FISHBONE MODEL

# INCREASING YOUR BASIC VOCABULARY



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## **ACKNOWLEDGEMENTS**

This book is designed based on the writer's dissertation entitled "Designing Instructional Vocabulary Material For Students of STAIN Parepare Based on Fishbone Model" The book focuses on developing the students' vocabulary at STAIN Parepare. A limited test and field tests have been conducted to assess the acceptability of the material by trying out five chapters of it. Therefore, I would like to thank the Almighty Allah for blessing the author to finally complete the book. Next, I would thank the people involved in the development and the completion of this book for giving commitment, enthusiasm, outstanding supports, especially my promoter and copromoters, Prof. Dr. H. Arifuddin Hamrah M.Ed, and Prof. Dr.H.Baso Jabu,M.Hum. Very special thank also goes to Prof. Dr. H. A. Qashas Rahman, M.Hum., Dr. Kisman Salija, M.Pd.,and Prof. Dr. H. Haryanto,M.Pd for their splended correction and editing, Prof. Dr. Jasruddin, M.Si and his staffs for the support facilities. I would also acknowledge the students and lecturers of English Education Program of STAIN Parepare.

## **TEACHER'S GUIDE**

## Overview

This material of *Increasing Your Vocabulary* is designed based on a needs analysis and the resource of the materials is Instructional Vocabulary Material Based on Fishbone Model. The main objective of the material is to make the students able to develop the vocabulary with synonym, antonym, homophone, and

homograph. To fulfil lthis main objective, this material provides some activities that are intended to train the students' academic and nonacademic

Vocabulary Material. Those activities are conducted by implementing three learning activities, Pre activity, While activity, and post activity. This Vocabulary Material is provided with a fishbone picture which consists of twelve pictures. These pictures are distributed in twelve units and every unit contains twelve tasks. The picture will be develop for some exercises. The material is also equipped with grammar focus, and answer keys of certain Exercises.

## **Preparation**

Before conducting the instructional process, the teacher or the instruction should provide some aids or tools. This material needs supporting tools like:

- laptop or personal computer
- Pictures
- others instructional tools

Make sure also that the students possess the photocopies of each Task or exercise.

## **Suggested Strategy**

Before conducting the three phrase activities, the lecturer may conduct opening or warming up activity by apperception, namely eliciting from the

students their experiences related to the topic and content of the book which are going to be develop.

Course Title : Developing Vocabulary With Fishbone Model

## 1. Course Description

The role of vocabulary is complex one because it is fundamental basic in English. Teaching vocabulary is one important aspect in learning a foreign language. With limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the students cannot communicate to othesr clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabulary can help the students read, speak, listen, and write in English.

this design is an indispensable guide for teaching vocabulary. The students will gain a larger vocabulary, knowledge, grammar, know synonim, antonym, homophone, Homograph. Each meeting the students.will master new vocabulary through reading, developing vocabulary by fishbone model

## 2. Course Objective

- A. Students will increase their Vocabulary stock, active and passive vocabulary use.
- B. Through study of English derived roots (bases, prefixes, and suffixes, synonim, antonym, homophone, homograph), an even larger number of words will be comprehended or made accessible to each member of the class.
- C. Sensitivity to situational expectations of diction will be practiced, from very informal diction to professional-level word choices.
- D. Students will gain understanding of words' connotations, as well as denotative meanings, to enhance their ability to choose language that precisely expresses their meanings.
- E. Students will learn skills in the retention of new information and in the use of resources available for further increases in vocabulary in the future.
- F. Students will practice presentations of material, developing skills in speaking, and reading ordering thoughts, and giving in-depth consideration to the material presented.

#### 1. Course book title

#### **Unit One**

## Islamic Story

- 1. Prophet Muhammad (Read The Text)
- 2. List of Vocabulary
- 3. Exercise 1.Choose one word in the list vocabulary, develop vocabulary by using fishbone model
- 4. Exercise 2. Make Simple Sentence
- 5. Exercise 3. Fill the Blank
- 6. Grammar focus

#### **Unit Two:**

Status of Woman in Islam

- 1. Synonym
- 2. List of Vocabulary
- 3. Exercise 1. Developing Vocabulary
- 4. Exercise 2.Make compund sentence
- 5. Exercise 3.Write the synonym of the boldface
- 6. Exercise 4. Different word
- 7. Grammar Focus

#### **Unit Three:**

## Lesson Life

- 1. Antonym
- 2. Vocabulary
- 3. Exercise 1. Complete fishbone with appropriate antonym
- 4. Exercise 2. Make compound sentence
- 5. Exercise.3 Fill the blank
- 6. Exercise 4. What is the antonym of the picture
- 7. Grammar focus

#### **Unit Four:**

The power of Istigfar

- 1. Homophone
- 2. Vocabulary
- 3. Exercise 1. Lookfor the homophone of word in the sceleton of fish
- 4. Exercise 2. Make compound sentence
- 5. Grammar focus

#### **Unit Five:**

Sight of Kabah

- 1. Homograph
- 2. Vocabulary
- 3. Exercise 1. Lookfor the homograph in the sceleton of fish
- 4. Exercise 2. Make simple Sentence
- 5. Exercise 3. Fill the blank
- 6. Grammar focus

#### Unit six:

The old grandfather and His Grandson (Read Text)

- 1. Verb
- 2. Vocabulary
- 3. Exercise 1. Developing Vocabulary
- 4. Exercise 2. Fill the blank wit one word

#### Unit seven

Global Warming (Read the text)

- 1. Noun
- 2. Vocabulary
- 3. Exercise 1. Developing vocabulary in the head of fish
- 4. Exercise 2. Decide if the boldface is noun

## **Unit eight:**

Green House Effect

- 1. Verb
- 2. Vocabulary
- 3. Exercise 1. Developing superlative and comparative in the sceleton of fish
- 4. Exercise 2. Fill the gaps
- 5. Exercise 3. What can you say

#### **Unit nine:**

Lopi Sandeq

- 1. Prefix and Sufix
- 2. Exercise 1. Choose one the words from the frefix table to fill this sentence
- 3. Exercise 2. Write on your sentence to show what these words means
- 4. Exercise 3 What do you think this word and phrase means.
- 5. Exercise 4 Complete the fishbone by writing the base form of each words
- 6. Exercise 5. Write paragraph at least eight of example words from table
- 7. Exercise 6. Find the negative form at these words Sufix
- 8. Exercise 7. Which of example words do these picture illustrated
- 9. Exercise 8. Match an adjective with a noun in the box
- 10. Exercise 9.Match these book with their subject.
- 11. Exercise 10. Write some subject
- 12. Exercise 11. What do you think this word and phrase means
- 13. Exercise 12. Complete fishbone by using sufix

#### Unit ten:

The legend of like Batur

- 1. Adverb of Time
- 2. Place
- 3. Manner
- 4. Exercise 1. Read the text and answer the question
- 5. Exercise 2.Identify adverb in the fishbone
- 6. Exercise 3. Complete the sentence with word from opposite
- 7. Exercise 4. Answer the question based on the text.
- 8. Fill the gaps

## **Unit eleven**

## Food and Drink

- 1. Coffee and pizza
- 2. Did you understand the story
- 3. Fill the blanks
- 4. Complete the fishbone based on the reading text

## **Unit twelve**

## At home

- 1. Reading Text
- 2. Choose the correct answer each question
- 3. Complete the map based on reading text
- 4. Find the word
- 5. Work in small group
- 6. Complete the fishbone

## 2. Course out line

#### **Grade Calculations**

Grading of all work in this class will use a point system, with the correct number of answers that the student has achieved placed over the number of answers possible. Each quiz will be 20 points, with presentations worth 50 points, and midterm and finals from 100 and 15 points.

At the conclusion of the term, students' total points attained (the upper figure) will be divided by the number of total points possible throughout the semester. This will determine the final grade, with 90 to 100 an A, 80 to 89 a B, etc.

## 3. Class Schedule

	Week 1			
Unit	1	Islamic Story  1. Prophet Muhammad (Read The Text)  2. List of Vocabulary  3. Exercise 1.Choose one word in the list vocabulary, develop vocabulary by using fishbone model  4. Exercise 2. Make Simple Sentence  5. Exercise 3. Fill the Blank  6. Grammar focus		
		Week 2		
Unit	2	Status of Woman in Islam  1. Synonym 2. List of Vocabulary 3. Exercise 1. Developing Vocabulary 4. Exercise 2.Make compund sentence 5. Exercise 3.Write the synonym of the boldface 6. Exercise 4. Different word 7. Grammar Focus		
Week 3				
Unit	3	Lesson Life  1. Antonym 2. Vocabulary 3. Exercise 1. Complete fishbone with appropriate antonym 4. Exercise 2. Make compound sentence 5. Exercise.3 Fill the blank 6. Exercise 4. What is the antonym of the picture 7. Grammar focus		

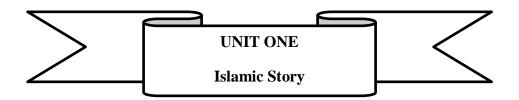
	Week 4				
Unit	4	The Power of Istigfar  1. Homophone 2. Vocabulary 3. Exercise 1. Lookfor the homophone of word in the sceleton of fish 4. Exercise 2. Make compound sentence 5. Grammar focus			
		Week 5			
Unit	5	Sight of Kabah  1. Homograph 2. Vocabulary 3. Exercise 1. Lookfor the homograph in the sceleton of fish 4. Exercise 2. Make simple Sentence 5. Exercise 3. Fill the blank 6. Grammar focus			
		Week 6			
Unit	6	The Old grandfather and His Grandson  1. Verb  2. Vocabulary  3. Exercise 1. Developing Vocabulary  4. Exercise 2. Fill the blank wit one word			
		Week 7			
Unit	7	Global Warming  1. Noun  2. Vocabulary  3. Exercise 1. Developing vocabulary in the head of fish  4. Exercise 2. Decide if the boldface is noun			
Week 8					
Unit	8	Green House Effect  1. Green House Effect (Read the text)  2. Vocabulary  3. Exercise 1. Developing superlative and comparative in the sceleton of fish  4. Exercise 2. Fill the gaps  5. Exercise 3. What can you say			

		Week 0
Week	9	Week 9 Lopi Sandeq
		Prefix and Sufix  1. Exercise 1. Choose one the words from the frefix table to fill this sentence  2. Exercise 2. Write on your sentence to show what these words means  3. Exercise 3 What do you think this word and phrase means.  4. Exercise 4 Complete the fishbone by writ ing the base form of each words  5. Exercise 5.Write paragraph atleast eight of example words from table  6. Exercise 6. Find the negative form at these words  7. Sufix  8. Exercise 7. Which of example words do these picture illustrated  9. Exercise 8. Match an adjective with a noun in the box  10. Exercise 9.Match these book with their subject.  11. Exercise 10. Write some subject  12. Exercise 11. What do you think this word and phrase means  13. Exercise 12. Complete fishbone by using sufix
		Week 10
Week	10	The legend of like Batur  1. Adverb of Time  2. Place  3. Manner  4. Exercise 1. Read the text and answer the question  5. Exercise 2.Identify adverb in the fishbone  6. Exercise 3. Complete the sentence with word from opposite  7. Exercise 4. Answer the question based on the text.  8. Fill the gaps
		Week 11
Unit	11	Food and Drink  1. Coffee and pizza 2. Did you understand the story 3. Fill the blanks 4. Complete the fishbone based on the reading text
		Week 12
Unit	12	At home 1. Reading Text

<ol> <li>Choose the correct answer each question</li> <li>Complete the map based on reading text</li> <li>Find the word</li> <li>Work in small group</li> <li>Complete the fishbone</li> </ol>

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#### 1. Learning objectives:

- 1. Students are able to understand reading text
- 2. Students are able to improve their vocabularies by using reading text
- 3. Students are able to make simple sentences

#### The instructions for use the materials

The material will be though by using islamic story such as **prophet Muhammad,** The lecturer uses local content to present the materials above to influence students imagination in teaching vocabulary, therefore the students can understand well the material that presented by the lecture (s).

