



## ELECTRONIC WORKSHEET

# English

### DESCRIPTIVE TEXT

DO  
*you*  
SPEAK  
*English?*

HI!

BONJOUR

HOLA!

Name :

Class :

X

# **ELECTRONIC WORKSHEET (E-WORKSHEET) ON THE MATERIAL DESCRIPTIVE TEXT**

For 10th grade, Merdeka curriculum

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## INTRODUCTION

This page will feature detailed Competency Achievement Indicators, providing comprehensive insights into the mastery of specific skills and knowledge.



### Time Allocation : 4 x 45 Minutes

### Learning Outcomes

By the end of Phase E, learners use spoken, written and visual texts in English to communicate according to the situation, purpose and audience. Various text types such as narration, description, procedure, exposition, recount, report and authentic texts are the main references in learning English in this phase. Learners use English to express their wishes/feelings and discuss topics that are close to their daily lives or hot issues according to the age of the learners in this phase. They read written texts to learn something/get information.



## Learning Objectives

After learning the materials in this chapter you are expected to be able to:

- Identify the context, main idea, and detailed information from a description text presented in multimedia form.
- Identify the explicit meaning of written descriptive text in multimedia form.
- Elaborate ideas and opinions with simple reasoning on descriptive text.





**To stay on track and complete this worksheet correctly, please follow the instructions below.**

## **INSTRUCTIONS**

In this worksheet, you will find 2 parts!

Part 1 : Read & Understand

Part 2 : How Far Do You Understand?

In part 1, you will be given some supporting material related to the subject being studied. Please read and understand carefully! Note, do not hesitate to ask teacher and friends if you do not understand.

Furthermore, part 2 will consist of several exercises that will examine your understanding of the material you have learned. Before each exercise, you will find step-by-step guidance on how to complete the questions.



**Scroll down to continue to the next activity after reading, understanding and completing each activity.**



**Students can return to author profile or the link provided by the teacher to continue the next exercise according to the title.**





# READ & UNDERSTAND



# DESCRIPTIVE TEXT



"Oh, her eyes, her eyes,  
Make the stars look like  
they're not shinin'... Her  
hair, her hair, Falls perfectly  
without her tryin'..."



## Definition

A descriptive text is the text that focuses on describing the characteristics of a person, object, or location.

## Purpose

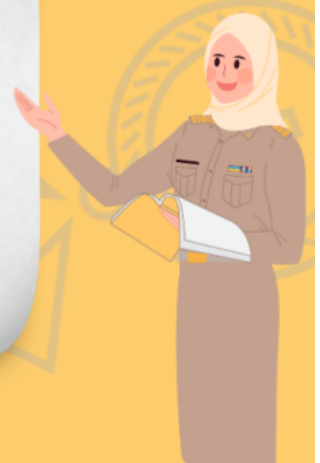
The purpose of descriptive text is, of course, to provide information to the reader about its shape, characteristics, quantity and so on in detail.

## The five senses



To write a good descriptive text, you need to describe what your senses recognize. Like, what can be seen, what can be heard around, what smells are in the room or environment, what things are felt when we are in the room.

Source : Anderson (2003;26)



# GENERIC STRUCTURES



## IDENTIFICATION

In the opening part, the text introduces the subject of the description. This could be a person, place, object, event, or concept. It provides some basic information about what is being described to give the reader context.

## DESCRIPTION

The central part of the text is dedicated to the detailed description of the subject. This is where the writer uses vivid language and sensory details to paint a clear picture in the reader's mind.

# LANGUAGE FEATURES



## Specific participant

has a certain object, is not common and unique (only one). for example: *Air Manis beach, my house, Borobudur temple, uncle Nath*

## Using Adjective

The use of the adjective (an adjective) to clarify the noun, for example: a *beautiful* beach, a *handsome* man, the *famous* place in Padang, etc.

## Simple Present Tense

(+) S + V1s/es+O  
(-) S + do not (don't)/does not (doesn't) + V1 + O  
(?) Do/Does+S+V1

## Action Verb

Verbs that show an activity. For example : *run, walk, cut*, etc.



### Identification:

Simple Present Tense

Adjective



I live with my little family. My family has always been my closest friends. They are the kind of family I am grateful to have. There are four people in my family. Of course, that's my parents, my younger brother, and myself.

### Description:

My mom is 49 years old. Her name is Luna. Her nose is pointed, and she has lovely black eyes that fit an oval face. She has short, curly black hair. She always makes an effort to stay in shape, which is why she is still slim. She is very attractive, always well-dressed, and elegant.

Action Verb



Meanwhile, my father, Hendra, is 2 years older than my mother. He is 51 years old. In spite of his age, he has still black-haired, with several grey hairs. He also has oval face, sharp nose, and black eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that, he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers.

Finally, my little sister, Saran. She is 14 years old. She looks like my mother. She has long wavy hair, brown eyes, sharp nose, and oval face. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and co-operative. Right now, she is studying at Junior High School in 8th grade. I want to be as smart as she is.

Me and my parents speak Sundanese very well, because we were living in Bandung for 5 years. I have been going to primary school there. Unfortunately, my sister was only 3 when we were leaving to Jakarta, so she can't speak Sundanese. Now we are happily living in Jakarta.





# HOW FAR DO YOU UNDERSTAND?



# EXERCISE 3

## Part 1 : Listening and Filling in the Blanks

1. You will be presented with two descriptive texts, each containing several blanks.
2. Listen carefully to the audio of each text being read aloud.
3. As you listen, fill in the blanks in the texts with the correct words.

## Part 2: Group Work and Question Answering

- After completing Part One, you will receive 10 questions related to the descriptive texts.
- Form groups to discuss and answer the questions.
- Feel free to ask the teacher for help and use a dictionary if needed.

Remember, the goal of this exercise is to practice listening comprehension and collaborative problem-solving.



# GROUP DISCUSSIONS



GROUP NAME :



## PART 2

1. How are the Grand Canyon and the Eiffel Tower different from each other? Explain how each one is special and what they show about their locations.

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2. Why is the Eiffel Tower important to French culture? Why is the Grand Canyon important to the United States? What do they show about their countries?

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## PART 2



3. What are some good and bad things about having many tourists visit places like the Grand Canyon and the Eiffel Tower? How can tourism affect these landmarks?

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4. If you could visit either the Grand Canyon or the Eiffel Tower, which would you choose? Why? Think about what you would like to see and do there.

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# ADVENTURE

