READY-TO-USE ENGLISH TEACHING MODULE

Descriptive Text

Describe a place your reader can picture

BACKWARD DESIGN x TPACK

GRADE 7 | PHASE D

A familiar place at school or in the community

3 meetings x 40 minutes | 120 minutes

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Describe a place your reader can picture

1 | Module at a glance

A practical sequence that guides learners from noticing details to creating a clear, audience-aware description of a familiar place.

Identity

Subject: English | Grade: VII | Phase: D

Topic: Descriptive text - a place at school or in the community

Time: 3 meetings x 40 minutes (120 minutes)

Grouping: individual, pairs, and groups of four

Prerequisites & materials

Learners can use familiar nouns, adjectives, simple present forms, and basic sentence patterns. Prepare a photo of a familiar place, board/projector, paper or devices, and the learner pages in this module.

Curriculum connection

This module is designed for Phase D learners working toward understanding and communicating ideas in simple oral, written, and multimodal English. It integrates reading/viewing, listening, speaking, writing, and presenting. The selected genre and sequence should be aligned with the school's ATP and local context.

Essential vocabulary: clean, quiet, crowded, bright, spacious, near, beside, has, there is/are, usually, welcoming.

2 | Backward Design - Stage 1: desired results

Transfer goal

When learners encounter an unfamiliar audience and purpose, they can independently create and share a short, organized description that helps the audience imagine a familiar place.

Enduring understandings

- Writers choose details that help readers picture a person, place, or thing.
- A descriptive text usually introduces its subject, then develops specific characteristics.
- Images and words work together when they are selected to support meaning.

Essential questions

- How can a few carefully chosen details help someone imagine a place?
- How do we organize a description so a reader can follow it?
- How can a picture support, rather than replace, clear English?

Measurable learning objectives

By the end of the sequence, learners can:

- identify the subject and at least four supporting details in a short descriptive model;
- sort at least eight familiar words into nouns, adjectives, and location phrases;
- draft a 70-90-word description with an identification and at least two organized detail groups;

- use simple present, has/have or there is/are, and at least five suitable adjectives with reasonable accuracy;
- revise one detail after peer feedback and present the description with a relevant visual.

3 | Backward Design - Stage 2: evidence of learning

Authentic performance task: "A place worth visiting"

Role: student guide | Audience: a new student or visitor | Situation: the school is creating a small welcome gallery | Product: a 70-90-word illustrated description, shared as a mini poster, one digital slide, or a short spoken gallery presentation.

Required evidence: title/subject; clear identification; at least two clusters of accurate details (appearance, location, use/feeling); relevant visual; understandable sharing.

Analytic rubric (20 points)

Criterion | 4 | Strong | 3 | Meets | 2 | Developing | 1 | Beginning

Content & details | Specific, accurate details make the place vivid | Relevant details identify and describe the place | Some details are vague or repeated | Few details; subject is unclear

Organization | Identification and details are clearly grouped | Mostly clear identification + detail sequence | Some organization, but ideas jump | No recognizable organization

Language | Useful vocabulary and forms are mostly accurate | Meaning is clear; a few errors do not block it | Frequent errors sometimes affect meaning | Errors often make meaning hard to follow

Visual & presentation | Visual strongly supports an engaging, clear presentation | Visual fits; learner communicates understandably | Visual or delivery only partly supports meaning | Visual is missing/unrelated or message is difficult

Scoring: add the four criteria (maximum 16), then convert to 100 by x 6.25. Suggested interpretation: 86-100 exceeds; 70-85 meets; 50-69 developing; below 50 needs targeted support. Use school grading policy where different.

Evidence checkpoints

- Diagnostic: quick picture prompt - name what you see; teacher notes known adjectives and sentence patterns.
- Formative: model-text annotation, vocabulary sort, joint paragraph, draft conference, peer checklist, exit ticket.
- Summative: final text + visual + brief presentation scored with the rubric.

4 | Backward Design - Stage 3: learning plan

The planned instruction moves from building topic knowledge to model analysis, shared composition, and independent creation (BKoF > MoT > JCoT > ICoT).

Time & phase | Teacher and learner actions | TPACK in action / evidence

Meeting 1 | 40 minLaunch + BKoF (10) | Show a photo of the school library. Ask: "What can you see? What makes this place useful or comfortable?" Learners think-pair-share, then complete a quick prior-knowledge word cloud on the board. | CK: place features and description. PK: retrieval, pair talk. TK: projected image or printed photo; board word cloud. Evidence: baseline vocabulary notes.

Meeting 1 | 40 minMoT (20) | Read the model aloud once. Learners identify the subject, underline adjectives, circle location phrases, and label the identification and details. In pairs, match words to picture details. | CK: text purpose/structure. PK: think-aloud, annotation. TK: projected/shared text or paper copy; color highlighting. Evidence: annotated model.

Meeting 1 | 40 minLanguage noticing (10) | Elicit simple present and there is/are patterns. Learners complete three sentence frames orally, then write one accurate sentence about the image. | Teacher checks meaning and form, recasts errors, and notes learners who need frames.

