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 co-promoters, 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 splendid 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 this 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.
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 others 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 synonym, 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, synonym, 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 compound 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. Look for the homophone of word in the skeleton of fish
4. Exercise 2. Make compound sentence
5. Grammar focus

**Unit Five:**

Sight of Kabah
1. Homograph
2. Vocabulary
3. Exercise 1. Look for the homograph in the skeleton 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 with 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 skeleton of fish
4. Exercise 2. Fill the gaps
5. Exercise 3. What can you say

Unit nine:
Lopi Sandeq

1. Prefix and Suffix
2. Exercise 1. Choose one the words from the prefix 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 Suffix
8. Exercise 7. Which of example words do these picture illustrated
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 suffix

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 outline

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

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<td>1. Choose one word from the prefix table to fill this sentence.</td>
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<td>2. Write on your sentence to show what these words mean.</td>
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<td>3. What do you think this word and phrase means?</td>
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<td>4. Complete the fishbone by writing the base form of each word.</td>
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<td>5. Write a paragraph at least eight of example words from the table.</td>
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### Week 11

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<td>1. Coffee and pizza.</td>
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<td>2. Did you understand the story?</td>
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<td>3. Fill the blanks.</td>
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<td>4. Complete the fishbone based on the reading text.</td>
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### Week 12

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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.
Prophet Muhammad

Great thing happened in the year 571 A.D. (the Christian 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)
While Activit

Choose one word in list of vocabulary, put in the head of fish, and develop of the vocabulary based on fishbone model
Post Activity
Make Simple sentences by using words in the skeleton of the fish

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

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...............the ...............revelation........Allah
4. The Arabic people were Idol.................
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 consists of hydrogen and oxygen.
   2. Most animals kill only for food.
   3. The world is round.
   4. The sun rises in the east and 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 every night.
   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

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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 compound 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.
Status of Woman In Islam

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 1 to 1.5 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 synonym by using fishbone model
Exercise 2

Post Activity
Direction
Make compound sentence by using words in the skeleton of fish.
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 conjunction, such as and, but, or, etc.

Examples:

1. Father is reading the newspaper 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 grammar focus.

Antonym

An antonym 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.
<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroy</td>
<td>Menghancurkan</td>
</tr>
<tr>
<td>Season</td>
<td>Musim</td>
</tr>
<tr>
<td>Promise</td>
<td>Berjanji</td>
</tr>
<tr>
<td>Blossoms</td>
<td>Mekar</td>
</tr>
<tr>
<td>Fulfilment</td>
<td>Memenuhi</td>
</tr>
<tr>
<td>Twisted</td>
<td>Membelit</td>
</tr>
<tr>
<td>Describe</td>
<td>Menggambarkan</td>
</tr>
</tbody>
</table>
Exercise 1

While Activity
Complete the following fishbone with Appropriate Antonym

Diligent  Sick  Stand  Walk

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Gram

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Exercise.2

Make Complex sentences by using words in the skeleton of fish above.

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Exercise.3

Fill the Blank of the sentences

1. He wanted his ............... to learn.
2. he ............ them ............ on a ques.
3. you will miss the .........................
4. ................. son went in the winter.
5. The ............... disagreed with all of them
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 microwave.
- Though he was very rich, he was still very unhappy.
- She returned 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 enjoyable.

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.
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.
Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize</td>
<td>Mengenal</td>
</tr>
<tr>
<td>Theologian</td>
<td>Ahli Ilmu Agama</td>
</tr>
<tr>
<td>Prayers</td>
<td>Beribadah/berdoa</td>
</tr>
<tr>
<td>Accept</td>
<td>Menerima</td>
</tr>
<tr>
<td>Dragged</td>
<td>Menyeret</td>
</tr>
<tr>
<td>Renowned</td>
<td>Termasyur</td>
</tr>
</tbody>
</table>
Exercise 1.

While Activity
Look for the Homophone of word in the scelleton of the fish
Post Activity

Exercise. 2

Make compound Complex Sentence

............................................................................................................................
............................................................................................................................
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Grammar Focus

Compound complex Sentence

In English grammar, a compound complex sentence is a sentence with two or more independent clause and at least one independent clause. Compound complex sentence 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 continuous tense
Students are able to develop vocabulary in the skeleton 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 continuous, exercise 3. Fill the blank. In this discussion, there is grammar focus, the grammar focus explain about simple present continuous tense.

3. Homograph

A homograph is a word that shares the same written form 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 may be distinguished by different pronunciation.
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 on that 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:

Promted : Membisikkan
Pilgrimage : Naik Haji
Blessing : Memberkati
Descend : Keturunan
Prophethood : Kenabian
Opportunity : Kesempatan
Determined : Menentukan

Exercise.1

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

Exercise.2

Make simple present continuous sentences by using words in the skeleton of fish

Exercise.3

Fill the Blanks with words you find in the text

1. There is truly nothing ................ to the House of Allah.
2. ................... could keep gazing at the Kaa'ba.
3. I ................... her what ................... her to accept Islam.
4. I used to see .................. men and women ...................
5. When we ................ to look at ............ other after ............ time.
6. we ................... both crying ............ our ...................
Grammar Focus
Present continuous 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 tennis now.
Learning outcome:

1. Students are able to identify verb
2. Students are able to make sentences
3. Students are able to develop 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 fish. Exercise 2. Fill the blank and in the sentences

Verb

Verb is any word notifying about movement, act, effort, or intention of both a living subject and non-living subject, however, there is another class of verbs showing no movement, act, effort or intention, and even no significant function without 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 tablecloth. 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

Develop of Vocabulary in the skeleton of fish by using fishbone model

Car

House

.....

