


| | | | | |
|---|--|--|-----------------|--|
|  | PEMERINTAH PROPINSI JAWA TIMUR | | | |
| | DINAS PENDIDIKAN | | | |
| | SEKOLAH MENENGAH ATAS NEGERI 4 MALANG | | | |
| | NSS : 301056101004 | | NPSN : 20533667 | |
| | Jalan Tugu Utara 1 Malang Telp. 0341-325267 Kota Malang Kode Pos 65111 | | | |
| | Website: www.sman4malang.sch.id E-mail: info@sman4malang.sch.id | | | |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|------------------|---|
| Sekolah | : SMA Negeri 4 Malang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : XI / Genap |
| Sub Materi Pokok | : teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) |
| Tahun pelajaran | : 2020-2021 |
| Alokasi Waktu | : 2 x 45 menit |

A. Tujuan Pembelajaran

Setelah melaksanakan kegiatan melalui model **Flipped Classroom** siswa mampu mengidentifikasi struktur teks, menjelaskan fungsi sosial dan menentukan unsur kebahasaan, serta menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as), memiliki sikap toleransi, kerjasama, santun, peduli.

B. Kegiatan Pembelajaran

Kegiatan Pendahuluan (20 Menit)

- Guru mengucapkan salam, berdoa (**self awaranness**), cek kehadiran dan cek kebersihan selanjutnya apersepsi dengan membacakan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) menyampaikan tujuan pembelajaran, cakupan materi, langkah pembelajaran dan tehnik penilaian.

Kegiatan Inti (55 Menit) Diferensiasi Konten

Ruang lingkup

1. Rutin

Sebelum kegiatan pembelajaran berlangsung peserta didik diberikan observasi diri berupa survey atau pertanyaan yang mengarah pada dirinya/**self awareness**.

A. Teknik membuat jurnal diri melalui observasi diri dengan Google Form

Pertanyaan-pertanyaan tentang **self awareness** melalui Google tersebut diantaranya:

1. Bagaimana perasaan anda pada pagi hari ini/siang hari ini/malam hari ini? Jelaskan
2. Bagaimana anda mengatur kegiatan sehari-hari dari pagi sampai tidur di malam hari? Jelaskan
3. Apakah aktivitas keagamaan yang anda lakukan dalam hari itu?
4. Apakah perasaan anda setelah mengerjakan kegiatan keagamaan di hari tersebut?
5. Apakah anda pernah mendapatkan masalah?
6. Bagaimana anda mengatasi masalah tersebut? jekaskan
7. Apakah yang anda lakukan apabila anda merasa emosi/marah?
8. Bagaimana anda mengelola emosi anda?
9. Bagaimana anda mengatur waktu belajar anda setiap hari?jelaskan
10. Apakah anda mengatur jadwal terhadap kegiatan belajar anda setiap hari? jelaskan

Pertemuan ke-1 Diferensiasi Proses

PESERTA DIDIK MENDAPAT TUGAS MENONTON VIDEO/GOOGLE SITE DIRUMAH

- Mempelajari slide presentasi dan mengerjakan latihan sederhana Quizziz tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) yang dibuat oleh guru.**(mengamati)**
- Melafalkan kalimat yang terdapat pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as).**(Mengamati)**
- Mencatat hal-hal yang dianggap penting dari slide presentasi Quizziz yang ditayangkan tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as)
- Dengan membentuk kelompok yang terdiri dari 5 orang, siswa mempertanyakan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as dari tayangan di slide pada saat google meet)**(Menanya)**
- Peserta didik menanyakan fungsi social dan unsur kebahasaan dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as).**(Menanya)**

KEGIATAN PEMBELAJARAN DIDALAM KELAS/ONLINE LEARNING

- Bersama dengan kelompoknya peserta didik mencoba mengumpulkan informasi tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) yang ditemukan di video **(Mengeksplorasi/ Exploring/Mengumpulkan informasi)**

2. Terintegrasi dalam Pembelajaran (memberikan relaksasi pada saat kegiatan pembelajaran)

A. Teknik bernafas dengan kesadaran penuh dengan menggunakan metode STOP

- **Stop** : berhenti melakukan kegiatan apapun
- **Take a deep breath** : mengambil nafas dalam
- **Observe**: mengamati dan merasakan nafas yang terhembus dari kepala sampai kaki
- **Proceed** : Lanjutkan, mengulangi hal tersebut minimal 2 kali.

