

Prof. Dr. Tien Rafida, M.Hum

**ALTERNATIVE
APPROACH**
Of English Instructional

Editor

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Alternative Approach of English Instructional

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SAMBUTAN WAKIL REKTOR UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Rasa syukur yang setinggi-tingginya kepada Allah swt atas segenap rahmat dan hidayahnya sehingga penerbitan buku ini menjadi kenyataan. Salawat dan salam kepada penghuku semua Rasul yang telah menitahkan kewajiban mengembangkan ilmu pengetahuan sekaligus mencontohkan pelaksanaannya.

Saya merasa sangat bergembira ketika diminta untuk memberikan sambutan terhadap buku *Alternative Approach of English Instructional* ini. Sebagai Wakil Rektor Bidang Akademik, saya sangat bergembira. Sebab, penerbitan buku ini dilaksanakan dalam rangkaian pengukuhan penulisnya sebagai guru besar di bidang linguistik Bahasa Inggris. Pertambahan jumlah guru besar dalam sebuah kampus sudah sepatutnya disambut dengan gembira baik pada tataran institusional maupun personal. Jabatan akademik guru besar atau profesor memang melekat kepada seorang individu. Namun demikian kemanfaatannya juga sangat penting. Seorang guru besar dalam hal ini Prof. Dr. Tien Rafida, M.Hum, menjadi penyangga wibawa akademik bagi disiplin ilmu yang ditekuninya; pun juga menjadi kebanggaan tersendiri bagi program studi dan universitasnya. Karena itu, adalah alamiah jika UIN SU Medan sebagai lembaga turut mencatatkan kegembiraan atas pencapaian ini.

Sebagai sesama penuntut ilmu, saya juga sangat bergembira. Bagi saya penerbitan buku melambangkan berjalannya kerja akademik secara wajar. Dengan demikian ini menunjukkan eksistensi Prof. Tien Rafida sebagai seorang maha guru pada bidang ilmu yang ditekuninya. Ia menjalankan fungsinya sebagai agen pengembang ilmu. Setiap buku yang mengandung informasi baru pada hakekatnya tengah memperluas dan menggambar ulang batas pengetahuan manusia tentang sebuah subjek tertentu. Hemat saya, sebuah dimensi lain perlu pula dicatatkan di sini, yakni bahwa

Prof. Tien Rafida mewakili guru besar perempuan. Fakta historis menegaskan bahwa meskipun pembaruan pendidikan Islam telah berjalan melebihi dua abad, proporsi guru besar pria dan perempuan rasanya masih jauh dari ideal. Agaknya fakta tersebut secara alamiah memberi makna lebih bagi kehadiran Prof. Tien Rafida dalam korps guru besar UIN SU Medan. Dari perspektif dan tingkatan tertentu kehadirannya menyimbolkan keadilan dan kesetaraan gender yang tengah ramai-ramainya diperjuangkan. Saya berharap bahwa ini akan menjadi contoh bagi para dosen, terlebih para dosen perempuan.

Saya sendiri tidak memiliki kompetensi akademik yang memadai untuk berkomentar tentang pembelajaran Bahasa Inggris yang menjadi topik buku ini. Begitupun, tidak ada keraguan bahwa menguasai bahasa internasional adalah menjadi keniscayaan zaman. Globalisasi yang dicirikan antara lain oleh tingginya mobilitas penduduk dunia meniscayakan persentuhan bahkan percampuran budaya pada skala yang belum pernah disaksikan sejarah. Sekarang ini, kecakapan multikultural menjadi sangat penting dan dapat dipandang sebagai salah satu kunci keberhasilan. Penguasaan satu atau lebih bahasa internasional jelas merupakan *competitive advantage* yang membuka peluang keberhasilan dalam berbagai bidang kehidupan masa kini. Karenanya, sebuah buku tentang cara mutakhir pembelajaran bahasa Inggris tidak saja perlu dalam konteks akademik tetapi sesungguhnya juga menjadi kebutuhan dalam pergaulan lintas kultur yang terus semakin intens. Bahasa adalah paspor budaya yang memungkinkan seseorang masuk secara aman dan nyaman ke dalam pergaulan internasional.

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Medan, 10 Nopember 2022

Wakil Rektor Bidang Akademik
UIN SU Medan

Prof. Dr. Hasan Asari, MA

PENGANTAR PENULIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Segala Puji hanya milik Allah Azza Wa Jalla Thank You God for Your Grace. Shalawat dan salam semoga selalu tercurah kepada Nabi Muhammad Shallallahu Alaihi Wassalam, tiada nabi setelah beliau juga kepada keluarga beliau, sahabat, dan orang-orang yang berjalan di atas manhaj perjuangan dan ajaran beliau.

Hidup manusia senantiasa bersifat dinamis dan penuh warna di era transformasi akselerasi saat ini. Belum ditemukan manusia yang sejarah dan perjalanan hidupnya hanya monoton. Mungkin benar jika dalam sehari-hari, aktivitas seseorang hanya diisi dengan rutinitas yang tidak berubah. Dalam masyarakat, menulis masih menjadi kebiasaan kalangan yang sangat terbatas. Hanya orang-orang tertentu saja yang memiliki budaya menulis yang baik. Dengan menulis, tidak hanya mampu menghadirkan setumpuk mozaik wawasan di otak kita, tetapi sesungguhnya menulis juga mampu memberdayakan dan membuat hidup kita menjadi lebih berkualitas.

Bulan November menjadi unforgettable bagi penulis, sungguh November Baraqah Thank you God for your grace, dimana penulis dilahirkan, menjadi wanita pertama setelah reformasi meraih jabatan akademik tertinggi Guru Besar di Universitas Islam Negeri Sumatera Utara Medan dan merupakan suatu kebahagiaan dan kehormatan pula dipersilahkan dan difasilitasi hadir di tengah-tengah rangkaian goresan demi goresan, lektur dan apik serta di kemas sebagai sebuah memoar yang komprehensif untuk mempersembahkan buku pada agenda akademik yang dirindukan yaitu Pengukuhan Guru Besar Universitas Islam Negeri Sumatera Utara Medan.

Dalam pergaulan akademisi global menjadi seorang dosen, tidak hanya sekedar mengajar dan membimbing para mahasiswa, tidak ada alasan seorang dosen tidak mampu menulis karena seorang dosen tentunya telah memiliki banyak pengalaman yang dibalut dalam pengajaran di kampus. Pengalaman tersebut dapat dijadikan sebagai salah satu bekal dalam penulisan buku ini. The writer memiliki ratusan mimpi, menjadi seorang penulis buku mungkin tak pernah ada dalam pikiran saya sejak masih menjadi peserta didik. Namun, penulis yang masih kuncup ini memiliki keyakinan dan inspirasi pun menerpa seiring dengan perjuangan dan kerja keras lelah karena lillah, akhirnya berbuah manis kembali, penulis dengan

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berbagai keterbatasan, kehausan ilmunya, mencoba mempersembahkan kembali sebuah karya ilmiah dan alhamdulillah sejumlah mimpi saya sudah terwujud, termasuk menerbitkan buku ini, menetaskan ide yang dikemas dengan gaya tutur, melalui buku ini penulis ingin berbagi inspirasi kepada pembaca. Sehingga lahirlah sebuah bacaan sederhana *alternative approach of english instrutional* penulis dengan segala ketulusan mencoba menggali dan menyusun karya dari berbagai sumber yang layak dipercaya adalah dapat diibaratkan sebagai 'bunga' yang menghiasi indah bagi nuansa referensi pada Universitas Islam Negeri Sumatera Utara khususnya yang bernafaskan keislaman sebagai *prior knowledge* dengan *alternative* pendekatan mengasah *soft and hard skills*, beradaptasi, berinteraksi menuju *experiential learning*.

Ucapan terima kasih disampaikan kepada Rektor seterusnya Wakil Rektor, Ketua dan Sekretaris Senat serta Bapak Dekan Fakultas Ilmu Tarbiyah dan Keguruan yang "*smart*", seluruh civitas akademika di lingkungan Universitas Islam Negeri Sumatera Utara Medan, yang telah memberikan peluang dan kesempatan bagi penulis untuk berkarya dalam rangka penulisan buku ini.

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Medan, 10 November 2022
Hormat Penulis

Tien Rafida

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BAB I

PEMBELAJARAN VOCABULARY



Sekelumit permasalahan klasik yang mengalir pada pembelajaran English Language (EL), betapa vocabulary memiliki peran penting untuk menguasai bahasa Inggris, seperti terurai dalam berikut ini :

1. Vocabulary → menghafalkan kata
Mayoritas pembelajar EL merasa sulit untuk memahami dan menghafal kosa kata, terutama dalam kategori kata-kata konten.
2. Sulit pengucapan → lain ditulis lain dibaca
Takut salah/malu → nervous
Sebagian besar pembelajar EL sering tidak tahu cara mengucapkan kata-kata dengan baik, tidak percaya diri, takut salah, takut ditertawakan, dst.
3. Private class → hasilnya tidak optimal
Membaca buku → membosankan
Pembelajar EL kurang berminat belajar bahasa Inggris, semangat di awal pembelajaran, melemah ketika diberi tugas, malas membaca, dan motivasi kurang.
4. Gurunya kurang berinovasi, lemah IT → asyik sendiri
Sebagian Besar Guru EL tidak menggunakan strategi dan media sehingga proses pembelajaran menjadi monoton.
5. Grammar → terlalu banyak aturan
 - Pembelajar EL diharapkan menguasai 1500 kata untuk membantu mereka memahami dan menggunakan empat keterampilan bahasa
 - Pembelajar EL tidak mengerti bagian dari kata-kata yang telah mereka ingat dan tidak dapat menentukan apakah itu kata benda, kata kerja, kata sifat dan sebagainya

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- Menggunakan metode menghafal (tidak efektif) dan memiliki proses belajar yang tidak menarik, pembelajar EL akan melupakan kata-kata yang telah dihafal dalam waktu singkat kemudian.