.....
Exercise.2

Direction

Fill in the blank with one of words from box. In the bracket after the sentence, write verb to tell the words’ part of speech. The first one has been done for you as an example.

Blanket   Dance   Drive   Jole   Reward

1. The Tango is a romantic Latin Dance (Noun)
2. Do you like t___________ The Tango (___________)
3. If you are learning now, Jason can______________ Your home (______________)
4. The________on the Curvy road made Celia Carsi(c)(_________)
5. When my dog Skipper sit_____________him with a biscuit(______________)
6. Jessica offered 850____________for the return of her Rings(______________)
7. A wool____________is Warmer than a cotton one(______________)
8. The snow will____________the city streets by Morning(______________)
9. Klein will___________with his pattern to make them laught(______________)
10. Have you hard the funny____________about the alligator and 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 learner 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 carbon 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 frozen ones are helltheir for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that not electricity is needed and saving energy means reducing carbon dioxide and money. So, from now we should consume fresh local groceries to reduce global warming.
Exercise 1

Develop of vocabulary in the head of fish

Outside the House
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 **green** tree frog blended with the leaves. ____________________

2. a. Begin the job by making a step-by-step **plan**. ____________________
   b. Christina will **plan** the project, but I will do the work. _______________

3. a. **Grease** the wheels to make them turn silently. ____________________
   b. The mechanic had **grease** on his uniform. ____________________

4. a. The wheat was **ground** into flour. ____________________
   b. The **ground** is too wet for a picnic. ____________________

5. a. My little brother is afraid of the **dark**. ____________________
   b. We couldn’t find our seats in the **dark** theater. ____________________

6. a. The **play** was divided into three acts. ____________________
   b. Don’t **play** your drums when
the neighbors are sleeping.

7. a. If you want to grow vegetables, you must weed the garden.
    b. The dandelion is a common weed.

8. a. The search took the men deep into the forest.
    b. I’m going to search 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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

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 historically they 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 consequence 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.
<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmful</td>
</tr>
<tr>
<td>Green House</td>
</tr>
<tr>
<td>Polar ice</td>
</tr>
<tr>
<td>Absorb</td>
</tr>
<tr>
<td>Fuels</td>
</tr>
<tr>
<td>Global Warming</td>
</tr>
<tr>
<td>Radiation</td>
</tr>
<tr>
<td>Consequent</td>
</tr>
<tr>
<td>Escape</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex (noun)</td>
<td>was but not now</td>
<td>ex- wife, ex-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>president</td>
</tr>
<tr>
<td>half(noun, adj)</td>
<td>50% of something</td>
<td>half- price, half-hour</td>
</tr>
<tr>
<td>in, im( adj)</td>
<td>not</td>
<td>informal,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>impossible</td>
</tr>
<tr>
<td>non(adj, noun)</td>
<td>not</td>
<td>non – smoking</td>
</tr>
<tr>
<td>pre</td>
<td>before</td>
<td>pre- school</td>
</tr>
<tr>
<td>re ( verb)</td>
<td>again</td>
<td>redo, rewrite</td>
</tr>
<tr>
<td>un ((adj. noun)</td>
<td>not</td>
<td>unhappy, unsafe</td>
</tr>
</tbody>
</table>

**Exercise 1.**

**Choose one of the words from the prefix table to fit in these sentences**

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.
Exercise 6

Find the negative forms of these words. Use a dictionary of necessary suffixes.

1. possible = impossible
2. comfortable = ..............................................................
3. safe= ................................................................................
4. formal= ...........................................................................
5. smoking= .........................................................................
6. happy= .............................................................................
7. polite = ............................................................................
8. correct = ...........................................................................

Suffixes come at the end of words. They help you to understand the meaning of new words. Here some common suffixes.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
</table>
er. or (noun) person worker, swimmer, instructor

er. or (noun) machine, thing cooker, word processor

ful (adjective) full of useful, beautiful

ology (noun) subject of study sociology, psychology

ics (noun, singular) subject of study economics, politics

less (adjective) without useless, endless

ly makes an adverb sadly, happily

from an adjective

ness makes an abstract noun 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

2. a golf, I

3. S

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


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:

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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 = .................................................................
3. slowly =...........................................................................
4. hopeful=...........................................................................
5. rainy =..............................................................................
6. painless=..........................................................................  
7. badly =.............................................................................
8. a tin opener =.................................................................
9. mathematics =....................................................................
10. a footballer .........................................................................