For example. Bold **Prophet** can be related to "Nabi" that popular in Muslim people is. In this topics use fishbone technique to improve students' imagination to get the point of the reading especially to understand new vocabularies. According to Eris Kusnadi (2005:247) fishbone can be used to identify problems, therefore exercises number 1 and 4 use fishbone technique relate to concrete experience. And exercise number 2,3 relate to reflective observation, exercise 5 relate to active implementation.

According to Kolb's theory that

- 1. Concrete experience is it begins with doing something in which individual, team or organizations are assigned a task.
- 2. Reflective observation, this means taking time out from doing and stopping back from the task and reviewing what has been done and experienced.
- 3. Abstract Conceptualization is the process of making sense of what has happened and involves interpreting the events and understanding the relationship between them.

Active Experimentation when the learner considers how they are going to put what they have learnt into practice.



**Read The Text** 

## Prophet Muhammad

Great thing happened in the year 571 A.D. (the hristian era). Muhammad, the last prophet, was born in Mecca 571 years after the prophet Jesus. His father was Abdullah, who died before his birth, he lost his mother, Aminah, when he was only 6 years old. He married Khadija when he was 23 years old. She was a noble lady of Mecca. He lived for 63 years. He received that first revelation from Allah in 611 A.D. when he was 40. At that time the Arabic people were idol worshippers. For 25 years he preached the message of truth. Muhammad invited the people to return to islam.

(Source: English For Islamic Studies)

Vocabulary

To happen = terjadi idol = berhala

Prophet = nabi to workship = menyembah

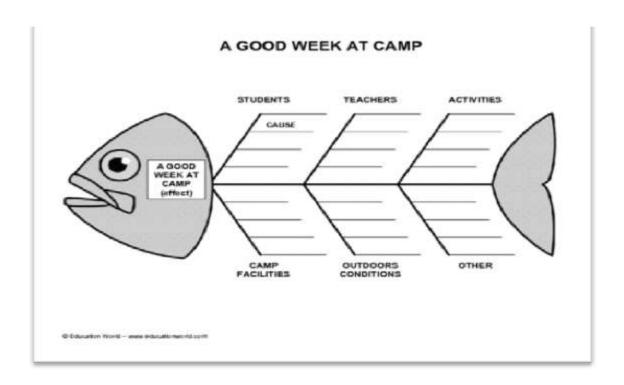
Birth = kelahiran message = risalah

Noble = bangsawan to preach = menyebarkan

Revelation = Wahyu truth = Kebenaran

## **While Activit**

Choose one word in list of vocabulary, put in the head of fish, and develop of the vocabulary based on fishbone model



_	
9	Post Activity
	Make Simple sentences by using words in the skeleton of the fish
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# Fill the Blanks with words you find in the text

- 1. He....his mother
- 2. A great thing.....in the year 571 A.D
- 3. He......Alllah
- 4. The Arabic people were Idiol.....
- 5. He received..... from Allah
- 6. When.....only
- 7. The people to.....return to Islam
- 8. Who died.....his birth

#### **Grammar in Focus**

**A.Tenses: Simple Present** 

#### Structure

- 1. The simple present says that something was true in the past, it is true in the present, and will be true in the future ( simple present digunakan bila sesuatu benar diwaktu lampau, benar diwaktu yang akan datang, dan benar diwaktu sekarang.
  - 1. Water consist of hydrogen and oxigent.
  - 2. Most animals kill only for food
  - 3. The world is round.
  - 4. The sun rises in the east and the sets in the west.
  - 5. A bird sings and a dog barks.
- 2. The simple present is used to express habitual or everyday activity.
  - 1. I study for two hours everynight
  - 2. My class begins at nine
  - 3. He always eats bread for breakfast
  - 4. They take a bath twice a day
  - 5. We watch TV everyday

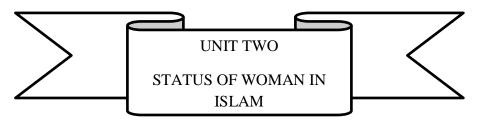
## **B.Simple Sentence**

Simple sentence has only one full prediction in the form of independent clause.

## **Example:**

- 1. Birds fly in the sky
- 2. I arrive at school on time
- 3. The man stole the jewelry
- 4. He must study harder than before
- 5. They study English now.

Exercise



## 1. Learning objectives:

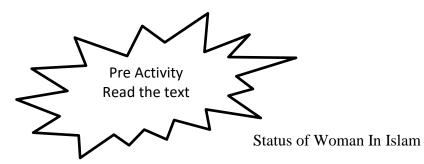
- 1. Students are able to develop of word in the list of vocabulary by fishbone model
- 2. students are able to make compound Sentence
- 3. students are able to know synonym of word

#### 2. The instructions for use materials

After learning the general vocabularies at the first week, the lecturer (s) continue to present Synonym. At the second week, there are five exercises that will be discussed by the learners. Firstly, the lecturer(s) explain the simple theory of Synonym. The learners will discuss exercises 1 developing vocabulary, exercise 2, make compund sentences, 3 write the synonym, 4 fill the blank. In this discussion explain about grammar.

## 3.Synonym

A synonym is word or phrase that means nearly the same as another word or phrase in the same language. Words that are synonyms are said to be synonymous. Synonym is called synonymy. The words come from ancient Greek syn (with) and onoma (name). An example of synonym are the words begin start, commence, and initiate. Words can be synonymous when meant in certain sense, even if they are not synonymous in all of their sense. Example, if we talk about a long time or an extended time, long and extended are synonymous.



Why is it that so many women who have been born and brought in Europe and America are willing to reject their 'liberty' and 'independence' to embrace a religion that supposedly oppresses them and is widely assumed to be prejudicial to them?" This is a question that I found on one of the sites while surfing around, and I found it an interesting question and which I'd like to draw this article around. Can Islam be prejudiced to women, and yet appeal to women? Can Islam lower the status of a woman and still have more women embracing it as their way of life than men? According to an article written by Lucy Berrington in the Times Magazine (London) dated 9th Nov. 1993

It is even more ironic that most British converts should be women, given the widespread view in the west that Islam treats women poorly. In the United States, women converts outnumber men by four to one, and in Britain make up the bulk of the estimated 10, 000 to 20, 000 converts, forming part of a Muslim community of 1to1.5 million. How can the case of those women be explained?! Well, I could say that there are only one of two choices that one can decide upon. Either all those women who choose Islam don't know what they are doing or that they discovered Islam is not prejudice to them as others have yet to discover. New convert to Islam since September 11, US Navy petty officer, Heather Ramaha. "Islam gives us Elevation; not Degradation"

(Source: English for Islamic Studies)

Vocabulary

Embrace = Memeluk

Article = Wacana

Oppresses = Menekan/Menindas

Explain = Menjelaskan

Prejudicial = Merugikan

Decide = Memutuskan

Assume = Memikul/ Menanggung

Community = Komunita

Convert = Muallaf

Estimate = Menperkirakan

Discovered = Menemukan

Officer = Karyawan

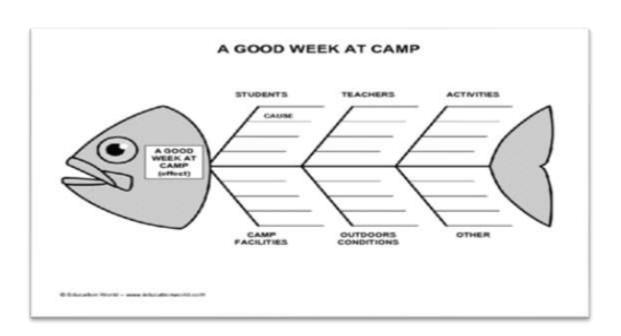
Elevatio = Peninggian

Muslim community = Masyarakat Muslim

## Exercise.1

## While Activity

Choose of word in the list of vocabulary, put in the head of fish, Develop of word, look for the sinonym by using fishbone model



Exercise.2	A
Post Activity Direction Make compund sentence by using words i	n the skeleton of fish.
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## Exercise.3

Write the synonym for the boldface

Example : the huge oak tree has grown here for years Giant

- 1. I found an interesting question.....
- 2. I'd like to draw this article around.....
- 3. Can Islam lower the **status** of a woman.....
- 4. Islam gives us **Elevation**....

## Exercise.4

Different words often share the same or similar meanings. We call these words *synonyms*. You can increase your vocabulary *and* become a better writer by thinking about synonym.

**Direction:** Draw a line to match each numbered word on the left with its synonym on the right.

- 1. amend untrue
- 2. frequent change
- 3. false fall
- 4. courteous often
- 5. autumn polite
- 6. desire backbone
- 7. perhaps maybe
- 8. shrewd attorney
- 9. lawyer clever
- 10. spine want



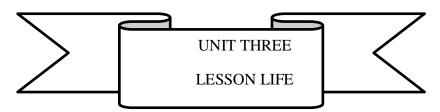
## **Grammar in Focus**

## **Compound Sentence**

Compound sentence are sentence consisting of two or more independent clauses. These two independent clauses are commonly joined by connector or conjuction, such as and, but,or, ect.

## **Examples:**

- 1. Father is reading the news paper and mother is cooking in the kitchen.
- 2. Jhon quit school, but Harry continued his studies.
- 3. The house rang with laughter, and the air was filled with the fragrance of tropical fruits.
- 4. The machine is not rightly adjust, or else we do not know how to operated it.
- 5. The door were opened, and the audience came crowding in.



## **Learning outcome:**

- 1. students are able to identify Antonym
- 2. students are able to make sentences
- 3. students are able to develop of vocabulary by using fishbone model

## The instructions for use materials

In this week, the lecturer(s) will explain Antonym. In this while activity the lecturer (s) explain simple theory of Antonym to the learners. In this unit there are three exercises. Exercise number 1 developing vocabulary, 2 make sentences, 3. fill the blank and grannar focus.

## Antonym

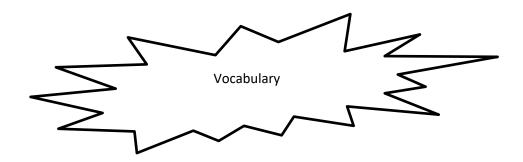
An atonym is a word that means the opposite of another word. For instance. The antonym of 'hot' may be 'cold'. The root words for the word antonym are the words 'anti' meaning 'agains' or opposite, and onym meaning name. In order to be better understanding antonym, let's take a look at what the word synonym



Lesson Life

There was a man who had four sons. He wanted his sons to learn not to judge things too quickly. So he sent them each on a quest, in turn, to go and look at a pear tree that was a great distance away. The first son went in the winter, the second in the spring, the third in summer, and the youngest son in the fall. When they had all gone and come back, he called them together to describe what they had seen. The first son said that the tree was ugly, bent, and twisted. The second son said no it was covered with green buds and full of promise. The third son disagreed; he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen. The last son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfillment.