6. Tidak ada teman untuk berinteraksi

Lingkungan mempengaruhi pada praktik berbahasa seseorang.

Dewi Nur Aisyah menemukan bahwa mayoritas guru dan pembelajar tidak memiliki pengetahuan yang memadai tentang strategi pembelajaran dan strategi pembelajaran kosa kata.

Beberapa alternative pendekatan pembelajaran bahasa Inggris dapat diuraikan sebagai berikut:

A. Question and Answer (Q & A)

1) What times is it?

It is.....except:

- A. A half past four
- B. A quarter past four
- C. Four o'clock
- D. Three past four



2) Which is the correct writing? (Manakah tulisan yang benar?)

- A. Three Apple
- B. Three Apples
- C. Three Of Apples
- D. Three the Apples



3) Hello, my name is Salsabila. I live at Enggang street number 10. I am nine years old. My.....are swimming, drawing and cycling.

- A. Hobby
- B. Hobbis
- C. Hobbies
- D. Hobbys



4) How do you think? Answer choices.

- A. Aqua, amozle minerale, oasis
- B. Water
- C. Pure water
- D. Cold water
- E. Hot water



5) Tabel berikut menunjukkan jumlah mahasiswa dan mahasiswa pada TBI 3 sampai TBI 6.

Class	Male	Female
TBI3	28	29
TBI4	30	23
TBI5	22	27
TBI6	27	29

Berdasarkan tabel diatas, kelas TBI berapakah yang memiliki jumlah mahasiswa dan mahasiswi paling banyak?

6) Grafik berikut adalah hasil survey hobby yang digemari oleh salah satu mahasiswa TBI 4.



Tuliskan 2 Simpulan.

1.

2.

7) Gambar (1): Angkot



Gambar (2): Ojek Online



Sesuai dengan perkembangan teknologi transportasi, jenis transportasi yang paling diminati masyarakat perkotaan adalah

- A. Karena lebih banyak penumpang (passenger) yang dapat diangkut
- B. Karena tarif relatif terjangkau (affordable)
- C. Karena lebih cepat sampai tujuan (fast)
- D. Karena lebih aman bagi penumpang (safety)

B. Gawai Aplikasi Memrise

Memrise dapat digunakan sebagai salah satu kegiatan menarik untuk meninjau vocabulary yang dapat menarik perhatian pengguna dan keterlibatan langsung dalam proses belajar mengajar, menciptakan lingkungan yang menyenangkan, membantu pengguna merevisi vocabulary dan mengingat sesuatu yang terjadi dalam permainan.

The Procedure of Learning English through Memrise

To apply the application, Memrise can be downloaded in Smartphone or iOS devices from Google Play Store/iTunes. The steps to apply the app are as follows:

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1. Penggunadapat mendaftar di www.memrise.com dan memastikan bahwa aplikasi tersebut dalam pengaturan bahasa Indonesia-Inggris.
2. Setelah mendaftarkan akun di situs web, penggunadapat menerapkan aplikasi secara langsung dan mengetuk "masuk sekarang". Pengguna tidak perlu memilih bahasa yang ingin mereka pelajari karena telah terpilih dengan sendirinya ketika mereka mendaftar di situs web. (figure1).



Figure 1

3. Selanjutnya, Memrise akan meminta akun pengguna untuk login. Pengguna dapat memilih akun yang digunakan di bagian pendaftaran (figure 2).
4. Setelah pengguna berhasil masuk, Memrise akan menampilkan beberapa item. Untuk memulai proses pembelajaran, penggunadapat mengetuk item "*Kata Dan Frasa*" (figure 3).

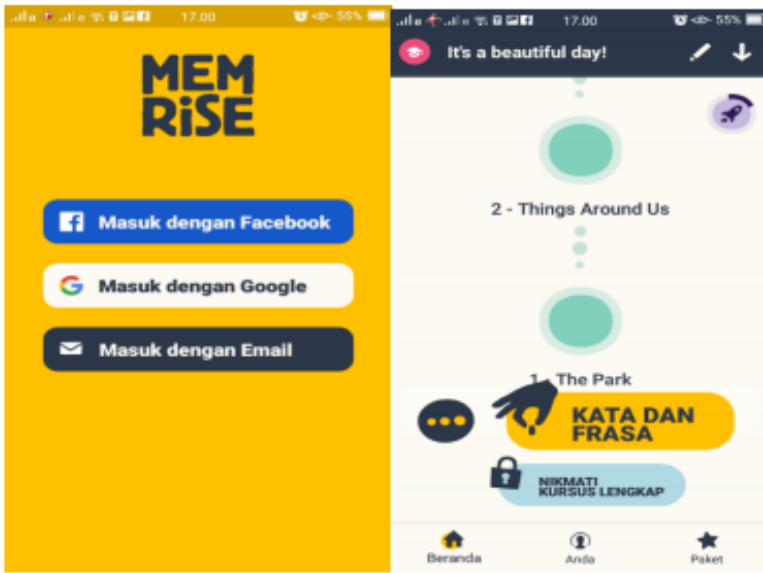


Figure 2. Student's account to log in
Figure 3. Some items before playing games

Secara harfiah, Memrise memiliki banyak jenis permainan untuk memperkaya kosakata pengguna. Oleh karena itu, pengguna dapat merasakan pengalaman belajar yang menyenangkan selama permainan.

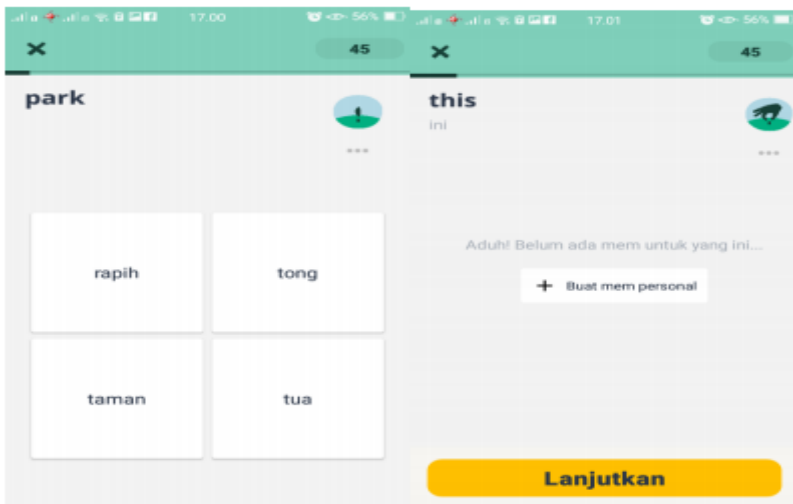


Figure 4. The Flashcard Item
Figure 5. Word Translation Challenge

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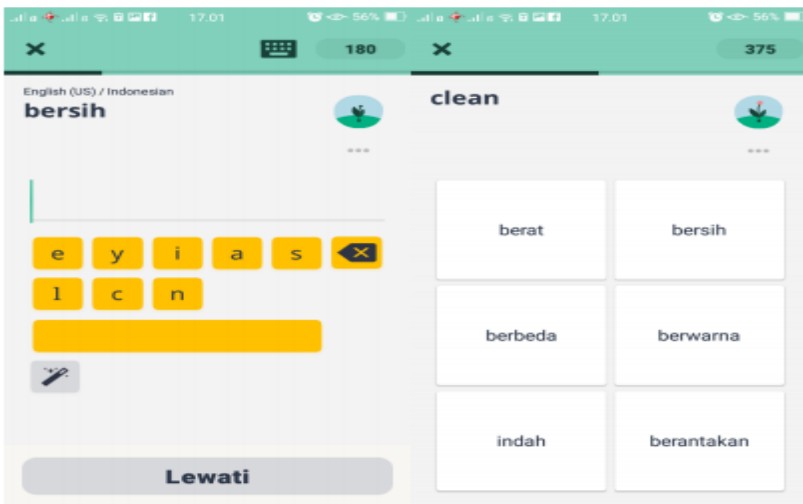


Figure 6. The Typing Challenge
Figure 7. The word Translation

Selain itu ada tempat di mana kita dapat meninjau keterampilan berbicara dan mendengarkan dari kosa kata kita.ada berbagai macam permainan dalam aplikasi seperti yang ditunjukkan di bawah ini (figure8 dan 9).



C. Playing

1. Scramble Word

Word Scramble

Rewrite the word in the space. Then draw the line to match the opposite word. See the example.

