KRISNA UNTARI, S.PD., M.PD.I.

LKPD

BAHASA INGGRIS

LESSON
plan

grade: 9

subject: Reading

lesson topic: Descriptive Text

learning objective/s: Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur teks kebahasaan deskriptif tentang pariwisata atau bangunan bersejarah.
2. Siswa dapat mengidentifikasi contoh-contoh teks deskriptif tentang tempat pariwisata atau bangunan bersejarah.
3. Siswa dapat membuat teks deskriptif dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

materials needed:
 work book
llap top
internet

hook/intro:

lesson structure: eneral structure:
1. Identification: it identifies the subject to be described
2. Description: it describe the characteristic feature of the subject. It may describe part, qualities, characteristics, size, physical appearance , ability , habit, daily live
 The Language Feature of Descriptive Text
1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense

Langkah-Langkah Kegiatan

Pendahuluan
- Guru memberi salam (greeting)
- Berdoa
- Guru memeriksa kehadiran peserta didik
- Guru menyampaikan cakupan materi / Guru menyampaikan tujuan pembelajaran
10 menit
2

Kegiatan inti
Mengamati
- Pesertadidik mengamati materi Descriptive yang sudah disediakan oleh guru dalam LCD
- Mencermati beberapa contoh text Descriptive dengan menganalisis struktur dan unsure kebahasaan yang ada dalam text Descriptive
Menanyai
- Dengan bimbingan dan arahan guru, peserta didik membuat pertanyaan terkait materi pembelajaran
Mengumpulkan informasi
- Peserta didik diminta untuk membaca rujukan dari berbagai sumber, termasuk buku LKS, untuk mengetahui lebih detile tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Deskriptif
Mengasosiasi
- Guru membagikan gambar seseorang dan potongan kertas yang berisi kata-kata sifat dan ciri-ciri dari gambar tersebut
- Siswa secara berkelompok diminta untuk menempelkan beberapa kata sifat dan cirri-ciri yang sesuai dengan gambar yang tersedia
- Guru memberikan feedback mengenai hasil diskusi kelompok
Mengkomunikasikan
- Siswa secara berkelompok berlatih mendeskripsikan tempat wisata atau bangunan bersejarah sesuai dengan gambar yang mereka dapat dari guru.
- Perwakilan kelompok maju untuk mempresentasikan hasil diskusi mereka
75 menit
3

Penutup
- Siswa menyimpulkan materi yang telah di bahas dikelas
- Guru memimpin berdo'a untuk mengakhiri pembelajaran.

Tugas :
Baca Teks dengan seksama kemudian kerjakan tugas pada LKPD

THE HISTORY OF
TACOS

Tacos, a culinary treasure, have a rich history that spans hundreds of years and crosses numerous cultures. The word "taco" originates from the Nahuatl word "tlahco," meaning "half" or "in the middle," referring to the way it is formed. Historians believe that the taco predates the Spanish arrival in Mexico. Indigenous people in the Lake Region of the Valley of Mexico traditionally filled corn tortillas with small fish.

These simple yet delicious meals have evolved significantly over the centuries. When the Spanish conquistadors arrived in Mexico, they introduced new types of livestock, such as pigs and cattle, expanding the taco filling options beyond fish. As tacos migrated to different regions, each area adapted the recipe using local ingredients, creating a diverse range of flavors and styles.

In the 20th century, Mexican migrants brought tacos to the American Southwest, transforming them once again. The introduction of hard-shell tacos, a departure from the traditional soft corn tortillas, marked a significant moment in the evolution of the taco. This innovation made tacos more accessible and longer-lasting, which contributed to their popularity in the United States.

Nowadays, people all over the world enjoy tacos. They come with all sorts of fillings, from beef and chicken to lots of vegetarian choices. What makes tacos so great is how they can be made in so many ways. They're simple, fun to eat, and always bring a smile to people's faces.

Tacos have also become a way for people to try new things with food. Chefs and everyday cooks like to mix up ingredients and come up with new kinds of tacos. This includes tacos with flavors from other countries, like Korean BBQ tacos, or healthier options with grains like quinoa. Tacos are a big part of parties and get-togethers, showing how food can bring people together.
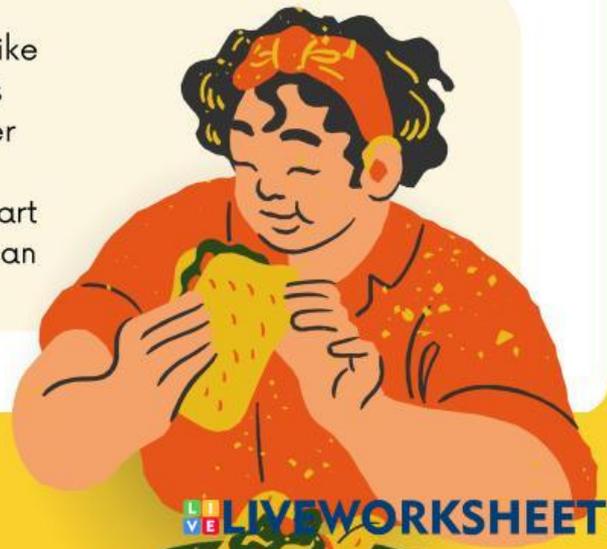
Name _____   Date _____

THE HISTORY OF TACOS

Use context clues to determine the meaning of the following words.

1. predates _____
_____

2. evolved _____
_____

3. migrated _____
_____

4. adapted _____
_____

5. ingredients _____
_____

6. vegetarian _____
_____

7. innovation _____
_____

8. fillings _____
_____

THE HISTORY OF TACOS

Answer the following reading comprehension questions about the passage.

🌶️ Why are tacos considered a culinary treasure?