The man then explained to his sons that they were all right, because they had each seen but only one season in the tree's life. He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are and the pleasure, joy, and love that come from that life can only be measured at the end, when all the seasons are up. If you give up when it's winter, you will miss the promise of your spring, the beauty of your summer, fulfillment of your fall. Don't let the pain of one season destroy the joy of all the rest. Don't judge life by one difficult season. Persevere through the difficult patches and better times are sure to come some time or later.



Destroy = Menghancurkan

Season = Musim

Promise = Berjanji

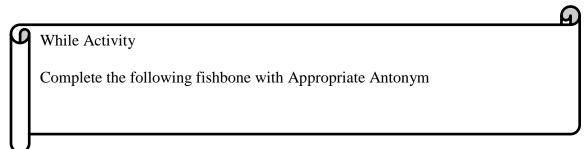
Blossoms = Mekar

Fulfilment = Memenuhi

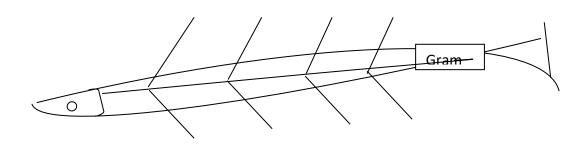
Twisted = Membelit

Describe = Menggambarkan

# Exercise.1



# Diligent Sick Stand Walk



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# Exercise.2

Make Complex sentences by using words in the skeleton of fish above.
Exercise.3
Fill the Blank of the sentences
<ol> <li>He wanted his to learn.</li> <li>he them on a ques.</li> <li>you will miss the</li> <li> son went in the winter.</li> <li>The disagreed with all of them</li> </ol>

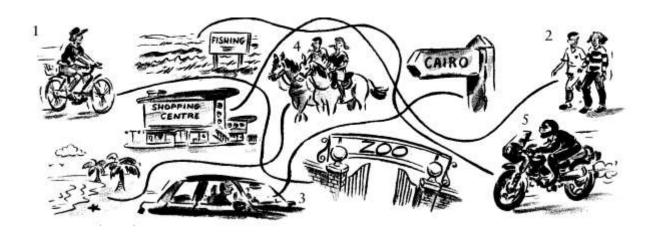
## **Grammar Focus**

Complex Sentence contains an independent clause and at least one dependent clause. An independent clause can stand alone a sentence and makes a complete thought and a dependent clause cannot stand alone, even though it has a subject and a verb.

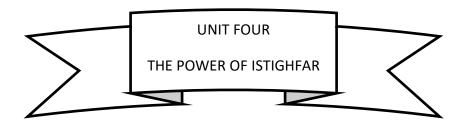
## **Example:**

- Because my coffee was too cold, heated it in the microwafe.
- Though he was very rich, he was stil very unhappy.
- She return the computer after she noticed it was damaged.
- When the cost goes up, customers buy less clothing.
- As she was bright and ambitious, she became manager in no time.
- Wherever you go, you can always find beauty.
- The movie, though very long, was still very enjoyabl

Exercise.4 What is the Antonym of the Picture Below



Source: English Vocabulary. Michael McCarthy



## **Learning objectives:**

Students are able to understand homophone Students are able to identify homophone. Students are able to develop of vocabulary Students are able to make complex sentence

#### The instructions for use materials

The Lecturer will explain short materials about homophone before giving exercises to the learners. Exercise 1 look for the homophone, exercise 2. Make complex sentence, Exercise 3. Cross the word.in this discussion there is grammar focus. In the grammar focus explain about compund complex sentence.

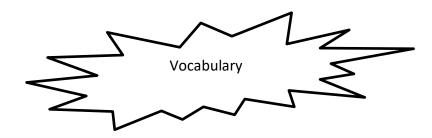
Homophone is a word that is pronounced the same as another word but differs in meaning, and may differ in spelling. The words may be spelled the same, such as rose (flower) and rose (Pasten of rise) or differently. Homophones that are differently are also called heterograps. The term "Homophone" may also apply to units longer or shorter than words, such as letter, phareses or group of letter that are pronounced the same as onother phrase, or letter or group of letter.

Pre Activity
Read The text below

## The Power of Istigfar

This story about "Istighfar" is from the life of Imam Ahmed Bin Hanbal, who is considered as a renowned scholar of Islam and a famous theologian. Imam Ahmed is also considered to be the founder of the Hanbali school of fiqh (Islamic jurisprudence) and is one of the most celebrated Sunni theologians, often referred to as the "Sheikh ul-Islam" or the "Imam of Ahlal-Sunnah." During his old age, while Imam Ahmed was traveling he stopped by a town. After the prayers, he wanted to stay for the night in the masjid yard because he didn't know anyone in the town. Owing to his humility, he hadn't introduced himself to anyone

Failing to recognize Ahmed bin Hanbal, the caretaker of the mosque refused to let him stay in the mosque. As Imam Ahmed was quite old, the caretaker had to drag him out of the mosque. On seeing this, a baker from a nearby place felt pity for this man (Imam Ahmed) and offered to be the host to him for the night. During his stay with the baker, Imam Ahmed observed that the baker would constantly recite Istighfar (seek forgiveness from Allah). Imam Ahmed asked the baker if the constant practice of saying Istighfar had any effect on him. The baker responded by telling Imam Ahmed that Allah had accepted all of his duas (supplications), except one. When he asked him what dua was it that hadn't been accepted, the baker replied that he had been asking Allah to provide him the privilege to meet the famous scholar Imam Ahmed bin Hanbal. On this, Imam Ahmed bin Hanbal said that Allah had not only listened to his dua but had dragged him onto his (the baker's) doorsteps. [Summarized from Al Jumuah magazine, This story is a reminder of the power of saying Istighfar (seeking forgiveness) frequently.



Recognize : Mengenal

Theologian : Ahli Ilmu Agama

Prayers : Beribadah/berdoa

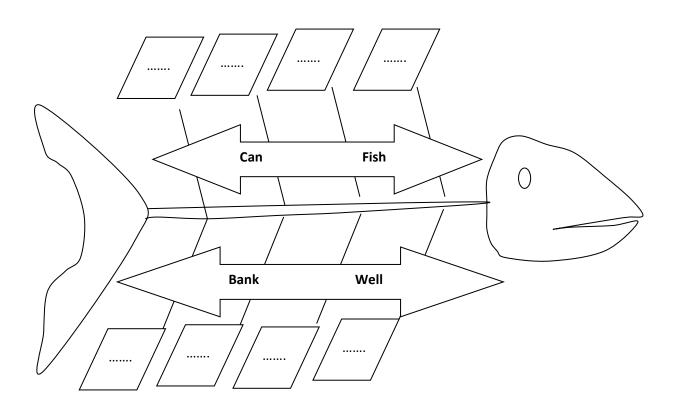
Accept : Menerima

Dragged : Menyeret

Renowned : Termasyur

# Exercise 1.

While Aactivity
Look for the Homophone of word in the scelleton of the fish

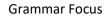


# **Post Activity**

# Exercise. 2

	Make compound Complex Sentence
••••	





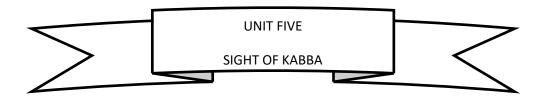
Compound complex Sentence

In English grammar, a compund complex sentence is a sentence with two or more independent clause and at least one independent clause. Compound complex sentencen is one of four basic sentence structures. The other structures are the simple sentence, the compound sentence, and the complex sentence.

#### Example:

While he was cleaning the kitchen, he found a lot of expired food, but he did not get rid of it immediately.

Yulia, who works out two times a week, has a positive body image, therefore, she always looks happy and healthy.



# **1.Learning Objective:**

Students are able to know the homograph
Students are able to identify homograph
Students are able to write simple present continous tense
Students are able to develop of vocabulary in the sceleton of fish

#### 2. The instructions for use materials

In this Unit 5, the lecturer explains Homograph then giving exercises to the learners. There are three exercises. Exercise 1 developing vocabulary in the skeleton of fish, exercise 2. Make simple present continous, exercise 3. Fill the blank. In this discussion, there is grammar focus, the grammar focus explain about simple present continous tense.

# 3.Homograph

A homograph is a word that shares the same written from as another word but has a different meaning. However, some dictionaries insist that the words must also sound differently, while oxford dictionary says that the words should also be of different. Homograph, including those in which the words are discriminated by being in a different word class. When speaking, the meaning my be distiguished by different pronounciation.

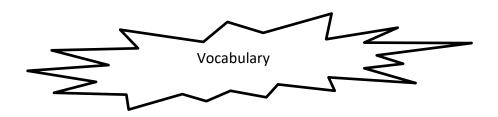
Pre Activity
Read the text below

#### SIGHT OF KABAH

One never tires of gazing at the sight of the House of Allah, the Kaa'ba. The site upon which the mercy and blessings of Allah are constantly descending. There is truly nothing comparable to the House of Allah on this Earth. People wish time would stand still so they could keep gazing at the Kaa'ba; their thirst is never quenched, rather it increases. Once, while on a visit to Washington, people told me that a woman had accepted Islam and had some questions for me. They told me that many non-practicing Muslim women had started practicing again due to her. At prayer time she would dress in her best clothes as if readying herself for someone special, and would become oblivious to everything around her as soon she started praying.

After a brief question and answer session, I asked her what prompted her to accept Islam. She sighed and started explaining; "I was a Jew and my husband was a Christian who was posted in Saudi Arabia for some technical work. Everyday I used to see Muslim men and women dressed in white on their way somewhere. I asked my husband where they were going and he told me that they go to perform pilgrimage at the Muslim shrine of Kaa'ba. I expressed a desire to go but he told me that non-Muslims were not allowed. However, I was determined and so we both bought white clothes and set out.

Fortunately no one stopped us and we reached Makkah, from where we found directions to the Kaa'ba. Upon seeing the Kaa'ba our eyes froze and time seemed to stand still. When we turned to look at each other after some time, we were both crying. With our eyes we told each other that this was the Truth and we should accept Islam. No one ever told me about Islam, but there were so many blessings descending onthat House that they changed my life forever." The blessings of Tawhid descend in Makkah, and the blessings of Prophethood descend in Madinah. One has seen nothing in life if he has not seen these two holy sites. May Allah give all Muslims the opportunity to visit to His House.

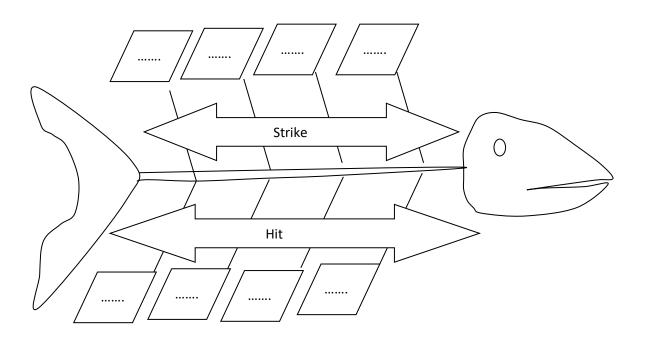


# Vocabulary:

Prompted : Membisikkan
Pilgrimage : Naik Haji
Blessing : Memberkati
Descend : Keturunan
Prophethood : Kenabian
Opportumity : Kesempatan
Determined : Menentukan

# Exercise.1

While Activity
Look for the homograph of word in skeleton of fish



# **Post Activity**

# Exercise.2

9	Ma	ke simple present continous sentences by using words in the skeleton of fish
	•••••	
••••	•••••	
	ercis	ee.3
	Fill t	the Blanks with words you find in the text
	1. 2. 3. 4. 5.	There is truly nothing to the House of Allah could keep gazing at the Kaa'ba. I her what her to accept Islam. I used to see men and women When we to look at other after time. we both crying our



# **Grammar Focus**

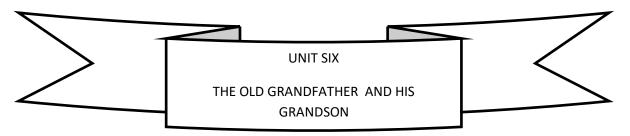
# **Present continous tense**

Present continuous tense express idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

# **Examples:**

You are learning English now. She is studying Arabic now.