SLEOC CLOSE

STOL _____

FORBEE _____

ORSTH _____

HISFNI _____

_____ **OPEN** _____

RESOW

ARTST

TUEC

GHILT

PONE

DROW **MEBJUL**

WORD **JUMBLE**

Jumbled word puzzle.

maalo

erda

nioi

woc

SCRAMBLE WORD		
SLEOC	CLOSE	ASNWRE
THRIG		LOSE
NIW	OPEN	FLET
AKS		STRTA
SOTP		PONE

2. Family Tree



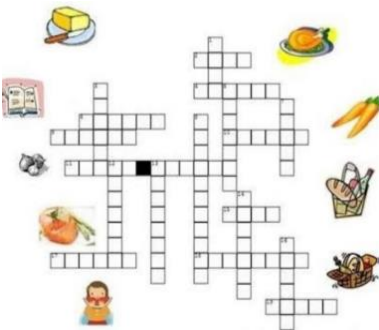
1. Fitri is Saimah's = Mother
2. Akbar is Surya's = Grandfather
3. Budi is Nabila's = Uncle
4. Surya is Ana's = Nephew
5. Hafizah is Saimah's = Grandmother
6. Saimah is Surya's = Sister
7. Rizky is Ana's = Husband
8. Nabila is Saimah's = Cousin
9. Nabila is Budi's = Niece
10. Budi is Surya's = Father
11. Fitri is Akbar 's = Daughter
12. Surya is Fitri's = Son
13. Ana is Rizky's = Wife
14. Ana and Rizky are Nabila's = Parents

3. Crossword Puzzle



Crossword puzzle adalah teka-teki silang (TTS) yang disediakan sejumlah pertanyaan atau kata sebagai kunci untuk mengisi serangkaian kotak-kotak kosong yang di desain sedemikian rupa.

Tahap 1



Tuliskan kata-kata kunci atau nama - nama yang berhubungan dengan materi pelajaran yang telah diberikan.

d	h	o	u	s	e	s	u	g	p	d	t
s	g	h	d	h	t	p	f	r	t	s	e
o	z	o	z	g	o	e	c	a	t	x	a
l	d	h	o	r	s	e	a	b	a	e	c
d	g	a	j	x	o	g	w	b	z	e	h
i	e	g	o	j	d	l	w	i	j	l	e
e	x	y	o	k	d	o	c	t	o	r	r
r	t	o	m	a	t	o	h	i	d	z	p

Buatlah kisi-kisi yang dapat di isi dengan kata-kata yang telah dipilih.

Tahap 2

DOWN

1. Cook in an oven.
3. The device you usually use to warm water or something else.
5. A bird which is served roasted or fried.
7. It's made from wheat or other grains.
8. List of items you need to cook a dish.
12. Cylindrical length of minced meat, pork or chicken.
13. A vegetable with green skin eaten uncooked in salads.
14. It's eaten after a meal and it's usually sweet.
16. A fish which lives in the sea and swims up river to produce its eggs.

ACROSS

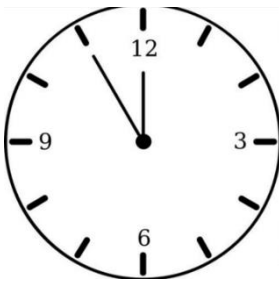
2. A white powder found in the sea used to preserve and season food.
4. Instructions on how to prepare food.
6. It's used to season food and it has a strong smell.
9. Creamy substance made from milk.
10. It's orange and Bugs Bunny loves it.
11. The main part of a meal.
15. The flesh of cattle eaten as food.
17. A big bird that's appreciated at Xmas dinners.
18. A ready-made meal you buy at a shop and take home.
19. Cover with butter or sauce and cook in an oven or over a fire.



Buatlah pertanyaan - pertanyaan yang telah dibuat atau dapat juga hanya membuat pertanyaan-pertanyaan mengarah kepada kata-

Bagikan teka-teki ini kepada siswa, bisa individu ataupun kelompok.

Tahap 3



Question :

NOUN WORD SEARCH

1. Write the noun in the space provided.
2. Find the word in the word search puzzle.

d	h	o	u	s	e	s	u	g	p	d	t
s	g	h	d	h	t	p	f	r	t	s	e
o	z	o	z	g	o	e	c	a	t	x	a
l	d	h	o	r	s	e	a	b	a	e	c
d	g	a	j	x	o	g	w	b	z	e	h
i	e	g	o	j	d	l	w	i	j	l	e
e	x	y	o	k	d	o	c	t	o	r	r
r	t	o	m	a	t	o	h	i	d	z	p



Batasi waktu pengerjaan

Siswa dinilai secara individu dan kelompok

1. Tomato 2. Horse 3. Cat 4. House 5. Rabbit

Peserta didik yang dapat menjawab dengan benar akan diberikan hadiah sesuai dengan jumlah hasil, Agar siswa merasa senang.

Alasan menggunakan croosword puzzle (teka-teki) dalam mempelajari pronunciation sekaligus noun:

Crossword Puzzle (teka-teki silang) adalah salah satu metode pembelajaran aktif bagi peserta didik yang melibatkan semua peserta didik untuk berfikir saat pembelajaran berlangsung dengan mengisi teka-teki silang (Crossword Puzzle) sehingga peserta didik menjadi lebih antusias dalam mengikuti pelajaran.

4. Ice breaking

Media Pembelajaran: Alat Dan Bahan →

Ice braking kertas,
bedak, karton
berwarna

1. Langkah langkah kegiatan



Alat untuk
hukuman dalam
permainan



Atau menghafal
verb lebih
banyak

Langkah kegiatan :

1. Kegiatan Pembuka

Guru mengucapkan
salam

Guru mengabsen
Kehadiran Murid

Guru menjelaskan
materi dan kegiatan
pembelajaran hari
ini

Alternative Approach of English Instructional

2. Kegiatan Inti



Guru mempunyai aturan permainan ini, masing –masing peserta harus berhitung, tapi setiap hitung kelipatan ke empat peserta tidak boleh menyebutkan angkanya, melainkan “dor” atau tepuk tangan



Game ini adalah menebak benda yang ada pada gambar tersebut dengan cara moderator memberikan potongan suatu gambar benda hewan, tokoh, benda dll kepada audines atau, kamu juga bisa menunjukkan kompliasi yang gambar kemudian audines diminta untuk menebak gambar apakah itu



Kemudian game ini juga salah satu game yang sangat seru yaitu ikuti apa yang dilihat game ini sangat memuji konsentrasi peserta kunci dari kata permainan ini adalah “ikuti apa yang saya lakukan, jangan lakukan apa yang saya katakan “ misal nya guru atau moderator memegang hidung tetapi ia kata kan “pegang telinga “ sesuai peraturan berarti peserta harus megang hidung bukan telinga



3. Kegiatan penutupan

- Guru harus lebih sering melihat perkembangan evaluasinya
- Guru menyampaikan judul topik materi pertemuan selanjut nya
- Berdoa bersama , dan mengakhiri nya dengan salam

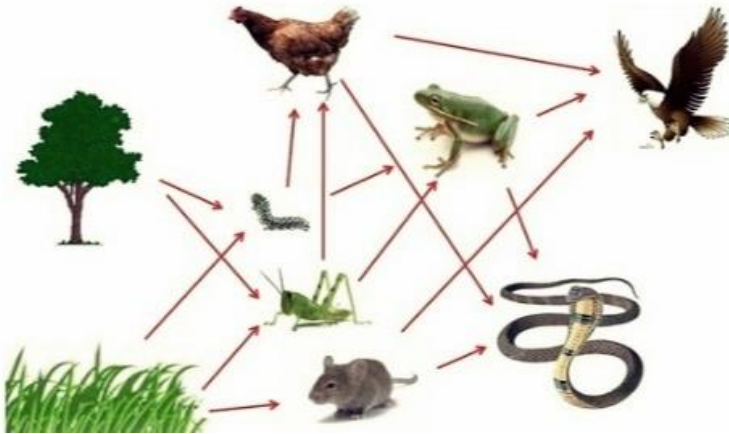
Fill in the Blank

My Day

1. _day I get up at half past six. First I go to the 2 _____ and have cup of tea and toast for 3 _____. Then I go to the 4 _____ and clean my teeth. After that, I get 5 _____ and brush my hair. At half past 6 _____ I go to work. I take the bus to Cabramatta.

D. HOTS dalam Pembelajaran Bahasa Inggris

HOTS terbagi menjadi 3, HOTS sebagai *transfer*, HOTS sebagai *critical thinking*, dan HOTS sebagai *problem solving*. Latar belakang dikembangkannya soal HOTS ini adalah karena rendahnya kemampuan bahasa Inggris peserta didik Indonesia dalam survey yang dilaksanakan oleh Benchmarking Internasional seperti PISA (2009) dan PIRLS (2011).



Look at the following picture!

Silahkan membuat 2 pertanyaan

1. One day, the frog population decreased drastically because many were being hunted by the hunters. So what will happen to the rest of the population?

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(Pada suatu hari, populasi katak menurun secara drastis karena banyak yang diburu oleh pemburu. Maka apa yang akan terjadi pada populasi yang lainnya?)

2. The population of snakes in the fields has been very drastic because they are hunted by farmers because it is very detrimental to their fields. Then what will happen to the eagle population if there are no snakes in the rice field ecosystem?

(Populasi ular di sawah sudah sangat drastis karena diburu oleh petani karena sangat merugikan ladangnya. Lalu apa yang akan terjadi pada populasi elang jika tidak ada ular di ekosistem sawah?)

Berikut contoh soal HOTS yang dapat dikembangkan dari sebuah teks bahasa Inggris.

Mengkreasi : Compose a letter of apology from Frog to snake!

