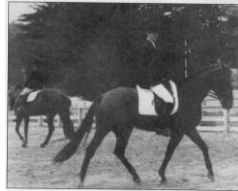


KISI-KISI USP BAHASA INGGRIS

JENJANG PENDIDIKAN : SMK
MATA PELAJARAN : BAHASA INGGRIS

No	Lingkup Materi	Materi	Level Kognitif	INDIKATOR SOAL	CONTOH SOAL
1	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Descriptive text	Level 2	Disajikan sebuah gambar dan teks lisan sekelompok orang, peserta didik dapat mengidentifikasi kegiatan yang sedang berlangsung sesuai gambar yang disajikan dengan tepat.	 Number 1. Look at the picture mark number 1 in your test book. A. She's watering the plant. B. She's caring for a child. C. She's planting a tree D. She's drinking some water.
2	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Descriptive text	Level 2	Disajikan sebuah gambar dan teks lisan sekelompok benda, peserta didik dapat mengidentifikasi posisi sebuah benda sesuai gambar yang disajikan dengan tepat.	 Number 2. Look at the picture mark number 2 in your test book. A. The glasses are on the table B. There's a painting behind the woman C. The woman is holding a piece of paper D. The woman has a scarf around her neck
3	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu,	Descriptive text	Level 2	Disajikan sebuah gambar dan teks lisan sekelompok orang, peserta didik dapat mengidentifikasi kegiatan yang sedang berlangsung sesuai gambar yang disajikan dengan tepat.	

	situasi, dsb)				Number 3. Look at the picture mark number 3 in your test book. A. They're riding horses B. They're jumping the fence C. They're feeding the animals D. They're farming the land
4	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan	Past Tense	Level 2	Disajikan sebuah teks lisan berbentuk pertanyaan tentang kegiatan yang dilakukan diwaktu lampau, peserta didik dapat menentukan respon yang tepat.	Man : When did you begin your new job? Woman: A. At nine o'clock every morning B. Three weeks ago C. A sales associate
5	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	PRESENT PERFECT TENSE	Level 2	Disajikan sebuah teks lisan berbentuk pertanyaan tentang perbuatan yang telah dilakukan, peserta didik dapat menentukan respon yang tepat.	Woman : Have they delivered our lunch yet? Man : A. I like chicken. B. On Monday C. Yes, it's here.
6	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - Konteks penggunaan (a.l tempat, waktu, situasi, dsb)	DESCRIPTIVE	Level 2	Disajikan sebuah teks lisan berbentuk pertanyaan tentang menanyakan lokasi, peserta didik dapat menentukan respon yang tepat terhadap pertanyaan yang disajikan. Disajikan sebuah teks lisan berbentuk pertanyaan tentang petunjuk lokasi peserta didik dapat menentukan respon yang tepat.	<i>Transcript:</i> 'Where can we put our shoes?' A. There's a shoes rack in front of the door. B. We're out of clean shoes C. I bought these shoes in America.
7	Peserta didik dapat menganalisis/menyimpulkan/ memprediksi keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Past Tenses	Level 3	Disajikan sebuah teks lisan berbentuk percakapan tentang kegiatan yang berlangsung di masa lampau, peserta didik dapat menyimpulkan kegiatan dalam percakapan.	<i>Transcript:</i> Question: 'How long did they wait at the airport?' A. About sixty feet long. B. About fifteen minutes, I think. C. fifteen feet tall, I think.
8	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang	DESCRIPTIVE	Level 2	Disajikan sebuah teks lisan berbentuk percakapan tentang DESKRIPSI SEBUAH BENDA, peserta didik dapat menyimpulkan	A: Look at this bag! What do you think? B: Wow, it looks very unique. The color is a blend of sea blue and emerald green, like the water on a tropical beach. A: Right! And the texture is very soft, like velvet.

	- menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - Konteks penggunaan (a.l tempat, waktu, situasi, dsb)			ungkapan yang diberikan.	B: Yes, and look at the stitching on the edges. It's very neat and detailed. It seems to be made by a very skilled craftsman. The phrase "The texture is very soft, like velvet" describes... (A) The shape of the bag (B) The material of the bag (C) The weight of the bag (D) The pattern of the bag
9	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - Konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Intention	Level 1	Disajikan sebuah teks lisan berbentuk percakapan tentang kegiatan dimasa depan, peserta didik dapat menjawab pertanyaan tentang kegiatan tersebut.	Man : Don't stack more than 4 boxes on top of one another, Bill. Bill : Should I move them down to that area over there? Man : Yes, that's near where the truck will drop off the rest of the crates. What are the speakers probably doing? A. driving in a truck B. having some lunch C. working in a ware house D. shopping in a store
11	Peserta didik dapat menganalisis/menyimpulkan/ memprediksi aspek-aspek fungsi sosial: - topik/isu/masalah - tujuan/fungsi/pesan - latar belakang/alasan - akibat/dampak/manfaat - sikap/nilai yang diusung - peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca	Giving Opinion	Level 1	Disajikan sebuah teks lisan berbentuk percakapan tentang pendapat , peserta didik dapat menjawab pertanyaan tentang pendapat tentang sebuah benda.	Man : So, Jennifer, how are you enjoying your new job? Woman: Well, so far it's not very interesting, actually. Man : Hmm. Maybe things will get better after the first few months. How does the woman feel about her job? A. her work is dull B. the location is too far away C. the job is better than her last one D. her co-workers are friendly
12	Peserta didik dapat mengidentifikasi/menentukan aspek-aspek fungsi sosial : - topik/isu/masalah - tujuan/fungsi/pesan - peran dan fungsi pembicara/panulis - peran dan fungsi pendengar/pembaca	Announcement/A dvertisement	Level 1	Disajikan sebuah teks lisan pengumuman berbentuk iklan, peserta didik dapat menjawab pertanyaan berdasar teks yang disajikan.	Attention all employees. The power outage in plant number 2 has been resolved. However, our main computers are still down. We will be closing the production line early today so that technical services can correct the problem. Plan to leave by 2.30 p.m. unless told otherwise by your supervisor. Please make sure all manufacturing equipment is turned off before you leave. Thank you. Where is this announcement being made? A. in a factory B. in a computer store C. in shopping center D. in a school Why is the building closing early? A. the staff are having a meeting B. workers have become ill C. there are problems with the computers

					D. the equipment is being replaced
13	Peserta didik dapat mengidentifikasi/menentukan aspek-aspek fungsi sosial : - topik/isu/masalah - tujuan/fungsi/pesan - peran dan fungsi pembicara/panulis - peran dan fungsi pendengar/pembaca	Manual/Tips	Level 1	Disajikan sebuah teks lisan berbentuk pengumuman tentang prosedur saat bencana, peserta didik dapat dapat menjawab pertanyaan tentang gambaran umum teks.	"Attention, attention! This is an important announcement. An earthquake with a magnitude of 7.0 on the Richter scale has occurred. To all residents, please remain calm and do not panic. Follow the established evacuation procedures. First, take shelter under a table or sturdy place until the shaking stops. Second, immediately exit the building through the marked evacuation routes. Third, gather at the designated assembly point in an open field. Avoid tall buildings and power lines. Remain vigilant for aftershocks. Further information will be provided shortly. Thank you for your attention and cooperation." What is the main purpose of the announcement? (A) To provide information about the earthquake's magnitude. (B) To instruct residents on earthquake evacuation procedures. (C) To ask residents to remain calm and not panic. (D) To inform residents of the evacuation assembly point location. Where are residents expected to gather after evacuating? (A) Inside a safe building. (B) Under a table or sturdy place. (C) In a designated open field. (D) Near tall buildings and power lines.
14	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - referensi makna	Congratulation	Level 2	Disajikan sebuah teks tulis berbentuk percakapan tentang ungkapan memberi selamat, peserta didik mampu menentukan respon yang tepat sesuai konteks.	Rani: "Congratulations on winning the speech contest, Sita! You were amazing." Sita: "...." Question: What is the most appropriate response for Sita to say? (A) "Thank you, Rani. I'm so happy." (B) "I don't think so. I was nervous." (C) "You should join the contest too." (D) "I'm sorry, I can't hear you."
	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i>	Congratulation	Level 3	Disajikan sebuah teks tulis berbentuk percakapan tentang ungkapan memberi selamat, peserta didik mampu menyimpulkan isi teks dengan tepat.	Ani: Congratulations, Budi! I heard you got accepted into your dream university! Budi: Thank you, Ani! I'm so happy. I didn't expect to be accepted. Ani: You really deserve it. You've worked so hard all this time. Budi: Yes, it's all thanks to the support from my friends and family. Ani:

