		Tidak lancar	2
2.	Accuracy	Sangat akurat	5
		Akurat	4
		Kurang akurat	3
		Tidak akurat	2
3.	Intonation	Sangat baik	5
		B a i k	4
		Kurang baik	3
		Tidak baik	2
4.	Pronunciation	Sangat Tepat	5
		Tepat	4
		KurangTepat	3
		Tidak Tepat	2

Nilai Ketrampilan =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

91 - 100	A
81 - 90	B
71 - 80	C
61 - 70	D

### LEMBAR KERJA PESERTA DIDIK

Jenjang	: SMP	Nama Mata Diklat	: Rekrutmen CPP Angkatan 5
Mata Pelajaran	: Bahasa Inggris	Tujuan pelatihan	: Simulasi Mengajar dalam seleksi CPP tahap 2
Materi	: Teks report	Indikator Pelatihan	: Terlaksananya simulasi mengajar
Topik	: 8	Alokasi Waktu	: 1 X 10 Menit
Deskripsi simulasi	: Memberi dan menerima informasi mengenai teks report lisan dan tulis		
Indikator Kompetensi	: 1. Memberi informasi mengenai teks report secara lisan. 2. Menerima informasi mengenai teks report secara lisan. 3. Memberi informasi mengenai teks report secara tertulis. 4. Menerima informasi mengenai teks report secara tertulis.		

It is a large water bird

#### Learning Objective

In this unit, you are able to :

- differ the social function, structure, and language feature of report texts in spoken and written English.
- use present tense

#### CONCEPT MAP

- Report text
- Present tense

#### A. Report Text

Report text is a text which presents information about something as a result of systematic observation and analyses.

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

Its generic structure involves :

1. General Classification that states classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description that tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors.

There are language features of report text, namely:

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- Use of relating verbs to describe features, eg Molecules are tiny particles;
- Some use of action verbs when describing behavior, eg Emus cannot fly;
- Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- Use of technical terms, eg Isobars are lines drawn on a weather map;
- Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

## Example of the report text.



(<https://www.greelane.com/id/sains-teknologi-matematika/hewan--nature/facts-about-pelicans-130588/>)

THE PELICAN	
<i>General Classification</i>	Pelicans are a genus of large water bird that make up the <u>family</u> Pelecanidae. Especially the white pelican is one of the most successful fish-eating birds.
<i>Description</i>	<p>The success is largely due to its command hunting behaviour. A group, perhaps two dozen birds, will gather in a curved arc some distance off shore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them.</p> <p>When the water is shallow enough for the birds to reach the fish, the formation breaks up as each bird dips its bill into the water to scoop up its meal. As the bird lifts its head, the water drains from its bill leaving the fish which are then swallowed.</p> <p>Pelicans are among the oldest group of birds, Fossils of this genus have been found dating back 40 million years.</p>

### Activity 1.

Listen to the recording about *An Octopus*.

#### ◀ Audio track 01



Based on the recording about *An Octopus*, answer the following questions!

1. What does "Octopus" mean?  
\_\_\_\_\_
2. How many feet does octopus have?  
\_\_\_\_\_

2. How much a fully-grown octopus can weigh?  
\_\_\_\_\_
3. How does the octopus look for food?  
\_\_\_\_\_
4. How large a fully-grown octopus can be from the tip of one tentacle to the tip of another?  
\_\_\_\_\_
5. What does the octopus do to run away or escape from its enemy?  
\_\_\_\_\_

Activity 2.

Listen to the recording about *An Eclipse*.

Audio track 02



Based on the recording about *An Eclipse*, decide “T” (True) or “F” (False) on the statements below.

1.	An eclipse is a magical event.	.....
2.	A solar eclipse occurs when the Moon's shadow crosses the Earth's surface.	.....
3.	A lunar eclipse occurs when the Moon moves into the shadow of Earth.	.....
4.	Eclipses happens when the Earth and Moon aren't aligned with the Sun.	.....
5.	An eclipse occurs at every New or Full Moon.	.....
6.	A lunar eclipse is visible from the night half of the Earth when the Moon is in opposition to the Sun.	.....
7.	The Moon is in opposition to the Sun when the Moon may pass through the shadow of the Earth.	.....
8.	When the Moon is nearest to the Sun, an eclipse does not happen at every New or Full Moon.	.....
9.	The Moon may pass in front of the Sun when the Moon is in conjunction with the Sun.	.....
10.	The the body of sun, earth, and moon usually are not exactly on the same line.	.....

