



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN PENELITIAN DAN PENGEMBANGAN DAN PERBUKUAN
PUSAT KURIKULUM DAN PEMBUKUAN

Student's Book

My Next Words

For Elementary School



Lala Intan Gemala, dkk



Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Dilindungi Undang-Undang.

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My Next Word Grade 1 - Student's Book for Elementary School

Judul Asli: My Next Word Grade 1 - Student's Book for Elementary School

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Isi buku ini menggunakan huruf Arial Rounded MT Bold 12/14 pt.
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KATA PENGANTAR

Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi mempunyai tugas menyiapkan kebijakan teknis, pelaksanaan, pemantauan, evaluasi, dan pelaporan pelaksanaan pengembangan kurikulum serta pengembangan, pembinaan, dan pengawasan sistem perbukuan. Pada tahun 2020, Pusat Kurikulum dan Perbukuan mengembangkan kurikulum beserta buku teks pelajaran (buku teks utama) yang mengusung semangat merdeka belajar. Adapun kebijakan pengembangan kurikulum ini tertuang dalam Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 958/P/2020 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah.

Kurikulum ini memberikan keleluasaan bagi satuan pendidikan dan pendidik untuk mengembangkan potensinya serta keleluasaan bagi peserta didik untuk belajar sesuai dengan kemampuan dan perkembangannya. Pada tahun 2021, kurikulum ini akan diimplementasikan secara terbatas di Sekolah Penggerak. Begitu pula dengan buku teks pelajaran sebagai salah satu bahan ajar yang akan diimplementasikan secara terbatas di Sekolah Penggerak.

Untuk mendukung pelaksanaan Kurikulum serta penyediaan buku teks pelajaran tersebut, salah satunya dengan melakukan penyaduran buku bahasa Inggris berjudul *My Next Words Grade 1 – Student’s Book for Elementary School* dari Penerbit CV. Prima Surya Pustaka. Buku Bahasa Inggris ini diharapkan mampu menjadi salah satu bahan ajar untuk mendukung pembelajaran pada satuan pendidikan di Indonesia.

Umpan balik dari pendidik, peserta didik, orang tua, dan masyarakat khususnya di Sekolah Penggerak sangat diharapkan untuk perbaikan dan penyempurnaan kurikulum dan buku teks pelajaran ini.

Buku siswa *My Next Words* ini telah digunakan sebagai buku pegangan siswa sejak tahun 2013. Buku edisi ke 3 ini dideskripsikan dengan Capaian Pembelajaran yang dikembangkan Pusat Kurikulum dan Perbukuan tahun 2020.

Selanjutnya, Pusat Kurikulum dan Perbukuan menyampaikan terima kasih kepada seluruh pihak yang terlibat dalam penyusunan buku ini mulai dari Penerjemah, Penyadur, Penelaah, Penyunting, Ilustrator, Desainer, dan pihak terkait lainnya yang tidak dapat disebutkan satu per satu. Semoga buku ini dapat bermanfaat untuk meningkatkan mutu pembelajaran.

Jakarta, Juni 2021
Kepala Pusat Kurikulum dan Perbukuan,

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KATA PENGANTAR

Pelajaran Bahasa Inggris untuk peserta didik SD secara Nasional masih belum merupakan mata pelajaran yang wajib diajarkan. Oleh sebab itu sekolah yang memutuskan untuk menambah pelajaran bahasa Inggris kepada muridnya harus mengembangkan berbagai kebutuhan pengajarannya sendiri. Sekolah harus mengembangkan silabus, materi ajar dan evaluasinya, serta pengembangan gurunya.

My Next Words adalah produk dari hasil kajian cermat secara praktis maupun teoretis. *My Next Words* disusun berdasarkan observasi dan pengalaman empirik pengajaran bahasa Inggris di berbagai wilayah di Indonesia. Singkat kata untuk mengenalkan bahasa Inggris di SD diperlukan silabus dan materi yang disusun sesuai dengan konteks peserta didik dan sekolah di Indonesia pada umumnya. Tujuan yang tercantum dalam silabus harus dapat diwujudkan dalam materi ajar yang akan memungkinkan peserta didik menggunakan bahasa Inggris dan dapat dievaluasi tingkat keberhasilannya.

My Next Words disusun guna memenuhi tujuan utama pembelajaran bahasa Inggris di sekolah dasar yaitu memungkinkan peserta didik untuk berinteraksi dengan orang lain, baik guru maupun teman-temannya. Sebagaimana kaidah perolehan bahasa, maka kemampuan mendengar dan merespon harus diutamakan pada tahap awal di kelas rendah. Setelah peserta didik dapat secara otomatis merespon bahasa yang dikenalkan secara lebih otomatis, guru dapat mulai mengenalkan *reading* dan *writing* yang juga harus interaktif.

My Next Words dikembangkan dengan model yang mengawali pengenalan bahasa secara kontekstual. Melalui bahasa pengantar guru yang sesuai diharapkan setiap aktivitas pada tahap awal menarik perhatian peserta didik. Kemudian diikuti dengan praktik terbimbing agar peserta didik percaya diri dan baru diikuti oleh latihan menggunakan bahasa secara lebih bebas oleh peserta didik.

Agar guru mampu menyelenggarakan proses pembelajaran yang interaktif tersebut, selain kemampuan berbahasa lisan yang cukup, guru membutuhkan materi ajar yang membantunya untuk memungkinkan peserta didik berinteraksi. Oleh sebab itu bahan ajar yang kami kemas dalam *My Next Words* banyak memberikan lembar-lembar kerja (*worksheet*) sebagai alat interaksi bagi peserta didik. Selain itu bahan ajar yang kami buat tersebut selalu memiliki topik yang selalu berada pada konteks situasi, selain juga mengenalkan peserta didik kepada berbagai pola bahasa sederhana sebagai pilihan.

My Next Words menggunakan azas daur ulang dalam pengenalan konsep bahasa. Berbagai kosa kata diulang-ulang dan ditambahkan tingkat kesulitannya secara bertahap agar materi bahasa yang dipelajari tersimpan dalam *long-term memory*. Agar pembelajaran terjadi secara interaktif penggunaan *gestures and actions* oleh guru mutlak diperlukan. *My Next Words* solusi pengajaran bahasa Inggris di tingkat Sekolah Dasar.

Itje Chodijah

Writer Consultant & Editor

PRAKATA

Alhamdulillah, segenap puji syukur kami panjatkan kepada Allah SWT yang telah memberikan karunia dan kesempatan kepada kita semua. Kami mengucapkan terima kasih yang tak terhingga kepada semua pihak yang telah memberi dukungan baik materi maupun motivasi serta fasilitas sehingga kami bisa menyelesaikan buku *My Next Words*.

Penulisan buku ini disusun berdasarkan kurikulum yang dibuat oleh *English For Young Learner Community* (EYLC) Sidoarjo, yaitu kelompok kerja guru bahasa Inggris SD/MI Muhammadiyah se-Sidoarjo. Tujuan utama dari penulisan buku ini adalah memberikan buku pegangan peserta didik dalam seluruh rangkaian kegiatan pembelajaran bahasa Inggris di dalam kelas. Pembelajaran yang menitikberatkan pada kegiatan mendengar dan berbicara akan memotivasi dan menumbuhkan rasa percaya diri dalam menggunakan bahasa Inggris di kehidupan sehari-hari. Buku ini juga disusun berdasarkan tingkat perkembangan, karakter dan lingkungan anak.

My Next Words ini menyajikan materi pembelajaran yang sederhana agar anak mampu berkomunikasi dengan menggunakan bahasa Inggris sesuai dengan perkembangan dan kebutuhan anak dalam berkomunikasi. Agar karakter bahasa sebagai alat komunikasi dapat diwujudkan dalam kegiatan belajar sehari-hari dan berkelanjutan, maka guru diharapkan menggunakan bahasa Inggris dalam rangkaian kegiatan pembelajaran di kelas dan di luar kelas, agar anak dapat menggunakannya dalam konteks kehidupannya sehari-hari.

Semoga buku ini bisa bermanfaat dan menjadi wacana baru bagi guru-guru Bahasa Inggris sebagai upaya peningkatan kualitas peserta didik dalam menghadapi perkembangan global. Kami berharap saran yang membangun dapat diberikan oleh pemerhati dan pendidik terutama dalam bidang bahasa Inggris demi penyempurnaan buku ini.

EYLC Team
Writers

SEKILAS TENTANG EYLC TEAM

English for Young Learner Community (EYLC) SD/MI Muhammadiyah Sidoarjo adalah kelompok kerja guru Bahasa Inggris. Tim ini terbentuk di awal tahun 2010 dengan latar belakang banyaknya masalah pembelajaran bahasa Inggris di tingkat dasar, mulai dari materi dan metode pembelajaran bahasa itu sendiri.

Tim ini dibentuk dengan tujuan memperbaiki pembelajaran bahasa Inggris di tingkat dasar, diawali dengan membuat kurikulum yang sesuai dengan perkembangan anak, kontekstual dan menyenangkan. Empat kemampuan bahasa yaitu *listening, speaking, reading* dan *writing* merupakan aktivitas yang tidak terpisahkan dalam penyusunan kurikulum tersebut.

Dengan tahapan belajar *presentation, practice* dan *production*, peserta didik belajar secara terarah dan terukur. Di bawah bimbingan Ibu Itje Chodijah, kurikulum yang sudah mulai kita terapkan selama setahun, memperlihatkan hasil yang bagus. peserta didik menjadi aktif mengikuti kegiatan pembelajaran yang dirancang dengan matang dan memperhatikan perkembangan anak. Agar pembelajaran lebih efektif maka muncullah ide untuk pembuatan buku *My Next Words*.

Dengan terbitnya buku *My Next Words*, diharapkan dapat memberi manfaat dan kemudahan dalam mengajarkan bahasa Inggris di tingkat dasar. Tentunya tidak ada yang sempurna dari keseluruhan isi buku ini. Kritik dan saran yang membangun tetap kami harapkan untuk kesempurnaan buku ini di masa mendatang.

FRAMEWORK

| SEMESTER 1 | | |
|----------------------------------|--|--|
| Unit | Objectives | Language Focus |
| 1 How are you? | <ul style="list-style-type: none"> Children are able to greet their friends in a friendly manner. Children are able to greet parents and teachers politely. | <p>Good morning. Good afternoon. Good evening. Goodbye. How are you? I am fine. I am Ok.</p> |
| 2 Hi, I am Kimi. Meow. | <ul style="list-style-type: none"> Children are able to introduce themselves to their friends confidently. Children are able to say their friend's name in friendly manner. | <p>Your name I am Cici. You are Aisyah.</p> |
| 3 My name is Joshua | <ul style="list-style-type: none"> Children are able to say their names using <i>my</i> and <i>your</i>. Children are able to ask their friend's names. | <p>My name is Your name is</p> |
| 4 My number is ten | <ul style="list-style-type: none"> Children are able to count numbers 1-10. Children are able to use possessive pronouns <i>my</i> and <i>your</i>. | <p>one, two, three, four, five, six, seven, eight, nine, ten.</p> |
| 5 I have four books | <ul style="list-style-type: none"> Children are able to say things in the classroom. Children are able to count the things in the classroom (using plural and singular). | <p>eraser, pencil, chair, bag, book, board, clock, pencil case, ruler.</p> |
| 6 My garden is colorful | <ul style="list-style-type: none"> Children are able to identify different kind of colors. Children are able to identify different kind of shapes. Children are able to identify different kind of sizes. | <p>red, blue, yellow, black, white, pink, green, orange, brown, purple.</p> |
| 7 It is a big circle | <ul style="list-style-type: none"> Children are able to say circle, square and triangle. Children are able to mention size (big and small) things. | <p>circle, square, triangle.</p> |
| SEMESTER 2 | | |
| Unit | Objectives | Language Focus |
| 8 I have two Pencils | <ul style="list-style-type: none"> Children are able to use <i>have</i> to talk about things. | <p>have, numbers 1 to 10, things in the class room.</p> |
| 9 At Cici's farm | <ul style="list-style-type: none"> Children are able to use <i>have</i> to talk about animals. | <p>duck, rabbit, bird, fish, chicken, cat.</p> |
| 10 She is Cici and he is Made | <ul style="list-style-type: none"> Children are able to use <i>He is</i> and <i>She is</i> to describe someone. | <p>he, she, girl, boy.</p> |
| 11 Aisyah's family | <ul style="list-style-type: none"> Children are able to identify family members. | <p>father, mother, brother, sister, grandmother, grandfather.</p> |
| 12 She has some fruits | <ul style="list-style-type: none"> Children are able to identify different kind of fruits. Children are able to use <i>have</i> and <i>has</i> to talk about kind of fruits. | <p><i>He has</i> <i>She has</i> <i>You have</i> apples, oranges, watermelons, bananas, strawberries, mangoes.</p> |
| 13 I Like fruits | <ul style="list-style-type: none"> Children are able to use <i>like</i> and <i>likes</i> to talk about someone's favorite fruits. | <p><i>I like</i> <i>She likes</i> Kinds of fruits.</p> |

CONTENT

| | Unit | Page |
|-------------------|--------------------------------|-------------|
| Semester 1 | 1. How are you? | 1 |
| | 2. Hi, I am KIMI. Meow. | 23 |
| | 3. My name is Joshua | 29 |
| | 4. My number is ten | 35 |
| | 5. I have four books | 43 |
| | 6. My garden is colorfull | 54 |
| | 7. It is a big circle | 62 |
| Semester 2 | 8. I have pencils | 75 |
| | 9. At Cici's farm | 80 |
| | 10. She is Cici and he is Made | 93 |
| | 11. Aisyah's family | 100 |
| | 12. She has some fruits | 109 |
| | 13. I like fruits | 120 |

Made

Joshua

Cici

Aisyah

Kimi



How are you?

Unit

1

Good morning,
Made.

Good morning,
Cici.



Look at the picture.
Say the greetings.

Good morning



Good morning,
Aisyah.

Good morning,
Cici.

Good afternoon

Good afternoon

Good afternoon



Good evening



Goodbye



How are you?

SD BHINEKA

Hi, Aisyah.
How are you?