	- <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - referensi makna				Once again, congratulations! Wishing you all the success! Budi: Thank you very much, Ani! What is the main content of the conversation? (A) Ani is asking about Budi's dream university. (B) Budi is talking about the difficulties he experienced. (C) Ani is congratulating Budi on his success. (D) Budi is asking for support from Ani and his friends.
15	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika	Intention	Level 2	Disajikan sebuah dialog tentang ungkapan niat melakukan sesuatu, peserta didik dapat melengkapi dialog dengan ungkapan tentang niat melakukan sesuatu.	Dialogue: Sarah: "Hi, Mark! What are your plans for this weekend?" Mark: "I don't have any specific plans yet. I'm thinking of doing something fun. What about you?" Sarah: "I'm going to the art museum on Saturday. But on Sunday, I'm free. Would you like to join me?" Mark: "That sounds great! I've been wanting to try that new Italian restaurant downtown. So, on Sunday, _____." Questions: Which of the following best completes Mark's sentence? (A) "I might have gone there." (B) "I intended to eat there." (C) "I will plan to eat there." (D) "I am going to eat there."
16	Peserta didik dapat menganalisis/menyimpulkan/memprediksi keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, - waktu, situasi, dsb)	Descriptive text	Level 3	Disajikan sebuah teks tulis tentang deskripsi seseorang, peserta didik dapat menyimpulkan ide pokok atau isi dari paragraf 2 dari teks yang disajikan.	"Sarah is a remarkable young woman. She has a bright smile that lights up any room she enters. Her eyes are a deep, warm brown, often sparkling with intelligence and kindness. Her long, wavy brown hair frames her face perfectly, and she usually wears it in a simple, elegant style." "Beyond her physical appearance, Sarah is known for her exceptional character. She is incredibly compassionate and always willing to lend a helping hand to those in need. She is also a diligent student, consistently achieving high grades in her studies. Her friends admire her for her loyalty and her sense of humour, which can brighten even the dullest of days. Sarah's positive attitude and genuine warmth make her a truly special person." What is the main idea of the second paragraph? (A) Sarah's physical appearance. (B) Sarah's academic achievements. (C) Sarah's personality and character. (D) Sarah's sense of style.

17	Peserta didik mampu mengklasifikasikan/menerapkan/menggunakan aspek-aspek fungsi sosial: - topik/isu/masalah - tujuan/fungsi/pesan - sikap/nilai yang diusung - peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca	Recount Text	Level 2	Disajikan sebuah teks tulis berbentuk recount, peserta didik dapat melengkapi kalimat dengan jawaban yang tepat mengenai isi dari teks yang disajikan.	"Last Saturday, my family and I went on a picnic to the park. We packed sandwiches, fruit, and drinks. When we arrived, the sun was shining brightly, and the birds were singing. First, we spread out our picnic blanket under a big oak tree. Then, we ate our lunch and played some games. After that, my sister and I went for a walk around the lake while my parents relaxed. We saw ducks swimming and even a squirrel climbing a tree. In the afternoon, we packed up our things and headed home. It was a wonderful day, and we all enjoyed spending time together." During their walk, the children saw _____. (A) lions and tigers (B) ducks and a squirrel (C) monkeys and elephants (D) cats and dogs
18	Peserta didik dapat mengidentifikasi/menentukan aspek-aspek fungsi sosial : - topik/isu/masalah - tujuan/fungsi/pesan - peran dan fungsi pembicara/panulis - peran dan fungsi pendengar/pembaca	Narrative Text	Level 1	Disajikan sebuah teks tulis berbentuk naratif yang berjudul <i>The Goose and the Countryman</i>, peserta didik dapat menentukan alasan yang tepat berdasar pertanyaan yang diberikan sesuai dengan teks.	The Goose and the Countryman A countryman possessed a Goose that laid a golden egg every day. Noticing this, he became envious and greedy. He thought that if the goose could lay golden eggs, it must be made of gold inside. He decided to kill the goose and cut it open, only to find that it was just like any other goose. What did the countryman learn from his actions? (A) That all geese are made of gold. (B) That greed can lead to loss. (C) That golden eggs are easy to find. (D) That geese can lay more than one egg a day.
19	Peserta didik dapat menganalisis/menyimpulkan/memprediksi keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Memo	Level 3	Disajikan sebuah teks tulis berbentuk memo pendek yang terdiri dari 100 – 150 kata, peserta didik dapat menyimpulkan ide pokok yang ada dalam memo tersebut.	Memo: To: All Staff From: Human Resources Department Subject: Upcoming Training Session We are pleased to announce an upcoming training session on "Effective Communication in the Workplace." This session is designed to enhance our team's communication skills, which are crucial for our collaborative projects and overall work environment. The training will cover various topics, including active listening, clear email etiquette, and constructive feedback. The session will take place on Friday, October 27th, from 9:00 AM to 12:00 PM in the conference room. All staff members are required to attend. Please confirm your attendance by replying to this memo by October 20th. We believe this training will significantly benefit our team and contribute to a more productive and harmonious workplace. What is the primary purpose of the training session? (A) To teach staff how to write memos.