They are playing tennes now



#### **Learning outcome:**

- 1. students are able to identify verb
- 2. students are able to make sentences
- 3. Students are able to develop of vocabulary in the skeleton of fish

#### The Instruction for use Material

In this week, the lecturer(s) will explain verb. In this while activity the lecturer (s) explain simple theory of verb to the learners. Exercise number 1 developing vocabulary in the skeleton of the fish . exercise 2.fill the blank and in the sentences

## Verb

Verb is any word notifying about movement, act, effeort, or intention of both a living subject and non living subject, however, there is another class of of verbs showing no movement, act, effort or intention, and even no significant function withouth being linked with another words. Like adjective and noun.



#### The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deff, and his kness shook. When he sat at the table, he could not hold a spoon strongly, he spilled soup on the tableclocth. Besides this, some of his soup would run back out of his mouth. His son and his son's wife were annoyed by this, finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not saying anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for father and mother to eat from when he was big. The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Vocabulary

Spilled = Menumpahkan

Shook = Menggoyang

Tablecloth = Taplak Meja

Stove = Kompor

Bowl = Mangkuk

Wooden = Kayu

Broke = Merusak

Grandson = Cucu

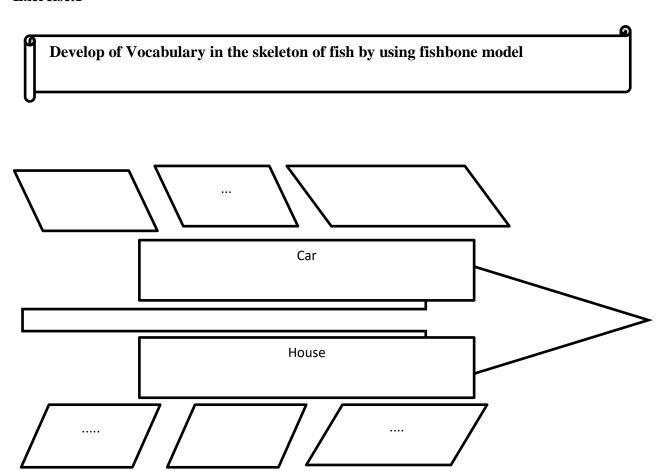
GrandFather = Kakek

Hold = Memegang

Immediately = dengan seketika

Pieces = Potongan

# Exercise.1



## Exercise.2

9	Direction			
			n. The first one has been	t after the sentence, write done for you as an example
U				
	Blanket Da	nnce Dri	ve Jole	Reward
1.	The Tango is a roma	ntic Latin <i>Dance (N</i>	oun)	
2.	Do you like t	The Tango (_	)	
			Your home	()
4.	Theon th	e Curvy road made	e Celia Carsic()	
<i>5.</i>	When my dog Skipp	er sit	him with a biscui	t()
6.	Jessica offered 850_	for th	e return of her Rings(	/
			a cotton one(	
<i>8</i> .	The snow will	the city st	treets by Morning(	)
9.	Klein will	with his pattern	to make them laught(	)
<i>10.</i>	Have you hard the f	unny	about the alligator an	d the duck()



# 1.Learning objective:

Students are able to know definition of noun

Students are able to develop of vocabulary in the head of fish

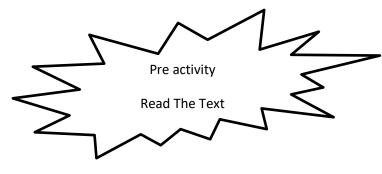
Students are able to identify noun in text

# 2. The instructions for use materials

In this activity, the lecturer will explain noun, then in the post activity the teacher will guide the leaner to do some exercises. Exercise 1 developing vocabulary in the head of fish. Exercise 2 fill the blank

#### 3.Noun

Noun is any word to be position as subject or an object of a sentence, and to exist physically or mentally in mind or it may possible belong to someone, through it must not always be inform of real noun physically, more than that, a noun can also be easily recognized if it initiated by preposition



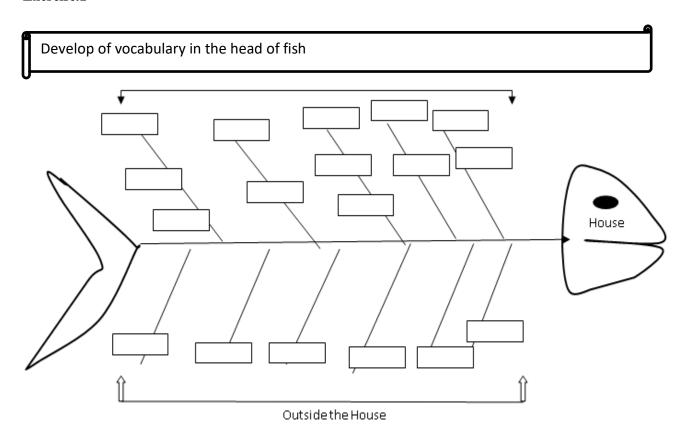
**Global Warming** 

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible.

It of course includes local vegetables, fruits, breads, etc. Local groceries don't need much transportation to get it into the market. It of course means, the mount of carboon dioxide produced is less than than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frosen ones are helltheir for us. Futhermore, fresh food or groceries means no requirments for it to be freeze up. It means that not electricity is needed and saving energy means reducing carboon dioxide and money. So, from now we should consume fresh local groceries to reduce global warming.

# Exercise.1



## Exercise.2

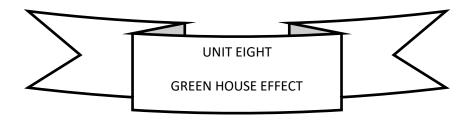
Some words can be more than one part of speech. A word's part of speech depends on the way it is used in a sentence.

# **Direction:**

Read each sentence. Decide if the **boldface** word is a noun (names a person, place, or thing), verb (expresses action), or adjective (describes). Write the part of speech on the line.

1. a. The golf ball bounced onto the
green
b. The <b>green</b> tree frog blended with
the leaves.
2. a. Begin the job by making a stepby-
step <b>plan</b> .
b. Christina will <b>plan</b> the project, but
I will do the work.
3. a. <b>Grease</b> the wheels to make them
turn silently
b. The mechanic had <b>grease</b> on his
uniform
4. a. The wheat was <b>ground</b>
into flour.
b. The <b>ground</b> is too wet for a
picnic.
pieme.
5. a. My little brother is afraid of the
•
dark.
b. We couldn't find our seats in the
dark theater.
6. a. The <b>play</b> was divided into three
acts
b. Don't <b>play</b> your drums when

the neighbors are sleeping.	
7. a. If you want to grow vegetables, you must <b>weed</b> the garden.	
b. The dandelion is a common	
weed	
8. a. The <b>search</b> took the men deep into the forest.	_
b. I'm going to <b>search</b> for my lost wallet	



#### **Learning objectives:**

Students are able to understand adjective

Students are able to identify adjective (good and bad things)

Students are able to identify Common adjective

#### The instructions for use materials

The Lecturer will explain short materials about adjective before giving exercises to the learners. There are three exercise. Exercise 1.developing superlative and comparative by using fishbone model, Exercise 2. Fill the gap, exercise 3. What do you want to said.

## **Adjective**

In linguistic, an adjective is a describing word, the main syntactic role which is to quality a noun or noun phrase, giving more information about the object signified. Adjective are one of the English part of speech, although historicallythey were classed together with the nouns. Certain words that were traditionally considered to be adjective, including, the,this,my,etc.

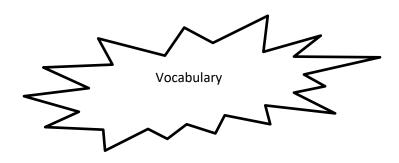


#### **GREEN HOUSE EFFECT**

When fossil fuels, or other fuels, such as wood or peat, which contain carbon are burned, carbon dioxide is released into the atmosphere, vehicles also give out, and so add, carbon dioxide to the atmosphere.

The earth's atmosphere allows most of the sun's rays to pass through it to the head the Earth' surface. The earth reflects much of the heat energy back into the atmosphere, but much of this reflected radiation cannot escape because gases such as carbon dioxide absorb it. They grow warm and send heat radiation back to earth. This is the greenhouse effect. Many scientist thik that the greenhouse effect many change the climate, oyear or so. One consequnce of soaled "Global warming" resulting from the greenhouse effect could be melting of the polar ice caps. This in turn, could lead to a rise in sea level which could flood large areas of higly populated coastal land.

If the carbon dioxide proves to be as harmful as thought. In other to reduce carbon dioxide level we need to reduce the amounts of carbon rich fuels burned ver the next.



Harmful contain

Green House Vehicles

Polar ice add

Absorb Burned

Fuels Reduce

Global Warming Reflect

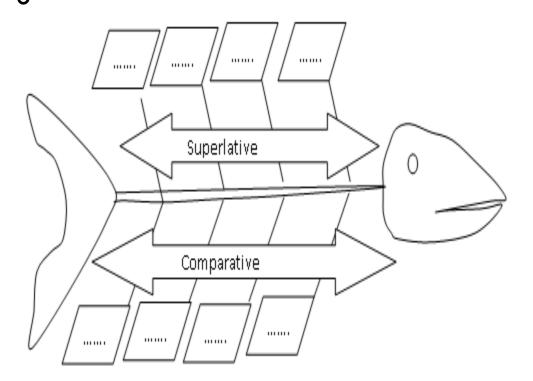
Radiation Flood

Concequent Surface

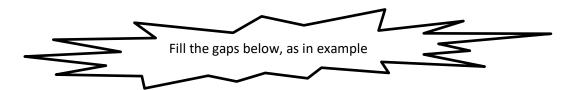
Escape Turn

# Exercise.1

Developing Superlative and comparative in the skeleton of fish by using fishbone model

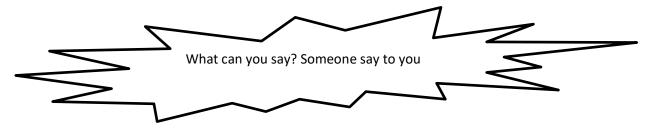


## Exercise 2:



- 1. my hair's awful I must go to the hairdresser
- 2. The weather ...... I don't want to go out
- 3. The Traffic is ..... in the city centre. take the rain
- 4. that's a (n) .....idea let's do it
- 5. How .....three exams on the same day
- 6. What a ..... house, the sea is only meters away
- 7. My time table's not ...... I am free on Wednesday and Fridays

## **Exercises 3**



what can you say? Someone say to you

- 1. Do you like my new jacket?
- 2. I have to get up at 3:30 tomorrow morning
- 3. Shall we go out for dinner tonight?
- 4. Excuse me is there a good restaurant in this town?
- 5. What sort of person is your English teacher?



## **Learning objectives:**

- 1. Students are able to answer questions that related to prefix and suffixes
- 2. students are able to make derivation words

#### The instructions for use materials

After learning the general vocabularies at the first week, the lecturer (s) continue to present prefixes and suffixes. At the second week, there are five exercises that will be discussed by the learners. Firstly, the lecturer(s) explain the simple theory of prefixes and suffixes. The learners will discuss exercises 1 that relate to abstract experiences, Then exercises 2 relates to reflective observation, exercise number 4 relates to active experimentation and the last is concrete experience.