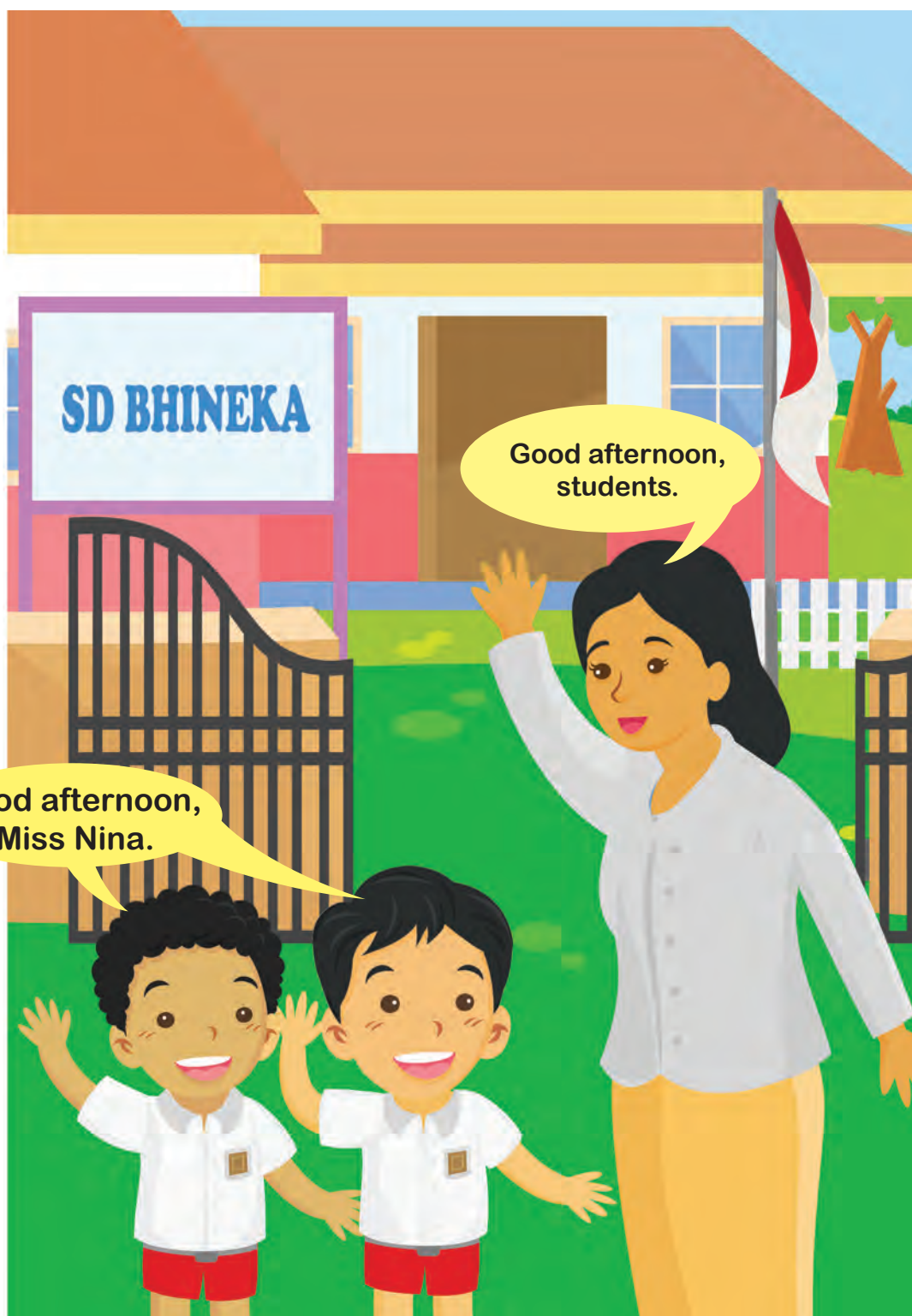
Hi, Cici.
I am fine.

 Listen and say

Listen to your teacher.
Say the greetings.











Greet your classmates

Go around the class.
Greet your classmates.

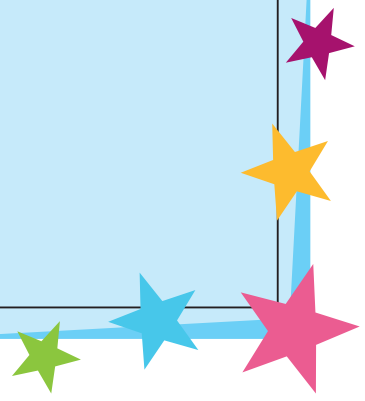






Say the greetings and put a tick (✓)

| Greetings | Put a tick (✓) |
|--------------|----------------|
| Good morning | |
| Hello | |
| Goodbye | |
| How are you? | |
| I am fine. | |
| I am ok. | |





Listen to the story

Greet your teacher.





Greet your teacher.

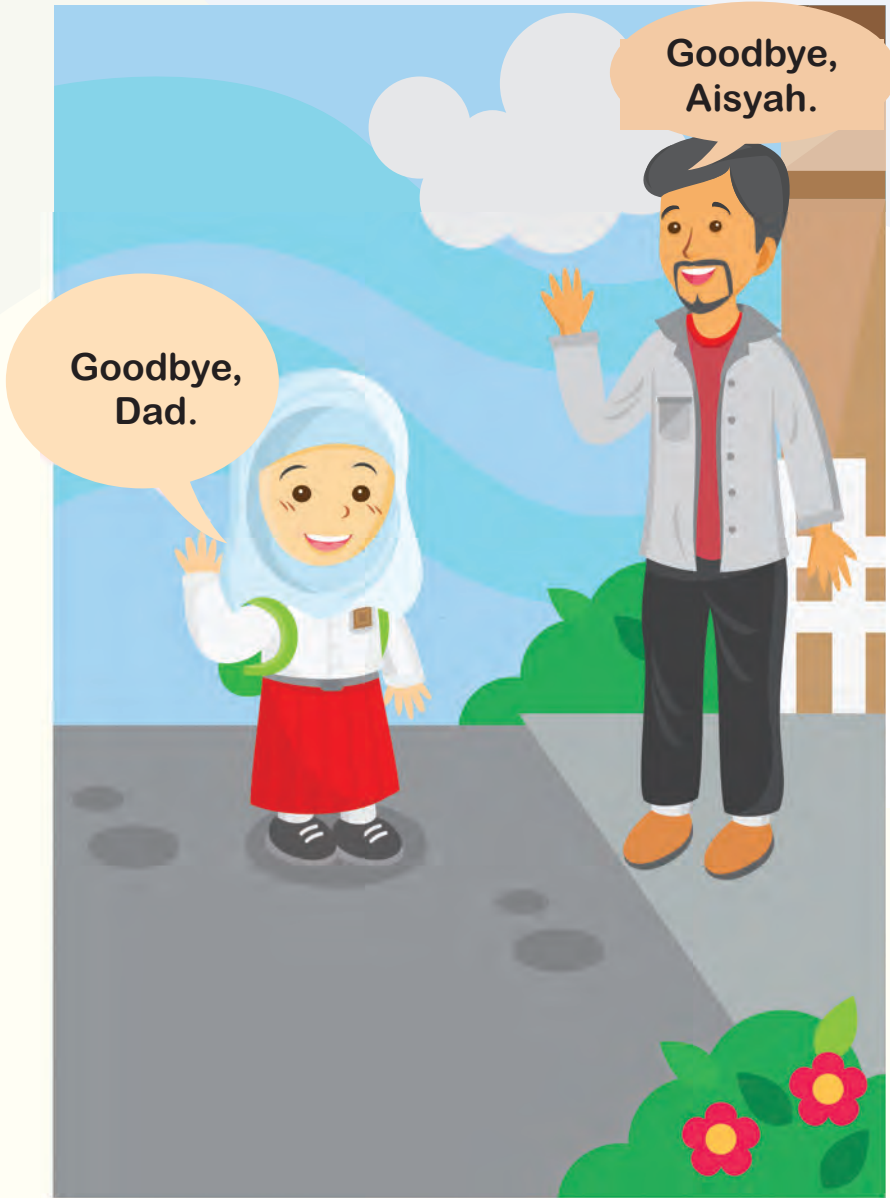
| Greetings | Put a tick (✓) |
|---------------------|----------------|
| Good morning, Maam. | |
| Good morning, Sir. | |
| How are you? | |
| I am fine. | |
| I am ok. | |
| Goodbye | |



Listen to the story

Listen to your teacher.
Say the greetings.











Look and tick

Look at the picture.
Put a tick (✓) on the corret one.

| No | Pictures | Greetings | ✓ |
|----|---|--------------|-------|
| 1 |  | Good morning | _____ |
| 2 |  | Good evening | _____ |

| No | Pictures | Greetings | ✓ |
|----|---|-----------------------|-------|
| 3 |  | <p>Good afternoon</p> | <hr/> |
| 4 |  | <p>Good night</p> | <hr/> |



Write and say

Complete the greetings,
and say them.



G _ _ d _ _ o _ _ n _ _ g



_ _ o _ _ a _ _ t e r _ _ _ _



_ _ o o _ _ e v e _ _ i _ _ _



G o _ _ d b _ _ _



Good morning.
Good afternoon.
Good evening.
Goodbye.



Good Morning

Good morning, good morning, good morning, good morning.

Oh, bright sunshine.

Good morning, good morning, good morning, good morning.

Oh, bright sunshine.

Oh, bright sunshine, good morning.

Oh, bright sunshine, good morning.

Oh, bright sunshine, good morning.

Oh, bright sunshine.



good morning

good evening

how are you?

good afternoon

goodbye

fine



Hi, I am Kimi. Meow.



Children, look
I have new friend.

Hi,
I am Kimi.
Meow.

What is your
name?





Let's play game

Throw the ball to your friends.
Say your name.





Read and match

Match each sentence with the right person.



1. I am Joshua.

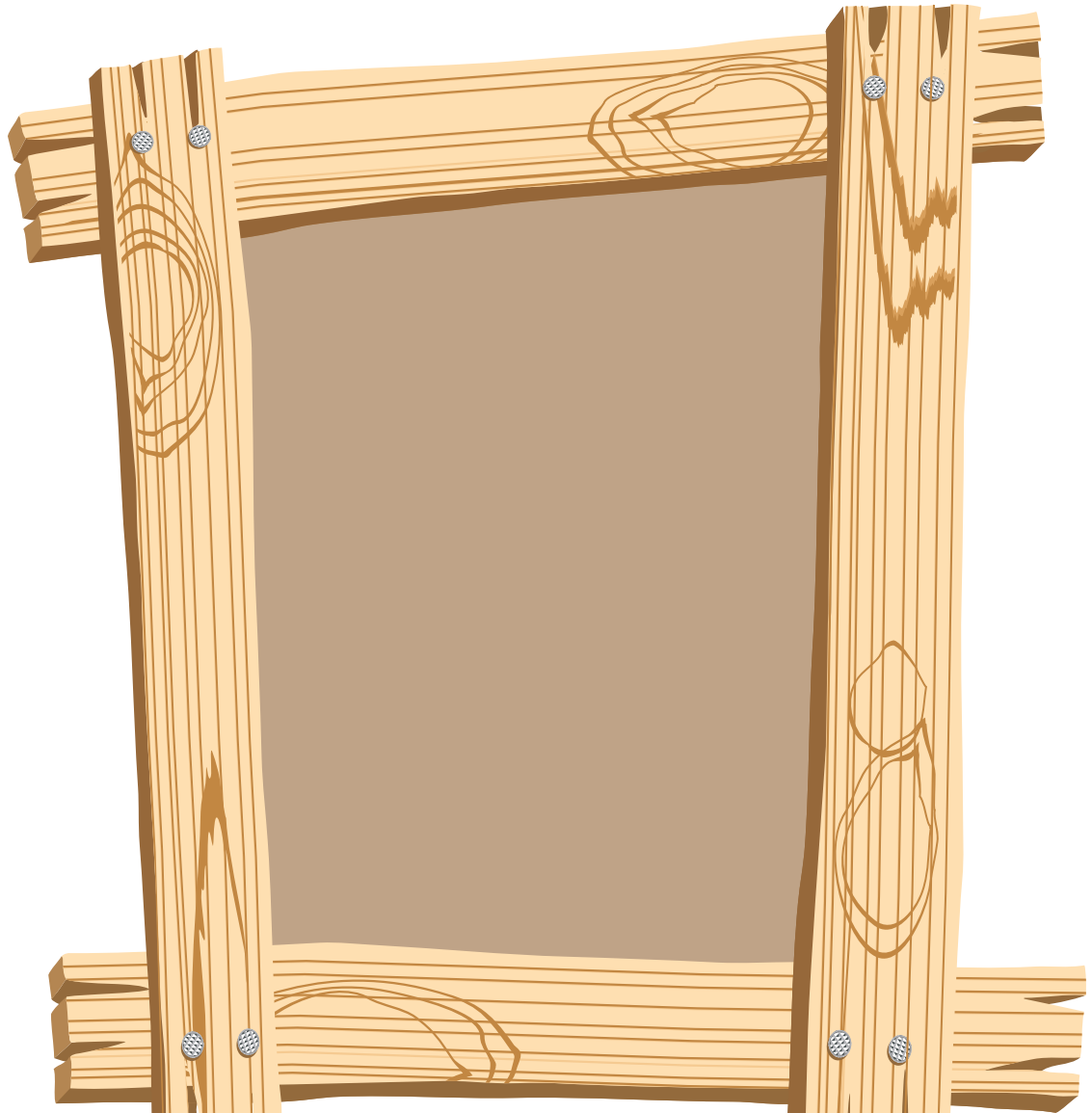
2. I am Made.

3. You are Mr. Togar.

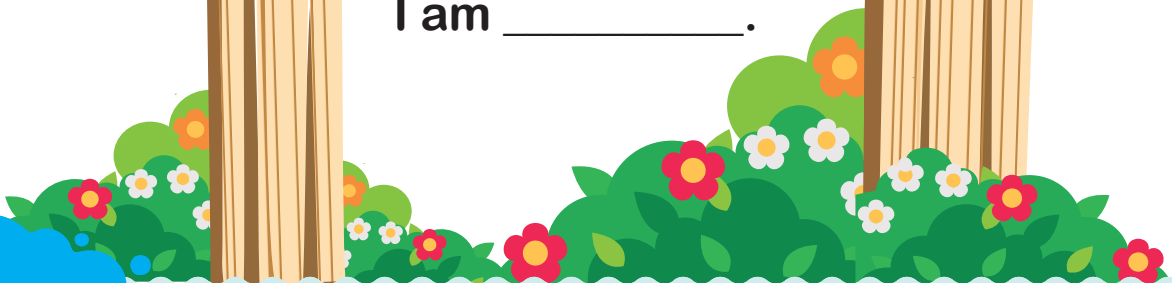
4. You Are Miss Rahma.

5. I am Cici.





I am _____.





Play game

Roll the ball .
Say your name.





Trace and write

Trace the word,
and write your name.

You are Joshua.

Joshua

Joshua

Joshua

I am _____.



My new words

Your name I am Cici.

You are Aisyah.



My name is Joshua





Write your name

Write your name
in the box.



My name is _____.



Write your name,
and your friends' names.

My name is Made.
Your name is Joshua.



| No. | | Your name is ... |
|-----|--|------------------|
| 1 | <p>Say this to your friends.</p> <p>My name is ...</p> | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |



Take your turn and roll the dice.



9

Your name is. . .

10



11



You are . . .

12



Go back to start

16



Finish

15

What is your name?

14



13

Hello,
how are you?



My new words

Your name is Made.