					(B) To improve the company's marketing strategy. (C) To enhance the team's communication abilities. (D) To introduce new software to the staff.
	Peserta didik dapat menganalisis/menyimpulkan/memprediksi keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Memo	Level 1	Disajikan sebuah teks tulis berbentuk memo pendek yang terdiri dari 100 – 150 kata, peserta didik dapat menentukan informasi rinci yang ada dalam memo tersebut.	Memo: To: All Staff From: HR Department Date: October 26, 2023 Subject: Upcoming Office Renovation Dear Staff, We are excited to announce that our office will undergo a renovation starting November 15th. This project aims to create a more modern and efficient workspace for everyone. The renovation will be carried out in two phases. Phase one, from November 15th to December 15th, will focus on the main office area and meeting rooms. During this time, some areas may be temporarily closed, and we request your patience and cooperation. Phase two, from December 16th to January 15th, will involve the cafeteria and break rooms. We will ensure that alternative dining options are available during this period. Please note that there may be some noise and minor disruptions during the renovation. We apologize for any inconvenience this may cause. We will do our best to minimize disruptions and keep you informed of any changes. Thank you for your understanding and cooperation. Which areas will be renovated during the first phase? (A) Cafeteria and break rooms. (B) Main office area and meeting rooms. (C) Parking lot and lobby. (D) Restrooms and storage rooms.
20	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - kalimat <i>conditional</i>	Degree of Comparison	Level 2	Disajikan sebuah gambar berisi data tentang angka, peserta didik dapat melengkapi kalimat menggunakan ungkapan perbandingan sesuai dengan konteks.	 Based on the picture the sneakers are ... than red booth.