MENERAPKAN KEMAMPUAN PESERTA DIDIK DALAM PROYEK DAN SIMULASI

- Bersama dengan kelompoknya, peserta didik mengulas dan menelaah struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) bersama anggota kelompoknya sebelum presentasi didepan kelas (**Mengasosiasi/Associating**)
- Membuat teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) berdasarkan minatnya.
(**Mengkomunikasikan/ Networking**) **Diferensiasi Produk**

MENGUKUR PEMAHAMAN PESERTA DIDIK

- Memberikan soal latihan tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as) (**Mengkomunikasikan/ Networking**)
- Menyimpulkan/refleksi tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as)
(**Mengkomunikasikan/Networking**)

Kegiatan Penutup (15 Menit)

- Membuat simpulan, refleksi, umpan balik, penugasan tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as), dan menyampaikan informasi tentang kegiatan pembelajaran yang akan datang dan berdoa.

3. Protokol

A. Memeriksa Perasaan diri

Mengajak murid menuliskan tentang perasaan yang dialami/dirasakan dan isi pikirannya setelah menjalani sebuah kegiatan pembelajaran atau peristiwa yang baru/ menyenangkan/ menantang lainnya

Contoh:

Secara fisik, saya merasa.../Tubuh saya terasa..

Secara mental, saya merasa.../Pikiran saya.....

Secara emosi, saya merasa.../Saya merasa.....

C. Penilaian

- Teknik Penilaian (Sikap spiritual dan Sosial dan pengetahuan (assessment for as and of learning) dan Keterampilan (laporan proyek)
- Pembelajaran Remedial (real teaching mix tutor sebaya) dan Pengayaan (kerja kelompok membuat teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh (Perhatikan unsur kebahasaan for example, such as)

Malang, 1 Maret 2021

Plt. Kepala Sekolah

Guru Mata Pelajaran,

Anis Isrofin, M.Pd
NIP. 196309171987022001

Achmad Sulton, S.Pd
NIP. 197311181998021002

LAMPIRAN

1. PENILAIAN SIKAP

PENILAIAN OBSERVASI

1. Pedoman Observasi Sikap Santun

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam kesantunan. Berilah tanda cek (v) pada kolom skor sesuai sikap santun yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

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

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

| No | Aspek Pengamatan | Skor | | | |
|-------------|---|------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Melakukan tegur sapa dengan santun | | | | |
| 2 | Mengucapkan terima kasih setelah menerima kepedulian orang lain | | | | |
| 3 | Menggunakan bahasa santun saat menyampaikan pendapat | | | | |
| 4 | Menggunakan bahasa santun saat mengkritik pendapat teman | | | | |
| 5 | Bersikap 3S (salam, senyum, sapa) saat bertemu orang lain | | | | |
| Jumlah Skor | | | | | |

3. Pengamatan Observasi Kelompok

Penilaian berdasarkan pengamatan selama siswa bekerja dalam kelompoknya

The rubric of assessment for discussion

| NO | NAME | SCORING ASPECT | | | | | | | | | | | | SCORE |
|----|------|---|---|---|---|---|---|---|---|---------------------------|---|---|---|-------|
| | | Cooperate for discussing about the dialogue | | | | Active in communicating between their group | | | | Become the solid teamwork | | | | |
| | | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Scoring system

1. Maximal Score : 9
2. Totally Score : 100
3. Student's Score : $\frac{\text{Getting Score}}{\text{Maximal Score}} \times 100$

1. Cooperate for discussing about the text
3. The students can cooperate to discuss about the text very well
2. The students can cooperate to discuss about the text well
1. The students can sometimes cooperate to discuss about the text
0. The students don't care about the discussing
2. Active in communicating between their group

3. The students are more active to communicate and involve with the discussion
2. The students are less active to communicate and involve with the discussion
1. The students are seldom active to communicate and involve with the discussion
0. The students are passive to communicate and involve with the discussion
3. Become the solid teamwork
3. the students are more enthusiastic to become the solid team work
2. the students are less enthusiastic to become the solid team work
3. the students haven't spirit to become the solid work
0. The students don't care with the team work

a. Penilaian Diri

1. LEMBAR PENILAIAN DIRI SIKAP SANTUN

Nama Peserta Didik :

Kelas :

Materi Pokok :

Tanggal :

PETUNJUK PENGISIAN:

1. Bacalah dengan teliti pernyataan pernyataan yang pada kolom di bawah ini!
 2. Tanggapilah pernyataan-pernyataan tersebut dengan member tanda cek (√) pada kolom:
- STS : Jika kamu sangat tidak setuju dengan pernyataan tersebut
- TS : Jika kamu tidak setuju dengan pernyataan tersebut
- S : Jika kamu setuju dengan pernyataan tersebut
- SS : Jika kamu sangat setuju dengan pernyataan tersebut

| No | Pernyataan | Penilaian | | | |
|----|--|-----------|----|---|----|
| | | STS | TS | S | SS |
| 1 | Saya menghormasti orang yang lebih tua | | | | |
| 2 | Saya tidak berkata kata kotor, kasar dan takabur | | | | |
| 3 | Saya meludah di tempat sembarangan | | | | |
| 4 | Saya tidak menyela pembicaraan | | | | |
| 5 | Saya mengucapkan terima kasih saat menerima bantuan dari orang lain | | | | |
| 6 | Saya tersenyum, menyapa, memberi salam kepada orang yang ada di sekitar kita | | | | |

Keterangan:

Pernyataan positif :

- 1 untuk sangat tidak setuju (STS),
- 2 untuk tidak setuju (TS), ,
- 3 untuk setuju (S),
- 4 untuk sangat setuju (SS).

Pernyataan negatif :

- 1 untuk sangat setuju (SS),
- 2 untuk setuju (S),
- 3 untuk tidak setuju (TS),
- 4 untuk sangat tidak setuju (S)

Petunjuk Penskoran

Lihat petunjuk penskoran pada pedoman observasi sikap spiritual

Informal test : Ketika tanya jawab

Formal Test : Ketika siswa perpasangan mendemonstrasikan dialog di depan Kelas (Penilaian Speaking)

Aspek yang dinilai : pronunciation , fluency, accuracy, dan content

PENILAIAN KD 3.8 dan 4.8

2. Penilaian Kemampuan

Test Tulis

A. Listen the dialogue carefully and complete the missing words

A: Hey B, could you(1) me about junk food?

B: Well, Junk food is food which has(2) and sugar but has low....(3), such as fiber, protein, and vitamins. That's why junk food is not good for your....(4). Do you get my point?

A: No, I don't.

B: A hamburger is(5) of junk food. It contains 271 calories and 17,82g of total fat but only contains a little protein, minerals, and vitamins per(6). If you eat it too much you can get(7) and(8).

A: Oh, I understand. Thank you.

B: You're welcome.

A. Scoring system

1. Maximal Score : 40

2. Totally Score : 100

3. Student's Score : $\frac{\text{Getting Score}}{\text{Maximal Score}} \times 100$

B. Scoring Rubric

| NO | NAME | SCORE | | | | | | | | TOTAL SCORE |
|----|------|-------|---|---|---|---|---|---|---|-------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Note:

- The score for each number is 5. If the student can answer a question truly, he/she will get 5. So, total score for the test is 100.

3. Penilaian Keterampilan

1. PENILAIAN WRITING

| NO | NAME | SCORING ASPECT | | SCORE |
|----|------|----------------|---------------------------|-------|
| | | Punctuation | The Sentences Arrangement | |

Scoring Aspect

A. Punctuation

- Use the right punctuation for the passage
- Lack of using the right punctuation for the passage

1. Almost all of the passage isn't using the right punctuation
 0. Not using the right punctuation for the passage
- B. The sentences Arrangement
3. The sentences arrangement are very good
 2. The sentences arrangement are good
 1. The sentences arrangement are fair
 0. The sentences arrangement are not suitable

Pedoman Penilaian

1. Maximal Score : 6
2. Totally Score : 100
3. Student's Score : $\frac{\text{Getting Score}}{\text{Maximal Score}} \times 100$

FOR INSTANCE

1. Identitas

- a. Nama Mata Pelajaran : Bahasa Inggris XI (Wajib)
- b. Semester : Ganjil
- c. Kompetensi Dasar :

3.8 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan for example, such as)