#### 1. Prefixes

Derivation is most often used in reference to abstract concepts — such as words, names or ideas. The derivation of the word *derivation* is the Latin *derivationem*, meaning "a leading off or turning away from." For the origin of more physical things, we tend to use *root* or *source*: "Stanley wasn't looking for the *derivation* of the Nile; he was looking for its source."

Prefixes (at the beginning of the words) can help you to understand what a new words means, here are some common prefixes

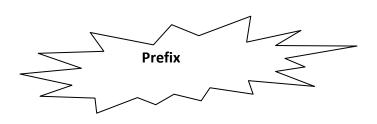


## **LOPI SANDEQ**

In history book, Lopi Sandeq is from Mandar, West Sulawesi, the term of Mandar has two meaning namely Mandar as language and Mandar as federation of small kingdom. The name of Mandarnese in archipelago is often associated with any one type of the boat which is called sandeq.

Sandeq is a typed of traditional both with a big screen, outrigger length and shape of the bow and stem are flat tappering so called sandeq is a meaning pointy. For citizen of Mandar, sandeq is not only as vehicle to look for livelihood on the sea, but also related to the achievement of very status for the owner.

Sandeq is made with reference to sketal bone structure can be referred culturally to interpret the boat as alife center of Mandarnese that can be seen in form and function. At the buttom and middle of the boat in general has different characteristic with shape of the boat.



Prefix	meaning	example
ex (noun) president	was but not now	ex- wife, ex-
half(noun, adj) hour	50% of something	half- price, half-
in, im( adj) impossible	not	informal,
non(adj, noun)	not	non – smoking
pre	before	pre- school
re ( verb)	again	redo, rewrite
un ((adj. noun)	not	unhappy, unsafe

# Exercise 1.

Choose one of the words from the prefix table to fit in these sentences  ${\bf r}$ 

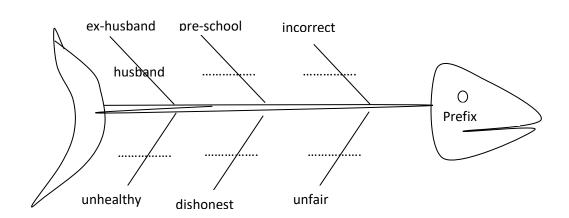
- 1. this part of restaurant is non smoking
- 2. I cannot this, please ...... your home work
- 3. In ..... English we can say "hi'

4. I liked school but my sister was very ..... there. 5. I bought two T- shirt because there were in ..... the sale 6. Don't walk on that wall, the notice says it is ...... Exercise.2 Write on your sentences to show what these words means Ex - wife, ex- president, redo, impossible, pre – school Exercise 3: What do you think this words and phrases mean? 1. an ex-husband = a husband who is now divorced from his wife 2. an incorrect answer = ..... 3. to a retell story = ..... 4. a half- brother = ..... 5. an unfinished letter = .... 6. to reread a book= ..... 7. ..... 8. ..... 9. .....

10. .....

# Exercise 4.

Complete the fishbone below by writing the base form of each word.



# Exercise 5:

Write a paragraph with at least eight of the example words from the table.

•••••	
г : /	
Exercise 6	
Find the	e negative forms of these words. Use a dictionary of necessary
J	
1	possible = impossible
	comfortable =
	safe=
	formal=smoking=
5. 6.	happy=
7.	polite =
8.	correct =
0.	correct –
-	Suffix
	Sum
Su	ffixes come at the end of words. They help you to understand the meaning
	new words. Here some common suffixes.

meaning

example

Suffix

er. or (noun)	person	worker, swimmer,
instructor		
er, or ( noun)	machine, thing	cooker, word processor
	2.11	
ful ( adjective)	full of	useful, beautiful
ology (noun)	subject of study	sociology, psychology
ology (noun)	subject of study	sociology, psychology
ics (noun, singular)	subject of study	economics, politics
8,		, <u>r</u>
less (adjective)	without	useless, endless
ly	makes an adverb	sadly, happyly
	from an adjective	
<b>n</b> 000	malras an abstract no	un hanninass sadnass
ness	makes an abstract no	un happiness, sadness
	from adjective	
y	makes an actives	
	from a noun	

# Exercise 1: Which of the examples words do these pictures illustrate?



1. a sunny day ......3. S



2. a golf, I .....



4.he is smiling h...... 5. w......

# Exercise 2: Match an adjective with the nouns in the box. Some adjectives go with more than one noun.

Electric cooker/ guitar

- 1. Electric 3. Beautiful 5. Sunny 7. Useful 9. useless
- 2. Fast 4. Sandy 6. Hard 8. Endless

Worker cooker beach weather car idea Book swimmer guitar smile picture fun

Exercise 3: Match these books with their subjects' sociology, psychology, economics, or politics

- 1. The roles of President US in the US congress
- 2. British societies in the 1950s
- 3. Banking today
- 4. why people smiles

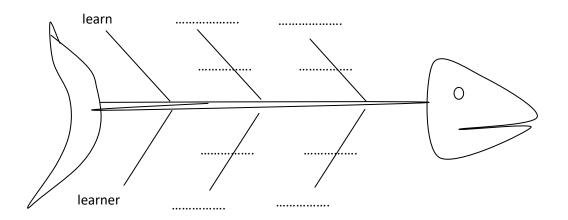
# Exercise 4: Write some suffixes and translate into the table below:

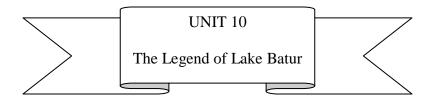
Suffixes	Meaning

Exercise 5: What do you think this word and phrase mean? Use this information about prefixes and suffixes

1.	zoology = the study of animal
2.	a traveler =
	slowly =
4.	hopeful=
5.	rainy =
6.	painless=
7.	badly =
8.	a tin opener =
9.	mathematics =
10	a faathallan

Exercise 6 : Complete the fishbone below by using suffixes





# **Learning Objective:**

Students are able to answer relate to adverb topics

Students are able to identify adverb in text reading

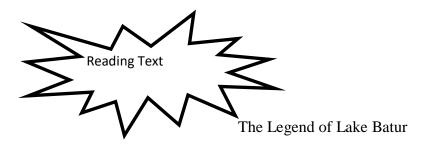
Students are able to write simple sentences

## The instructions for use materials

In this unit, the lecturer explains adverb in while activity, then giving exercises to the learners. Exercise 1 relates to concrete experience, the learners read short text reading, exercises 2 relates abstract conceptualization where the students should complete fishbone, then exercise 3 relate to reflective reading and the last exercise 4 and 5 relates to active experimentation.

#### Adverb

- Time words (1): days, months, seasons
- Time words (2)
- Places
- manner



A long time ago, there lived on the island of Bali a giantlike creature named Kbo Ibo. The people of Bali used to say that Kbo iwo was everything, a destroyer as well as a creator. He was sati people peoplesfied with the meal, but this meants for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild greater anger. In this hunger, he destroyed all the houses and even all the templetes. It made the Balinese turn to rage. So, they come together to plan steps to oppose this powerfull giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he eaten too much, he fell asleep in the hole. The oldest man in the village gave.

A sign, and the villagers began to throw the limestone they had had collected before into the hole. The limestone made the water inside the hole boiling, Kbo Iwo was buried alive. Then the water in the well rose higher and higher untill at last it over formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is knowing as Mount Batur.

Adapted from Folk Tales From Indonesia.1999

#### 1. time words

Three are:

365 days in year

12 months in a year

52 weeks a year

7 days in a week

### 24 hours in a day

- 2. days of the week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- 3. Month and season Month: January, February, March, April, may, Jun, July, August, September, October, November, December

Season:



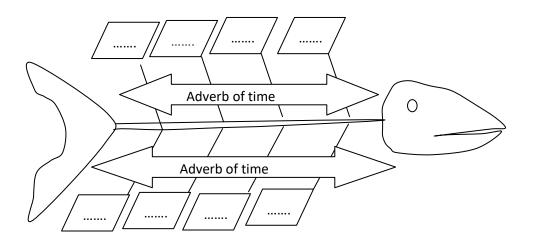
### Exercise 1.

Read The Test and answer the questions

rom the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travelers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

### Exercise.2

Identify adverb of time and adverb of place by fishbone



### Exercise 3.

Complete the sentences with a word from an opposite  $% \left\{ 1,2,...,n\right\}$ 

- 1. There are 3600 second in .....
- 2. There are 1200 months in ......
- 3. There are 168 hours in ......
- 4. There are 8760 hours in ......

### Exercise 4.

Answer the question, based on the text

- 1. How many second in quarter of an hour?
- 2. What is the third day of the week?
- 3. What month of your birthday in?
- 4. What day will it be the day after tomorrow?
- 5. What day was it the day before yesterday?
- 6. How many minutes are there in half in hour?
- 7. What day is it day?
- 8. What day will it be tomorrow?
- 9. What is the seven month?
- 10. What day was it yesterday?
- 11. What country is it?
- 12. What month is it?

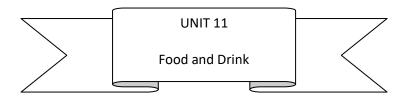
## Exercise 5: Fill the gaps with a preposition from an opposite

### Exercise 5: Complete the sentences;

- 1. The train is slow. It goes very slowly
- 2. He is bed singer. He sings very ......
- 3. She is always loading. He speaks .....
- 4. He's a fast swimmer. He is very ......
- 5. This girl is quite. She always speaks ......
- 6. He's good English- Speaker. He speaks English ......

# Clothes

- Plural words (of clothes)
- Verbs (relating to clothes)



### **Learning Objective:**

Students are able to answer the questions that related to food and drink topics

### The instructions for use materials

The lecturer will explain short material about food and drink, that consist of new vocabularies. Exercise 1 consists of reading that relates to concrete experience, then exercises 2, the students answers questions relate to the text (reflective observation) exercises 3 and 4 relates to active experimentation and the last is abstract conceptualization that relates to fishbone exercise.

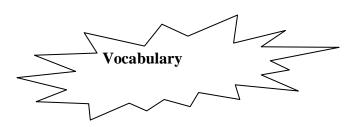
#### Coffee

If you are like a lot of other North Americans, you like to start your day with a cup of coffee. Coffee contains a substance called caffeine. In humans caffeine is a stimulant. It makes you feel more awake and alert. Many people start their day with a cup of coffee because of the stimulant effects. In fact, about 90% of North Americans drink coffee.

Coffee is the third most popular drink in the world. Only tea and water are more popular than coffee. Coffee beans are actually the seeds of coffee cherries that grow on coffee plants. The beans are green when they are picked. Most of the coffee that is sold in coffee shops and grocery stores is brown. It is brown because the beans have been roasted at high temperatures. The roasting gives the beans their different flavors. Some coffees are darker and stronger tasting than other coffees. You can buy green coffee beans from some stores if you want to roast your own beans.

In North America, a latte is coffee that has steamed milk added to it. Cafe mocha is coffee with steamed milk and some chocolate added to it. Sometimes whipped cream is put on the top of a cafe mocha. Coffees with different flavours added to them are very popular.

Source: http://www.readingesl.ca/stories/index\_food.html



Added (verb) past tense of *to add* - to put on or with something else to make it larger or better.