	- konstruksi <i>derivative</i> - referensi makna				A. Cheaper, B. Expensive, C. More expensive, D. The cheapest
21	Peserta didik dapat mengidentifikasi/menentukan keterkaitan makna antar bagianbagian dalam teks : - pandangan, maksud, pendapat yang menjadi ide utama utama paragraf - rincian argumentasi, langkah-langkah, peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Asking and Giving Direction	Level 1	Disajikan sebuah dialog tentang menanyakan arah atau tempat, peserta didik dapat menjawab pertanyaan sesuai konteks.	Tourist: "Excuse me, could you tell me how to get to the museum?" Local: "Sure, go straight ahead on this street until you see a park on your left. Then, turn right onto Elm Street. The museum is on the next corner." Tourist: "Thank you! Is it far?" Local: "No, it's not too far. About a 10-minute walk." What direction should the tourist turn after passing the park? (A) Go straight (B) Turn left (C) Turn right (D) Turn around
22	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - Konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Asking and Giving Direction	Level 2	Disajikan sebuah dialog tentang menanyakan arah atau tempat, peserta didik dapat melengkapi dialog dengan respon yang tepat sesuai konteks	Tourist: "Excuse me, could you tell me how to get to the City Museum?" Local: "Of course! It's a bit of a walk. Go straight down this street for two blocks, then turn left at the traffic lights." Tourist: "Okay, go straight for two blocks, then turn left. And then?" Local: "_____" Which of the following best completes the Local's response? (A) "You should have asked me earlier." (B) "You will see the museum on your right." (C) "I don't know where it is either." (D) "You are already there."
23	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - <i>kalimat conditional</i> - konstruksi <i>derivative</i> - referensi makna	Asking and Giving Opinion	Level 2	Disajikan sebuah dialog tentang menanyakan dan memberi pendapat, peserta didik dapat melengkapi dialog menggunakan ungkapan yang sesuai dengan konteks.	Emily: "Hi, Ben! Have you seen the new art installation at the museum?" Ben: "No, I haven't. Is it any good?" Emily: "Yes, I think it's fantastic! The way the artist uses light and shadow is really interesting. What do you think about modern art in general?" Ben: "Well, _____." Which of the following best completes Ben's sentence? (A) "I saw it yesterday." (B) "I have no opinion." (C) "I'm not sure what to think." (D) "I don't like it."
24	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa,	Conversation at phone	Level 2	Disajikan sebuah dialog tentang ungkapan percakan melalui telepon, peserta didik mampu melengkapi	Sarah: "Hello, this is Sarah speaking." John: "Hi, Sarah. This is John. I'm calling about the meeting tomorrow." Sarah: "Oh, hi John. Yes, what about it?" John: "I'm afraid I won't be able to make it. I have an urgent appointment."

	- makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - referensi makna			dialog menggunakan ungkapan yang tepat sesuai konteks.	Sarah: "Oh, that's too bad. _____?" John: "Could we possibly reschedule it for next week?" Sarah: "Sure, let me check my calendar. How about Tuesday at 10 AM?" John: "That works for me. Thank you, Sarah!" Sarah: "You're welcome, John. See you next week." Which of the following best completes Sarah's sentence? (A) "What do you want to do?" (B) "What should we do then?" (C) "Where are you going?" (D) "How can I help you?"
25.	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - Konteks penggunaan (a.l tempat, waktu, situasi, dsb)	Procedure text	Level 2	Disajikan teks prosedur, peserta didik dapat melengkapi kalimat dengan pilihan yang tepat atas pertanyaan tentang cara	How to Make a Paper Airplane 1. First, take a rectangular sheet of paper and fold it in half lengthwise. 2. Next, unfold the paper and fold the top two corners down to the center crease. 3. Then, fold the resulting triangle in half towards you. 4. After that, fold the two outer edges towards the center crease again. 5. Finally, fold the entire plane in half towards you, and you're ready to fly! After folding the top corners down, what do you do next? (A) Fold the outer edges in. (B) Fold the triangle in half. (C) Unfold the paper. (D) Fold the plane in half.
	Peserta didik dapat mengklasifikasikan/menerapkan/ menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - <i>modal</i> - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - referensi makna	Passive Voice	Level 2	Disajikan sebuah dialog tentang penggunaan kalimat pasif, peserta didik dapat melengkapi kalimat dalam dialog menggunakan frasa yang tepat sesuai konteks.	Alice: "Did you hear about the new art exhibit at the museum?" Bob: "No, I haven't. What kind of art is it?" Alice: "It's a collection of modern sculptures. They're quite impressive. I heard that they _____ from recycled materials." Bob: "That's interesting! I might go see it this weekend." Which of the following phrases best completes Alice's sentence? (A) "are made" (B) "make" (C) "were making" (D) "will make"