My number is ten

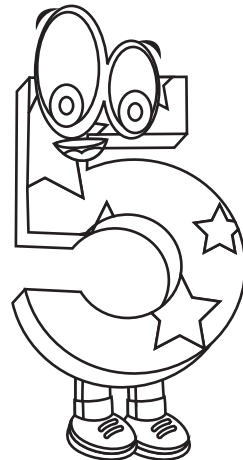
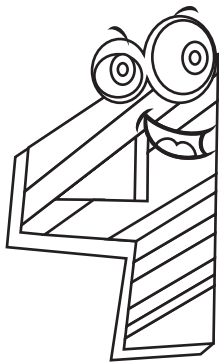
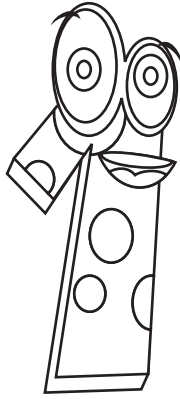
Unit

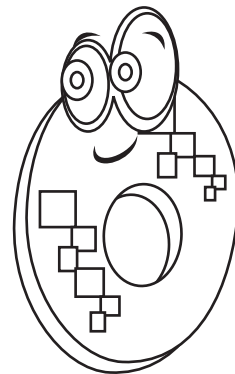
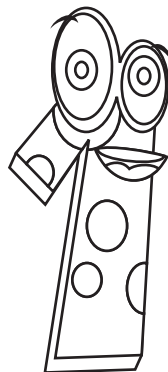
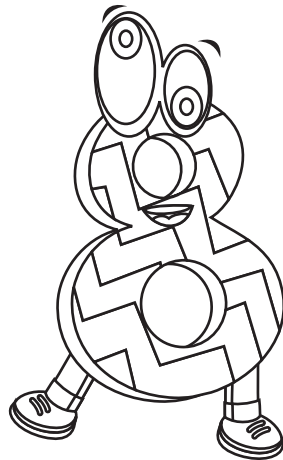
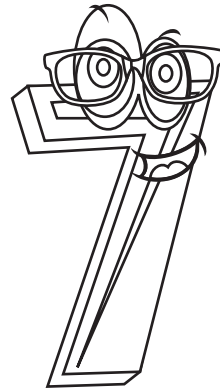
4





Say the number, and color.







Take the card,
and say your number.



Ask your friend's number
use the words.

| No | Name | Number |
|----|------|--------|
| 1 | Made | 8 |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |



A tone like
"My Little Pencils" song.

My Little Pencils



One little, two little, three little pencils.

Four little, five little, six little pencils.



Seven little, eight little, nine little pencils.

Ten little pencils.





Listen to your teacher,
and put a tick (✓).

5

7

3

6

8

2

1



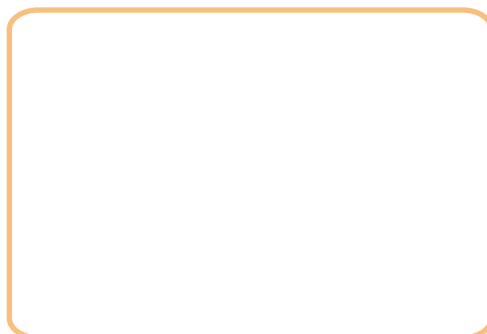
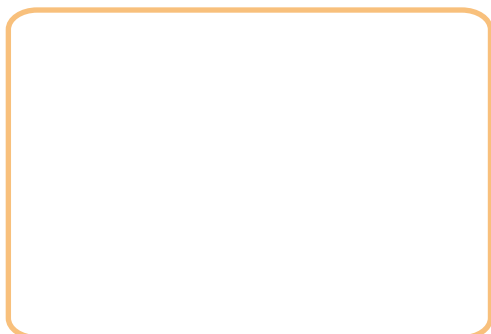
4

10

9



Listen and write





one

two

three

seven

four

five

six

eight

nine

ten

little

pencil

i have four books

Unit

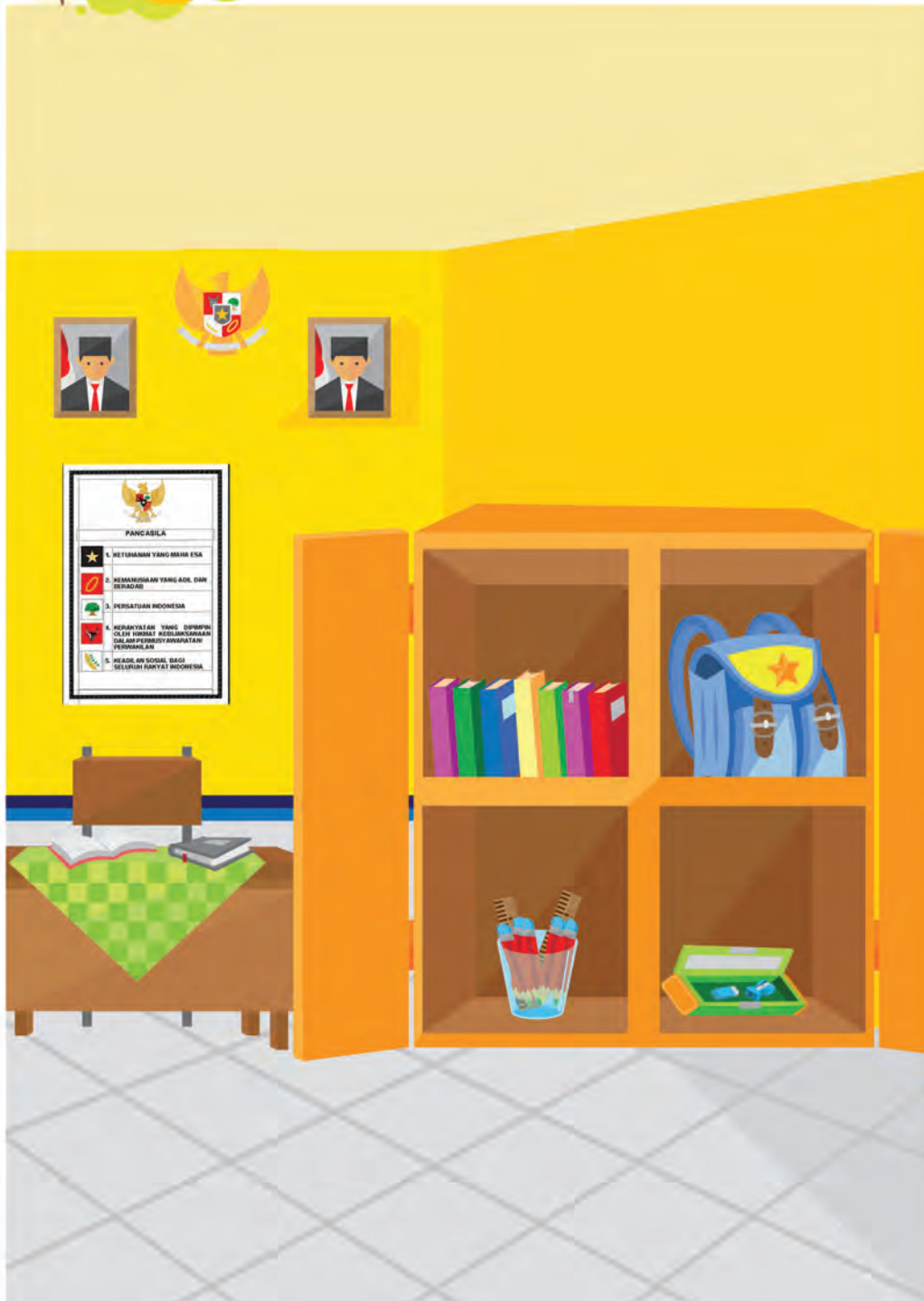
5





Look and say

How many books are there on the desk?





Point and say

Answer your teacher's questions.





Listen and write

Listen to your teacher,
and write the number.



Joshua has _____ pens.



She has _____ bag.



Cici has _____ pencils.



She has _____ books.



Aisyah has _____ sharpeners.



He has _____ pens.



Listen to your teacher.
Draw some objects.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |


 Listen to the story

Listen to your teacher telling a story about Made.











Look around the classroom.
Draw some objects.

| Number | Objects |
|--------|--|
| 2 |  |
| | |
| | |
| | |
| | |
| | |



Look and write

Count the objects.
Write the numbers.

| Objects | Numbers |
|---|--------------------|
|  | 5 chairs |
|  | _____ pencils |
|  | _____ erasers |
|  | _____ rulers |
|  | _____ tables |
|  | _____ pencil cases |



Put a tick (✓) or a cross (x).

four clocks



five books



three bags



six pencils



six chairs

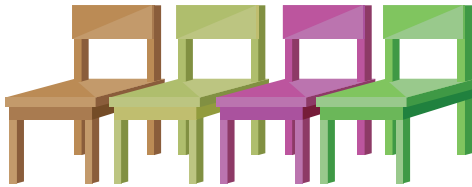




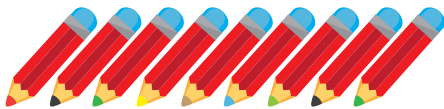
Draw lines to match the objects and the phrases.



•



•



•



•



•



•

- one board
- nine pencils
- three erasers
- five books
- four chairs
- six bags





Sing the lyric using
Baa Baa Black Sheep rythm .

It's a chair, it's a table.
It's a pencil, it's a book.
It's a pencil case, it's an eraser.
It's a ruler, and sharpener.

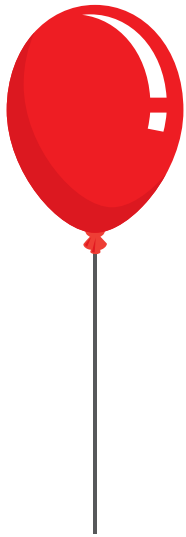


My garden is colorful





Listen to your teacher,
and say the colors.



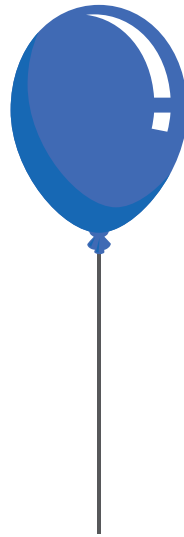
red



yellow



green



blue



black



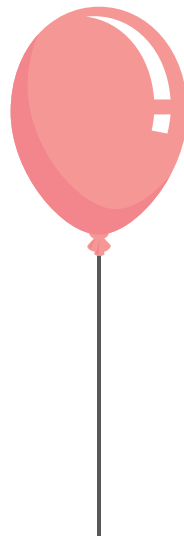
brown



white



purple



pink



orange



Word chains

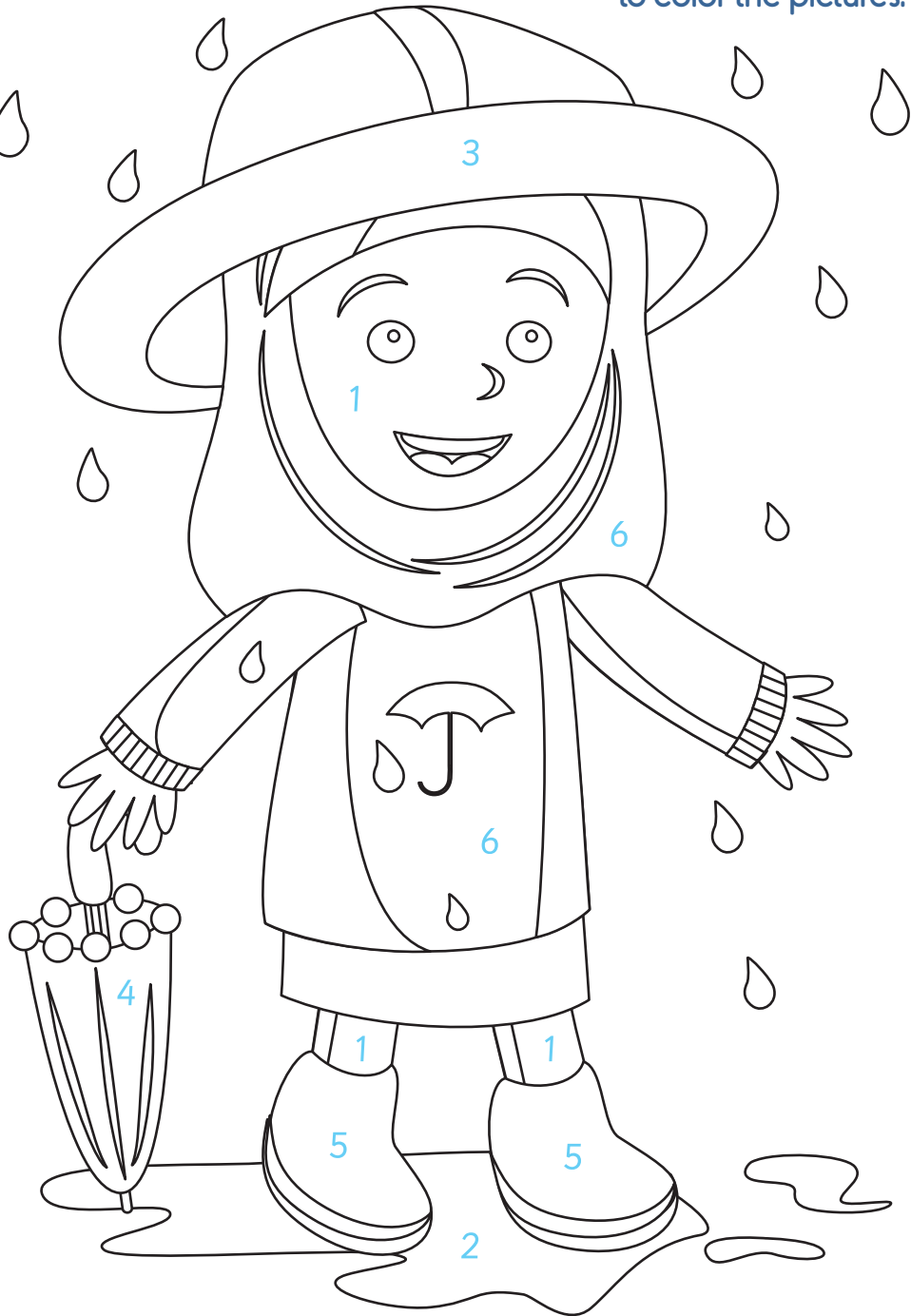
Listen to your teacher's instruction,
do word chain game.