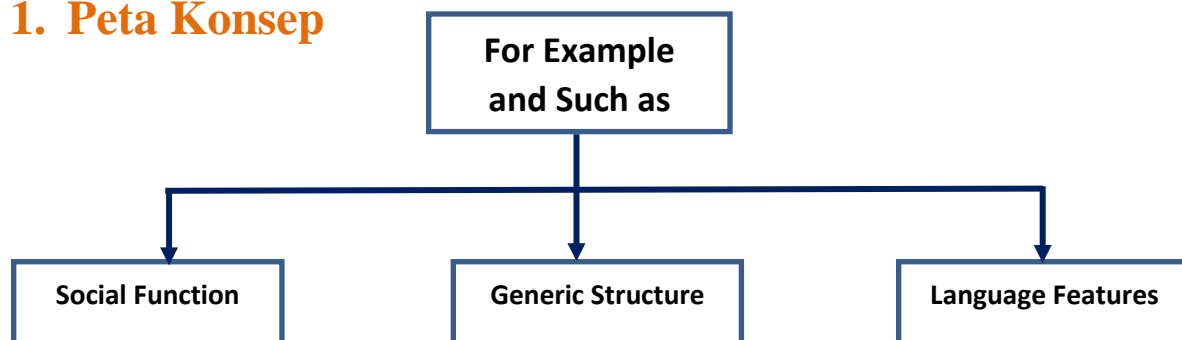
4.7 4.8 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

- d. Materi Pokok : tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya
- e. Alokasi Waktu : 6 JP
- f. Tujuan Pembelajaran :

Melalui Pembelajaran *Discovery learning* dengan menggunakan metode diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat **menerapkan** fungsi sosial, struktur teks, dan unsur kebahasaan dan **menyusun teks interaksi transaksional lisan dan tulis** pendek dan sederhana yang **melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya**, sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, mengembangkan **sikap jujur, peduli, dan bertanggungjawab**, serta dapat mengembangkan kemampuan **berpikir kritis, berkomunikasi, berkolaborasi, berkreasi(4C)**.

- g. Materi Pembelajaran
 - o Agar konsep dan teori yang akan Anda pelajari pada UKB ini dapat Anda kuasai dengan baik, maka terlebih dahulu bacalah Buku Teks Pelajaran (BTP) *Bahasa Inggris SMA/MA, SMK/MAK Kelas XI* Kementerian Pendidikan dan Kebudayaan, hal 74 -80 serta materi pendukung lainnya.

1. Peta Konsep



2. Kegiatan Pembelajaran

a. Pendahuluan

Sebelum belajar pada materi ini, silahkan Anda memahami penjelasan tentang for example dan such as.

FOR EXAMPLE / FOR INSTANCE

The expression for example is followed by supporting details for the word directly mentioned before it. Punctuation varies before example words—such as, namely, for example, e.g., or for instance. It depends on how the word is used in the sentence.

Vitamin C is found in colorful vegetables. For example/ For instance, bell peppers have a lot of vitamin C.

Calcium is found in green leafy vegetables; for example, broccoli, kale, arugula, or spinach have over 160 mg. per serving.

A clause ending in a period or a semicolon comes before the introductory clause. Place a comma after the introductory phrase for example.

2. A MID-SENTENCE COMMENT

Red bell peppers, for example, have a lot of vitamin C.

Red bell peppers, for instance, have a lot of vitamin C

Red bell peppers, like oranges, have a lot of vitamin C.

Commas set off a phrase that adds non-identifying, non-essential information. Note the comment can be removed and the sentence still makes sense.

3. A NON-IDENTIFYING DETAIL

Green leafy vegetables, for example, spinach, contain calcium.

Colorful vegetables, for instance, bell peppers, contain vitamin C.

*Some vegetables contain calcium for example broccoli.

Some vegetables, for example broccoli, contain calcium.

Place the example directly after the word it modifies.

4A AN ADDED AFTERTHOUGHT (PHRASE)

Calcium is in green leafy vegetables, for example, broccoli, kale, arugula, and spinach.

Calcium is in green leafy vegetables; for example, broccoli, kale, arugula, and spinach.

A comma or a semicolon is placed before for example. A comma is placed after it. The example phrase is placed directly after the word it modifies.

Note that this is an exception to the general rule that a semicolon is always followed by an independent clause. (Gregg 182)

4B AN EXPLANATION

Vitamin C is found in colorful vegetables: [colon] bell peppers, purple kale, tomatoes.

Green leafy vegetables: for example, broccoli, kale, or spinach have over 160 mg. of calcium per serving.

An introductory clause may be followed by a colon or a colon and for example, before the explanatory list of items.