Mengevaluasi : Do you think mouse has done the right thing? Why?

Menganalisis : In what ways are mouse and eagle different?

E. S-P-E-L-L-I-N-G (Model yang easy going untuk menguasai dan mengembangkan Vocabulary)



F - A - M - I - L - Y

M - O - T - H - E - R

F - A - T - H - E - R

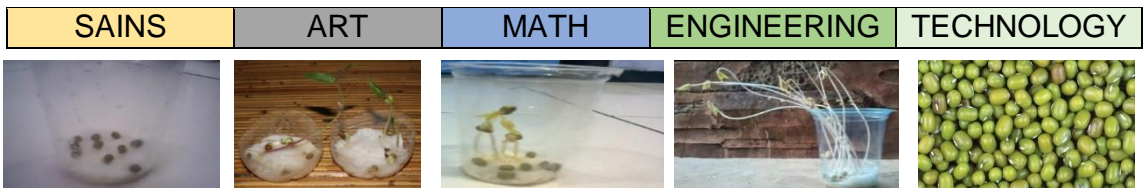
F. Acronym

1. "MIKIR"

Selanjutnya untuk menggapai Vocabulary yang meluas, diperlukan ikhtiar guru dalam mencari solusi dengan menggunakan pendekatan (*approach*). Mikir merupakan salah satu unsur dari aktivitas yang tidak terlepas dari Vocabulary.

M	OBSERVATION	Viewing and tracing developments, learning indicators of mapping the material and its environment
	SOCIALIZATION	Learning activities how to teach it over and over again
I	DISCUSSION	Internal and external matters related to how to package content that is integrated with the learning approach.
Ki	PEER TEACHING	Conveying related new ideas to peers
R	ASSESSMENT	Written or oral (test) can be in the form of expressing impressions, messages, expectations and constructive criticism of vocabulary development

2. "STEAM"



- **Menghitung kacang hijau** sesuai **angka Arab** di cup (M)
- **Masukkan kapas** kedalam cup, **tuang air sedikit** (M) masukan kacang hijau
- Menyebutkan **manfaat kacang hijau** (I)

KELOMPOK BUBUR KACANG HIJAU MENANAM

KEL.ES KACANG HIJAU MENULIS HURUF HIJAIYAH

- **Berwudhu** terlebih dahulu (M)
- **Mengangkat alat tulis tangan kanan** menuliskan **huruf hijaiyah** seperti contoh (M)
- **Mengulangi tulisan beberapa kali** (R)

- **Merekatkan kacang hijau** (M) dengan **sabar** seperti kisah **anak sabar disayang Allah**, ingatkan **anak Umi? 1 anak** **mengingatnkan cerita** (R)
- Menyebutkan **bagian-bagian kacang hijau** (K)
- Menyebutkan **bentuk dan warna** merujuk pada hasil karyanya (K)

KEL. KUE KACANG HIJAU KOLASE

3. Slang Words

Nowdays kata yang acapkali digunakan pada situasi yang tidak formal misalnya pada saat *chatting* , menggunakan media social, atau telponan ,nyantai, akan hadir kata demi kata yang sangat populer dari acronym, OTW, BTW, ASAP, HOAX, dan lainnya, berikut akan diuraikan :

1. OTW

OTW merupakan acronym dari On The Way yang berarti sedang berada di jalan atau sedang berada dalam perjalanan.

Example :

- We are OTW to the UIN SUMUT (kami sedang di jalan menuju ke UIN SUMUT)
- Wait me, I am OTW (tunggu aku, aku sedang berada di jalan)
- He is OTW to meet Nisa (dia berada di jalan untuk menemui Nisa)

2. BTW

BTW merupakan acronym dari By The Way, jika diterjemahkan pada bahasa Indonesia, “ngomong-ngomong”, **Example**

- BTW, will you come to our campus today? (ngomong-ngomong, akan kah kamu datang kekampus kita hari ini?)
- BTW, please send me a message before you go (ngomong-ngomong, tolong kirimkan aku pesan sebelum kamu pergi)
- BTW, I like this book so much (ngomong-ngomong aku sangat suka buku ini)

3. ASAP (*As soon As Possible*)

ASAP merupakan acronym dari As soon As Possible yang berarti sesegera mungkin atau secepat mungkin. **Example**

- I will come to our campus ASAP (aku akan datang kekampus kita sesegera mungkin)
- She will open the laptop for you ASAP (dia akan membuka lap top untuk mu sesegera mungkin)
- ASAP you will know how is his health (sesegera mungkin kamu akan tau bagaimana kesehatannya)

4. HOAX

HOAX diartikan sebagai berita bohong yang disebar, sejak ratusan tahun diyakini sebagai "HOCUS POCUS" dari mantra Inggris yang lazimnya disebut oleh pesulap "sim salabim". **Example**

- I don't want to hear this hoax news (aku tidak ingin mendengar berita bohong ini)
- According to me, this news is so Hoax (menurutku, berita ini adalah berita bohong)
- Do you have Hoax gossip? (kamu punya berita bohong?)

E. Webbing Theme

Aneka Olahan



Kacang Hijau



Media Tanam



Manfaat

1. Melancarkan pencernaan
2. Kekebalan tubuh
3. Kesehatan tulang
4. Melebatkan rambut
5. Menjaga kesehatan kulit

Ciri-Ciri



1. Tumbuh tegak
2. Terdapat tiga helai daun dalam satu tangkai
3. Biji berbentuk bulat berwarna hijau
4. Ukurannya lebih kecil dari kacang kedelai

H. Matchmaking

Sebelum kita membahas lebih lanjut tentang supermarket, coba kerjakan latihan berikut untuk mengingatkan penguasaan kosa kata kita tentang *food*. Menjodohkan kata-kata di kelompok kanan dengan kata-kata di kelompok kiri yang merupakan pasangan makna.

Fruits :

1. Banana	Tomat
2. Mango	Apel
3. Grapes	Advokat
4. Tomato	Jeruk
5. Water melon	Nanas
6. Lemon	Semangka
7. Pear	Mangga
8. Apple	Anggur
9. Pineapple	Pir
10. Avocados	Lemon

Vegetable :

1. Cabbage	Terung
2. Eggplant	Kubis
3. Celery	Bawang merah
4. Carrots	Seledri
5. Cauliflower	Mentimun
6. Garlic	Terong
7. Onion	Cabe
8. Peppers	Daun Selada
9. Lettuce	Bawang Putih
10. Potatoes	Kentang

Food and Drink :

1. Pizza	Milk
2. Soap	Jus Buah
3. Spaghetti	Teh
4. Egg	Coklat
5. Bread	Sop
6. Salad	Mie
7. Jam	Keju
8. Sausage	Sele
9. Meat	Salad
10. Hamburger	Telur

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Where can you buy it ?

Di mana Kita dapat membelinya? Jika Kita akan berbelanja di sebuah supermarket, Kita harus mengetahui bagian dari supermarket yang harus dituju untuk mendapatkan benda yang akan dibeli dengan cepat. Bagian-bagian dari supermarket meliputi :

- a. *Bakery section.*
- b. *Dairy section.*
- c. *Produce section.*
- d. *Meat department.*

Jika Kita akan beli segala macam roti maka Kita langsung mencari di bagian *bakery section*, jika ingin membeli daging maka Kita akan menuju *meat department*, dan seterusnya.

Setelah kita mengetahui bagian dari supermarket, kita akan menuju kemana jika kita akan membeli barang berikut.

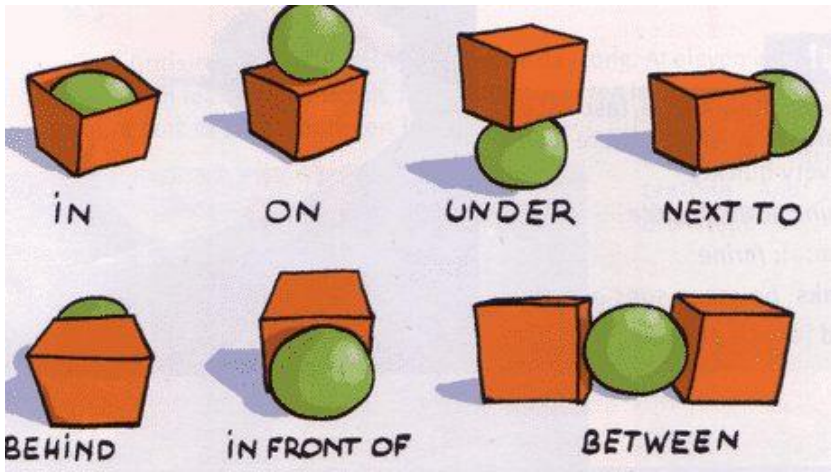
You are in the supermarket and you want to buy.....	You will go to the.....
1. Milk	1
2. Cake	2
3. Tomatoes	3
4. Note book, pen, and pencil	4

Jika kebetulan kita tidak tahu letak benda yang akan dii beli, tentu kita akan bertanya dimana letak benda yang dimaksud kepada shopkeeper. Kata tanya yang digunakan adalah “where“ artinyadimana.

Question word questions	To be (is, am, are)	Subject	Object
Where	Is	The milk ?	
Where	Are	The fruits ?	
Where	Are	Lettuce and cucumber ?	

I. Picture

1. Preposition



2. To find difference

LOOK AGAIN PICTURES. 1984 by The Abney Press, Hayward, CA. Permission granted to reproduce for classroom use.