Listen and color

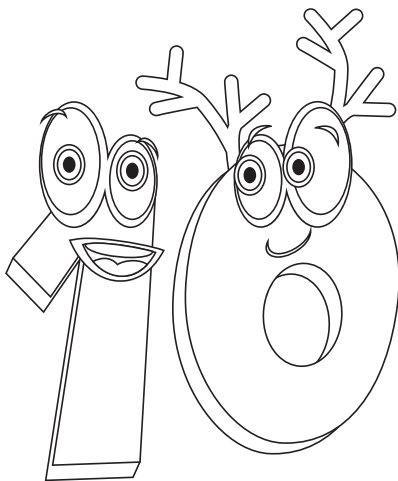
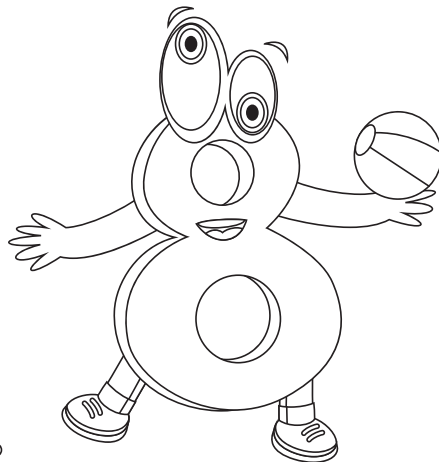
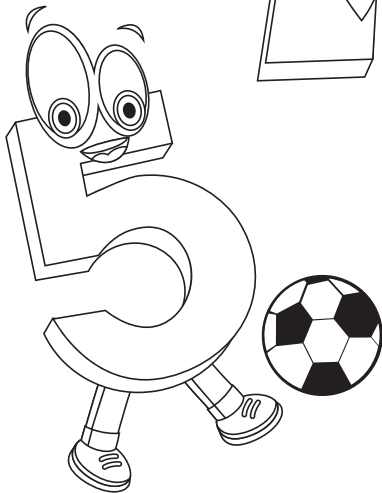
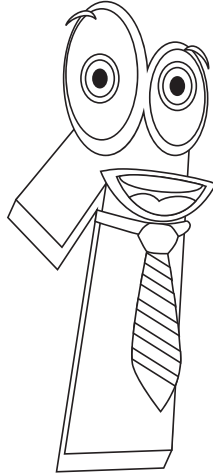
Listen to your teacher's instruction to color the pictures.





Listen and color

Listen to your teacher's instruction
to color the pictures.





Listen to your teacher
to say the colors.



black

brown

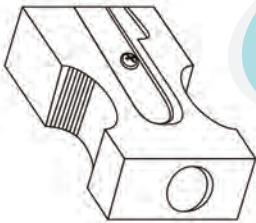
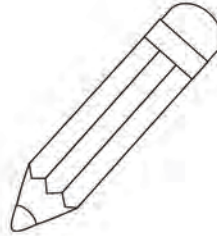
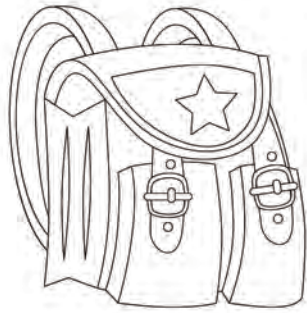
blue

yellow

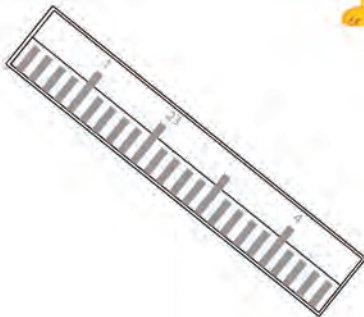
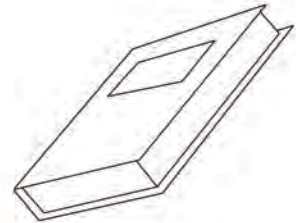
green



Listen and color



What color is it?





Sing the lyric using Row Row Boat rythm

Blue, blue, show me blue.

Blue, blue, blue.

Red, red, show me red.

Red, red, red.

Green, green, show me green.

Green, green, green.

Yellow, yellow, show me yellow.

Yellow, yellow, yellow.



red

blue

yellow

black

white

pink

green

orange

brown

purple

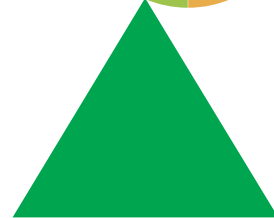
It is a big circle



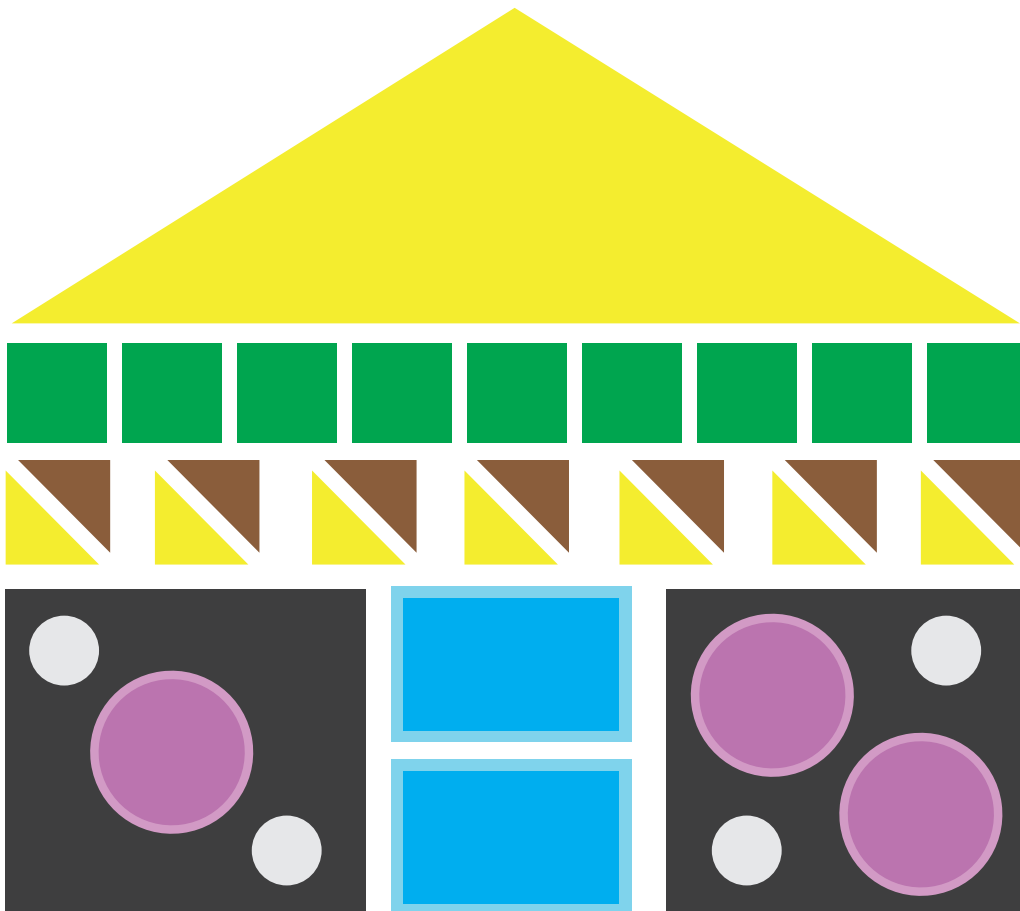
It's a blue circle.



It's a red square.




It's a green triangle.



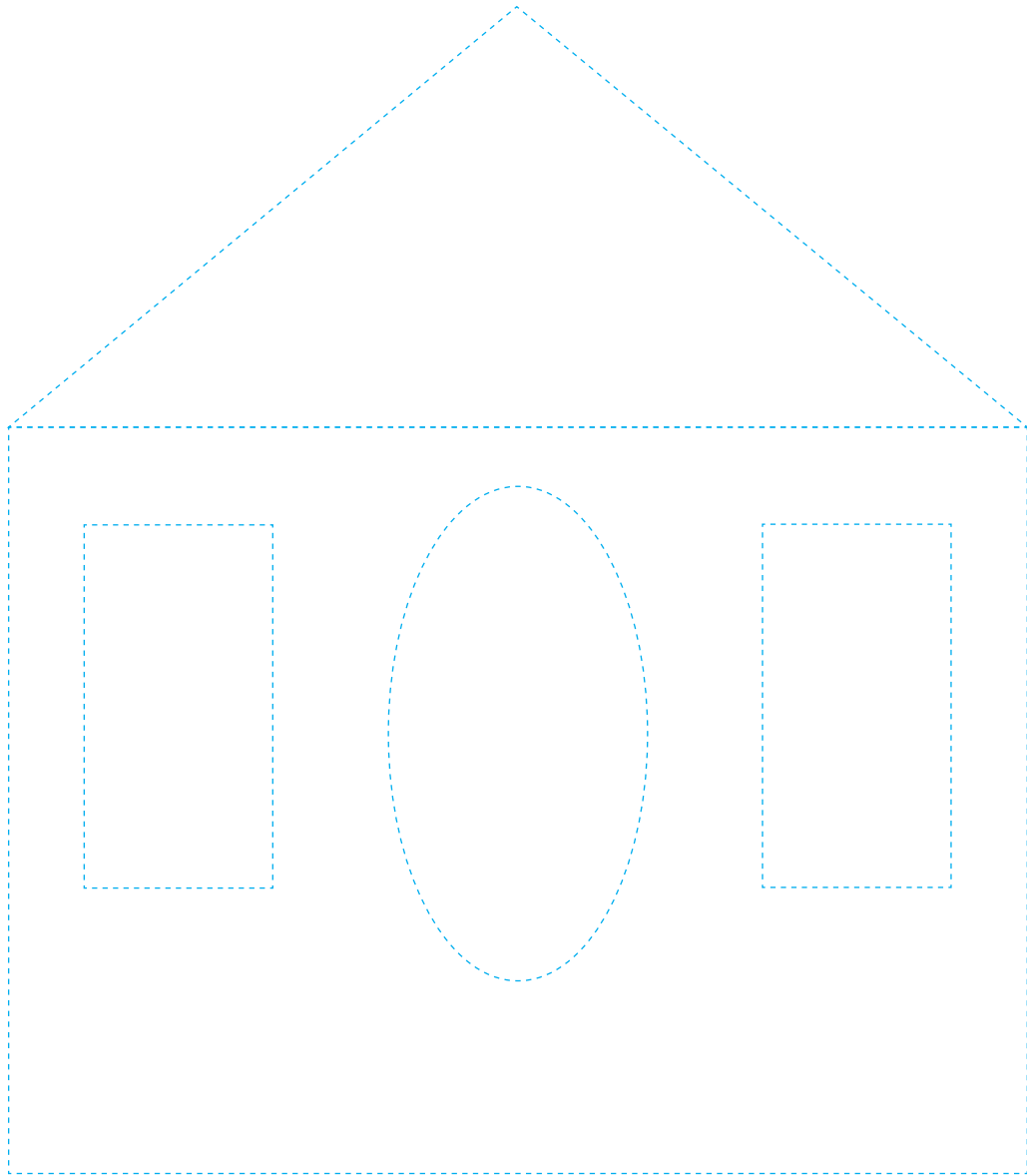


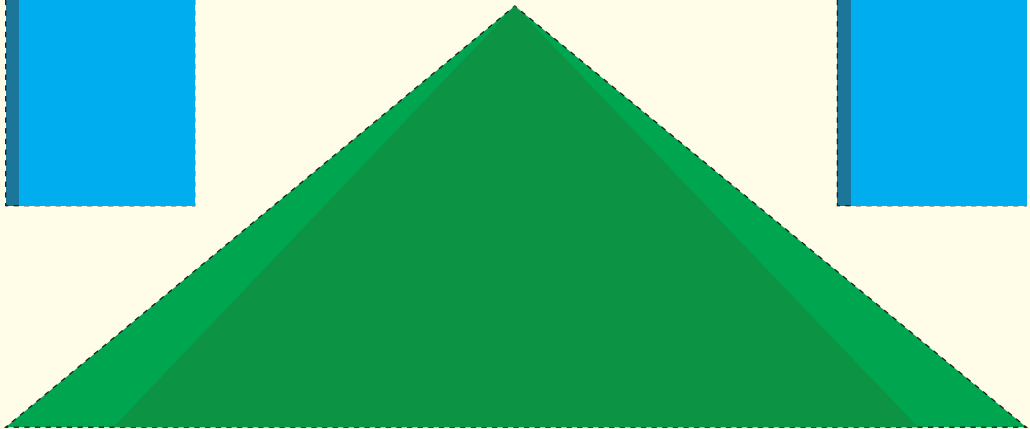
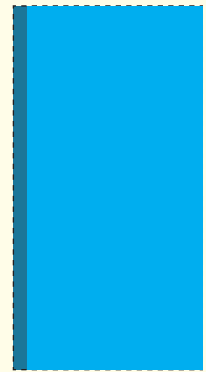
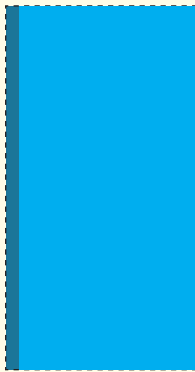
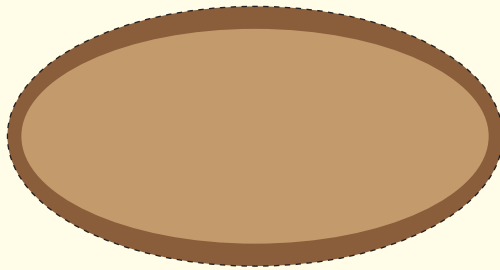
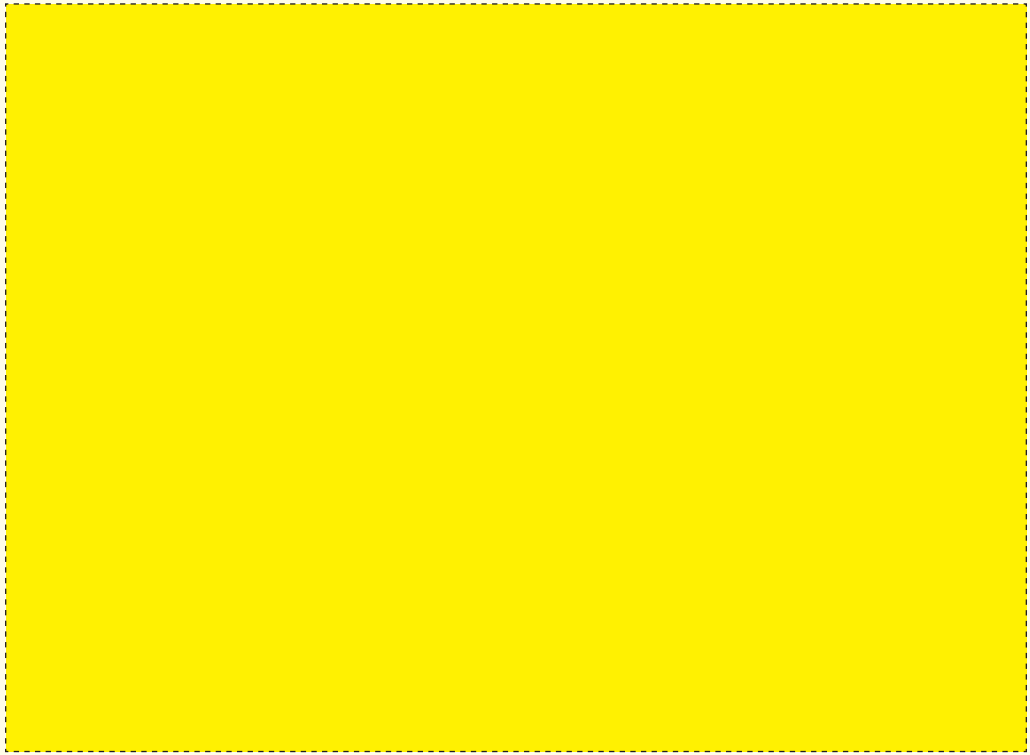
Listen to your teacher,
and draw the shapes.

| Count | Shape |
|-------|--|
| 2 |  |
| 9 | |
| 1 | |
| 3 | |
| 4 | |
| 7 | |
| 2 | |



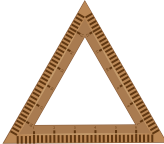







Cut the shapes on page 65.
Stick them here to make a house.







