

Deep Learning

2025 - 2026

FUN WITH ENGLISH





PROCEDURE TEXT

STUDENT IDENTIFICATION

In this phase, the learners already have basic knowledge about procedural texts obtained in phase E and are able to create simple procedural texts in team.

TOPIC:

SCHOOL LIFE

material scope

- Procedure text develops the ability to write and follow instructions clearly and systematically. It is highly relevant to daily life, including instructions for using tools, or steps in completing a task.
- The activities include enriching vocabularies, listening, reading comprehension, writing or creating text, and presenting.

graduate profil dimension

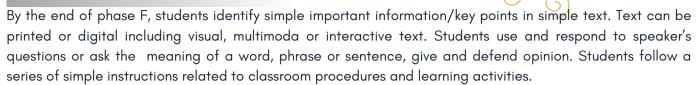
 integrating values and character of independence, creativity, critical thinking, and communication.

LEARNING DESIGN

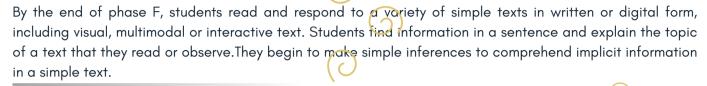


LEARNING ACHIEVEMENT - F PHASE

Listening - Speaking



Reading - Viewing



Writing - Presenting

By the end of phase F, students produce simple texts using simple sentences. Students show awareness and understanding of the importance of basic punctuation and capitalization, sound-letter relationships in English and the spellings of commonly used words in relation to the environment. Students write and present simple information/ text using various modes of presentation by printed and digital form with conventions according to the context.

INTERDICIPLINARY LESSON

Indonesian language. The relationship between the material of procedure text in English and Indonesian in the context of cross-disciplinary fields is very close, especially in the development of language skills, systematic thinking, and real-life applications.

LEARNING OUTCOMFS

- 1. Mentioning vocabulary related to classroom activities.
- 2. identifying social functions, text structure, and language features of the text.
- 3. Identifying core/important information from the text.
- 4. Compose a procedural text with the correct structure and language feature application.
- 5. Presenting oral texts with confidence.

PEDAGOGICAL PRACTICE

The combination between Genre Based Text and Project Based Learning.

LEARNING PARTNERSHIP

A librarian can collaborate with an English teacher to create an interdisciplinary lesson that blends language learning with library skills, using the topic "How to Borrow a Book from a Library". This approach not only teaches students practical skills but also enhances their language proficiency in a meaningful context.

LEARNING ENVIRONMENT

School environment, Library, google classroom

DIGITAL UTILIZATION

 You Tube google form

whatsapp application quiziz

google classroom Instagram

Canva









HOW TO USE THIS BOOK



CHAPTER 1

CHAPTER 1		
NO	LEARNING EXPERIENCE	LEARNING STEPS
BKOF (Basic Knowledge of Text) 1. Mentioning a verb which deals with activities frequently done at school. One student, one verb. 2. Doing "move a bit" game to drill the verbs. 3. watching a video about "How to Borrow Books from A Library". Whi watching the video, the students arrange the jumbled steps into a good arrangement based on the video. Then, they decide if the statement is true or false. MOT (Modelling of Text) 1. Acknowledging the text. The students analyze a sample of proced text. They learn the function, the text structure, and the language feature. 2. From the text, the students identify imperative sentences and conjunctions.		
2	Applying (meaningful)	 Reading comprehension. The students find important information from a text. The information is about general information, specific information, reference, and inferred information. Categorizing the vocabularies they find in the text into the correct part of speech. (verb, noun, adjective). JCOT (join construction of text) In pair, students decide a topic and make it to be a title. The procedure they will make should be about any instructions they most probably find at school. Making a lay out of the steps. Developing the lay out using appropriate test structure and correct imperative sentences. Grammar checking by teacher. Pronunciation practice. It is done twice. ICOT (individual Construction of Text) Every student create an explanation video of the text dubbed with their own voice.
•		2. when the video is done, students upload it on their social media.
		Doing open reflective discussion by asking to students about: How their learning experience was
3	Reflecting	which part the most challenging during the learning process was.
•	(Mindful)	If they are interested with the lesson.
		what they want to learn further.



let the fun begin!