- Alert (adjective) quick to notice and act.
- Grocery (adjective) having to do with food products and supplies for the home as they are grouped together for sale.
- Picked (verb) past tense of *to pick* to gather by pulling off or out.
- Roast (verb) to cook or bake with dry heat in an oven or over an open fire.
- Seed (noun) the small part of a plant with flowers that grows into a new plant.
- Shop (noun) a small store.
- Steam (noun) water in the form of a gas that you can see in the air when you boil or heat water.
- Steamed (adjective) something that has been heated by having steam added to it
- Stimulant (noun) something that temporarily arouses or speeds up a physical or mental activity or process.
- Temperature (noun) how hot or cold something is.
- Whip (verb) to beat eggs or cream.
- Whipped cream (noun) cream that has been beaten until it is very thick.

# Exercise 1: Did you understand the story? Are these sentences true? Comprehension Check:

- 1. Coffee beans are green before they are roasted. Yes or no?
- 2. Many North Americans have coffee in the morning. Yes or no?
- 3. Not very many North Americans drink coffee. Yes or no?
- 4. In North America, a latte has chocolate in it. Yes or no?

# **Exercise 2: Fill in the Blanks correctly**

1.	Coffee beans turn	when they are roasted.
2.	Roasting coffee beans needs high _	

3. A cafe mocha is coffee with \_\_\_\_\_ milk and added to it.

4. Both tea and \_\_\_\_\_\_ are more popular drinks than coffee.

5. The caffeine in coffee is a \_\_\_\_\_\_. It makes you feel more awake.

### Pizza

Many countries have foods that start with a flat bread. Pizza is one of these foods. You can find pizza in almost every country in the world including Canada. Here pizza also starts with a flat bread bottom. It is usually round.

Almost anything can be put on a pizza! What is your favorite pizza? Do you like pizza with chicken on it? Maybe you like pizza with just tomato and cheese on it.

Most pizza in Canada starts with a layer of tomato sauce on the bread. Toppings are then added. Vegetables such as mushrooms, olives, green peppers and onions are popular toppings. Different meats can also be used as toppings such as pepperoni, ham, bacon or sausage. Herbs such as oregano or basil can be used. Cheese is then usually put on top before the pizza is baked in the oven.

Source: <a href="http://www.readingesl.ca/stories/index\_food.html">http://www.readingesl.ca/stories/index\_food.html</a>



- Bake (verb) to cook in an oven using dry heat.
- Basil (noun) a type of aromatic herb of the mint family, used in cooking.
- Bottom (noun) the lowest or deepest part of something.
- Flat (adjective) thin and smooth and level
- Layer (noun) a covering of something that lies over a surface.
- Mushroom (noun) a kind of fungus with a stem and a cap. Some mushrooms can be eaten as a vegetable and others are poisonous.
- Olive (noun) a small fruit with green or black skin. Olives grow on trees and are used to make oil for cooking.

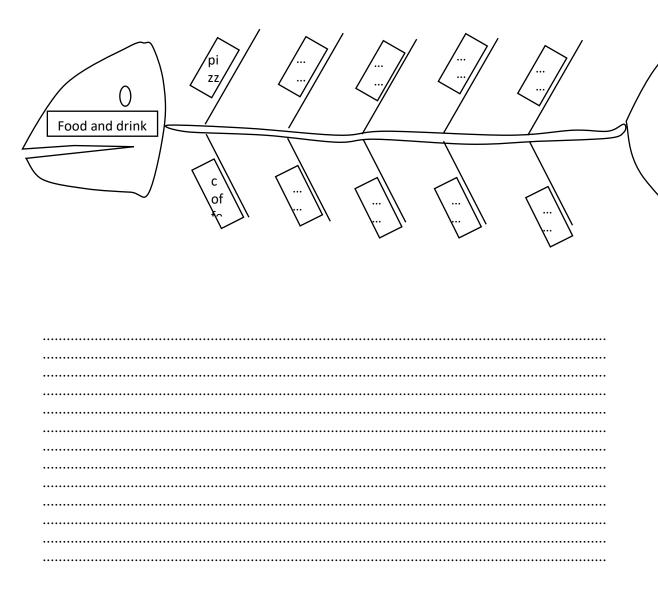
- Onion (noun) a round vegetable with a sharp taste and smell. Onions grow under the ground.
- Oregano (noun) a plant related to mint and marjoram that is dried and used as a Seasoning.
- Oven (noun) a piece of equipment that you cook food in. An oven has a large metal box with a door.
- Sauce (noun) a thick liquid served on or with food to add flavor.
- Topping (noun) food that is put on top of other food in order to give it more flavor
- Vegetable (noun) a plant that you can eat such as potatoes and onions

### Exercise 3: Did you understand the story? Are these sentences true?

- 1. Pizza is found only in Canada. Yes or no?
- 2. Pizzas usually have a flat bread bottom. Yes or no?
- 3. People like different things on their pizza. Yes or no?
- 4. Cheese is usually put on the top of a pizza. Yes or no?

Exercise 4: Fill in the Blan	nks	H H
5. Most pizza in Canada starts	with a layer of tomato	on the bread.
6. Some pizza toppings are	like mushroo	oms, olives and onions.
7. Other toppings are different	like ham, chick	en, pepperoni or bacon.
8 is a food the	hat is found in most countrie	s of the world.
9. Pizzas are	in the oven.	

# Exercise 6: Complete the Fishbone below based on the reading text (Coffee and Pizza)



#### **UNIT 12**

### At Home

### Learning Objective:

Students are able to answer the question related to the topics.

### The instructions for use materials

In this week, the lecturer will explain topic about home, firstly, the lecturer will guide the learners to do exercise 1 about reading that relate to concrete experience then the students answer questions for the next exercise (exercise2) based on reading text that relate to reflective observation. Exercises 3 and 4 relate to active experimentation and the last the students' complete fishbone that relate to abstract conceptualization.

### The Smiths' House

Mr Smith's house has got four bedrooms, a living-room, a dining-room, a kitchen, a bathroom and a separate toilet. There is a toilet in the bathroom too. The bedrooms and the bathroom are upstairs, and the living-room, the dining-room, the kitchen and the toilet are downstairs. The first bedroom is Mr and Mrs Smith's, the second one is John's, the third one is Mary's, and the fourth one is Anne's. Catherine's baby bed is in Anne's bedroomtoo.

When you enter Mr Smith's house, the room on your left is the living-room, and the room on your right is the dining-room. Where is the kitchen? It is behind the dining-room. And where is the toilet? It is straight on, in front of you. There is a garden behind the house, but it is not big. Is there a garden in front of the house too? Yes, there is, but itisverysmall.

When you go upstairs, Mr and Mrs Smith's bedroom is on your left. The bedroom on your right is John's, and the bathroom is between his bedroom and Mary's. Anne's bedroomisbehindMary's.

There is a big bed and two big wardrobes in Mr and Mrs Smith's bedroom, and there is a small bed and a wardrobe in John's room. John and Mary's beds are big, and Anne's bed is small. The wardrobe in Mary's room is very big, and the wardrobe in John's room is small.

Anne's room has got blue walls, and there are white ships and green islands on them, because it is a child's bedroom. John's bedroom has got white walls, and Mary's has got

grey walls. John has got pictures of horses on his walls, and Mary has got pictures of beautiful clothes.

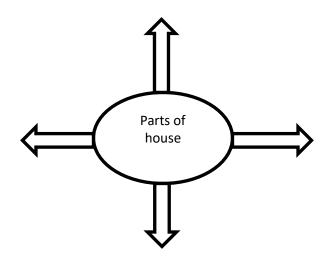
Source: http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/TheHouse.htm

### **Exercise 1: Choose the correct answer for each question.**

- 1. Which of the following is correct?
  - a. Three of Mr Smith's bedrooms are upstairs, and one of them is downstairs.
  - b. Mr Smith's four bedrooms are downstairs.
  - c. Mr Smith's four bedrooms are upstairs.
- 2. Choose the correct sentence
  - a. There is one toilet in Mr Smith's house. It is downstairs.
  - b. There are two toilets in Mr Smith's house. One of them is upstairs.
  - c. There is one toilet in Mr Smith's house. It is upstairs.
- 3. Choose the correct answer:
  - a. The living room is upstairs.
  - b. The living room is downstairs.
  - c. The dining room is upstairs.
- 4. Choose the correct answer:
  - a. There are two beds in Anne's bedroom.
  - b. There is one bed in Anne's bedroom.
  - c. There are three beds in Anne's bedroom.
- 5. Choose the correct answer:
  - a. The kitchen is between the living-room and the dining-room.
  - b. The dining-room is between the living-room and the kitchen.
  - c. The living-room is between the dining-room and the kitchen.
- 6. Choose the correct answer:
  - a. There is a small garden in front of the house, and there is a big one behind it.
  - b. There is a small garden in front of the house, and there is a small one behind it.
  - c. There is a big garden in front of the house, and there is a big one behind it.
- 7. Choose the correct answer:
  - a. The bathroom is between the first bedroom and the second one.
  - b. The bathroom is between the second bedroom and the third one.
  - c. The bathroom is between the third bedroom and the fourth one.
- 8. Choose the correct answer:
  - a. John's bedroom is behind Mary's.
  - b. Mary's bedroom is in front of John's.
  - c. Mary's bedroom is in front of Anne's.
- 9. Choose the correct answer:
  - a. Anne's room is on a green island.
  - b. Anne's room is in a white ship.

- c. Anne's room is a child's bedroom.
- 10. Choose the correct answer:
  - a. There are pictures in all of the children's bedrooms
  - b. There are pictures in some of the children's bedrooms.
  - c. There aren't any pictures in the children's bedrooms.

**Exercise2.**Complete the map based on the reading above.



### **Vocabulary List**

### exercise 3: Find the words related to parts of house:

Bedroom	Bathroom	Kitchen	Dining room	Living room

### **MYHOUSE**

Read the two texts below:

• Hive in Madrid with my parents, in a small flat in the centre of town. It's in an old building but it's got a lift. It's on a quiet street about five initutes from the shops. It's got two bedrooms, my bedroom and my parents' berhoum, a sitting room and a small kitchen. It's not very big and it hasn't got a garden but there is a lovely rooftop terrace. I spend most of my time in the sitting room watching TV or in my bedroom listening to music.

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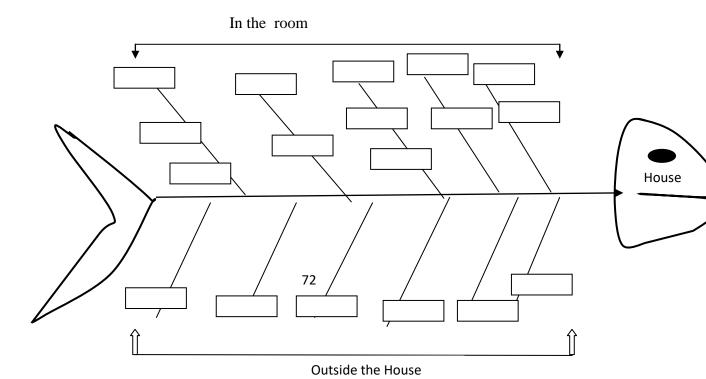
2 I live near Auckland, in a house in a small village on the coast, about twenty minutes in the car from my children's school. It's got a big garden with lots of trees and a tennis court. The house has got four bedrooms, two bathrooms, a sitting room, a study and a kitchen. My bedroom has got an en suite bathroom and I can see the sea from the balcony. There's a double garage where we keep the car and our mountain bikes.

# Exercise 4: WORK in small groups. You want to design an ideal home. Discuss these questions and make notes of your answers.