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
The Legend of Lake Batur

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 meant 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, June, July, August, September, October,
   November, December
   Season:
   Some countries have four seasons: spring, summer, autumn and winter

Exercise 1.

Read The Test and answer the questions

From 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

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 seconds 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 an hour?
7. What day is it today?
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

1) ........ the past, Rosa worked in many different countries. Rosa worked in Hong Kong 2) ........ three years, (3) ........ 1993 (4) ........ 1996. (5) ........ the moment she is working in Tokyo. She will stay there (6) ........ two more years.

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 ..............
<table>
<thead>
<tr>
<th>Clothes</th>
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</thead>
<tbody>
<tr>
<td>- Plural words (of clothes)</td>
</tr>
<tr>
<td>- Verbs (relating to clothes)</td>
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</table>
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 flavors added to them are very popular.

Source: [http://www.reading esl.ca/stories/index_food.html](http://www.reading esl.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?
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: [http://www.reading esl.ca/stories/index_food.html](http://www.reading esl.ca/stories/index_food.html)

**Vocabulary**

- 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 Blanks

5. Most pizza in Canada starts with a layer of tomato __________ on the bread.
6. Some pizza toppings are ______________ like mushrooms, olives and onions.
7. Other toppings are different __________ like ham, chicken, pepperoni or bacon.
8. ______________ is a food that is found in most countries 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 bedroom too.

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 it is very small.

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 bedroom is behind Mary'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://www.edu.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.

**Exercise 2.** Complete the map based on the reading above.

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**Vocabulary List**

**Exercise 3:** Find the words related to parts of house:

<table>
<thead>
<tr>
<th>Bedroom</th>
<th>Bathroom</th>
<th>Kitchen</th>
<th>Dining room</th>
<th>Living room</th>
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<tbody>
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</table>
MYHOUSE

Read the two texts below:

1. I live 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 minutes from the shops. It's got two bedrooms, my bedroom and my parents' bedroom, 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.

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

In the room

Outside the House
<table>
<thead>
<tr>
<th>Kata Kerja</th>
<th>Arti</th>
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<tbody>
<tr>
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<td>meninggalkan</td>
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<td>menghapuskan</td>
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<td>absorb</td>
<td>menyerap</td>
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<td>abuse</td>
<td>menyalahgunakan</td>
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<td>accept</td>
<td>menerima</td>
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<td>access</td>
<td>mengakses</td>
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<td>accommodate</td>
<td>menampung</td>
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<td>account</td>
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<td>mengakui</td>
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<td>memperoleh</td>
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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
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Chase  Mengejar
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choose  memilih
circulate  beredar
cite  mengutip
claim  klaim
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classify  menggolongkan
clean  membersihkan
clear  menjelaskan
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clinging  melekat
close  menutup
clutch  menggenggam
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collapse  runtuh
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colour  mewarnai
combine  menggabungkan
come  datang
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commence  memulai
comment  mengkomentari
commission  meminta
commit  melakukan
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dedicate      membaktikan
deem          menganggap
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embody  mewujudkan
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emphasize  menekankan
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enable  memungkinkan
enclose  melampirkan
encounter  menghadapi
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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
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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

87
expose  menelanjangi
express  mengekspresikan
extend  memperpanjang
extract  megekstrak
face  berhadapan
facilitate  mempermudah
fade  luntur
fail  gagal
Fall  Jatuh
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fit  cocok
fix  memperbaiki
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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
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formulate  merumuskan
found  ditemukan
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frighten  menakuti
frown  mengerut
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function  berfungsi
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gasp  melenguh
gather  mengumpulkan

gaze  menatap

generate  menghasilkan

get  mendapatkan

give  memberikan

glance  sekilas

go  pergi

going  akan

govern  memerintah


grab  merebut

Grant  menghadiah

grasp  memahami

greet  menyapa

grin  menyeringai

grip  pegangan

grow  tumbuh

guarantee  menjamin

guard  menjaga

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know  mengetahui
label  mencap
lack  mengurangi
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Miss Kehilangan
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Monitor Mengamati
Motivate mendorong
Mount mendaki
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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  menyeléksi
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
resume menganggap
pretend berpura-pura
prevail menang
prevent mencegah
Price menghargai
Print mencetak
Proceed berjalan
process proses
proclaim menyatakan
produce menghasilkan
progress berlangsung
project memproyeksikan
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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  menyelamatan
research  penelitian
resemble  menyerupai
reserve  cadangan
resign  mengundurkan diri
resist  menolak
resolve  menyelesaikan
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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, menggondangkan
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, membaningting
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
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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
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</table>
UNIT ONE

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

Unit two

Write the synonym 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)
2. Dance  (Verb)
3. Drive  (Verb)
4. Drive  (Noun)
5. Reward  (Verb)
6. Reward  (Noun)
7. Blanket  (Verb)
8. Blanket  (Verb)
9. Joke  (Verb)
10. Joke  (Noun)
1. a. Adjective
   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
UNIT EIGHT

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

UNIT NINE

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

UNIT TENT

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

Choose the Correct Answer

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