Activity 3.

Complete the text by choicing the suitable verb in the bracket.

Butterflies \_\_\_\_\_(were / are) a type of insect with large and often colorful wings. They \_\_\_\_\_(started / start) out as eggs. They \_\_\_\_\_(layed / lay) their eggs on leaves. The eggs \_\_\_\_\_(hatched / hatch) into caterpillars with tabular body. The caterpillar \_\_\_\_\_(ate / eats) leaves, beds, or flowers of plants.

When a caterpillar \_\_\_\_\_(was / is) full sized, it \_\_\_\_\_(went / goes) into another stage called chrysalis. Caterpillars \_\_\_\_\_(attached / attach) themselves to something solid before becoming a chrysalis. The caterpillar inside the chrysalis \_\_\_\_\_(changed / changes) into a butterfly. Some butterflies \_\_\_\_\_(made / make) the change in one week. Some others \_\_\_\_\_(took / take) years to change.

When the change \_\_\_\_\_(was / is) complete, the adult butterfly \_\_\_\_\_(split / splits) the chrysalis. The insect \_\_\_\_\_( unfolded / unfolds) its wings and \_\_\_\_\_(pumped / pumps) blood and air into then. It \_\_\_\_\_(spread / spreads) out the wings until they \_\_\_\_\_(became / become) dry and harder. The beautiful butterfly then \_\_\_\_\_(flied / flies) to get nectar from flowers. Most butterflies \_\_\_\_\_(lived / live) only for one or two weeks.



#### Activity 4.

A. Read the text carefully. Then, answer the questions.

A kangaroo is an animal that can be found in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroos eat both grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Questions :

1. What is the suitable of the text?  
\_\_\_\_\_
  2. Where can we find a Kangaroo?  
\_\_\_\_\_
  3. Where does wallaby live?  
\_\_\_\_\_
  4. What is the main idea of the first paragraph?  
\_\_\_\_\_
  5. What do Kangaroos eat?  
\_\_\_\_\_
  6. **They have short front legs, but very long and strong back legs and a tail** (Line 3). The bold type refers to .....
  7. These are used for sitting up and for jumping (Line 4). The underlined word means.....  
\_\_\_\_\_
  8. How long can Kangaroo run an hour?  
\_\_\_\_\_
  9. What are the largest kangaroos?  
\_\_\_\_\_
  10. What is the main idea of the last paragraph?  
\_\_\_\_\_
- 

#### Activity 5.

Look at the text given. Complete the incomplete dialogue orally. Practice it with your friend in role play.

<p>1. Dialogue 1 A : What is Komodo Dragon? B : _____ A : Is it the world's largest living lizards? B : _____</p>	<p>1. Text 1 Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long. It weighs up to 126 kg. It belongs to the most ancient group of lizards still alive.</p>
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<p>A : How does it grow?  B : _____  A : How much does it weigh?  B : _____  A : What does it belong to?  B : _____</p>	
<p>2. Dialogue 2  A : Where is Komodo Dragon found?  B : _____  A : Can it be found in Flores?  B : _____  : Can it be found in the island of Komodo only?  B : _____  A : How do the natives call the dragon?  B : _____  : Does the land crocodile live in the island of Komodo?  B : _____</p>	<p>2. Text 2  Komodo dragon is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon or land crocodile.</p>
<p>3. Dialogue 3  A : What does Komodo Dragon have?  B : _____  A : Is its tail short?  B : _____  : Is its leg weak?  B : _____  A : Is its skin soft?  B : _____  : How speed can it run an hour?  B : _____  A : What is its teeth like?  B : _____</p>	<p>3. Text 3  Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows row of teeth like the edge of a saw.</p>
<p>4. Dialogue 4  A : Can Komodo Dragons swim well?  B : _____  A : Are they good</p>	<p>4. Text 4  Komodo dragons are good swimmers. They may swim the long distance from one island to another. As like other lizards, they swim by moving their tails, and their legs held against their body.</p>