4C AN APPOSITIVE

Cruciferous vegetables, Brassicaceae, are good for one's health.

appositive (N) – another name for the word before it

(GREGG 182) (CMOS §6.44)

5. A LIST OF ITEMS IN TECHNICAL WRITING

Cruciferous vegetables (e.g., cauliflower, cabbage, cress, bok choy, broccoli) have anti-cancer properties.

Nonfinite verbs (e.g., infinitives, gerunds, modals) and birds.

The abbreviation e.g. stands for Latin *exempli gratia* and means "for example". The abbreviated form is used mostly in technical journals. It gives examples for something directly mentioned before. (Merriam-Webster 520)

b. Kegiatan Inti

- 1) Petunjuk Umum UKB
 - a) Baca dan pahami materi pada *Bahasa Inggris SMA/MA, SMK/MAK Kelas XI* Kementerian Pendidikan dan Kebudayaan
 - b) Kerjakan UKB ini dibuku kerja atau langsung mengisikan pada bagian yang telah disediakan.
 - c) Kalian dapat belajar bertahap dan berlanjut melalui kegiatan ayo berlatih, apabila kalian yakin sudah paham dan mampu menyelesaikan permasalahan-permasalahan dalam kegiatan belajar I kalian boleh sendiri atau mengajak teman lain yang sudah siap untuk mengikuti tes formatif agar kalian dapat belajar ke UKB berikutnya.
- 2) Kegiatan Belajar Ayo ikuti kegiatan belajar berikut dengan penuh kesabaran dan konsentrasi!!!

Kegiatan Belajar 1

SUCH AS

The expression such as relates supporting details to the word directly mentioned before it. The word like commonly introduces one example and may mean "similar to". Commas are not used if the phrase defines the word or words that precede it.

SUCH AS—INITIAL

The expression such as is not used initially.

Vitamin C is found in colorful vegetables. *Such as, bell peppers contain a lot of vitamin C.

SUCH AS—MID

Such as does not occur as a mid-sentence comment.

*Red bell peppers, such as, have a lot of vitamin C.

SUCH AS—AN IDENTIFYING DETAIL

Vegetables such as spinach contain calcium.

Note that "such as spinach" is an identifying phrase; no commas are used.

Kale, like spinach, contains a lot of calcium.

Like is often followed by one example and means "similar to". Note that "like spinach" is not an identifying phrase; it adds extra information. Commas are used.

4A SUCHAS—AN AFTERTHOUGHT (PHRASE)

Calcium exists in vegetables such as broccoli, kale, arugula, and spinach.

Calcium exists in green leafy vegetables, like broccoli.

Note that "such as broccoli..." is an identifying phrase; no commas are used. However, "like broccoli" is not an identifying phrase; commas are used.

4B AN EXPLANATION

Green leafy vegetables such as broccoli, kale, or spinach have over 160 mg. of calcium per serving.

4C AN APPOSITIVE

Such as does not occur with an appositive.

Such as does not occur in an abbreviated Latin form.

Kegiatan Belajar 2

The World's Most Unusual Millionaire

Hetty Robinson was born in 1834. When her parents died, she was thirty years old. They left her \$10 million (\$185 million in today's dollars). She was very good at business and soon made more money. Hetty was famous as the richest woman in the United States, but she was also famous because she was very stingy.

Even when she was young, she was stingy. For instance, on her twenty-first birthday, she refused to light the candles on her birthday cake because she did not want to waste them. The next day, she cleaned the candles and returned them to the store to get a refund.

Hetty always thought men wanted to marry her for her money. Finally, at the age of thirty-three, she decided to get married because she did not want her relatives to get her money. She married Edward Green, who was a millionaire. They had a son and a daughter. Soon after, Hetty divorced him because she did not agree with him about money matters.

Hetty was even stingy with her own child. For example, when her son hurt his knee in an accident, Hetty did not call a doctor. She tried to take care of it herself. When her son's knee didn't get better, she dressed him in old clothes and took him to a free clinic. The doctors recognized her and asked for money. Hetty refused to pay and took her son home. The boy did not get medical treatment, and a few years later his leg was amputated.