GAME RULE:

- 1. Every students write one verb with the translation on the board. The verbs relate to all activities students' do at school.
- 2. Write down the verbs on your notebook.
- 3. Stand up face to face . You can bring your book.
- 4. When the teacher say "Move a Bit", all students step a side to the right. The student stop moving when the teacher say "stop".
- 5. The students who are on the right side will give the questions. While the students on the left side will answer.
- 6. the questions are based on the teacher's instruction.







LISTENING ACTIVITY



Activity 1. Scan the bar code to watch the video. Then, arrange these steps based on the instructions given by giving number at the circle!

Steps	Number
Go to one of the self-issue machines on each floor of the library	
Decide which books you want to borrow	
Press finish at the bottom of the screen	
Place the book on the machine	
Scan your college card on the self-issue machine	
wait for the book title with a green tick next to the book title to appear on the screen	

Activity 2. Decide the statement is true (T) or false (F)!

- 1. The text talks about the procedure of returning books to a library. (T / F) $\,$
- 2. The very first thing you should do is finding the books you desired to borrow. (T / F)
- 3. The self-issue machines are usually available at the help desk. (T / F)
- 4.The librarian will help you with the self-issue machine. (T / F)
- 5. You can borrow some books at once. (T / F)
- 6. You need college card when you want to borrow books. (T / F)
- 7. Type the title of the book on the self-issue machine. (T / F) $\,$
- 8.A green tick will also appear on the machine screen. (T / F) $\,$
- 9. After all the steps are done, press finish button on the screen. (T / F)
- $10.\,$ You probably find this instruction in a library information board. (T / F)

ANSWER KEY:



- 1. Decide which books you want to borrow.
- 2. Go to one of the self-issue machines on each floor of the library.
- 3. Scan your college card on the self-issue machine.
- 4. Place the book on the machine.
- 5. Wait for the book title with a green tick next to the book title to appear on the screen.
- 6. Press finish at the bottom of the screen.

Activity 2

1. False	6. True
2. True	7. False
3 Egles	8 Truo

3. False	8. True
4. False	9. True
5. True	10. True

//	activity	poin	score	weight	
	1	2	12	40%	
	2	1	10	60% 	



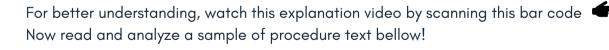
TEXT UNDERSTANDING

A procedure text is a type of writing that explains how to do something step by step.

- Purpose: To instruct or guide the reader on how to perform a task or make something.
- Text structure:
 - Goal: What you are trying to achieve (e.g., "How to wash hand perfectly").
 - Materials/Ingredients: What you need to complete the task.
 - Steps: A clear, ordered list of actions to follow.
- Language Feature:
- 1. Uses imperative sentences (e.g., "Mix the flour").
- 2. Written in the simple present tense.
- 3. Includes connectives like "first," "then," "next," and "finally."

듣 Examples of Procedure Text

- A recipe for chocolate cake 🧆
- Instructions for setting up a printer 🖶
- ullet Steps to perform a science experiment $\underline{\mathscr{A}}$





titla

How to Participate in the Weekly Flag Ceremony at School

Materials
/tools

Materials Needed:

- School uniform (neatly worn)
- Hat or cap (if required)
- · Shoes polished and clean
- Assigned roles (if applicable: flag raiser, choir, commander)

steps

Steps:

1. Arrive on time. Be present at the school field at least 10–15 minutes before the ceremony starts. Latecomers may be marked absent or asked to sit aside.

2. Form lines according to class. Stand in your designated spot with classmates. Lines should be straight, silent, and orderly.

3. Stand at attention during national anthem. When the flag is raised and the anthem is played, stand still, face the flag, and show respect. Do not talk, move, or joke around.

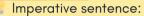
4. Listen to the speech. Pay attention—it often includes important announcements or motivational messages.