Put a tick (✓) to a shape of each object.

| No. | Object | Circle | Triangle | Square |
|-----|---|--------|----------|--------|
| 1. |  | | ✓ | |
| 2. |  | | | |
| 3. |  | | | |
| 4. |  | | | |
| 5. |  | | | |
| 6. |  | | | |
| 7. |  | | | |
| 8. |  | | | |



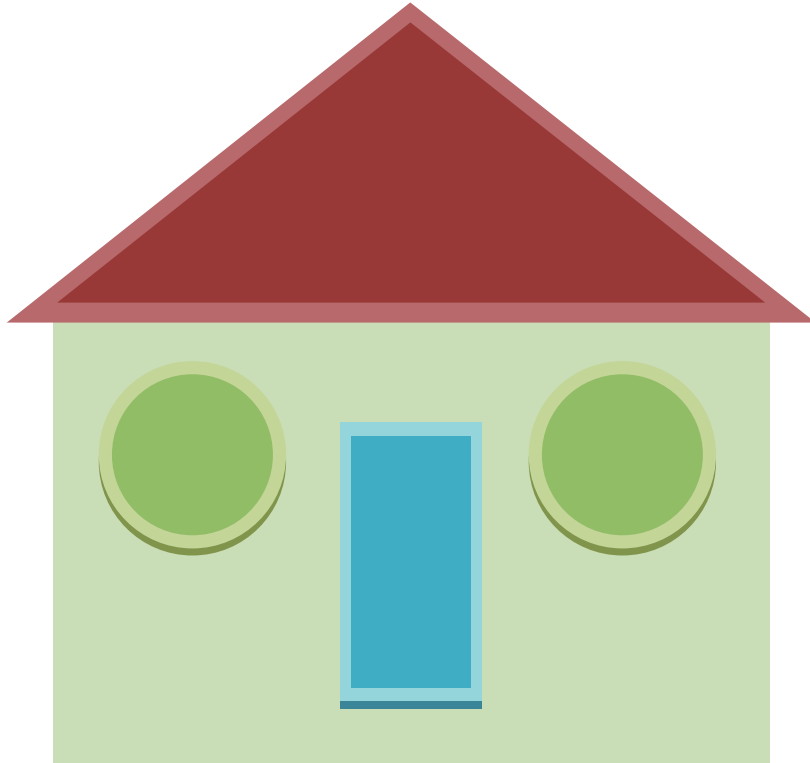
Point and say

Point to each part house.
Say their shapes.





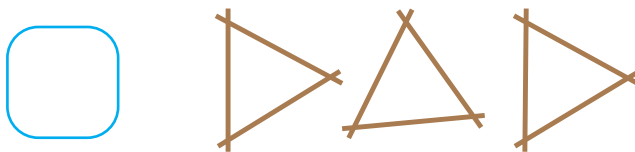
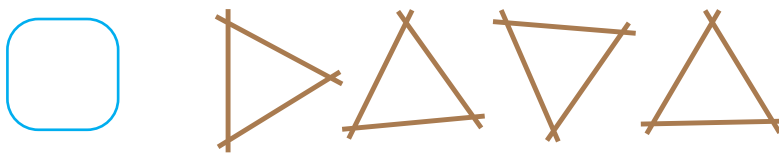
Listen to your teacher.
Put a tick (✓).

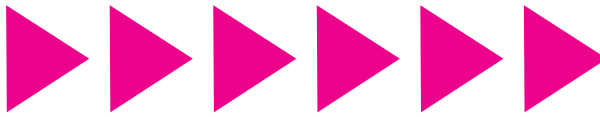
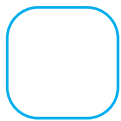
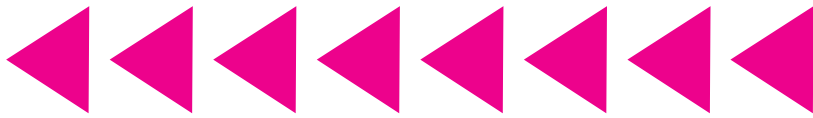
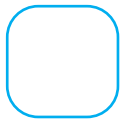
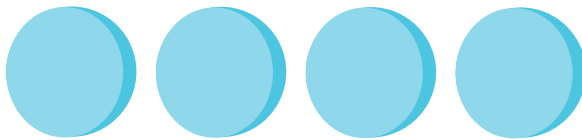
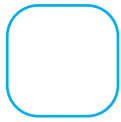
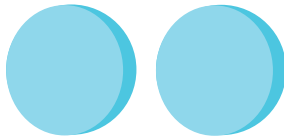


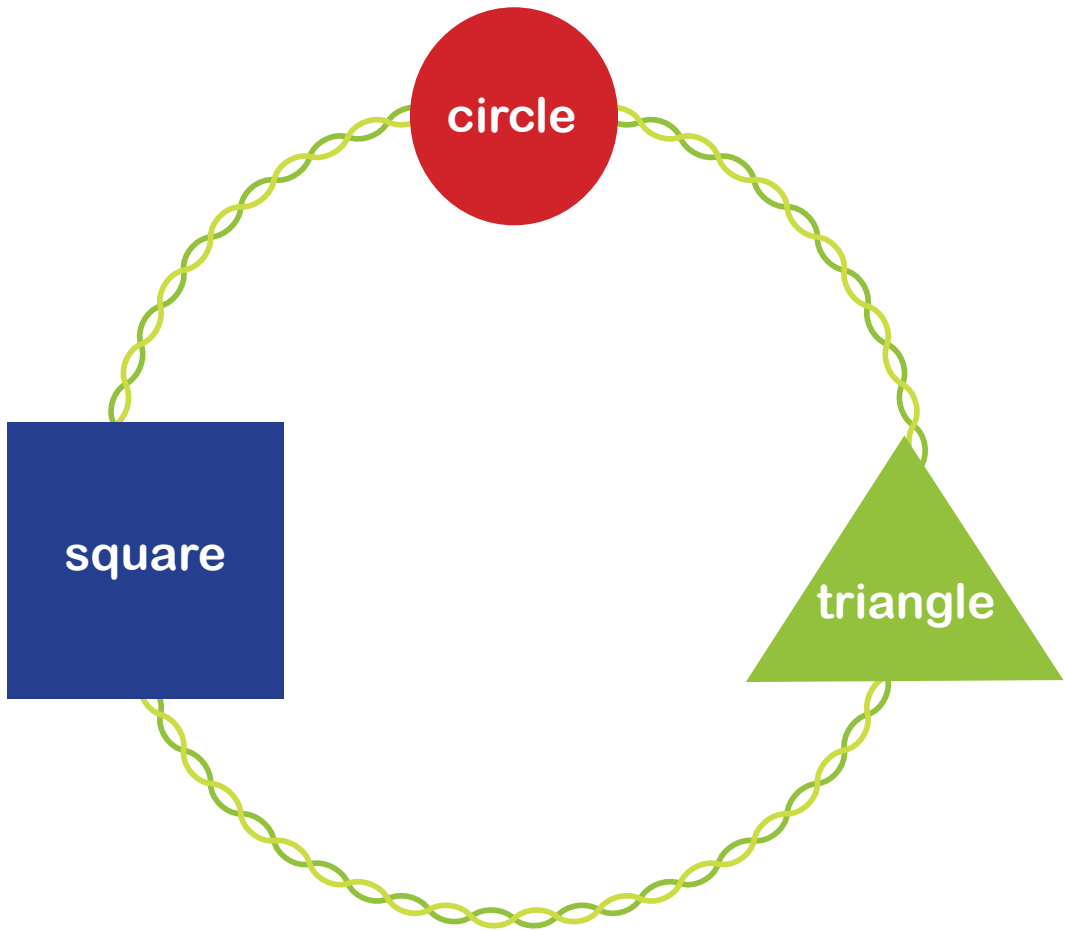
| No | Question | Yes | No |
|----|---------------------------|-----|----|
| 1 | Is the red roof triangle? | ✓ | |
| 2 | Are the windows circle? | | |
| 3 | Is the door square? | | |
| 4 | Is the wall triangle ? | | |



Find the correct picture.
Put a tick (✓).









I have two pencils


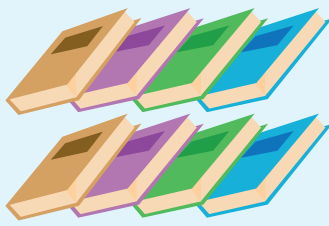
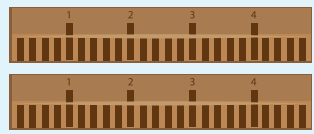


Unit

8





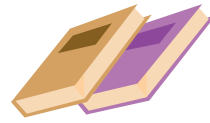
Ask your friends in the class,
 "Do you have five pencil?"
 "Yes/No".

| No | Objects | Friend's names | | | |
|----|---|----------------|-------|-------|-------|
| | | Cici | | | |
| 1. |  | Yes | | | |
| 2. |  | No | | | |
| 3. |  | Yes | | | |
| 4. |  | No | | | |
| 5. |  | Yes | | | |

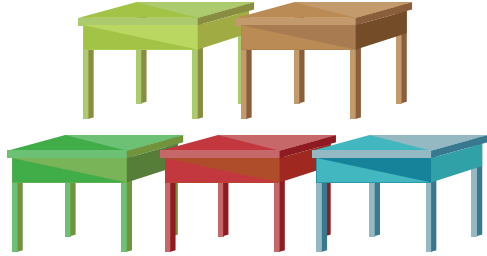
 Listen and circle

Listen to your teacher, and circle the right picture in each number.

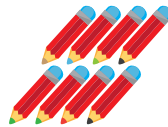
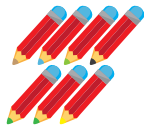
1.



2.



3.



4.

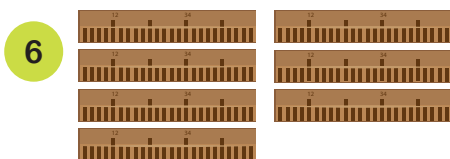
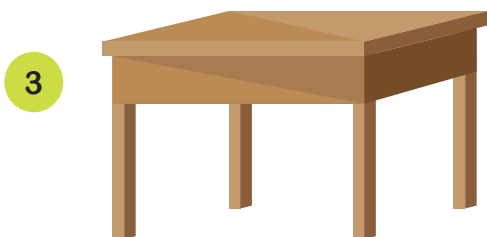
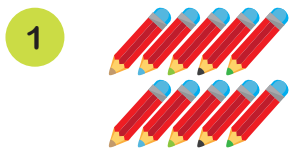


5.

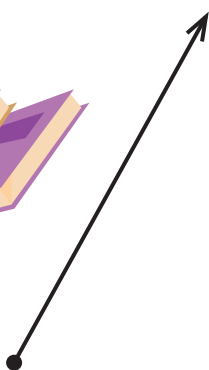


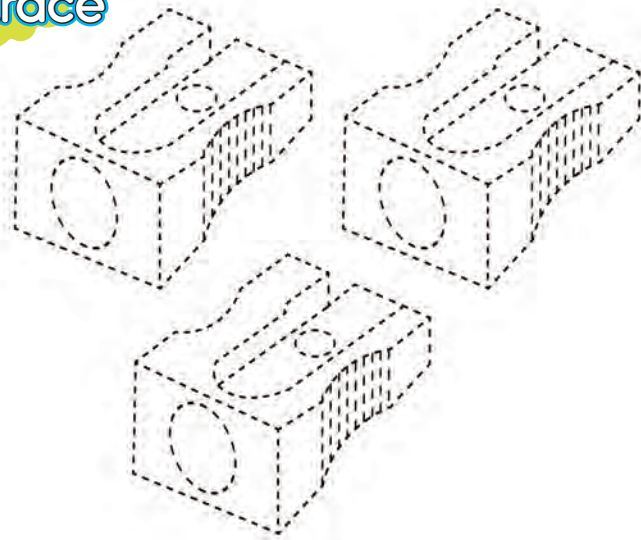


Make a line to match the picture.



- I have four erasers.
- I have five books.
- I have ten pencils.
- I have three bags.
- I have seven rulers.
- I have one table.





Three sharpeners



Sing the song using
"Ten Little Strawberries" rhythm.

 Ten Little Strawberries

One little, two little, three little strawberries. 

Four little, five little, six little strawberries.

Seven little, eight little, nine little strawberries.

Ten little strawberries. 



have

At Cici's farm

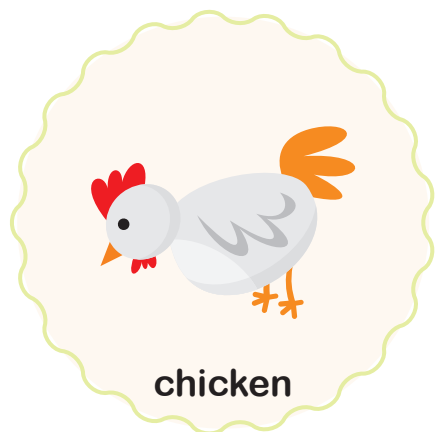
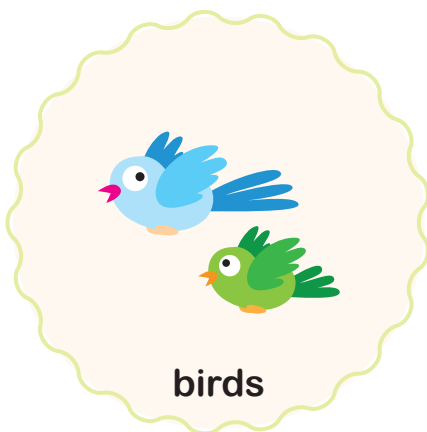
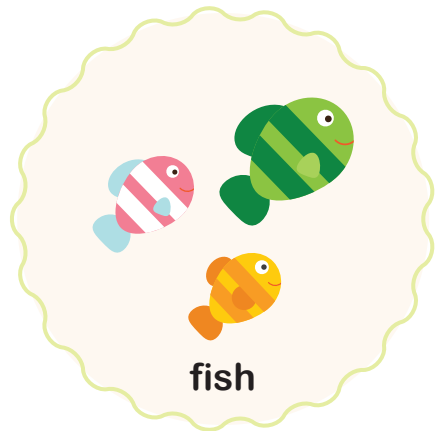
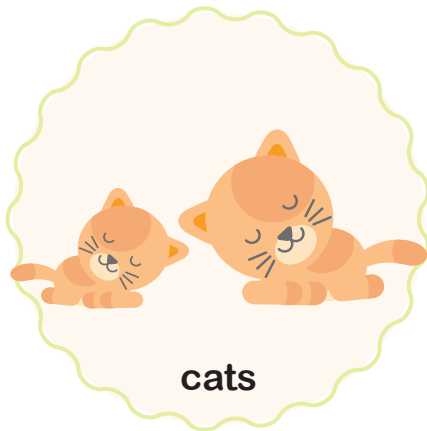
Unit

9



 **Look and say**

Look at the picture.
Mention what animal it is.