	Peserta didik dapat menganalisis/menyimpulkan/memprediksi keterkaitan makna antar bagianbagian dalam teks: - pandangan, maksud, pendapat yang - menjadi ide utama - rincian argumentasi, langkah-langkah, - peristiwa, deskripsi, - plot, alur pikiran - konteks penggunaan (a.l tempat, - waktu, situasi, dsb)	Conditional sentences	Level 3	Disajikan sebuah teks tulis sederhana berisi kalimat pengandaian, peserta didik dapat menyimpulkan makna kalimat pengandaian yang terdapat pada teks.	"If I had more time, I would learn to play the guitar. But I'm always so busy with work. Maybe one day I'll have the chance." What does the speaker mean in the sentence "If I had more time, I would learn to play the guitar"? (A) The speaker is currently learning to play the guitar. (B) The speaker has already learned to play the guitar. (C) The speaker wants to learn to play the guitar but doesn't have enough time. (D) The speaker doesn't want to learn to play the guitar.
	Peserta didik dapat menganalisis/menyimpulkan/memprediksi unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>sentence order</i> - <i>tenses (verb)</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - modal - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - kalimat, frasa, ungkapan, simpulan - referensi makna	Factual Report	Level 3	Disajikan cuplikan kalimat dari sebuah teks factual report tentang peristiwa alam, peserta didik dapat menafsirkan <i>rujukan kata</i> yang relevan dengan teks bacaan dengan tepat.	"A tornado is a violently rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of tremendous destruction with wind speeds ¹ of up to 300 mph. They can destroy large buildings, uproot trees and hurl vehicles hundreds of yards. They can also ² strip asphalt from roads. They are also known as twisters." In a sentence "They can destroy large buildings, uproot trees and hurl vehicles hundreds of yards," the word "They" refers to ... (A) Storm (B) Vehicles (C) Tornado (D) Trees
	Peserta didik mampu mengklasifikasikan/menerapkan/menggunakan aspek-aspek fungsi sosial: - topik/isu/masalah - tujuan/fungsi/pesan - sikap/nilai yang diunggulkan - peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca	Analitical Exposition	Level 2	Disajikan sebuah teks tulis berbentuk <i>analytical exposition</i>, peserta didik dapat melengkapi informasi rinci berdasarkan teks yang disajikan.	The Importance of Regular Exercise Regular exercise is crucial for maintaining a healthy lifestyle. There are several reasons why incorporating physical activity into your daily routine is essential. Firstly, exercise helps to improve cardiovascular health. When you engage in activities like running, swimming, or cycling, your heart works more efficiently, reducing the risk of heart disease. Secondly, exercise strengthens your muscles and bones. This is particularly important as you age, as it helps to prevent osteoporosis and maintain mobility. Furthermore, regular physical activity can boost your mood and reduce stress levels. Exercise releases endorphins, which have mood-enhancing effects. Finally, it aids in weight management. By burning calories and building muscle, exercise helps you maintain a healthy weight. In conclusion, making exercise a regular part of your life has numerous benefits for both your physical and mental well-being. According to the text, what is one of the main benefits of regular exercise? (A) It increases the risk of heart disease. (B) It weakens muscles and bones. (C) It improves cardiovascular health. (D) It increases stress levels.

