

Appendix 1

LESSON PLAN 1

School	: SMP Negeri 1 Sukoharjo
Subject	: English
Grade/Semester	: VII/2
Theme	: Personal Appearance
Skill	: Writing
Time Allocation	: 2 x 40 minutes

1. Competency Standard

Expressing meaning in short functional texts and very simple short essay in form of descriptive and procedure for interacting to the closest neighborhood.

2. Basic Competency

Expressing meaning and rhetorical stages in a very simple and short essay by the use of written language feature accurately, fluently, and acceptably for interacting to the closest neighborhood in form of descriptive and procedure texts.

3. Indicator

Students are able to:

- Understand simple descriptive sentence
- Arrange jumbled words into correct simple descriptive sentence
- Write simple descriptive sentence in correct structure

4. The Learning Material

- Vocabularies related to the text about personal appearance, for example:

Adjectives:

- | | | |
|----------|-------------|---------|
| - tall | - beautiful | - small |
| - short | - slim | - big |
| - fat | - athletic | - thin |
| - strong | - handsome | - weak |

Colors: blue, brown, black

Verbs: has/have - am, is, - are

Possessive adjectives: his, her

Noun Phrases:

- straight hair
- pointed nose
- black hair
- athletic body
- brown skin
- small body
- brown eyes
- blond hair

5. The Learning Activities

Pre-writing Activities

- Greeting, asking and answering anything related to the students' condition.
- Calling the rolls or students presence
- Motivating students
- Asking some leading questions related to subject matter will be learnt

Writing Activities

- Conducting pre-test
- Asking students to sit in group of eight
- Explaining the rule of playing the Chain Card Game
- Sharing the set of cards and worksheet to each group
- Asking students to start playing the cards
- Asking students to write each sentence they make on the student worksheet
- Discussing the result of students' work to clarify how many correct sentences and how many vocabularies they can gain.
- Conducting post test

Re Writing Activities

- Discussing problems found during the learning process
- Reinforcing and concluding the subject matter learnt by the students
- Closing the activity

1. The Evaluation (Post Test)

- a. Choose one of jumbled words bellow, and then arrange these jumbled words into simple paragraph!

1. is – her hair –straight and long
2. beautiful – Mia – is
3. has – she – black eyes
4. tall and slim – is – she
5. white skin – has – she

1. pointed nose – has – she
2. she – slim body – has
3. a good looking girl – is – Laura
4. blond – is – her hair
5. is – she – thin

1. has – he – curly hair
2. is – tall and big – his body
3. very handsome – Hermawan – is
4. dark – his skin – is
5. strong body – he – has

1. Bombom – fat and short body – has
2. his arms – big – are
3. has – he – big legs
4. his eyes – big and round – are
5. thick and black lips – he – has

- b. You can use these words such as : actually, but, and, or, then, because, to
make your writing effectively

Appendix 2

LESSON PLAN 2

School	: SMP Negeri 1 Sukoharjo
Subject	: English
Grade/Semester	: VII/2
Theme	: Animal
Skill	: Writing
Time Allocation	: 2 x 40 minutes

1. Competency Standard 12 :

Expressing meaning in short functional texts and very simple short essay in form of descriptive and procedure for interacting to the closest neighborhood.

2. Basic Competency 12.2 :

Expressing meaning and rhetorical stages in a very simple and short essay by the use of written language feature accurately, fluently, and acceptably for interacting to the closest neighborhood in form of descriptive and procedure texts.

3. Indicators

Students are able to:

- Understand simple sentence
- Arrange jumbled words into correct simple sentence
- Write simple paragraph in correct structure

4. The Learning Material

- Vocabularies related to descriptive text about animals, for example:

Adjectives:

- | | | |
|-------------|---------|----------|
| - wild | - thick | - round |
| - dangerous | - hard | - big |
| - sharp | - large | - strong |
| - strong | - tame | - weak |
| - cute | - soft | - wide |

Colors: - blue, brown, black

Verbs: - has/have - am, is, are - live in, eat

Possessive adjective: its

Noun Phrases:

- wild animal
- tame animal
- sharp teeth
- long neck
- brown eyes
- thick skin
- brown eyes
- long tail

5. The Teaching and Learning Activities

Pre Writing Activities

- Greeting, asking and answering anything related to the students condition.
- Calling the rolls or students presence
- Motivating students
- Asking some leading questions related to subject matter will be learnt

Writing Activities

- Asking students to sit in group of eight
- Discussing some vocabularies related to the subject matter
- Explaining the rule of playing the Chain Card Game
- Sharing the set of cards and worksheet to each group
- Asking students to start playing the cards
- Asking students to write each sentence they make on the student worksheet
- Discussing the result of students' work to clarify how many correct sentences and how many vocabularies they can gain.
- Conducting post test

Re Writing Activities

- Discussing problems found during the learning process
- Reinforcing and concluding the subject matter learnt by the students
- Closing the activity

1. The Evaluation (Post Test)

a. Choose one of jumbled words bellow, and then arrange these jumbled words into simple paragraph!

1. tame animal – My cat – is
2. has – it – long tail
3. has – beautiful fur – it
4. brown fur – has – it
5. brown and round – are – its eyes

1. very tall – the giraffe – is
2. leaves – eats – it
3. brown eyes – has – it
4. has – it – long legs
5. has – it – long neck

1. wild animal – crocodile – is
2. is – it – very dangerous
3. sharp teeth – has – it
4. is – its tail – strong
5. a swamp – lives in – it

2. is – its skin – thick and hard
2. long nose – has – it
3. is – big animal – elephant
4. are – its ears – large
5. small eyes – has – it

b. You can use these words such as : actually, but, and, or, then, because,
to make your writing effectively