Listen to your teacher.
Put a tick (✓).

1.



2.



3.



4.



5.



6.





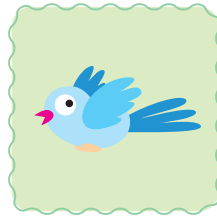
What farm's animals does Cici have?



I have a cat.



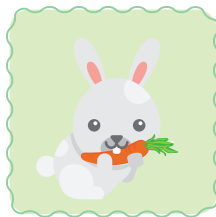
I have a cat.



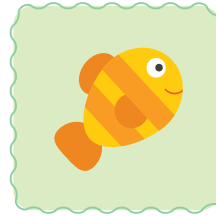
I have a bird.



I have a duck.



I have a rabbit.



I have a fish.



Draw one Cici's farm animal in the box.

I have



Let's count

I have eight chickens.



1. I have eight chickens.

4. I have _____ ducks.

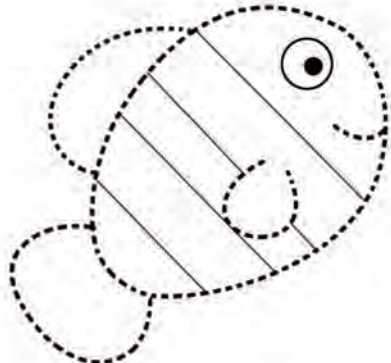
2. I have _____ birds.

5. I have _____ fish.

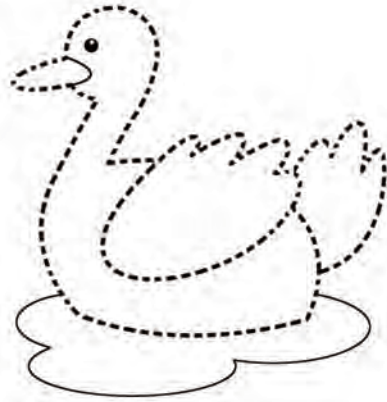
3. I have _____ rabbits.



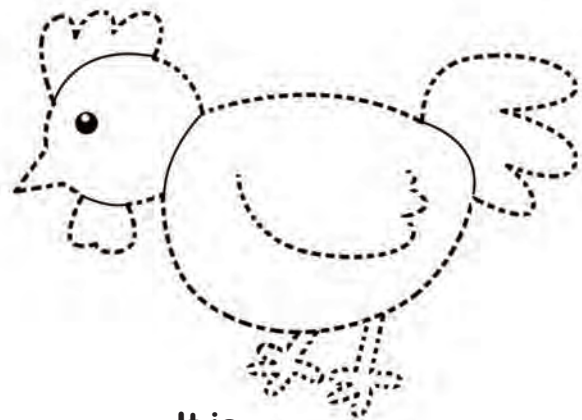
Trace the lines to draw
Cici's farm animals.



It is ...



It is ...

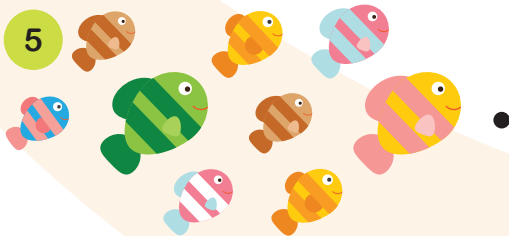
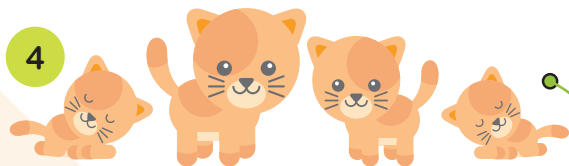
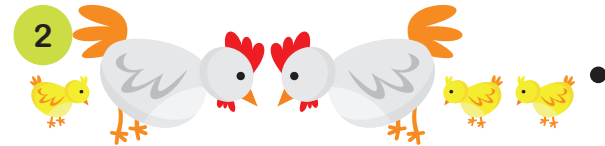
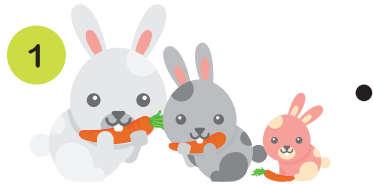


It is ...



Look and match

Make a line to the each pictures.



a. I have 9 fish.

b. I have 2 ducks.

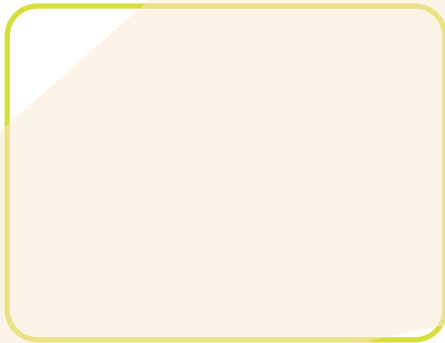
c. I have 5 chickens.

d. I have 3 rabbits.

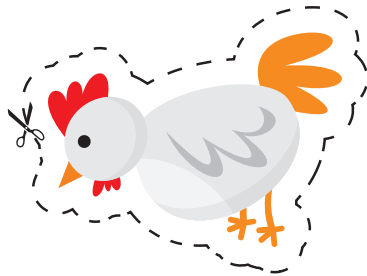
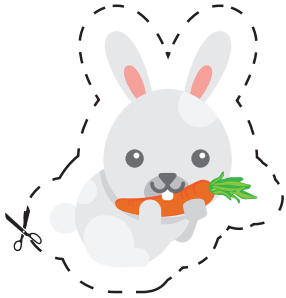
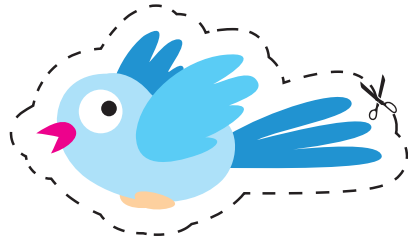
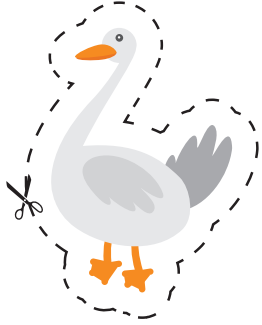
e. I have 4 cats.



Complete the
animal's name.



I see _____, _____, _____, _____,
_____ and _____ in my garden.



Listen to the story



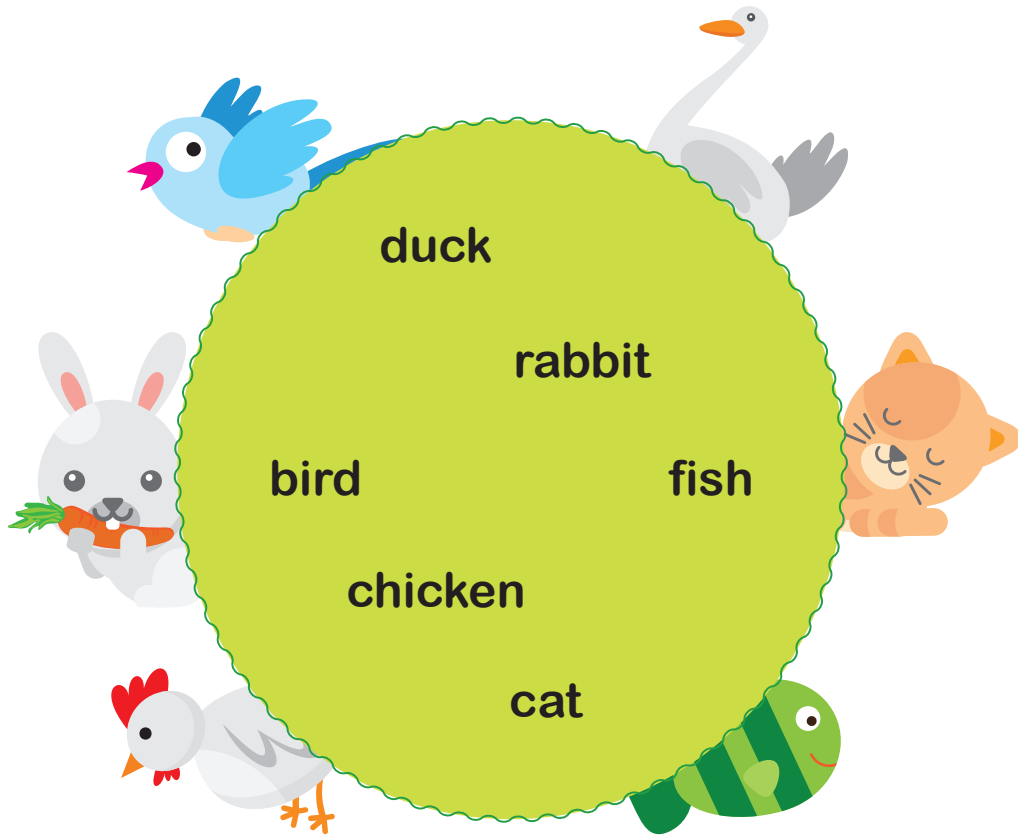
Joshua, Made, and Bagas are in the park. They see _____

bird, _____ butterflies, _____ bees, and _____ frogs.

They see _____ fish and _____ ducks in the pond.



My new words



duck

rabbit

bird

fish

chicken

cat

She is Cici and he is Made





Listen to your teacher.
Say the sentences.



He is Joshua.
He is a boy.



She is Cici.
She is a girl.




He is Made.
He is a boy.



She is Aisyah.
She is a girl.



Draw your classmate's face.
Write their names.

| No | Your friend | |
|----|---|---|
| 1. |  | He is Joshua . He is a boy . |
| 2. | | She is _____. She is a girl . |
| 3. | | She is _____. She is a girl . |
| 4. | | He is _____. He is a boy . |
| 5. | | He is _____. He is a boy . |



Listen and circle



He is a boy / She is a girl.

He is a boy / She is a girl. He is a boy / She is a girl.



He is a boy / She is a girl.

He is a boy / She is a girl. He is a boy / She is a girl.



Look and write

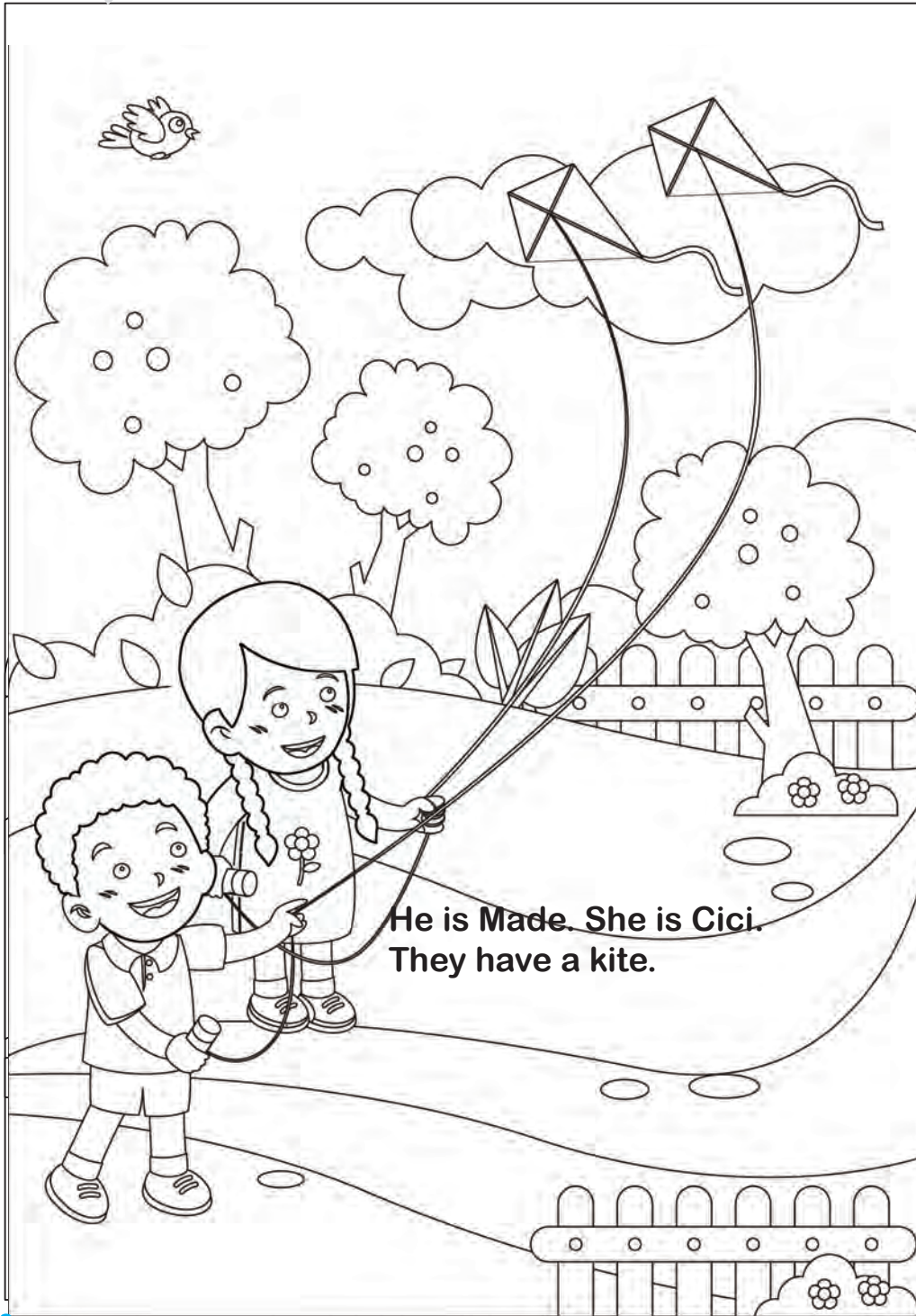
Complete the sentences correctly.