	Peserta didik dapat mengidentifikasi/menentukan aspek-aspek fungsi sosial : - topik/isu/masalah - tujuan/fungsi/pesan - peran dan fungsi pembicara/panulis - peran dan fungsi pendengar/pembaca	Biography	Level 1	Disajikan teks biografi pendek yg terdiri dari 250-300 kata, peserta didik dapat menentukan keahlian yg dimiliki dari tokoh.	"Marie Curie was a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person and only woman to win the Nobel Prize twice, and the only person to win the Nobel Prize in two scientific fields. Her achievements included a theory of radioactivity (a term that she coined), techniques for isolating radioactive isotopes, and the discovery of two new elements, polonium and radium. Under her direction, the world's first studies were conducted into the treatment of neoplasms, using radioactive isotopes. During World War I, she developed mobile X-ray units to help diagnose injuries at field hospitals. While an actively loyal French citizen, she never formally lost her Polish identity. She named the first new chemical element she discovered polonium, after her native country." Which of the following achievements demonstrates Marie Curie's expertise in chemistry? (A) Developing mobile X-ray units (B) Discovering polonium and radium (C) Winning the Nobel Prize in Physics (D) Conducting research on neoplasms
	Peserta didik dapat menganalisis/menyimpulkan/memprediksi aspek-aspek fungsi sosial: - topik/isu/masalah - tujuan/fungsi/pesan - latar belakang/alasan - akibat/dampak/manfaat - sikap/nilai yang diusung - peran dan fungsi pembicara/penulis - peran dan fungsi pendengar/pembaca	Job interview	Level 3	Disajikan sebuah teks percakapan mengenai wawancara pekerjaan (150-200 kata), peserta didik dapat menentukan jawaban yang tepat atas pertanyaan tentang bagaimanakah karakteristik pelamar berdasarkan hasil wawancaranya. (penalaran)	Interviewer: "Welcome, Ms. Johnson. Thank you for coming in today. Can you tell me about your experience with project management?" Ms. Johnson: "Certainly. In my previous role at Tech Solutions, I led a team of five in developing a new software application. We successfully launched the product within six months, which was ahead of schedule." Interviewer: "That's impressive. How did you handle any challenges that arose during the project?" Ms. Johnson: "We did encounter a few unexpected technical issues. I organized daily stand-up meetings to address these problems quickly. I also encouraged open communication among team members, which helped us find creative solutions." Interviewer: "How would your colleagues describe your work style?" Ms. Johnson: "I believe they would say I'm organized and detail-oriented. I always ensure that everyone on the team understands their roles and responsibilities. I'm also a strong believer in collaboration and teamwork." Interviewer: "That's good to hear. Why are you interested in this position at our company?" Ms. Johnson: "I've been following your company's innovative work in the tech industry for some time now. I'm particularly excited about the opportunity to contribute to your upcoming projects." Interviewer: "Thank you, Ms. Johnson. Do you have any questions for me?" Ms. Johnson: "Yes, I'd like to know more about the team I would be working with and the company's long-term goals."

					Interviewer: "Of course. We can discuss that. Thank you again for your time, Ms. Johnson." Based on the interview, which of the following best describes Ms. Johnson's characteristics? (A) Disorganized and uncommunicative. (B) Proactive, organized, and collaborative. (C) Lacking in project management experience. (D) Uninterested in the company's goals.
	Peserta didik dapat menganalisis/menyimpulkan/memprediksi unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>sentence order</i> - <i>tenses (verb)</i> - <i>passive voice</i> - referensi gramatika - kata sambung - preposisi - modal - kalimat <i>conditional</i> - konstruksi <i>derivative</i> - kalimat, frasa, ungkapan, simpulan - referensi makna	JOB INTERVIEW	Level 3	Disajikan sebuah teks percakapan mengenai wawancara pekerjaan (150-200 kata), peserta didik dapat menentukan jawaban yang tepat atas pertanyaan tentang rujukan kata dalam konteks	Job Interview Dialogue: Interviewer: "Good morning, Ms. Johnson. Thank you for coming in today. Please, have a seat." Ms. Johnson: "Good morning. Thank you for having me." Interviewer: "So, let's start with your resume. I see you have a strong background in marketing. Can you tell me more about your experience at your previous company?" Ms. Johnson: "Certainly. At my previous company, I was responsible for developing and implementing marketing strategies. <i>It</i> involved a lot of market research and data analysis. I also led a team of five people, and we successfully launched a new product line." Interviewer: "That's impressive. What were some of the challenges <i>you</i> faced in that role, and how did you overcome <i>them</i>?" Ms. Johnson: "One of the biggest challenges was adapting to the rapidly changing market trends. To overcome <i>this</i>, I made sure to stay updated with the latest industry news and attend relevant workshops and conferences. I also encouraged my team to do the same." Interviewer: "That's a great approach. Now, why are you interested in this position at our company?" Ms. Johnson: "I've been following your company's work for some time now, and I'm very impressed with <i>its</i> innovative approach to marketing. I believe my skills and experience align perfectly with <i>your</i> company's goals." Interviewer: "That's good to hear. Do you have any questions for me?" Ms. Johnson: "Yes, I do. Can you tell me more about the team I would be working with?" In the sentence, "At my previous company, I was responsible for developing and implementing marketing strategies. <i>It</i> involved a lot of market research and data analysis," what does "<i>it</i>" refer to? (A) The company (B) Ms. Johnson's resume (C) Developing and implementing marketing strategies (D) Market research