Hetty was stingy with herself, too. For example, she always wore the same black dress. As the years passed by, the color of the dress changed from black to green and then brown. When the dress became dirty, she went to a cheap laundry and told them to wash only the bottom where it was dirty, and she waited until it was ready. Her undergarments were old newspapers she got from the streets. She rented a cheap apartment with no heat in New Jersey because she did not

want to pay taxes in New York. Then she traveled on the train to her office in New York. Her office was a space in a bank, which the bank gave to her for free. All she ate was raw onions and cold oatmeal. She was too stingy to spend money to heat the food. Sometimes, to heat her oatmeal, she put it on the office heater because that was free. She also ate cookies, but regular cookies were too expensive for her, so she walked a long way to get broken cookies, which were much cheaper. One time, she spent half the night looking for a two-cent stamp.

When Hetty Green died in 1916, she had no friends. She left more than \$100 million (over \$17 billion today) to her son and daughter. Her son and daughter were not stingy like Hetty, and they spent the money freely.

Exercise 1

Directions: Circle T if the answer is true. Circle F if the answer is false.

1. Hetty's parents died when she was thirty. T F
2. Hetty ate mostly raw onions and cold oatmeal. T F
3. Hetty called the doctor for her son. T F
4. Hetty lived in New York. T F
5. Hetty lives in an apartment with no heat. T F
6. When Hetty died, she left \$10 million. T F

Exercise 2

Directions: Describe a stingy person you know.

Identify the person.

Example: Mr. Norton lives in my apartment building.

What does this person NOT like to spend money on (for example, food, new clothes, restaurants, gifts)?

Example: This person does not like to spend money on electricity.

Give an example.

Example: When I go to see him in his apartment in the evening, it is always dark. The curtains are open so that he gets light from the street.

Model Paragraph

My Selfish Brother

My brother is very selfish. He does not want to share things with other people. For example, when he buys a chocolate bar, he puts it in a secret place. Then he eats it all, by himself. He never helps anyone. He says he is busy. For example, a game of Nintendo makes him very busy. He does not care if something he does bothers other people. For instance, last night he played loud rock 'n' roll music until four o'clock in the morning. In conclusion, I think my brother is selfish and will always be selfish.

Organizing

Giving Examples

To introduce an example in your paragraph, you can use the following:

For example, ...

or

For instance, ...

Underline the words showing examples in the reading *The World's Most Unusual Millionaire*.

Underline the words showing examples in the model paragraph.

Look at the use of the comma with the words showing examples.

Now go back and circle all the commas with the words showing examples in the reading and in the model paragraph.

In the model paragraph, the writer used for example or for instance to give details about supporting sentences.

Topic sentence: My brother is very selfish.

Supporting sentence: He does not want to share things with other people.

Detail or example of supporting sentence: For example, when he buys a chocolate bar, he puts it in a secret place.

For example and for instance have the same meaning. When your sentence begins with for example or for instance, put a comma after these words.

For example, when he buys a chocolate bar, he puts it in a secret place.
or

For instance, when he buys a chocolate bar, he puts it in a secret place.

A sentence that begins with for example or for instance must be complete sentence.

For example, Hetty Green. (Not correct)

For example, Hetty Green was a millionaire. (Correct)

Exercise 3

Directions: The following sentences are not complete or have mistakes. Write out the correct sentences.

For example he gets food all over his shirt.

For instance, washes dishes.

For example: she never writes down my telephone messages.

For instance, a doctor.

For instance--she always leaves the bathroom in a mess.

A name of a person or a thing can follow the words for example and for instance.

Women became leaders in the last century. For example, Margaret Thatcher and Golda Meir were both prime ministers of their countries.

c. Penutup

Setelah kita belajar tentang materi ini melalui kegiatan di UKBM ini, table berikut akan mengukur pemahaman anda terhadap materi. Kejujuran anda sangat dibutuhkan dalam menjawab pertanyaan yang ada di table berikut.

Tabel refleksi diri pemahaman materi

| <i>No</i> | <i>Pertanyaan</i> | <i>Ya</i> | <i>Tidak</i> |
|-----------|---|-----------|--------------|
| 1 | Apakah pembahasan tentang sebab dan akibat mudah dimengerti | | |
| 2 | Apakah anda dapat memahami tentang sebab akibat | | |
| 3 | Apakah anda mengetahui perbedaan sebab dan | | |

| | | | |
|--|--------|--|--|
| | akibat | | |
|--|--------|--|--|

Note:

Check kembali jawabanmu di atas, jika terdapat kata “TIDAK”, maka pelajari kembali materinya dan tanyakan pada teman atau guru jika ada bagian yang belum dipahami.