1. Made is a boy **he** is playing ball.
(he / she)
2. Bu Nina is a women _____ is reading story book.
(he / she)
3. Azzam is a boy _____ is having excercises.
(he / she)
4. Aisyah is a girl _____ is playing swing.
(he / she)
5. Dinda ia a girl _____ is eating ice cream.
(he / she)



Color and say





My new words

he

she

girl

boy

Aisyah's family

Unit

11



This is
my family.





Look at the pictures,
and say the words.



father



mother



brother



sister



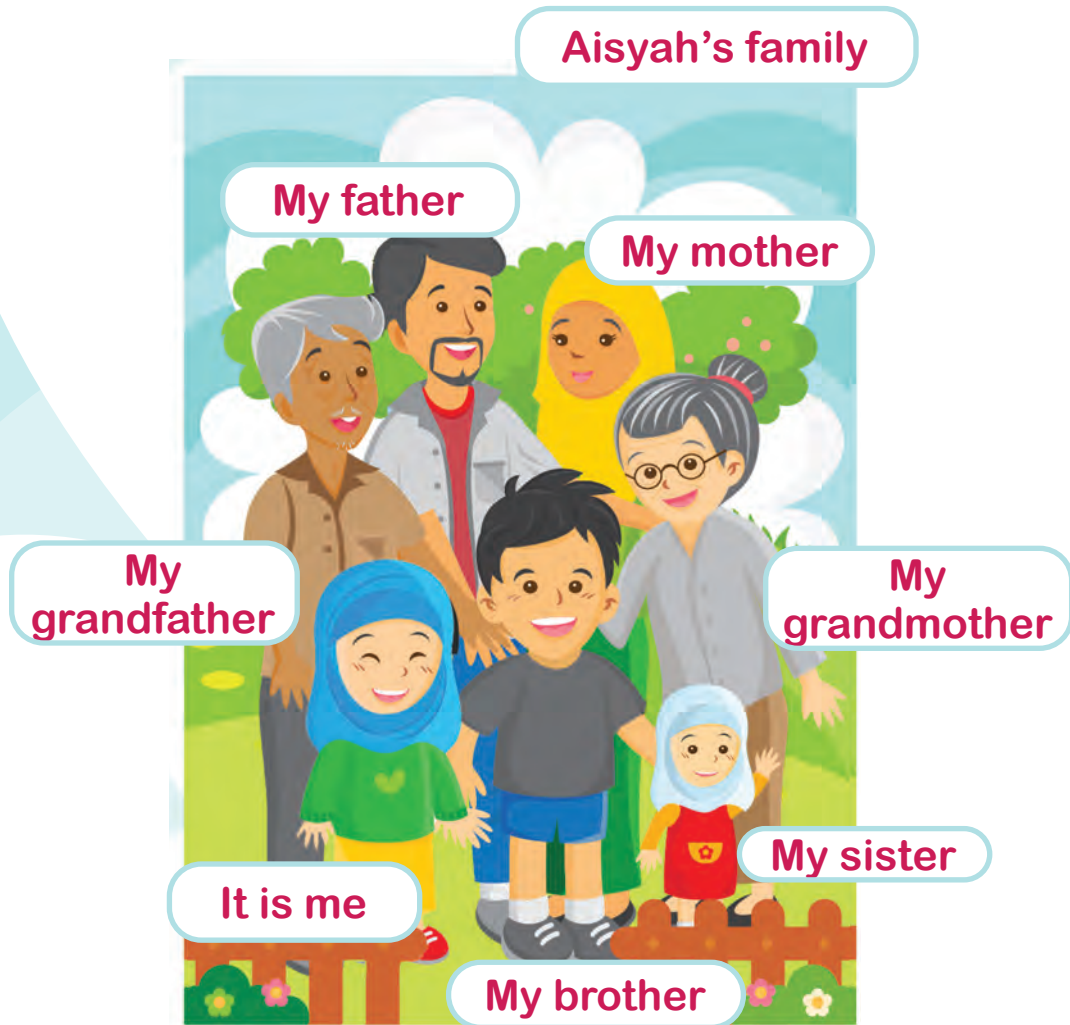
grandmother



grandfather



Look and write



This is my family.

Mr Hamid is _____.

Mrs Shofi is _____.

Fahri is _____.

Zahira is _____.

And it is me **Aisyah**.



Stick a family photo.

My family



This is my family.

_____ is my father.

_____ is my mother.

_____ is my brother.

_____ is my sister.

And it is me. _____



Put a tick (✓) or cross (X).



This is grandmother.



This is sister.



This is father.



This is brother.



This is father.



Listen and circle

Listen to your teacher,
and circle the word.

1



mother
mom
father
dad



2



brother
father
sister
mother



3



grandfather
grandpa
grandmother
grandma





Listen and write

Listen and write the number.

1.



= She has **five** apples.

2.



= He has _____ oranges.

3.



= He has _____ grapes.

4.



= She has _____ water melons.

5.



= He has _____ cat.

6.



= She has _____ fish.



Sing the song together with your friends.



I Love You

I love you you love me.
We're a happy family.



With a great big hug and a kiss from me to you.
Won't you say you love me too.



I Love My Family

One and one I love my mother.
Two and two I love my father.



Three and three, I love brother sister.
One and two and three, I love my family.



My new words

father

brother

mother

grandmother

grandfather

sister

She has some fruits

Unit

12

I have
some
mangoes.

She has
three
mangoes.

strawberries

mangoes

watermelons

bananas

oranges

apples



Draw a line

Match the pictures with the sentences.



● Mother has six bananas.



● Father has four mangoes.



● Sister has five oranges.



● He has seven apples.



● She has ten strawberries.

 Complete and say

Complete the sentences.
Read them aloud.



He has _____.



She has _____.



She has _____.



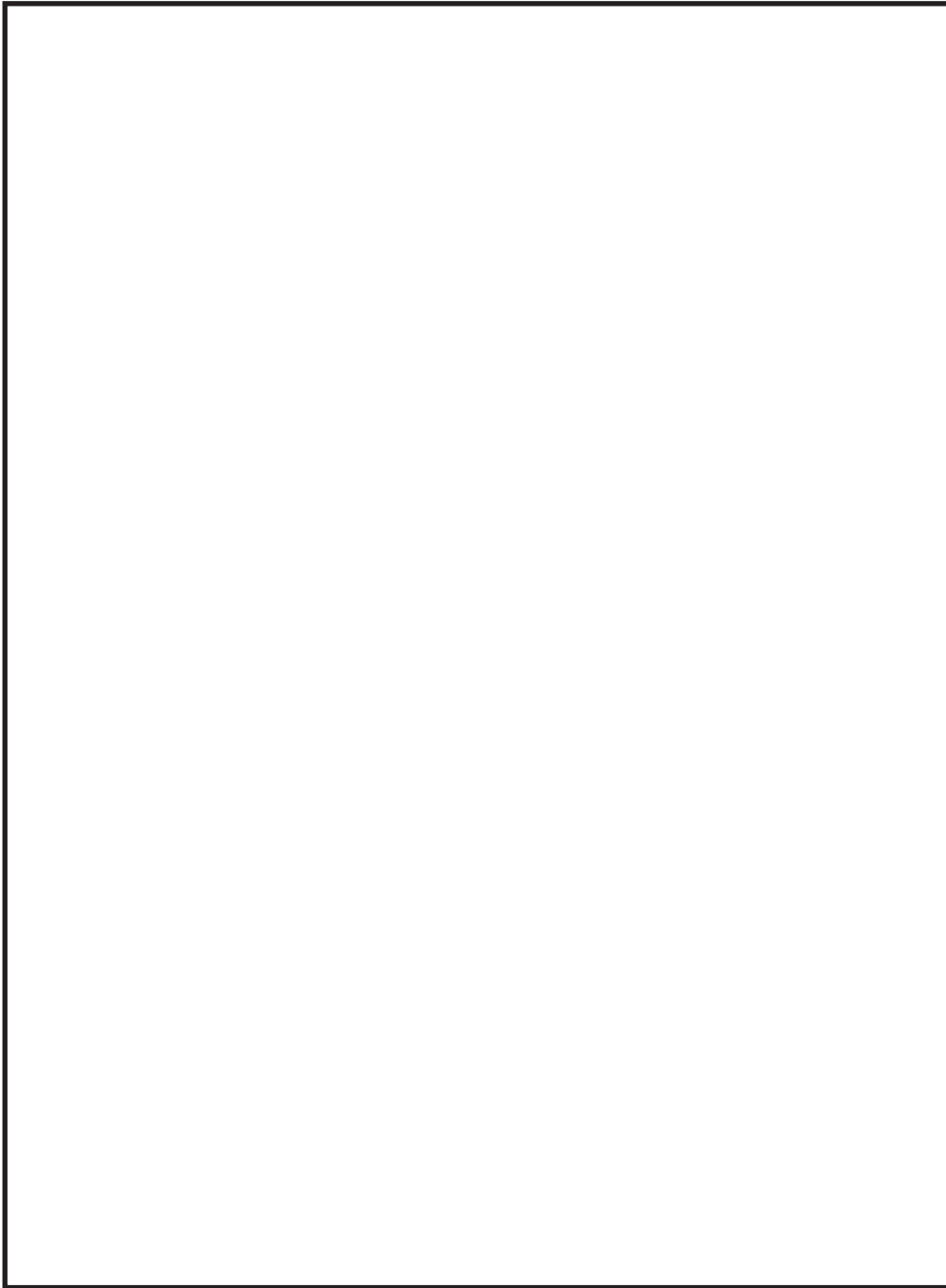
He has _____.



She has _____.



Listen to your teacher,
and draw some fruits.



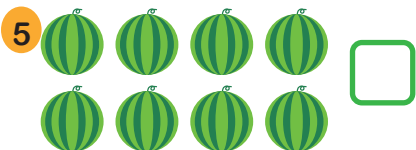
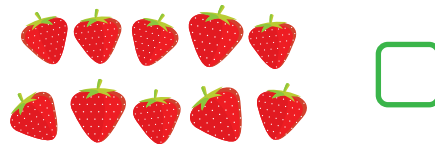
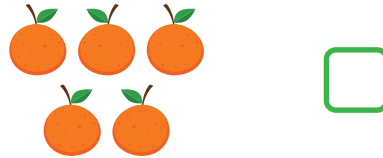
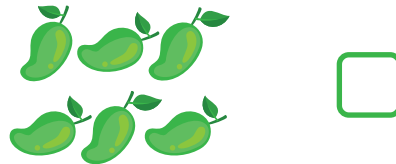
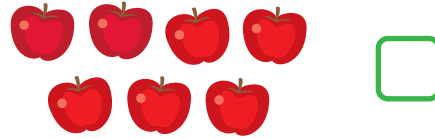
 Look and say

Read the sentences aloud.





Listen to your teacher,
and put a tick (✓).





Draw your families' favorite fruits.

| | |
|---|---------------------------------|
| 1 | Mother's favorite fruit. |
| 2 | Father's favorite fruit. |
| 3 | I like... |



Write the missing letter.



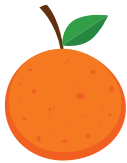
1

A p _ l e s



2

M _ n g o e s



3

O r a n _ e s



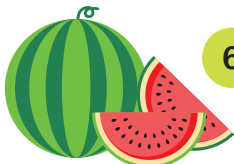
4

_ a n a n a s



5

S t r _ w b e _ r i e s



6

_ a t e r _ e l o n s



Sing the song using
"Balonku" rythm

I know the name of fruits.

Watermelon, strawberry, mango.

Banana, orange, apple.

Yummy, yummy, and yummy.



My new words

apples

oranges

watermelons

bananas

strawberries

have

mangoes

has

I like fruits



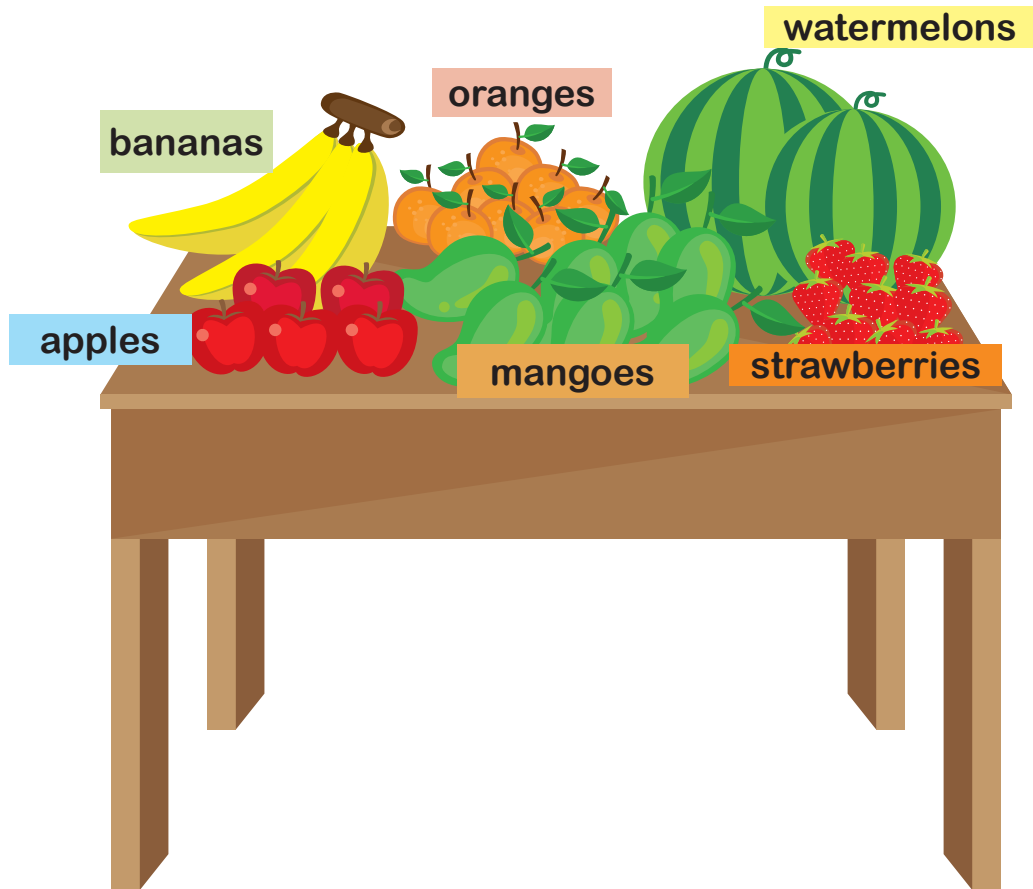
This is an
apple.