Meeting 2 | 40 minJCoT (15) | As a class, build a shared description of the school garden. Learners suggest details; teacher asks whether each detail helps the visitor imagine the garden. | Use a shared document/board so edits are visible; paper chart is equivalent. Evidence: class paragraph and contribution.

Meeting 2 | 40 minPlan + draft (20) | Pairs choose a familiar place and complete the planning map. Each learner independently drafts 70-90 words; partner asks one clarification question. | Optional shared document or voice typing with teacher oversight; offline planning sheet. Teacher checks structure, detail, and accessibility.

Meeting 2 | 40 minPeer response (5) | Partners use the checklist on page 7. Each writer circles one revision to make. | Comments are specific and kind; collect drafts to guide mini-lessons.

Meeting 3 | 40 minICoT + revise (20) | Learners revise independently, add a fitting photo/sketch, and check word count and sentence clarity. | Digital slide/poster or paper poster. Students may use a device individually or share devices; no student is penalized for choosing paper.

Meeting 3 | 40 minGallery presentation (15) | Pairs present for 45-60 seconds. Listeners identify one vivid detail and ask one respectful question. | Project work or display paper gallery. Teacher scores with rubric; peers leave one "I can imagine..." response.

Meeting 3 | 40 minExit reflection (5) | Learners answer: "One detail I improved... / One English pattern I can use... / One question I still have..." | Teacher uses exit slips to plan follow-up grouping.

5 | TPACK design and classroom setup

TPACK is used here as a planning lens: technology is selected because it supports the English content and learning approach, not because a tool is available.

Knowledge area | Intentional choice in this module

CK | Content | Descriptive purpose, identification + details, precise adjectives, location phrases, and simple-present patterns.

PK | Pedagogy | Genre-based modeling, gradual release, collaborative composition, peer response, choice, and formative checks.

TK | Technology | Projector/shared screen, document editor, simple slide/poster tool, optional voice typing/audio. Choose tools already approved by the school.

PCK | Use color-coded annotation and a teacher think-aloud to make structure and language visible.

TCK | Pair an authentic local-place image with a short text so learners notice how visual details and words complement each other.

TPK | Shared drafting, controlled peer comments, and a gallery walk make feedback visible and manageable.

TPACK | Learners create a concise multimodal description for a real visitor; each digital element serves the content goal and is assessed for meaning, not decoration.

Before class

- Choose a familiar, safe, culturally relevant place and prepare one image plus a paper alternative.
- Print/copy the model text and learner handout; prepare highlighters or colored pencils.
- Check projection, offline files, and any school-approved platform; prepare a paper backup.
- Arrange pairs and identify language supports or extension options.
- Explain that students should not post faces, personal data, or location details publicly.

Potential misconceptions and quick responses

- "A description is a list of adjectives." Ask learners to add precise nouns and location/use details.
- "Every sentence must start with ‘It is...'" Model varied openings: "The library has...", "Near the entrance...", "There are..."
- "The picture does all the explaining." Ask: "What information would a visitor still need if the picture disappeared?"

6 | Model text and learner handout

Model: Our School Library

Teacher annotation: identification = first sentence; details = appearance, location, use, and opinion; present forms = is, has, are, read, borrow, work, helps.

Plan your description

Prompt | Your notes

Useful language bank

It is...It has...There is/are...It is beside/near...People can...My favourite part is...

Adjectives: bright | clean | peaceful | busy | spacious | colourful | comfortable | welcoming | small | useful

Draft frame (use only if helpful)

My chosen place is _____. It is _____. It is located _____. It has _____ and _____. There is/are _____. People usually _____ there. I like this place because _____.

7 | Feedback, differentiation, and reflection

Peer feedback checklist

- I can tell which place is being described.
- I found at least four useful details.
- The writer grouped ideas so they are easy to follow.
- The visual supports the words.
- I can name one detail that helped me imagine the place.
- My partner can improve one sentence by adding a clearer noun, adjective, or location phrase.

Support and extension

Support

- Offer picture-word cards, bilingual glossary, and 4-5 sentence frames.
- Let learners orally rehearse with a partner or record a private practice clip.
- Use a 50-60-word target if needed while keeping the same purpose and rubric dimensions.
- Give a partially annotated model and check one paragraph at a time.

Extension

- Write a 100-120-word description for a specific audience (new student, parent, or visitor).
- Compare two places using precise contrast language.
- Record a short audio guide and revise based on listener questions.
- Explain why one visual is more effective than another for the audience.

Teacher reflection after teaching

Which evidence shows learners can independently identify a subject and select details? Which language pattern needs reteaching? Did the visual and tool improve access or create a barrier? Which learner needs a different scaffold next lesson?

Reference and alignment note

Adapted with reference to Panduan Mata Pelajaran Bahasa Inggris: Fase B-F (Kemendikdasmen, 2025), which frames integrated English skills and genre-based pedagogy (Building Knowledge of the Field, Modelling, Joint Construction, Independent Construction). Official repository: repositori.kemendikdasmen.go.id. Outcomes, genre choice, duration, and scoring should be checked against the school's current CP/ATP and assessment policy.

Prepared as an adaptable classroom example for the Klaten teacher seminar | Andi Widdaya Sofyana, M.Pd.