<p>swimmers?  B : _____  : How do they swim?  B : _____  A : Can they move their tail?  B : _____  : Do their legs held against their body?  B : _____</p>	
<p>5. Dialogue 5  A : Is Komodo Dragons totally carnivorous?  B : _____  A : Does it hunt other animals?  B : _____  : What does it hunt?  B : _____  A : What does smaller Komodo eat?  B : _____  : Are Komodo dragons cannibals?  B : _____  A : Do the adult prey the old dragons?  B : _____</p>	<p>5. Text 5  The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While it is smaller, komodos have to be satisfied with eggs, lizards, snakes and rodents. Komodo dragons are cannibals. Commonly, the adult prey on the young one as well as the old and sick dragons.</p>

### Activity 6.

Go out of your class. Observe something you find. Then, explain your observation result in report text orally!

### Activity 7.

There are three paragraphs that contain the jumbled sentences. Rearrange the sentences into good paragraph.

#### The first paragraph

1. Her body is covered with a unique pattern that is attached by brown spots all over their body.
  2. Giraffe is the highest animal in the world.
  3. They have a very long neck and two small horns on its head.
  4. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds.
  5. Giraffes have big brown eyes and protected by thick and long eyebrows.
  6. Giraffe has a unique characteristic.
- 

#### The second paragraph

1. They always eat young leaves that grow in the tree tops.
2. Their tongue shaped like a knife help them to cut branches which are very hard.

3. Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat.
  4. Giraffes are very selective in choosing food.
- 
- 

### **The third paragraph**

1. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.
  2. Commonly female giraffe bear one baby, but sometimes two babies at once.
  3. Giraffes bear its baby with a standing position.
  4. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months.
  5. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height.
- 
- 

### **Activity 8.**

Make a report text in group!

### **Activity 9.**

Make a conclusion about a report text!

## **Octopus**

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet".

The octopus, the squid and the cuttle fish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it.

The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemis by doing this.

## **Script Audio Track 02. An Eclipse**

An eclipse is an astronomical event that occurs when one celestial object moves into the shadow of another. The term is most often used to describe either a solar eclipse, when the Moon's shadow crosses the Earth's surface, or a lunar eclipse, when the Moon moves into the shadow of Earth.

Eclipses may occur when the Earth and Moon are aligned with the Sun, and the shadow of one body cast by the Sun falls on the other. So at New Moon (or rather Dark Moon), when the Moon is in conjunction with the Sun, the Moon may pass in front of the Sun as seen from a narrow region on the surface of the Earth and cause a solar eclipse. At Full Moon, when the Moon is in opposition to the Sun, the Moon may pass through the shadow of the Earth, and a lunar eclipse is visible from the night half of the Earth.

An eclipse does not happen at every New or Full Moon, because the plane of the orbit of the Moon around the Earth is tilted with respect to the plane of the orbit of the Earth around the Sun, so as seen from the Earth, when the Moon is nearest to the Sun (New Moon) or at largest distance (Full Moon), the three bodies usually are not exactly on the same line.

## Lampiran 5. Penugasan siswa

### 📖 HOMEWORK

#### Activity 1.

It is a report text. Complete the text by choosing the suitable word in the bracket.

The polar bear \_\_\_\_\_(was / is) a bear native to the Arctic Ocean and its surrounding seas. An adult male \_\_\_\_\_(weigh / weighs) about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely \_\_\_\_\_(relate / related) to the brown bear, it \_\_\_\_\_(had/has) paws to occupy a narrow ecological niche with many bony characteristics that are \_\_\_\_\_(adapt/adapted) to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears \_\_\_\_\_(were/are) born on land, it \_\_\_\_\_(spent/spends) most of its time at sea, hence its name meaning maritime bear and can \_\_\_\_\_(hunts/hunt) consistently only from sea ice. It \_\_\_\_\_(spends/spend) much of the year on frozen sea.

#### Activity 2.

Complete the following sentence with the word in the box!