	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika	Necessity or Obligation	Level 2	Disajikan sebuah dialog tertulis tentang ungkapan menyatakan keharusan yang terdiri dari 130 kata, peserta didik dapat melengkapi dialog tulis dengan ungkapan menyatakan keharusan dengan benar.	"Sarah: Hi, Tom. What's wrong? You look so worried. Tom: I have a big problem. My assignment is due tomorrow, and I haven't started it yet. Sarah: Oh no! That's serious. You _____ start working on it immediately. Tom: I know, but I'm so tired. I had a long day at work. Sarah: I understand, but you _____ finish it. There's no other way. (A) might ; must (B) should ; must (C) could ; should (D) would ; should
	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika	Necessity or Obligation	Level 3	Disajikan sebuah dialog tertulis tentang ungkapan menyatakan keharusan yang terdiri dari 130 kata, peserta didik dapat menyimpulkan isi dialog tulis dengan ungkapan menyatakan keharusan dengan tepat.	Sarah: "Hey, Mark, did you get the email about the new company policy?" Mark: "Yeah, I did. It seems like a lot has changed." Sarah: "I know, right? We have to submit our weekly reports by Monday now, not Wednesday." Mark: "That's going to be tough. And what about the dress code? We must wear formal attire every day?" Sarah: "Yes, that's what the email said. No more casual Fridays, unfortunately." Mark: "And they've increased the security measures. We need to wear our ID badges at all times, even in the cafeteria." Sarah: "Exactly. It's a bit strict, but I guess it's for everyone's safety." Mark: "I understand, but it's going to take some getting used to. We should also attend the mandatory training session next week." Sarah: "Oh, I forgot about that! When is it?" Mark: "It's on Tuesday at 2 PM. We ought to set a reminder so we don't miss it." Sarah: "Good idea. Well, I guess we have got to follow these new rules. It is what it is." Mark: "Yeah, you're right. Let's make sure we're prepared for the changes." Which of the following is NOT mentioned as an obligation in the dialogue? (A) Wearing formal attire daily. (B) Submitting weekly reports by Monday. (C) Attending a mandatory training session. (D) Working overtime every day.
	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i>	News Item	Level 2	Disajikan sebuah teks tulis berbentuk berita, peserta didik dapat menentukan makna kata sesuai konteks.	"A powerful storm swept through the coastal town of Brighton yesterday, causing widespread damage. The torrential rain and strong winds led to flooding in several areas, forcing residents to evacuate their homes. Rescue teams worked tirelessly throughout the night to assist those affected by the disaster. The local government has pledged to provide immediate support to the victims and begin the cleanup process as soon as the weather subsides."

	- <i>tenses</i> - <i>passive voice</i> - referensi gramatika				In the sentence, "The torrential rain and strong winds led to flooding...", what is the meaning of "torrential"? (A) Light and gentle (B) Heavy and intense (C) Cold and icy (D) Warm and humid
	Peserta didik dapat mengklasifikasikan/menerapkan/menggunakan unsur kebahasaan yang terkait dengan isi teks lisan dan tertulis berikut ini: - persamaan kata, makna frasa, - makna idiom - <i>word order</i> - <i>sentence order</i> - <i>article, demonstrative, possessive</i> - <i>pronoun</i> - <i>agreement dan number</i> - <i>tenses</i> - <i>passive voice</i> - referensi gramatika	News Item	Level 3	Disajikan sebuah teks tulis berbentuk berita, peserta didik dapat menentukan jawaban yang tepat atas pertanyaan tentang rujukan kata sesuai konteks.	"A new study has revealed that regular exercise significantly improves cognitive function in older adults. The research, conducted by a team at the University of California, involved 200 participants aged 65 and over. They were divided into two groups: one group participated in a moderate exercise program three times a week, while the other group maintained their usual sedentary lifestyle. After six months, the participants underwent cognitive tests. The results showed that the exercise group had significantly better scores than the sedentary group. This improvement was particularly noticeable in areas such as memory and attention." In the sentence, "This improvement was particularly noticeable in areas such as memory and attention," what does the word "This" refer to? (A) The sedentary lifestyle (B) The moderate exercise program (C) The cognitive tests (D) The improved cognitive function