5. Dismissal in order. Wait until your class is called to return to classrooms. Don't rush or break formation early.

Purpose:

steps

To explain the steps which students should follow to properly take part in the weekly flag-raising ceremony, usually held on Monday mornings.



- "Arrive on time"
- "Form lines acording to the class"
- "Listen to the speech"

Sometimes, procedure text uses conjunctive words like: first, second, next, after that, then, next, finally, etc.





Answer the following questions based on the text above!

- 1. What is the topic of the text?
- 2. What will happen if you come late?
- 3. What should you do after standing in line?
- 4. What should we do when the flag is raised?
- 5. What is usually conveyed in the speech?
- 6. When can we dismiss the line formation?
- 7. What is the purpose of the text?
- 8. Where can you find this instruction?
- 9. "Pay attention—it often includes..." the underlined word refers to ...
- 10. According to you, why should we do flag ceremony regularly?

ANSWER KEY

- 1. Giving instructions of how to participate in flag ceremony.
- 2. We may be marked absent or asked to sit aside.
- 3. Stand at attention during national anthem.
- 4. Stand still, face the flag, and show respect. Do not talk, move, or joke around.
- 5. Important announcements or motivational messages.
- 6. When our class is called to return to classrooms.





- 7. To explain the steps which students should follow to properly take part in the weekly flag-raising ceremony, usually held on Monday mornings.
- 8. This instruction might be found on an announcement board at school.
- 9. The speech
- 10. Fostering National Identity and Patriotism, Instilling Discipline and Respect, Character Development, ect.

SCORING RUBRIC

No	weight
1 - 6	5
7 – 8	15
9	10
10	30

Criteria	Point	Score
correct answer	4	
correct answer, but with too many words that are irrelevant to the question	3	= (poins/4)x
incorrect answer with supportive sentences	2	(poins/4)x weight
incorrect and irrelevant answer	1	



GRAMMAR FOCUS

What's Imperative Sentence?

Imperative sentences give direct commands, make requests, issue instructions, or offer advice, instructing someone to do something. They typically do not include a subject because "you" is implied, and they can end with a period (.), an exclamation mark (!), or a question mark (?), depending on the tone.

Key Characteristics

- Implied Subject: The subject "you" is always understood but not explicitly stated.
- Purpose: To tell someone to do something, whether it's a command, a request, an instruction, or advice.
- Verb Form: They use the imperative mood of the main verb, which is the action word that gives the command.
- Punctuation: Can end with a period (.), an exclamation mark (!), or a question mark (?), notes

Examples

- Commands: "Stop!" or "Clean your room!"
- Requests: "Please be quiet" or "Please help me wrap this gift,"
- Instructions: "Turn left at the intersection" or "Enter your password"
- Warnings: "Do not touch the hot surface"
- Invitations: "Come by at 8, please"

Exercise for Imperative sentence

exercise 1. Match the activity with the command

[Student Activity]

- 1. Listening to the teacher (.....)
- 2. Raising your hand (.....)
- 3. Entering the classroom (.....)
- 4. Doing group work (.....)
- 5. Answering a question (.....)

[Command]

- A. Form a line before entering
- B. Don't talk during the lesson
- C. Answer the question aloud
- D. Work together with your team
- E. Raise your hand first



- 1...... your homework before watching TV.
- 2. your desk neatly after class.
- 3. quietly in the library.
- 4. your hand if you have a question.
- 5. your name on the top of the paper.

exercise 3. Rewrite the sentence using imperatives!

- 1. You should bring your text book to class everyday.
- 2. Please be quiet when the teacher is speaking.
- 3. It's a good idea to listen during instructions.
- 4. You are supposed to come to school on time.
- 5. It is necessary to read books regularly.

ANSWER KEY

0

Exercise 1.

- Listening to the teacher (...B...)
- Raising your hand (...E...)
- Entering the classroom (...A...)
- Doing group work (..D....)
- Answering a question (...C...)

exercise 2

- 1. Do/finish
- 2. clean up/tidy/arrange
- 3.*sit/read/walk/talk
- 4. rise
- 5. write

exercise 3.