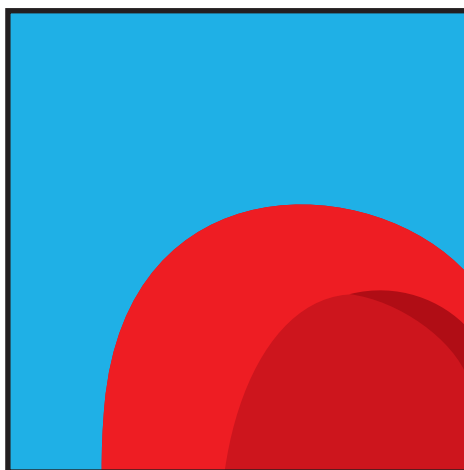
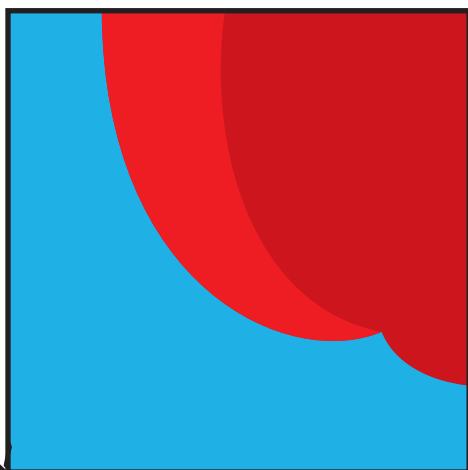
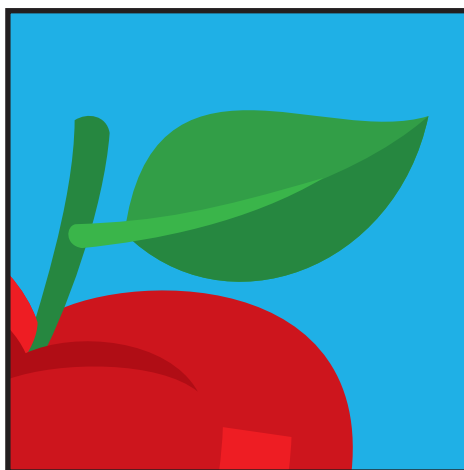
I like
apple.



Look and say

Read aloud the name of the fruits bellow.



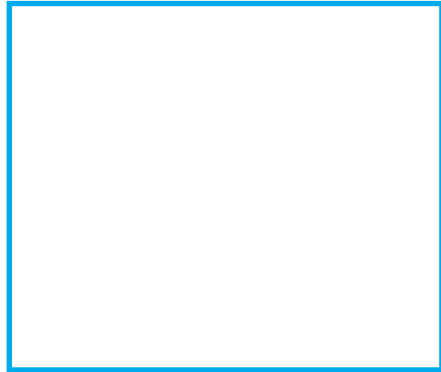




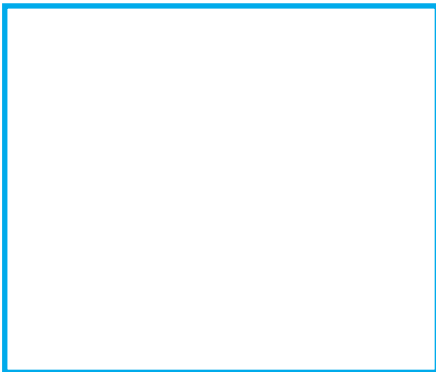
Cut and stamp



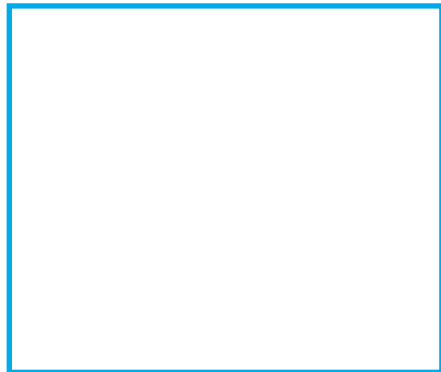
She likes orange.



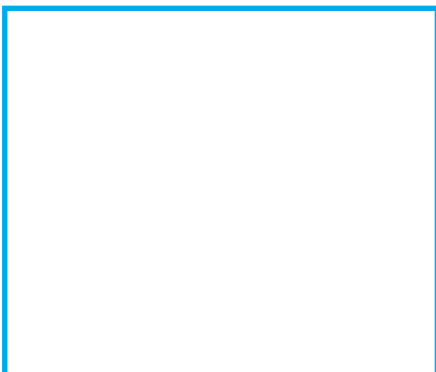
She likes watermelon.



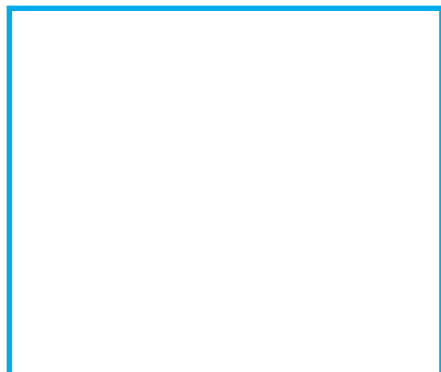
He likes banana.



He likes apple.



You like mango.



I like strawberry.





Look and read



She likes watermelon.



He likes banana.



I like
apple.



You like
orange.



He likes
mango.








She likes
strawberry.



Ask your friends if they like these fruits.

Do you like orange, Cici?

Yes / No













| No | Name | Like |  |  |  |  |  | |
|----|------|------|---|---|---|--|---|--|
| 1. | Cici | | | | √ | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |



Listen and circle

Listen to your teacher.
Circle the right fruit.

| | | | | |
|----|---|---|---|---|
| 1. |  |  |  |  |
| 2. |  |  |  |  |

| | | | | |
|----|---|---|---|---|
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |



Ask your friends about their favorite fruits.



| | | |
|----|--------|---------------|
| 1. | Joshua | I like mango. |
| 2. | | I like ... |
| 3. | | I like ... |
| 4. | | I like ... |
| 5. | | I like ... |



My new words

apples

mangoes

oranges

bananas

strawberries

watermelons

Biodata Pelaku Perbukuan

Penyadur

1

Nama Lengkap : **Lala Intan Gemala, S. Pd**

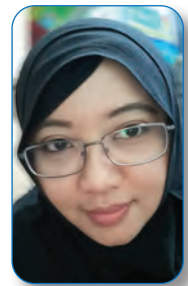
Telp Kantor/HP : -

Email : lalaanshori@gmail.com

Instansi : SD Muhammadiyah 1 Krian Sidoarjo

Alamat Instansi : JL. Ki Hajar Dewantara No. 1 Krian

Bidang Keahlian : Guru dan Komunikasi



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SD Muhammadiyah 1 Krian 2010 - Sekarang
2. Kepala Urusan Bidang Kesiswaan SD Muhammadiyah 1 Krian
3. Kepala Urusan Bidang Kurikulum SD Muhammadiyah 1 Krian

Riwayat Pendidikan dan Tahun Belajar/Tahun Lulus:

1. SDN KALIGANDU SERANG-BANTEN 1995
2. PONPES DAAR EL QOLAM GINTUNG BALARAJA TANGERANG 1996–2001
3. S.1 UNIV.ISLAM MALANG 2001–2005
4. Pendidikan Akhir Magister Manajemen Pendidikan Islam 2019–sekarang

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words Kelas 1 2015
2. Teacher Book My Next words Kelas 1 2017

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

-

2

Nama Lengkap : **Ulin Farichah, S. Pd.**

Telp Kantor/HP : -

Email : ulinfarichah1@gmail.com

Instansi : SD Muhammadiyah 2 Taman

Alamat Instansi : Jl. Husein Idris 14 Taman - Sidoarjo

Bidang Keahlian : Guru Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru di SD Muhammadiyah 2 Taman

Riwayat Pendidikan dan Tahun Belajar:

1. Pendidikan Guru Sekolah Dasar (PGSD) Universitas Terbuka (2018)
2. Pendidikan Bahasa Inggris Universitas Muhammadiyah Surabaya (2009)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. My Next Words for Grade 1 Elementary School, CV Prima Surya Pustaka, 2015
2. Teacher Book for Grade 1 Elementary School, CV Prima Surya Pustaka, 2017
3. Teacher's Journey, Nizamia Learning Center, 2019
4. Seasoning Teach, Nizamia Learning Center, 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. -

Penelaah

1

Nama Lengkap : **Iyen Nurlelawati, M.Pd**

Telp Kantor/HP : -

Email : iyenn@upi.edu

Instansi : Universitas Pendidikan Indonesia

Alamat Instansi : Jl. Dr. Setiabudhi No. 229 Bandung

Bidang Keahlian : Pendidikan Bahasa Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen di Program Studi Pendidikan Bahasa Inggris

Riwayat Pendidikan dan Tahun Belajar:

1. Sarjana Pendidikan Bahasa Inggris, Lulus tahun 2001
2. Magister Pendidikan Bahasa Inggris, Lulus tahun 2009

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Buku Ajar Bahasa Indonesia bagi Penutur Asing, Sahabatku Indonesia, Tingkat A1, Pusat Pengembangan Strategi dan Diplomasi Kebahasaan, Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan, 2016

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Iyen Nurlaelawati, Nenden Sri Lenganawati, & Wawan Gunawan. Recontextualising Genre-Based Pedagogy in Indonesian Context: A Case of Preservice Teachers. *International Journal of Education* Vol. 12, No. 2, February 2020, pp. 80-91. 2020.
2. Nita Novianti & Iyen Nurlaelawati. Pedagogical competence development of university teachers with non-education background: the case of a large university of education in Indonesia Nita Novianti, Iyen Nurlaelawati. *International Journal of Education* Vol. 11 No. 2, February-2019, pp. 169-177. 2019.
3. Iyen Nurlaelawati & Muhammad Handi Gunawan. Student teacher supervision in digital era: identifying the supervisors' roles in chat group communication using social media. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 188. UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018). 2018.

2

Nama Lengkap : **Ika Lestari Damayanti, M.A., PhD**

Telp Kantor/HP : -

Email : ikalestaridamayanti@upi.edu

Instansi : Balai Bahasa UPI

Alamat Instansi : Jalan Dr. Setiabudi 229 Bandung

Bidang Keahlian : Pendidikan Bahasa Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Prodi Pendidikan Bahasa Inggris

Riwayat Pendidikan dan Tahun Belajar:

1. PhD dari University of Wollongong, Australia tahun 2020
2. MA dari University of Warwick, Inggris tahun 2006
3. S.Pd dari Universitas Pendidikan Indonesia 2001

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Damayanti, I. L., & Febrianti, Y. (2020). Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms. *Indonesian Journal of Applied Linguistics*, 9(3), 616-627.
2. Damayanti, I. L. (2017). From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia. *Indonesian Journal of Applied*
3. Damayanti, I. L. (2014). Gender construction in visual images in textbooks for primary school students. *Indonesian Journal of Applied Linguistics*, 3(2), 100-116.

Penyunting

Nama Lengkap: **Drs. Hendytio Rumbiono**

Telp. Kantor/HP : -

E-mail : hendymedelina@gmail.com

Alamat Kantor : -

Bidang Keahlian : Editor

Riwayat pekerjaan/profesi dalam 10 tahun terakhir:

1. 2010-2016: Koordinator Penilaian Buku Nonteks Pelajaran di Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud
2. 2010-2016: Staf Bidang Perbukuan, Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud
3. 1989-2010: Staf Bidang Pengendalian Mutu Buku di Pusat Perbukuan, Depdikbud

Riwayat Pendidikan Tinggi dan Tahun Belajar:

S1, Fakultas Ilmu Sosial dan Ilmu Politik/Jurusan Administrasi Negara/Universitas Diponegoro-Semarang (1979 – 1987)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. PPKn Kelas XI, Kurikulum 2013
2. PPKn Kelas IX, Kurikulum 2013

Informasi Lain dari Penulis:

Lahir di Pekanbaru, 16 Agustus 1958. Menikah dan dikaruniai 2 anak. Pernah mengikuti *Training for Trainers in Textbook Writing* di Recsam-Malaysia selama tiga bulan. Aktif dalam berbagai kegiatan di bidang perbukuan sebagai pelatih penulisan buku teks pelajaran dan buku nonteks pelajaran. Menjadi narasumber penulisan buku muatan lokal bahasa Inggris untuk SD di Jayapura, yang diselenggarakan oleh Dinas Pendidikan Provinsi Papua. Narasumber penulisan naskah buku teks pelajaran SD berbasis kearifan lokal "Kulababong" di Maumere-Sikka yang diselenggarakan oleh organisasi internasional Wahana Visi Indonesia. Narasumber dalam penulisan buku tentang literasi keuangan untuk siswa SD-SMA yang diselenggarakan oleh Otoritas Jasa Keuangan (OJK). Pernah menjadi pemimpin redaksi majalah triwulan "Buletin Pusat Perbukuan." Saat ini tinggal di Tangerang Selatan.

Penata Letak (Desainer)

Nama Lengkap : **Nenih Nurhasanah**

Telp Kantor/HP : -

Email : nenihnurhasanah2@gmail.com

Instansi : MTs. Gunungputri Bogor

Alamat Instansi: Jl. Letnan Muda Natsir

No. 20 wanaherang Gunungputri Bogor

Bidang Keahlian : Matematika

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru matematika MTS Gunungputri 2014 - sekarang
2. Guru matematika SMPN 1 Gunungputri 2017 - sekarang
3. Guru matematika SMK Generasi Mandiri 2008 - 2017
4. Guru matematika SMK Bina Bangsa Mandiri 2010 - 2015

Riwayat Pendidikan dan Tahun Belajar:

1. S1 - UNIV. INDRAPRASTA PGRI JAKARTA 2005 - 2009

Desain Kover

Nama Lengkap : **Febrianto Agung Dwi Cahyo**

Telp Kantor/HP : -

Email : febriantoagung13@gmail.com

Bidang Keahlian : Design Grafis

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. PT. Kanmo Retail Group (Admin Warehouse)
2. PT Mega Karya Mandiri/Cargloss Group (Graphic Designer)
3. PT. Limertha indonesia/Fatbubble (Graphic Designer, Social Media Designer)
4. Harley Davidson Club Indoensia (Social Media Designer)

Riwayat Pendidikan:

1. UNIV. Pakuan Siliwangi

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

Ilustrator

Nama : **Imam KR Moncol**
NomorTelp./HP : -
Email : **ikrmoncol@yahoo.com**
Alamat Instansi : **Jl. Rasamala No.32 RT.02, RW. 03, Curugmekar,
Kec. Bogor Barat, Kota Bogor.**
Bidang Keahlian : **Ilustrasi (Menggambar) dan Menulis**

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Ilustrator di Penerbit Yudhistira (1994-2012)
2. Ilustrator di Penerbit Zikrul Hakim (2012-2017)
3. Ilustrator di Penerbit Quadra (2017-Sekarang)
4. Ilustrator dan Penulis Freelance di banyak Penerbit

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. SMA (1985-1988)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Ilustrasi Buku Sekolah semua bidang studi dan kelas sudah pernah dibuatnya di penerbit Yudhistira dan Quadra Inti Solusi.
2. Beberapa karya buku cerita anak yang ditulis dan digambar sendiri pernah diterbitkan. Di Penerbit Elexmedia, CPB, Zikrul Hakim dsb
3. Komik Pilkadal, Bangsa Jakarta yang diterbitkan oleh Penerbit Rumah Demokrasi.