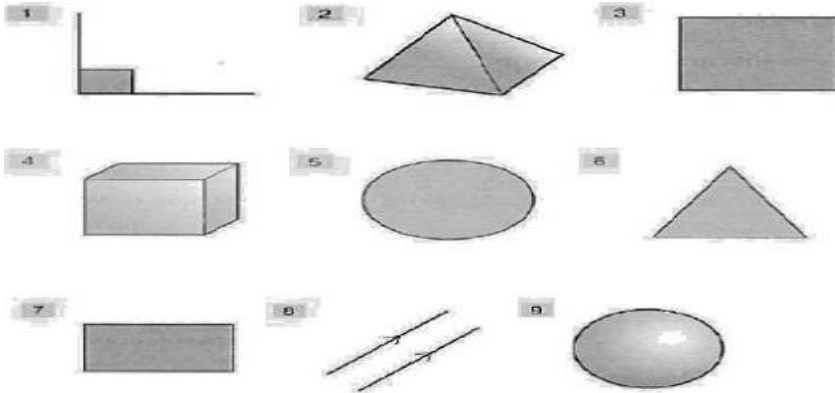
Can you find EIGHT differences between these pictures?



- Find 8 differences between the two pictures
- Allow 5-10 minutes for the students to find the differences.

Describing Things

Untuk mendeskripsikan benda, kita perlu memperhatikan beberapa hal, di antaranya: nama benda tersebut, bentuknya, bahannya, warnanya, dan ukurannya, atau mungkin kualitasnya.



3. Write the numbers 1 to 9 next to the correct words,

Circle cube right angle sphere square triangle parallel lines
pyramid rectangle

Gambar 1



This is my handbag. It is made of fabric. It is rectangular in shape. The basic color is pink, and there are flower. I use it to party.

Gambar 2



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This is a new model of a back bag. It is in fashion now. It is trapezoidal in shape. It is brown end yellow. It is made of student. It can be used to put your book.

Untuk mengatakan bentuk dari suatu benda, misalnya: bentuknya empat persegi panjang, bulat, seperti kerucut, seperti trapesium, atau silinder kita dapat menggunakan ungkapan seperti:

It is	Rectangular	} In shape.
	Square	
	Oval	
	Circular	
	Semicircular	
	Curved	
	Cylindrical	
	Spherical	
	Conical	
	Cubical	
	Trapezoidal	

Kita juga dapat mengatakan, misalnya: *It's rectangular*, atau *It's conical*, atau *It's oval*. Rectangular, square, circular, curved, spherical, conical, cubical, dan trapezoidal merupakan kata sifat. Kata-kata ini berasal dari kata benda seperti

Noun (kata benda)

Rectangle

Circle

Semicircle

Curve

Trapezium atau trapezoid

Sphere

Cone

Adjective (kata sifat)

Rectangular

Circular

Semicircular

Curved

Trapezoidal

Spherical

Conical

Untuk mengatakan: "dari apa benda tersebut dibuat," kita menggunakan ungkapan sebagai berikut:

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	Leather	(Kulit).
	Plastic	(Plastic).
	Fabric	(Kain)
It Is Made Of	Vinyl	(Kain vinil)
	Metal	(Logam)
	Glass	(Kaca)
	Wood	(Kayu)

Jadi "***It Is Made Of Leather***" maksudnya adalah benda itu terbuat dari kulit.

It is made of fabric (benda itu terbuat dari kain).

Untuk mengatakan kegunaan dari benda tersebut kita dapat menggunakan ungkapan seperti :

I use it to carry my books. atau ***It is used to carry my books.*** atau ***It is for carrying my books***

Apabila kita mendeskripsikan suatu benda, kita juga perlu memperhatikan beberapa hal, misalnya: nama benda tersebut, bentuknya, terbuat dari bahan apa (bahan-bahan apa yang digunakan untuk membuatnya), warnanya, dan juga manfaatnya Seperti:

J. With Lyric Sing A Song

Can't Take My Eyes off You (2007 Remaster)

You're just too good to be true
Can't take my eyes off of you
You'd be like Heaven to touch
I wanna hold you so much
At long last, love has arrived
And I thank God I'm alive
You're just too good to be true
Can't take my eyes off of you
Pardon the way that I stare
There's nothin' else to compare
The sight of you leaves me weak
There are no words left to speak
But if you feel like I feel

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Please let me know that it's real
You're just too good to be true
Can't take my eyes off of you
I love you, baby
And if it's quite alright
I need you, baby
To warm the lonely night
I love you, baby
Trust in me when I say
Oh, pretty baby
Don't bring me down, I pray
Oh, pretty baby
Now that I've found you, stay
And let me love you, baby
Let me love you`
You're just too good to be true
Can't take my eyes off of you
You'd be like Heaven to touch
I wanna hold you so much
At long last, love has arrived
And I thank God I'm alive
You're just too good to be true
Can't take my eyes off you
I love you, baby
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I need you, baby
To warm the lonely night
I love you, baby
Trust in me when I say
Oh, pretty baby
Don't bring me down, I pray
Oh, pretty baby
Now that I've found you, stay
Oh, pretty baby
Trust in me when I say
Oh, pretty baby

Lirik

Kamu terlalu bagus untuk menjadi kenyataan
You're just too good to be true

Tidak bisa mengalihkan pandanganku darimu
Can't take my eyes off of you

Anda akan seperti surga untuk disentuh
You'd be like Heaven to touch

Aku sangat ingin memelukmu
I wanna hold you so much

Akhirnya cinta telah tiba
At long last, love has arrived

Dan saya bersyukur kepada Tuhan saya masih hidup
And I thank God I'm alive

Kamu terlalu bagus untuk menjadi kenyataan
You're just too good to be true

Tidak bisa mengalihkan pandanganku darimu
Can't take my eyes off of you

Maafkan cara saya menatap
Pardon the way that I stare

Tidak ada lagi yang bisa dibandingkan
There's nothin' else to compare

Melihatmu membuatku lemah
The sight of you leaves me weak

Tidak ada kata yang tersisa untuk diucapkan
There are no words left to speak

Tetapi jika Anda merasa seperti yang saya rasakan
But if you feel like I feel

Tolong beri tahu saya bahwa itu nyata
Please let me know that it's real

Kamu terlalu bagus untuk menjadi kenyataan

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You're just too good to be true
Tidak bisa mengalihkan pandanganku darimu
Can't take my eyes off of you

Aku mencintaimu sayang
I love you, baby

Dan jika tidak apa-apa
And if it's quite alright

Aku membutuhkan mu sayang
I need you, baby

Untuk menghangatkan malam yang sepi
To warm the lonely night

Aku mencintaimu sayang
I love you, baby

Percayalah padaku ketika aku berkata
Trust in me when I say

Oh, sayang yang cantik
Oh, pretty baby

Jangan turunkan aku, aku berdoa
Don't bring me down, I pray

Oh, sayang yang cantik
Oh, pretty baby

Sekarang setelah aku menemukanmu, tetaplah
Now that I've found you, stay

Dan biarkan aku mencintaimu, sayang
And let me love you, baby

Biarkan aku mencintaimu
Let me love you

Kamu terlalu bagus untuk menjadi kenyataan
You're just too good to be true

Tidak bisa mengalihkan pandanganku darimu
Can't take my eyes off of you

Alternative Approach of English Instructional

Anda akan seperti surga untuk disentuh
You'd be like Heaven to touch

Aku sangat ingin memelukmu
I wanna hold you so much

Akhirnya cinta telah tiba
At long last, love has arrived

Dan saya bersyukur kepada Tuhan saya masih hidup
And I thank God I'm alive

Kamu terlalu bagus untuk menjadi kenyataan
You're just too good to be true

Tidak bisa mengalihkan pandanganku darimu
Can't take my eyes off you

Aku mencintaimu sayang
I love you, baby

Dan jika tidak apa-apa
And if it's quite alright

Aku membutuhkan mu sayang
I need you, baby

Untuk menghangatkan malam yang sepi
To warm the lonely night

Aku mencintaimu sayang
I love you, baby

Percayalah padaku ketika aku berkata
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Oh, sayang yang cantik
Oh, pretty baby

Jangan turunkan aku, aku berdoa
Don't bring me down, I pray

Oh, sayang yang cantik
Oh, pretty baby

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Sekarang setelah aku menemukanmu, tetaplah
Now that I've found you, stay

Oh, sayang yang cantik
Oh, pretty baby

Percayalah padaku ketika aku berkata
Trust in me when I say

Oh, sayang yang cantik
Oh, pretty baby

Sumber: [Lyric Find](#)

Penulis lagu: Bob Crewe / Robert Gaudio

Lirik Can't Take My Eyes off You (2007 Remaster) © BMG Rights Management, Bromo 16, Sony/ATV Music Publishing

K. Pronunciation

I would like to make video about Pronunciation. Then, I explain definition pronunciation and the key of pronunciation. That is gonna help the lessoners to understand both.

DEFINITION OF ALPHABET

The alphabet is a writing system based on phoneme symbols, vowels and consonants. The word alphabet is taken from Greek. Namely "Alpha" (α) and "Beta" (β). Every country has a different way of pronouncing the letters of the alphabet in Indonesian. Example, for alphabet "A" in Indonesian it is read Ei in English. So we will explain some things about the alphabet and how we pronounce it.