- a) Where is your ideal home?
- b) What is it like?

- c) How many rooms has it got?
- d) What other services or facilities has it got?
- e) Why is it ideal

### **Exercise 5: Complete the fishbone below**



### **VERB LIST**

Kata Kerja Arti

abandon meninggalkan

abolish menghapuskan

absorb menyerap

abuse menyalahgunakan

accept menerima

access mengakses

accommodate menampung

accompany menemani

account menghitung

accumulate mengumpulkan

accuse menuduh

achieve mencapai

acknowledge mengakui

acquire memperoleh

act bertindak

activate mengaktifkan

adapt menyesuaikan

add menambahkan

address meletakkan

adjust menyesuaikan

administer mengelola

admire mengagumi

admit mengakui

adopt mengambil

advance memajukan

advertise mengiklankan

advise menasihati

advocate menganjurkan

affect mempengaruhi

afford memberikan

age menua

agree setuju

aid membantu

aim mengarahkan

alert waspada

allege mengatakan

allocate menyediakan

allow mengizinkan

alter mengubah

amend merubah

amount berjumlah

analyse menganalisa

announce mengumumkan

answer menjawab

anticipate mengharapkan

appeal membandingkan

appear muncul

apply menerapkan

appoint menunjuk

appreciate menghargai

approach mendekati

approve menyetujui

argue membantah

arise timbul

arm mempersenjatai

arouse membangkitkan

arrange mengatur

arrest menangkap

arrive tiba

ask meminta

assemble berkumpul

assert menegaskan

assess menilai

assign menetapkan

assist membantu

associate bergaul

assume menganggap

assure memastikan

attach melampirkan

attack menyerang

attain mencapai

attempt berusaha

attend menghadiri

attract menarik

attribute menghubungkan

avoid menghindari

await menunggu

award memberikan hadiah

back mengembalikan

Balance menyeimbangkan

ban melarang

bang meletus

Base Dasar

Be Menjadi

bear menanggung

beat mengalahkan

become menjadi

beg mengemis

Begin Mulai

Behave berkelakuan

Believe percaya

belong termasuk

Bend Membungkuk

Benefit menikmati

bet bertaruh

bid menawarkan

bind mengikat

bite menggigit

blame menyalahkan

block memblokir

blow meniup

boast membanggakan

boil mendidih

Book memesan

Boost mendorong

Born Lahir

Borrow meminjam

bother mengganggu

bounce melambung

bound terikat

bow busur

break istirahat

breathe bernafas

breed berkembang biak

bring membawa

brush menyikat

build membangun

burn membakar

burst meledak

bury mengubur

buy membeli

calculate menghitung

Call Memanggil

calm menenangkan

campaign kampanye

cancel membatalkan

capture menangkap

care peduli

carry membawa

carve mengukir

cast melemparkan

catch menangkap

cater memenuhi

cause menyebabkan

cease berhenti

celebrate merayakan

Centre Pusat

challenge menantang

change mengubah

characterise mencirikan

characterize mencirikan

charge mengisi

Chase Mengejar

chat mengobrol

check memeriksa

cheer bersorak

choose memilih

circulate beredar

cite mengutip

claim klaim

clarify menjelaskan

classify menggolongkan

clean membersihkan

clear menjelaskan

climb mendaki

cling melekat

close menutup

clutch menggenggam

coincide bertepatan

collapse runtuh

collect mengumpulkan

colour mewarnai

combine menggabungkan

come datang

command memerintah

commence memulai

comment mengkomentari

commission meminta

commit melakukan

communicate menyampaikan

compare membandingkan

compel memaksa

compensate mengimbangi

compete bersaing

compile menyusun

complain mengeluh

complete menyelesaikan

comply memenuhi

compose menyusun

comprise meliputi

conceal menyembunyikan

concede mengakui

conceive memahami

concentrate memusatkan

concern memperhatikan

conclude menyimpulkan

condemn mengutuk

conduct mengadakan

confer berunding

confess mengaku

confine membatasi

confirm menegaskan

conform menyesuaikan

confront menghadapi

confuse membingungkan

connect menghubungkan

consider mempertimbangkan

consist terdiri

constitute merupakan

construct membangun

consult berkonsultasi

consume memakan

contact menghubungi

contain mengandung

contemplate merenungkan

continue melanjutkan

contract mengontrak

contrast berbeda

contribute menyumbang

control mengendalikan

convert mengubah

convey menyampaikan

convict menghukum

convince meyakinkan

Cook Memasak

cool mendinginkan

cope mengatasi

copy menyalin

correct memperbaiki

correspond sesuai

cost seharga

count menghitung

counter melawan

couple memasangkan

cover menutupi

crack retak

crash jatuh

crawl merangkak

create menciptakan

creep merayap

criticise mengkritik

criticize mengkritik

Cross Menyeberang

crush menghancurkan

cry menangis

Curl mengeriting

cut memotong

damage kerusakan

dance menari

dare berani

date tanggal

deal berurusan

debate perdebatan

decide memutuskan

declare menyatakan

decline menurun

decorate menghias

decrease mengurangi

dedicate membaktikan

deem menganggap

defeat mengalahkan

defend membela

define menetapkan

delay menunda

deliver menyampaikan

demand permintaan

demonstrate mendemonstrasikan

deny menyangkal

depart berangkat

depend bergantung

depict menggambarkan

deposito deposito

deprive menghilangkan

derive memperoleh

descend turun

describe menggambarkan

deserve berhak mendapat

design mendesain

desire keinginan

destroy menghancurkan

detect menemukan

determine menentukan

develop mengembangkan

devise merancang

devote mencurahkan

dictate mendikte

die mati

differ berbeda

differentiate membedakan

dig menggali

diminish mengurangi

dip mencelupkan

direct mengarahkan

disagree berselisih

disappear menghilang

discharge melaksanakan

disclose menyingkapkan

discover menemukan

discuss membahas

dislike membenci

dismiss memberhentikan

display memperlihatkan

dispose membuang

dissolve membubarkan

distinguish membedakan

distribute mendistribusikan

disturb mengganggu

divert mengalihkan

divide membagi

do melakukan

dominate mendominasi

double dua kali lipat

doubt meragukan

draft menyusun

drag menyeret

drain menguras

draw menggambar

dream mimpi

dress berpakaian

drift melayang

drink minum

drive mendorong

drop menjatuhkan

drown menenggelamkan

dry mengeringkan

dump membuang

earn mendapatkan

ease mempermudah

eat makan

Echo bergema

edit mengedit

educate mendidik

effect efek

elect memilih

eliminate menghapuskan

embark memulai

embody mewujudkan

embrace merangkul

emerge muncul

emphasise menekankan

emphasize menekankan

employ mempekerjakan

enable memungkinkan

enclose melampirkan

encounter menghadapi

encourage mendorong

end mengakhiri

endorse mengesahkan

enforce melaksanakan

engage mengikutsertakan

enhance mempertinggi

enjoy menikmati

enquire menanyakan

ensure memastikan

entail memerlukan

enter masuk

entertain menghibur

entitle memberi judul

envisage membayangkan

equip melengkapi

erect tegak

escape melarikan diri

establish menetapkan

estimate memperkirakan

evaluate mengevaluasi

evolve berkembang

examine memeriksa

exceed melebihi

exchange menukar

exclude mengecualikan

excuse memaafkan

execute melaksanakan

exercise berlatih

exert menggunakan

exhaust knalpot

exhibit menunjukkan

exist ada

expand memperluas

expect mengharapkan

experience pengalaman

explain menjelaskan

explode meledak

exploit mengeksploitasi

explore menjelajah

export ekspor

expose menelanjangi

express mengekspresikan

extend memperpanjang

extract megekstrak

face berhadapan

facilitate mempermudah

fade luntur

fail gagal

Fall Jatuh

Fancy menyukai

Favour mendukung

fear takut

feature ciri

feed makan

feel merasa

fetch mengambil

fight berjuang

figure mencari

file berkas

fill mengisi

finance membiayai

find menemukan

fine mendenda

finish menyelesaikan

fire memecat

fit cocok

fix memperbaiki

flash berkilau

flee melarikan diri

fling melemparkan

float mengapung

flood banjir

flow mengalir

fly terbang

focus fokus

fold melipat

follow mengikuti

forbid melarang

force memaksa

forget lupa

forgive memaafkan

form membentuk

formulate merumuskan

found ditemukan

free bebas

freeze membekukan

frighten menakuti

frown mengerut

fuck bersetubuh

fulfil memenuhi

function berfungsi

fund mendanai

gain memperoleh

gasp melenguh

gather mengumpulkan

gaze menatap

generate menghasilkan

get mendapatkan

give memberikan

glance sekilas

go pergi

going akan

govern memerintah

grab merebut

Grant menghadiahi

grasp memahami

greet menyapa

grin menyeringai

grip pegangan

grow tumbuh

guarantee menjamin

guard menjaga

guess menebak

guide membimbing

halt berhenti

hand menangani

handle menangani

hang menggantung

happen terjadi

hate membenci

have memiliki

head memimpin

hear mendengar

heat memanaskan

help membantu

hesitate ragu-ragu

hide menyembunyikan

highlight menyoroti

hire menyewa

hit memukul

hold memegang

honour menghormati

Hope Berharap

House memondokkan

Hunt Berburu

hurry buru-buru

hurt terluka

identify mengenali

ignore mengabaikan

illustrate menjelaskan

imagine membayangkan

implement melaksanakan

imply berarti

import mengimpor

impose memaksakan

impress mengesankan

improve memperbaiki

In di

includememasukkan

incorporate menggabungkan

increase meningkatkan

incur mendatangkan

indicate menunjukkan

induce menyebabkan

influence mempengaruhi

inform memberitahu

inherit mewarisi

inhibit menghalangi

initiate memulai

injure melukai

insert menyisipkan

insist bersikeras

inspect memeriksa

inspire mengilhami

install memasang

instruct menginstruksikan

integrate mengintegrasikan

intend berniat

interfere mengganggu

interpret menafsirkan

interrupt mengganggu

intervene campur tangan

interview mewawancarai

introduce memperkenalkan

invent menciptakan

invest menginvestasikan

investigate menyelidiki

invite mengundang

involve melibatkan

isolate mengisolasikan

issue menerbitkan

join bergabung

judge menghakimi

jump melompat

justify membenarkan

keep menjaga

kick menendang

kill membunuh

kiss mencium

knit merajut

knock mengetuk

know mengetahui

label mencap

lack mengurangi

Land mendarat

last berlangsung

laugh tertawa

launch meluncurkan

lay meletakkan

lead memimpin

lean bersandar

leap melompat

learn belajar

leave meninggalkan

lend meminjamkan

let membiarkan