_____

_____

🌶️ How did the Spanish influence the taco?

_____

_____

🌶️ How did the adaptation to local ingredients affect tacos?

_____

_____

🌶️ Why do you think the hard-shell taco was invented?

_____

_____

🌶️ How did tacos arrive in the United States?

_____

_____

🌶️ Why might vegetarian options be included in modern tacos?

_____

_____

Story Elements

Read a fall story or book, then fill out the graphic organizer below.

Title: _____

Author: _____

Characters
Who are the main characters in the story?

_____

_____

Setting
Where did the story take place?

_____

_____

Problem
What was the problem in the story?

_____

_____

Resolution
How did the characters resolve the problem?

_____

_____

Name: _____   **Date:** _____

💡 Reading Response

Who was the story about?

What did the character want?

Where and when did the story take place?

What was the problem in the story?

How did the character solve the problem?

Name: _____   Date: _____

Reading Response ✰✰

Draw a picture about your favorite part of the book. Then describe why you liked it.

_____

_____

_____

_____

_____

WORD SEARCH
BETTER HEARING AND SPEECH MONTH

Can you find all the words related to speech, hearing, and language?

h	s	g	h	t	u	t	d	c	l	s	g	y	l	a
y	l	d	n	e	g	o	a	x	b	t	n	q	a	u
f	l	y	c	i	a	e	g	v	l	u	i	p	n	d
x	i	u	l	o	t	r	x	i	p	t	d	o	g	i
m	k	s	u	h	j	i	i	b	x	t	e	b	u	o
m	s	i	t	u	a	r	r	n	y	e	e	n	a	l
g	l	m	l	k	b	m	k	w	g	r	f	g	g	o
x	a	r	t	i	c	u	l	a	t	i	o	n	e	g
i	i	s	w	a	l	l	o	w	i	n	g	a	e	i
y	c	a	r	e	t	i	l	f	f	g	p	a	c	s
d	o	h	i	r	d	e	j	z	y	r	p	b	i	t
p	s	p	e	e	c	h	u	a	a	x	t	r	o	i
s	p	s	h	j	f	s	d	x	q	j	v	j	v	n
s	l	p	q	w	o	t	i	a	c	x	d	n	t	s
t	l	m	k	a	w	a	a	c	n	e	s	s	e	q

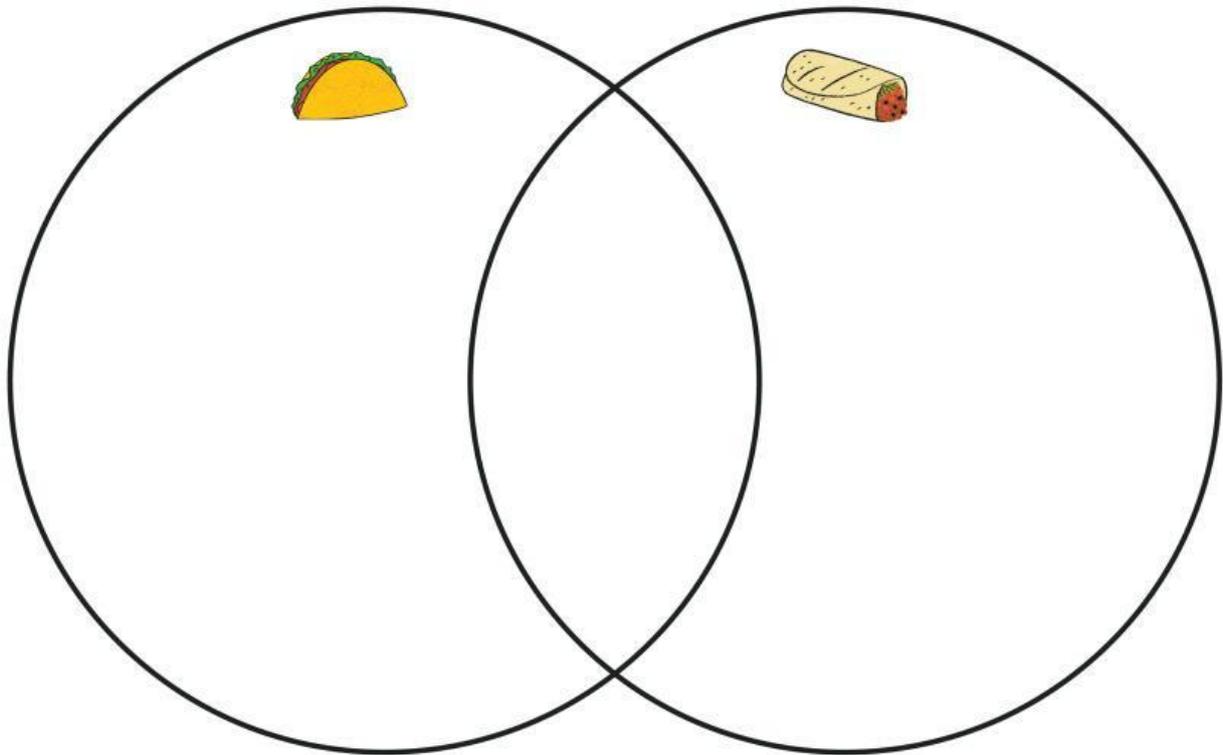| AAC	autism	literacy	stuttering
apraxia	feeding	SLP	swallowing
articulation	hearing	social skills	voice
audiologist	language	speech	writing

TACOS OR BURRITOS

Use the Venn diagram below to compare and contrast tacos and burritos.
Then, write about the similarities and differences between the two foods.

TACOS   ## BURRITOS

A taco and a burrito are similar because _____

_____

_____

A taco and a burrito are different because _____

_____

_____