KEY TO PRONUNCIATION (VOWEL) PART 1

- * I. e.g. see [si:]
- * I e.g. any ['eny]
- * e e.g. ten [ten]
- * æ e.g. hat [hæət]
- * a: e.g. arm [a:m]
- * e e.g. got [gət]
- * o: e.g. saw [sɔ:]
- * U e.g. put [pʊt]
- * u. e.g. too [tu:]

HOW TO PRONOUNCE ENGLISH ALPHABET

- * A /ei/
- * B /bi/
- * C /si/
- * D /di/
- * E /i/
- * F /ef/
- * G /ji/
- * H /eich/
- * I /ai/
- * J /jei/
- * K /key/
- * L /el/
- * M /em/
- * N /en/
- * O /ou/
- * P /pi/
- * Q /kiu/
- * R /ar/
- * S /es/
- * T /ti/
- * U /iu/
- * V /vi/
- * W /'doubli iu/
- * X /eks/
- * Y /uai/
- * Z /zed/

Salsabila Ayudi Rizka: You Should give example voice of key pronunciation

Fajriatun Nurjannah: It is good, if you give us example from vocabulary

L. Difficult Word

1. Word by word

Mandalika International Street Circuit



Mandalika International Street Circuit (known as Pertamina Mandalika International Street Circuit for commercial purposes) is located in the Mandalika resort area on the Central Lombok Regency island in West Nusa Tenggara province of Indonesia. The circuit is a venue for Asia Talent Cup, Superbike World Championship and Grand Prix motorcycle racing races. The sports cluster and entertainment project, measuring 120 hectares, will eventually include the construction of hotels and other facilities.

This circuit has been under construction since 2015, which was inaugurated by the President of Indonesia, Joko Widodo. Previously, Indonesia had held MotoGP in 1996 and 1997 as well as the Superbike from 1994 to 1997, all at the Sentul International Circuit in Bogor, West Java. However, due to the financial crisis, Indonesia was forced to suspend its motorsport hosting program. This circuit was built to increase the number of tourists who come to the Mandalika resort area and introduce new tourist destinations.

2. Word and Phrase

What Is Academic Writing?

Academic writing is a formal style of writing used in universities and scholarly publications = publikasi ilmiah. You'll encounter = Menemukan it in journal articles and books on academic topics = buku

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tentang topik akademik, *and you'll be expected* = diharapkan *to write your essays, research papers* = makalah penelitian, *and dissertation in academic style.* = gaya akademis

Academic writing is a formal style of writing used in universities and scholarly = ilmiah publications. You'll encounter = bertemu it in journal articles and books on academic topics, and you'll be expected = anda akan diharapkan to write your essays, research papers = makalah penelitian, and dissertation in academic style. Academic writing follows the same writing process = proses penulis as other types of texts, but it has specific conventions = ketentuan in terms of content, structure and style.

Academic writing is...

- *Formal and unbiased* = tidak bias
- *Clear and precise* = tepat
- *Focused and well structured* = tersuktur dengan baik
- *Well sourced* = bersumber dengan baik
- *Correct and consistent*

Academic writing is not...

- Personal
- *Long-winded* = panjang lebar
- *Emotive and grandiose* = emosional dan megah

Table of contents

1. *Types of academic writing*
2. *Academic writing checklist* = daftar periksa penulisan akademik

Types of academic writing

Academics mostly write texts intended = disengaja for publication, such as journal articles, reports, books, and chapters in edited collections. For students, the most common types of academic writing assignments are listed below.

Type of academic Text Definition	
Essay	A fairly short = cukup pendek, self-contained argument, often using sources from a class in response to a question provided by an instructor.
Research paper	A more in-depth = lebih mendalam investigation based on independent research, often in response to a question chosen by the student.
Thesis/dissertation	The large = yang besar final research project undertaken = dilakukan

	at the end of a degree, usually on a topic of the student's choice.
Research proposal	An outline of a potential topic = topic yang berpotensi and plan for a future dissertation or research project.
Literature review	A critical synthesis of existing = yang ada research on a topic, usually written in order to inform the approach of a new piece of research=peneitian baru.
Lab report	A write-up of the aims = melengkapi dari tujuan, methods, results and conclusions of a lab experiment.
Annotated bibliography	A list of source references = berbbagai sumber bacaan with a short description or evaluation of each source.

Academic writing is...

- **Formal and unbiased**

Academic writing aims = bertujuan to convey = menyampaikan information in an impartial way = cara yang tidak memihak. The goal is to base = mendasarkan arguments on = pada the evidence = bukti under consideration = yang sedang dipertimbangkan, not the author's preconceptions = prasangka penulis. All claims should be supported with relevant evidence, not just asserted = ditegaskan.

To avoid = menghindari bias, it's important to represent the work of other researchers and the results of your own research fairly and accurately = akurat. This means clearly outlining your methodology and being honest about the limitations of your research.

The formal style used in academic writing ensures = memastikan that research is presented consistently across different texts, so that studies can be objectively assessed and compared = dinilai dan dibandingkan with other research.

Because of this, it's important to strike the right tone = untuk menyerang nada yang tepat with your language choices. Avoid informal language, including slang = termasuk bahasa gaul, contractions, clichés = klise, and conversational phrases:

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- **Also=juga, a lot of = banyak** the findings are **a little** unreliable = tidak dapat diandalkan.
- **Moreover = selain itu, many** of the findings are **somewhat = agak/sedikit** unreliable.
- **Clear = jelas and precise = tepat**

It's important to use clear and precise language to ensure = memastikan that your reader knows exactly what you mean. This means being as specific as possible and avoiding = menghindari vague language = bahasa yang tidak jelas:

- **People** have been interested = telah tertarik in this **thing** for a **long time**.
- **Researchers** = para peneliti have been interested in this **phenomenon** for **at least = setidaknya 10 years**.
- **People** have been interested = telah tertarik in this **thing** for a **long time**.
- **Researchers** have been interested in this **phenomenon** for **at least 10 years**.

Avoid hedging = membatasi your claims with words like “perhaps,” as this can give the impression that you lack confidence = PD in your arguments. Reflect on your word choice to ensure it accurately and directly conveys your meaning:

- **Focused and well structured**

An academic text (one of the article that related the vowel sounds) is not just (...) a collection = kumpulan of ideas about a topic—it needs to have a clear purpose. Start with a relevant research question or thesis statement, and use it to develop a focused (past tense from focus) argument. Only include information that is relevant to your overall purpose.

A coherent structure is crucial to organize your ideas. Pay attention to structure at three levels: the structure of the whole text, paragraph structure, and sentence structure.

Overall structure	<ul style="list-style-type: none">• Always include an introduction and a conclusion.• Divide longer texts = bagilah text yang panjang into chapters or sections with clear headings_= judul yang jelas
--------------------------	---

	<ul style="list-style-type: none">• Make sure information is presented in a logical order.
Paragraph structure	<ul style="list-style-type: none">• Start a new paragraph when you move onto a new idea.• Use a topic sentence at the start of each paragraph to indicate = mengindikasi what it's about, and make clear transitions between paragraphs.• Make sure every paragraph is relevant to your argument or question.
Sentence structure	<ul style="list-style-type: none">• Use transition words = perangkai kata to express the connections between different ideas within and between sentences.• Use a variety of sentence lengths=panjang and structures.

Academic writing is not...

- **Personal**

Academic writing generally tries to avoid being too personal. Information about the author may come in at some points (may adalah modal auxiliary) for example in the acknowledgements or in a personal reflection but for the most part the text should focus on the research itself. By Dimas

- As a teacher, **you** must treat **your** (possessive pronoun) students fairly = adil.

- **Long-winded**

Many students think their writing isn't academic unless it's over-complicated = terlalu rumit and long-winded. This isn't a good approach instead, aim to be as concise and direct as possible.

If a term can be cut or replaced with a more straightforward one (can+be = menjadi) In without affecting your meaning, it should be. Avoid redundant = berulang phrasings in your text, and try replacing phrasal verbs with their one-word equivalents = setara satu kata where possible:

- Interest in this phenomenon **carried on = dilanjutkan in the year 2018.**

Though you're still trying to be persuasive, a lot of techniques from these styles are not appropriate in an academic context. Specifically, you should avoid appeals to emotion and inflated claims = klaim yang meningkat.

- This horrible = mengerikan tragedy was obviously = jelas one of the worst catastrophes = bencana in construction history. Students are sometimes tempted to make the case for their topic with exaggerated, = berlebihan unsupported claims and flowery language. Stick to specific, grounded arguments that you can support with evidence = bukti, and don't overstate = jangan melebih-lebihkan your point

3. Term



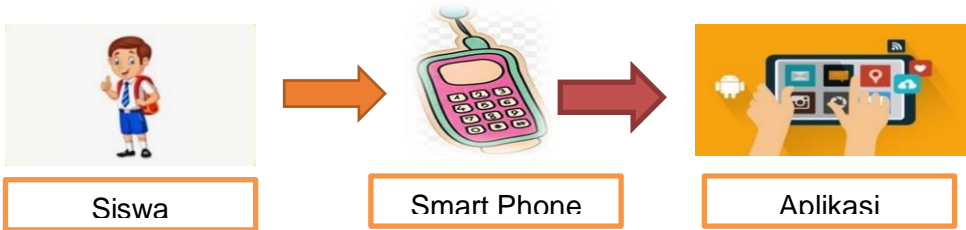
Hajar aswad: In the form of small pieces of black, oval stone the size of a date palm with silver coated in it and is believed by Muslims to be precious stones that come from Heaven.