- 1. Bring your text book to class every day!
- 2. Listen during the instruction!
- 3. Be quiet when the teacher is speaking.
- 4. Come to school on time!
- 5. Read books regularly

_					ML
\/, h	exercise	poin	score	weight	~ /
	1	1	5	20%	
	2	3	15	30%	
	3	5	25	50%	

Adverb of Sequences

part of a group called time order words or adverbs of sequence, are used to show the chronological order of events or steps in a process. Here's how they typically flow:

© Common Word Order for Sequencing

adverb	purpose	example
first	begin the aequences	first, wash your hands
next	indicates the following step	next, fill the form
then	continues the sequence	then, write your name on the right corner





adverb	purpose	example
after that	shows what happens later	after that, submit the paper to the teacher
finally	marks the last step	finally, discuss with your friends
beforehand	refers to something done earlier	beforehand, make a power point presentation
initially	describe the beginning of a process	initially, the idea seemed impossible
subsequently	indicates something that follows	subsequently, the team revised the plan



🚄 Example in a Paragraph

How Students Prepare for a School Assembly

First, the students gather in their respective classrooms to receive instructions from their homeroom teachers. Next, they line up in an orderly fashion and walk together to the school hall. Then, they take their assigned seats and wait quietly for the assembly to begin. After that, the student council members come forward to lead the national anthem and deliver announcements. Subsequently, teachers or guest speakers present important messages or awards. Finally, the assembly concludes with a reminder about upcoming events, and students return to their classes to continue with their lessons.



Tips for Using adverb of sequences

- Use commas after these words when they start a sentence.
 They help structure instructions, narratives, and arguments clearly.
 - You can mix and match depending on tone—"Initially" sounds more formal than "At first."



exercise for adverb of sequence

exercise 1. fill the table based on the text above!

no	adverb	purpose	the sentence
1	first		First, the students gather in their respective classrooms.
2		shows what happens later	
3			Finally, the assembly concludes with a reminder about upcoming events
4	then		
5		indicates the following step	



Exercise 2. Classify the words based on certain categorization by putting check sign ! \checkmark A. By type of activity.

Question: Sort these activities based on kinds of activity

words	academic activities	extraculicular activities
Reading		
Flag ceremony		
Science experiment		
Playing basketball		
Cleaning the classroom		
Group discussion		
Singing in choir		

B. By Location

Question: Sort these activities based on where they usually happen.

words	Classroom	School Yard	Special Rooms		
Doing a math quiz					
Practicing marching		V V	_		
Visiting the library					
Playing soccer			1111		
Attending counseling					
Painting in the art room					

C. By Character Value

Question: Sort the activities based on the character value they promote.

words	Responsibility	Teamwork	Dicipline
Leading a group project			
Keeping the classroom tidy			
Practicing for a performance			
Helping a friend		3	
Following school rules			
Completing homework on time			





words	academi c activitie s	extrac ulicula r activiti es	words	Classr oom	School Yard	Speci al Room	words	Respons ibility	Teamw ork	Diciplin e
Reading	√		Doing a math quiz	✓			Leading a group project		√	
Flag ceremony	✓		Practicing marching		✓		Keeping the classroom tidy	✓		
Science experiment	✓		Visiting the library			✓	Practicing for a performance			✓
Playing basketball		>	Playing soccer		√		Helping a friend	✓		
Cleaning the classroom	✓		Attending counseling			✓	Following school rules			✓
Group discussion	✓		Painting in the art room			✓	Completing homework on time			✓
Singing in choir		✓								

WRITING ACTIVITY

Now, it's time for you to create your own text. The topic is about "the activities students do at school." Follow these steps:

- Decide what instructions you usually do at school and make it as the title.
- Make an out line by selecting a correct verb for each step you will make.
- Develop the out line. Use the correct text structure, and language features you have learnt.
- The teacher will score the content, the text structure, the grammar and the length of your text.
- Practice the pronunciation with the teacher.
 When everything is done, present it by making a video with your voice on it.
- Then, share it to a social media you have.
- The teacher will score your pronunciation, fluency, the clarity of message delivery through visuals and words in the video.