Lie Berbohong

lift mengangkat

Light menerangi

like menyukai

limit membatasi

line menggaris

link menghubungkan

list mendaftarkan

listen mendengarkan

live hidup

load memuat

locate menemukan

lock mengunci

long mendambakan

look melihat

lose kehilangan

love mencintai

lower menurunkan

maintain memelihara

make membuat

manage mengelola

manipulate menggerakkan

manufacture memproduksi

march berbaris

Mark menandai

market memasarkan

marry menikahi

match mencocokkan

matter bermakna

mean berarti

measure mengukur

meet memenuhi

melt meleleh

mention menyebut

merge menggabungkan

mind memikirkan

Miss Kehilangan

mix mencampur

modify memodifikasi

Monitor Mengamati

Motivate mendorong

Mount mendaki

move bergerak

multiply memperbanyak

murder membunuh

murmur bersungut-sungut

mutter bergumam

name menamai

narrow mempersempit

need memerlukan

neglect mengabaikan

negotiate berunding

nod mengangguk

note mencatat

notice memperhatikan

obey mematuhi

object menyanggah

observe mengamati

obtain memperoleh

occupy menempati

occur terjadi

offer menawarkan

omit menghilangkan

open membuka

operate beroperasi

oppose menentang

opt memilih

Order memesan

Organise mengatur

organize mengatur

originate berasal

outline menguraikan

overcome mengatasi

overlook mengabaikan

owe berhutang

own memiliki

pack mengemasi

paint melukis

Park memarkir

part membagi

participate mengikuti

pass melewati

pause berhenti sebentar

pay membayar

peer menjenguk

penetrate menembus

perceive melihat

perform melakukan

permit mengizinkan

persist terus ada

persuade membujuk

phone menelepon

pick menyeleksi

picture menggambar

pin menjepit

place menempatkan

plan merencanakan

plant menanam

play bermain

plead mengaku

please mempersilahkan

plunge terjun

point mengarahkan

pop membuat bunyi

pose berpose

position memposisikan

possess memiliki

pour menuangkan

practise berlatih

praise memuji

pray berdoa

precede mendahului

predict meramalkan

prefer memilih

prepare mempersiapkan

prescribe menentukan

present hadir

preserve memelihara

press menekan

presume menganggap

pretend berpura-pura

prevail menang

prevent mencegah

Price menghargai

Print mencetak

Proceed berjalan

process proses

proclaim menyatakan

produce menghasilkan

progress berlangsung

project memproyeksikan

promise berjanji

promote mempopulerkan

prompt mendorong

pronounce mengucapkan

propose mengusulkan

protect melindungi

protest memprotes

prove membuktikan

provide memberikan

provoke memprovokasi

publish menerbitkan

pull menarik

punish menghukum

purchase membeli

pursue mengejar

push mendorong

put menempatkan

qualify memenuhi syarat

question mempertanyakan

quote mengutip

race berlomba

rain hujan

raise menaikkan

range menjangkau

rate menilai

reach mencapai

react bereaksi

read membaca

realise menyadari

realize menyadari

reassure meyakinkan

rebuild membangun kembali

recall mengingat kembali

receive menerima

reckon memperhitungkan

recognise mengenali

recognize mengenali

recommend meyarankan

record merekam

recover memulihkan

recruit merekrut

reduce menurunkan

refer mengacu

reflect mencerminkan

refuse menolak

regain mendapatkan kembali

regard menganggap

register mendaftarkan

regret menyesali

regulate mengatur

reinforce memperkuat

reject menolak

relate menghubungkan

relax bersantai

release melepaskan

relieve meringankan

rely mengandalkan

remain tinggal

remark ucapan

remember mengingat

remind mengingatkan

remove menghapus

render memberikan

renew memperbarui

rent menyewa

repair memperbaiki

repeat mengulangi

replace menggantikan

reply menjawab

report melaporkan

represent mewakili

reproduce meniru

request meminta

require membutuhkan

rescue menyelamatkan

research penelitian

resemble menyerupai

reserve cadangan

resign mengundurkan diri

resist menolak

resolve menyelesaikan

respect menghormati

respond menanggapi

rest istirahat

restore mengembalikan

restrict membatasi

result berakibat

resume mulai lagi

retain menahan

retire mengundurkan diri

return kembali

reveal mengungkapkan

reverse membalikkan

review meninjau

revise merevisi

revive menghidupkan kembali

reward menghadiahkan

rid menyingkirkan

ride mengendarai

ring berdering

rip merobek

rise naik

risk mengambil risiko

roll menggulung

round membulatkan

rub menggosok

rule memerintah

run menjalankan

Rush Buru-buru

sack karung

sail berlayar

satisfy memuaskan

save menyimpan

say mengatakan

scan mengamati

scatter menyebarkan

schedule menjadwalkan

score menilai

scratch menggaruk

scream menjerit

seal menyegel

search mencari

secure aman

see melihat

seek mencari

seem tampak

seize merebut

select memilih

sell menjual

send mengirim

sense merasakan

sentence menghukum

separate memisahkan

serve melayani

Set Mengatur

settle menyelesaikan

shake menggoncangkan

Shape membentuk

Share membagikan

shed menumpahkan

shift menggeser

shine bersinar

ship mengirim

shiver menggigil

shoot menembak

shop berbelanja

shout berteriak

show menunjukkan

shrug mengangkat bahu

shut menutup

sigh mendesah

sign menandatangani

signal mengisyaratkan

sing bernyanyi

sink tenggelam

sit duduk

situate menempatkan

slam membanting

sleep tidur

slide meluncur

slip tergelincir

slow melambat

smash menghancurkan

smell mencium

smile tersenyum

smoke merokok

snap membentak

solve memecahkan

sort memilih

sound berbunyi

spare meluangkan

speak berbicara

specify menentukan

speed mempercepat

spell mengeja

spend menghabiskan

spill menumpahkan

spin berputar

Split Membagi

spoil merusak

sponsor mensponsori

spot menempatkan

spread menyebar

spring musim semi

squeeze memeras

stage mementaskan

stand berdiri

stare menatap

start mulai

State menyatakan

Stay tinggal

steal mencuri

stem membendung

step melangkah

stick menempel

stimulate merangsang

stir mengaduk

stop berhenti

store menyimpan

strain menyiksa

strengthen memperkuat

stress menekankan

stretch meregang

strike menyerang

strip menelanjangi

stroke memukul

struggle berjuang

study belajar

subject menaklukkan

submit menyerahkan

substitute mengganti

succeed menyusul

suck mengisap

Sue Menggugat

Suffer menderita

suggest menyarankan

suit sesuai untuk

sum menjumlahkan

summon memanggil

supervise mengawasi

supplement menambahkan

supply menyediakan

support mendukung

suppose mengira

suppress menekan

surprise mengherankan

surround mengelilingi

survive bertahan

suspect mencurigai

suspend menangguhkan

sustain menopang

swallow menelan

swear bersumpah

sweep menyapu

swim berenang

swing mengayun

switch beralih

tackle menyelesaikan

take mengambil

talk berbicara

tap menyadap

target mengincar

taste merasakan

tax memajaki

Teach Mengajar

tear merobek

telephone menelepon

Tell Mengatakan

tempt menggoda

tend cenderung

term mengistilahkan

test menguji

thank terima kasih

think berpikir

threaten mengancam

throw melemparkan

thrust mendorong

tie mengikat

tighten mengencangkan

time mengukur waktu

tip memberi tip

top memotong bagian atas

toss melemparkan

touch menyentuh

tour berwisata

trace menjiplak

trade perdagangan

train kereta api

transfer mengalihkan

transform mengubah

translate menterjemahkan

transmit mengirimkan

transport mengangkut

trap menjebak

travel bepergian

treat memperlakukan

tremble gemetar

trust percaya

try mencoba

tuck melipatkan

turn mengubah

twist melilit

undergo menjalani

underline menggarisbawahi

undermine merusak

understand mengerti

undertake melakukan

unite bersatu

update memperbarui

upset bingung

urge mendesak

use menggunakan

value menilai

vanish lenyap

vary berbeda

view melihat

visit mengunjungi

voice menyuarakan

vote memilih

wait menunggu

Wake Bangun

walk berjalan

wander mengembara

want ingin

warm hangat

warn memperingatkan

wash mencuci

waste memboroskan

watch menonton

Wave melambai

Weaken melemahkan

wear memakai

weigh menimbang

welcome menyambut

whisper berbisik

widen memperluas

win menang

wind berliku-liku

wipe menghapus

wish berharap

withdraw menarik

witness menyaksikan

wonder bertanya-tanya

work bekerja

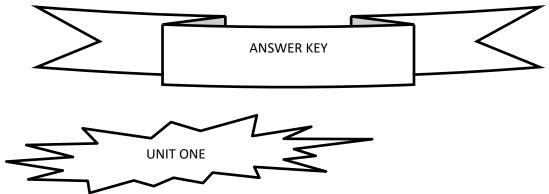
worry mengkhawatirkan

wrap membungkus

write menulis

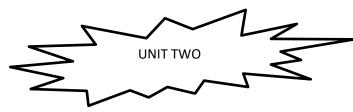
yield menyerah

yank menyentak



Fill the blank

- 1. Lost
- 2. Happend
- 3. Received, First, From
- 4. Worshippers
- 5. The first revelation
- 6. He was
- 7. Return
- 8. Before



Unit two

# Write the sinonym for the boldface

- 1. Excelent
- 2. Book
- 3. Level
- 4. Teaching

## **Unit three**

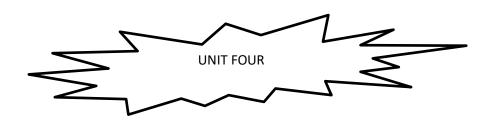


Complete the following fishbone with Appropriate Antonym

- 1. Lasy
- 2. Healthy
- 3. Sit
- 4. Run

### Fill the Blank

- 1. Son
- 2. Send, each
- 3. Promise
- 4. The first
- 5. Third son



Look for the homophone of word in the skeleton of fish

Can = Kaleng, Bisa

Fish = Ikan, Memancing

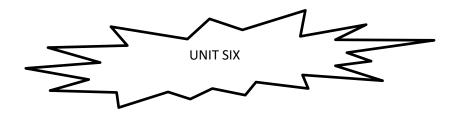
Bank = Bank, Pinggir

Well = Baik, Sumur



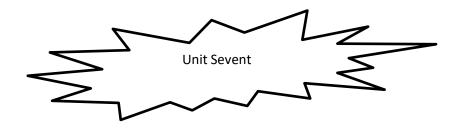
### Fill The Blank

- 1. Comparable
- 2. They
- 3. Asked, Promted
- 4. Muslim, dressed
- 5. Turn, Each, some
- 6. Were, with, eyes

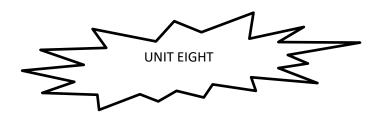


## Fill the blank with one word from the box

1. Dance	( Noun)
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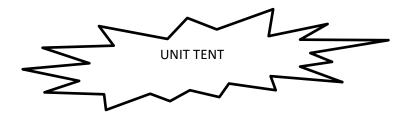
- 1. a. Adjecyive
  - b. Noun
- 2. a. Noun
  - b. Verb
- 3. a. Noun
  - b. Verb
- 4. a. Verb
  - b. Noun
- 5. a. Adjective
  - b. Noun
- 6. a. Noun
  - b. Verb
- 7. a. Verb
  - b. Noun
- 8. a. Noun
  - b. Verb



- 1. Awful
- 2. Bad
- 3. Jamp
- 4. Bad
- 5. Do
- 6. Are repairing
- 7. Working



- 1. Non
- 2. Rewrite
- 3. Informal
- 4. Unhappy
- 5. Half-price
- 6. Unsave



- 1. Slowly
- 2. Bad
- 3. Loadly
- 4. Fast
- 5. Quickly
- 6. Fluently



- 1. No
- 2. Yes
- 3. Yes
- 4. Yes
- 5. Seeds
- 6. Temperature
- 7. Coffee with steamed milk and some chocolate
- 8. Water are more popular drink than cofffe
- 9. stimulant

UNIT TWELVE

### Choose the Correct Answer

- 1. D
- 2. B
- 3. B
- 4. C
- 5. C
- 6. B
- 7. A
- 8. C
- 9. B
- 10. A

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