- ❖ Ka'bah door: A door made of pure gold.
- ❖ Multazam: The most effective place to pray, this is where it is sunnah to pray while placing your hands, chest and cheeks to multazam.
- ❖ Tomb of the prophet Ibrahim: "The place to stand" means the stone where the feet of the prophet Abraham.

As we can see, the beauty of this mosque coupled with the beautiful lights adds to the mood to be calmer when you see it. There are several features of the Masjidilharam, namely:

- ❖ Circular Shaf:

- ❖ This mendid is in the form of a rectangle surrounding the Ka'bah, the uniqueness of the shaf is in the form of a circle all of which face the Ka'bah.
- ❖ Masjidilharam has an area of $\pm 656,000 \text{ m}^2$
- ❖ Has 3 floors
- ❖ Has 7 towers

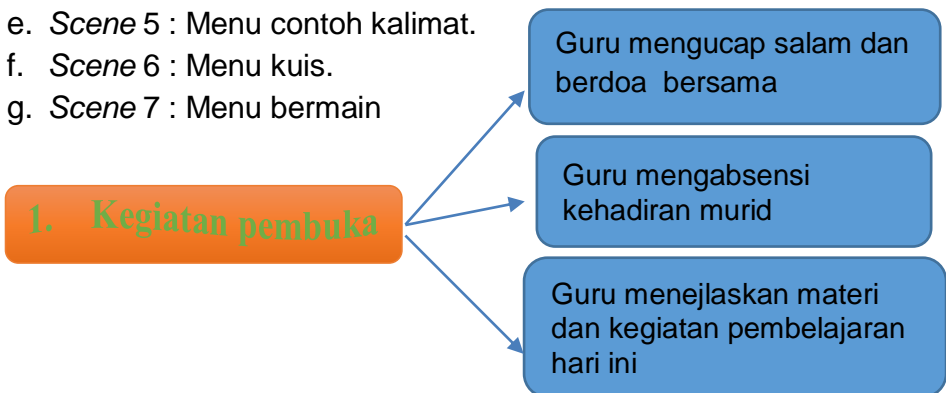


Siswa adalah orang yang datang ke suatu lembaga untuk memperoleh atau mempelajari beberapa tipe pendidikan.

Android adalah sistem operasi open-source untuk smartphone, PDA (Personal Digital Assistant), dan perangkat seluler lainnya. Sangat mudah untuk dikembangkan dan fleksibel karena sangat portabel, menyesuaikan dengan struktur yang berbeda. **Aplikasi** adalah program siap pakai atau program yang direka untuk melaksanakan suatu fungsi bagi pengguna atau **aplikasi** yang lain.

Aplikasi *game* edukasi yang disusun memiliki 9 *scene* utama yang mencakup materi mengenai pengenalan benda-benda di rumah, dengan susunan sebagai berikut :

- Scene* 1 : Menu awal.
- Scene* 2 : Menu utama, berisi tombol belajar, kuis, bermain.
- Scene* 3 : Menu belajar.
- Scene* 4 : Menu kosakata & gambar.
- Scene* 5 : Menu contoh kalimat.
- Scene* 6 : Menu kuis.
- Scene* 7 : Menu bermain



2. Kegiatan inti



1. Guru mengajarkan siswa dan memberikan materi bagaimana cara penggunaan aplikasi berbasis games edukasi
2. Setelah guru mengajarkan dan menjelaskan materi, peserta didik harus mendownload aplikasi games edukasi secara individu terlebih dahulu
3. Setelah di arahkan guru bagaimana penggunaan aplikasi, siswa membuka menu aplikasi yaitu menu utama yang memiliki 3 tombol yaitu : belajar, kuis, bermain
4. selanjutnya siswa membuka menu belajar yang memiliki dua tombol menu yaitu 'Kosakata & Gambar' contohnya ada di samping
5. selanjutnya siswa mengklik pilih materi yang ada di aplikasi dan mengklik kosa-kata dan gambar
6. siswa menebak gambar yang sesuai yang ada di aplikasi games edukasi tersebut



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Example of the sentence:

1. He put a **clock** on the wall.
2. I watching a **television** in the living room.
3. They put books on the **bookshelf**.
4. Adi sit on the **sofa** while reading a book.
5. Anton turn on a **fan** in the living room.
6. My sister folding a **carpet** on the floor.
7. My mother open **curtains** every morning.
8. She put a **vase** near the chair.

Living Room

Example of the sentence:

1. Ahmad sleep at night on the **bed** alone.
2. You need a **pillow** for sleep.
3. Lisa use a **blanket** when she sleep.
4. My sister turn on the **lamp** every night.
5. My brother put a **mattress** on the bed.
6. He put a **alarm clock** on the table.
7. She put clothes on the **wardrobe**.
8. I need two **bolster** for sleep.

Bedroom

Example of the sentence:

1. Arif eating fried rice from the **plate**.
2. He drinking juice from the **glass**.
3. My sister eating soup from the **bowl**.
4. She put **tissues** on the dining table.
5. You can make tea on the **teapot**.
6. Father drinking tea from the **bottle**.
7. I use **spoon** whenever i eat.
8. Jonson make coffe on a **cup**.

Dining Room

(a) Living room

(b) Bedroom

(c) Dining room

Example of the sentence:

1. I turn on **stove** before cooking.
2. She can cook a soup use a **cooking pot**.
3. Mother use a **spatula** to fry fish.
4. My sister fry an egg on the **frying pan**.
5. Diana bake the cookies on the **oven**.
6. He washing his hands on the **sink**.
7. Kayla cook a rice on the **rice cooker**.
8. You can save vegetables on a **refrigerator**.

Kitchen

Example of the sentence:

1. Steven use **shower** when take a bath.
2. Mother put dirty clothes on the **bucket**.
3. I use **toothbrush** for brushing my tooth.
4. My sister need a new **toothpaste**.
5. Rio use a **soap** for take a bath.
6. He turn on **faucet** to fill water on the tub.
7. My Brother hang his **towel** on the wall.
8. She use **shampoo** for washing her hair.

Bathroom

(d) Kitchen

(e) Bathroom

M. MODELS : Full English

1. Story telling

Four Skills In English

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills"

4 SKILLS In English

READING: A student reading a book.

LISTENING: A student wearing headphones.

WRITING: A student writing on a piece of paper.

SPEAKING: A student speaking into a microphone.

MODEL

It can be understood that the teaching model is a conceptual framework that describes and describes a systematic procedure in organizing learning experiences to achieve certain goals and serves as a guide for teaching planning for educators in teaching their students. we use the storyteller model to teach these 4 skills, because in our opinion using storytelling which is an activity related to telling a story to listeners where later these 4 skills will be used in it, with us also directly interacting with the audience.

What is that Story telling ?

Storytelling or storytelling is a way to convey a story to listeners, either in the form of words, pictures, photos, or sounds. Storytelling is often used in the teaching and learning process to make learning fun and not boring.

Why do we take Story telling,?

Because according to us, there are several basic reasons, namely to make it easier for students to understand listening, where in story telling there will be some vocabulary that they may not know yet. So we can also get writing practice from it, so at the end of story telling they summarize what what they have heard, then read the summary can see text or not, it's up to them to test their speaking and reading here we can directly teach them about 4 skills in English that must be mastered.

IT

IT is computer technology which is currently often used for learning, to help teachers and also make it easier for everyone



We use IT spotify for our story telling. As we know that spotify has many functions, such as listening to songs, podcasts and many other things, apparently we can also hear story telling from the application.

MEDIA :

1. Handphone. Used to hear stories that will be played through the Spotify application on the cellphone.
2. Speaker. Used to amplify the voice so that it can be heard equally by the audience

MATERI

Because we will explain 4 English skills, we will explain to them what these 4 things are, and how to apply them in life.

Skill 1 Listening

General listening skills are your ability to understand meaning. When someone speaks you understand what they want to say. Focused listening skills are your ability to hear particular sounds. Each language has a set of sounds: these are the vowels and consonants specific to the language.



Here we will give them a story, which we will play through spotify to test their listening skills.

Skill 2 Writing

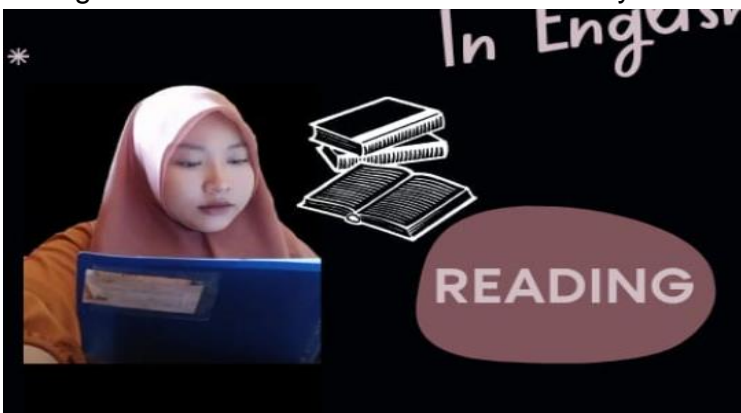
Writing skills, namely the skills to pour ideas into writing. Language skills, namely skills in writing and compiling sentences, so that readers can easily understand.