- has	- grow	- is
- identified	- develop	- becomes
- are	- crush	- eats
		- found

1. Napoleon \_\_\_\_\_a favorite fish for divers in many regions of the world. The fish can instantly be recognized by its size, color and shape.
2. The fish is one of the largest reef fish in the world. It can \_\_\_\_\_up to 230 cm and weighs 190 kg.
3. The fish \_\_\_\_\_fleshy lips and a hump over the head that is similar to a napoleon hat.
4. The Hump \_\_\_\_\_more prominent with age. Its colors vary with age and sex.
5. Males range from a bright electric blue to green or purplish blue. Mature males \_\_\_\_\_a black stripe along the sides, blue spots on their body scales, and blue scribbles on the head.
6. Juveniles can be \_\_\_\_\_by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.
7. Napoleon fish is carnivorous and \_\_\_\_\_during the day.
8. They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also \_\_\_\_\_large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms.
9. Adult females \_\_\_\_\_able to change sex but the triggers for this development are not yet known.
10. The Napoleon is mainly \_\_\_\_\_on coral reef edges.

#### Activity 3.

Complete the text with the suitable verb in the bracket.

The apple \_\_\_\_\_(are/is) the fruit of the apple tree. It is one of fruits tree \_\_\_\_\_(cultivate/cultivated) in the world. Its tree is small. Its height \_\_\_\_\_(range/ranges) from 3 to 12 meters tall. It \_\_\_\_\_(have/has) white flowers which have five petals with 2,5 to 3,5 centimeters in diameter. Its fruit is 5 to 9 centimeters in diameter. The apple tree \_\_\_\_\_(come/comes) from central Asia.

Research \_\_\_\_\_ (reveal/reveals) that apples may reduce the risk of colon cancer, prostate cancer and lung cancer. Apples \_\_\_\_\_ (contains/contain) relatively low amounts of vitamin c as well as several other antioxidant compounds. The fiber content in apples may \_\_\_\_\_ (reduces/reduce) the risk of colon cancer. They may also (helps/help) coping with heart disease, weight loss, and controlling cholesterol. They \_\_\_\_\_ (is/are) rich with caloric like most other fruits and vegetables.

### Enrichment.

□ Grammar Focus

Usage present tense

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Especially in describing general truths, the simple present indicates that a fact was true before, is true now, and will be true in the future. It is also used to make generalizations about people or things.

Example :

Water freezes at zero degrees.

The earth revolves around the Sun.

London is a large city.

She only eats fish.

It mixes the sand and the water.

The simple present is just the base form of the verb. Questions are made with *do* and negative forms are made with *do not*.

- Statement: They **eat** rice.
- Question: **Do** they **eat** rice?
- Negative: They **do not eat** rice.

In the third person singular, *-s* or *-es* is added. Questions are made with *does* and negative forms are made with *does not*.

- Statement: It **eats** fish.
- Question: **Does** it **eat** fish?
- Negative: It **does not eat** fish.

### SUMMARY

Report text is a text which presents information about something. It is as a result of systematic observation and analysis.

Purpose of report text

Its social purpose is presenting information about something by describing on an entire class of things generally.

### Generic Structure of Report

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

### Language Feature of Report

- Introducing group or general aspect

- Using conditional logical connection; when, so, etc
- Using simple present tense



### Platypus

The platypus, sometimes referred to as the duck-billed platypus, is a semiaquatic egg-laying mammal endemic to eastern Australia, including Tasmania. Many people call platypus duckbill because this animal has a bill. It is like duckbill. The platypus is the sole living representative of its family and genus, though a number of related species appear in the fossil record.

Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears, but it has ability to sense sound and light.

Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

*(<https://en.wikipedia.org>)*

#### Questions :

1. Does platypus have a bill?

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2. What does it like?

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3. Does it have a flat tail?

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4. How long is its body?

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5. Are Platypus' eyes and head big?

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6. Does It has ears?

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7. Does it has ability to sense sound and light?

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8. Where does Platypus live?

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9. Does female platypus usually dig burrows in the streams or river banks?

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10. Does male platypus need any burrows to stay?

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