In the writing section we will ask students to write down the vocabulary they do not know and then summarize what they have heard using their own words.

Skill 3 Reading

Reading is an activity to see what is written and the process of understanding the contents of the text aloud or silently.



In this reading section, the students will reread what they have written, whether it is correct with the essence they want or maybe there is a wrong word in their writing.

Skill 4 Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if they are not in accordance with our opinions, as well as the ability to speak fluently.

In the speaking section, we will make them speak in public. let them retell what they have learned from what they have heard, and in this session they will use their own language without referring to what they have noted.

Closing

we made these 4 skills designed in 1 lesson called story telling. as we have said we believe with story tellers they can understand these 4 skills such as listening is an important part in language then writing where they will catch new vocabulary after they listen about our story telling and then summarizing it and giving their own speaking, because before they speak what they have summarized they must read it carefully.

And we firmly believe that this is very capable of developing brains to be more responsive. And this is able to make everyone understand these 4 skills but also practice them directly.

2. Social Media : Instagram

Toefl Online Campaign

In delivering the Toefl Model Test explanation, we decided to make a campaign through Instagram. Nowadays, online campaigns exist within the youth generation. In this campaign, we would like to share posts, including photos and videos which are explaining about the Toefl Model Test and it's going to take a day to post them on our own Instagram account.

MODEL

We use online campaign and make Instagram as the tool. Further, the general procedures of this campaign will be explained below.

1. We will make an Instagram account.
2. Campaign will be made and posted by our group members there.
3. The posts included photos or videos are created by our members, so that the participants (the readers) just need to do and comprehend the test well.
4. Firstly, we will post the material and TOEFL test on our feed. Then, we will deliver the scheme and instructions to the participants. We also will give them the deadline time.
5. Secondly, participants will join the test by using their own Instagram account through using Instagram's features, such as comment box, direct message, etc.

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6. Lastly, we will share the answers with the explanation after the deadline time comes.

In addition, to make the test clearly and specifically happens, we will serve different ways for them. In case, there are at least four or five test of TOEFL, so we need to make proper models. Here, we will deliver the specific models and what the participants do at the time.

1. For the Structure we will make the test by posting the test on our feed. The posters must be related to the test. Then, the participants can answer it in the comment box.
2. For the Writing test, we will give an explanation first, then give the test instruction by using InstaStory feature on Instagram. Then, participants may answer it by uploading theirs on their InstaStory and tag one of our account
3. For the Listening and Speaking test, we will serve a video which can help them to understand and increase their listening and speaking skill. We will share it by using IGTV. Then, they can answer it by using the comment box or also directly message feature.
4. For the Reading test, we will serve the explanation of reading test and give a text to test their reading skill.

All of the tests we make by giving the explanation, examples, and also instructions. So that, the participants are not confused in doing it.

MEDIA

We would like to use Instagram as our media. Why do we choose this one? Because Instagram has a lot of users and it offers easy features which are able to persuade people to see or even love something. Because of that, this app is the best choice to share and deliver unique photos and videos as the learning media with interesting and cool design as well. Such as comfort and good fonts, attractive colors and elements and so on. By using this, our participants can join and answer the test anytime and anywhere. It means, this media is so easy to apply and effective enough.

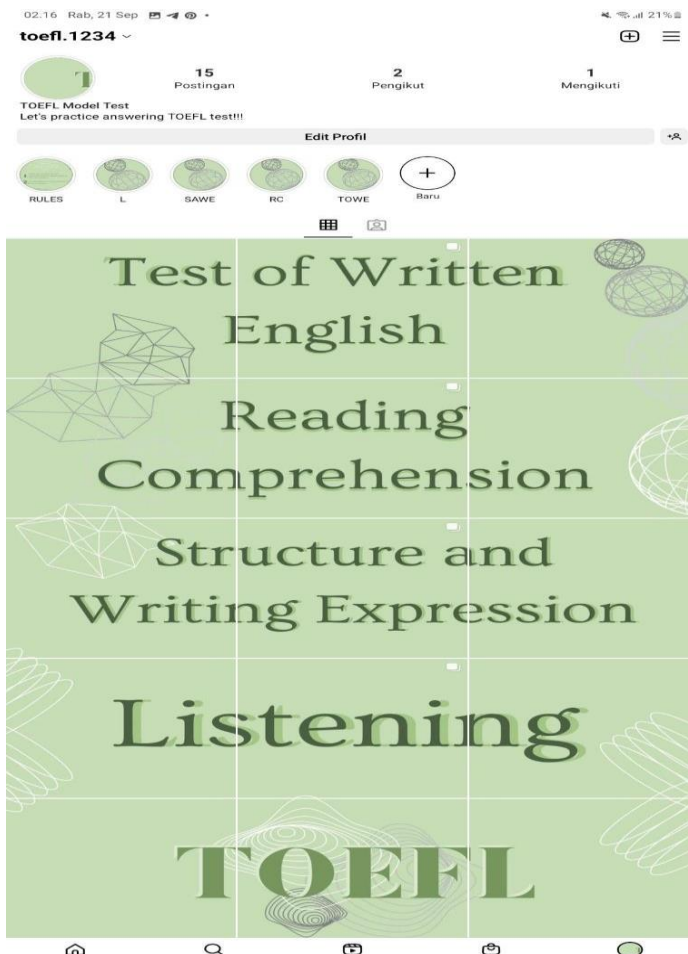
IT

Meanwhile, there are some technology systems or applications we use. They are

1. Canva. Canva is a free design app which serves lots of items. It makes us easy to create a design for social media needs, such as for presentation, poster, and other visual documents.
2. CapCut. CapCut is a newbie app which is basically used by tiktokers in editing videos. This one is also an easy app with complete features. So, we are going to use this as well.
3. Ibis Paint X. Ibis Paint X is a fun sharing drawing app to create a character so that it can help us to make an icon for our Instagram post about Toefl Model Test.

MATERIAL

Here are some examples of our material posts. You may check it on our Instagram account to see more clear and complete posts.



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1. Listening TOEFL Test

toefl.1234

3/5

1

- She does not know.
- She doesn't like today's performance.
- She has strong idea about movies.
- She prefers romances over comedies and westerns.

1 suka
9 jam yang lalu

toefl.1234

toefl.1234

4/5

2

- He doesn't like to listen to chicken.
- He thinks the dinner sounds special.
- He'd prefer a different dinner.
- He especially likes the roast chicken.

3

- At the post office.
- In a florist shop.
- In a restaurant.
- In a hospital delivery room..

1 suka
9 jam yang lalu

1 suka
9 jam yang lalu

toefl.1234

toefl.1234

2. Structure and Writing Expression

1/4 2/4

Structure and Writing Expression

1 George did not do well in the class because _____

- he studied bad
- he was not good studywise
- he was a badly student
- he failed to study properly

1 suka
toefl.1234 Questions are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence.
9 jam yang lalu · Lihat terjemahan

1 suka
toefl.1234 Questions are incomplete sentences. Beneath each sentence you will see four words or phrases... selengkapnya
9 jam yang lalu · Lihat terjemahan

2/4 3/4 4/4

2 This university's programs _____ those of Harvard.

- come second after
- are second only to
- are first except for
- are in second place from




3 The more she worked _____

- the less she achieved
- she achieved not enough
- she did not achieve enough
- she was achieving less





1 suka
toefl.1234 Questions are incomplete sentences. Beneath each sentence you will see four words or phrases... selengkapnya
9 jam yang lalu · Lihat terjemahan

1 suka
toefl.1234 Questions are incomplete sentences. Beneath each sentence you will see four words or phrases... selengkapnya
9 jam yang lalu · Lihat terjemahan


3. Reading Comprehension


8 jam yang lalu

8 jam yang lalu



toefl.1234



toefl.1234

2/9
3/9

In the 16th century, an age of great marine and terrestrial exploration Ferdinand Magellan led the first expedition to sail around the world. a young portuguese noble, he served the king of portugal, but he became involved in the quarrels of political intrigue at court and lost the king's favor. After he was dismissed from service by the king of Portugal, he offered to serve the future Emperor Charles V of Spain.




A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of those ships was exploring the latitudes of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near 50 degrees S latitude. Magellan named this passage the Strait of All Saints, but today it is known as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian now known as the International Date Line in the early spring of 1521 after 98 days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later, Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and 17 sailors under the command of the Bosque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.





1 The 16th century was an age of great ____ exploration.

- cosmic
- land
- mental
- common man
- None of the above


toefl.1234 The Reading Comprehension section tests your ability to read and comprehend both acad... selengkapnya

8 jam yang lalu • Lihat terjemahan







toefl.1234 The Reading Comprehension section tests your ability to read and comprehend both acad... selengkapnya




8 jam yang lalu • Lihat terjemahan







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toefl.1234


8 jam yang lalu

8 jam yang lalu



toefl.1234



toefl.1234




4/9
5/9

2 Magellan lost the favor of the king of Portugal when he became involved in a political ____.

- entanglement
- discussion
- negotiation
- problem
- none of the above





3 The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ____ direction.

- north and south
- crosswise
- easterly
- south east
- north and west


toefl.1234 The Reading Comprehension section tests your ability to read and comprehend both acad... selengkapnya

8 jam yang lalu • Lihat terjemahan







toefl.1234 The Reading Comprehension section tests your ability to read and comprehend both acad... selengkapnya

8 jam yang lalu • Lihat terjemahan

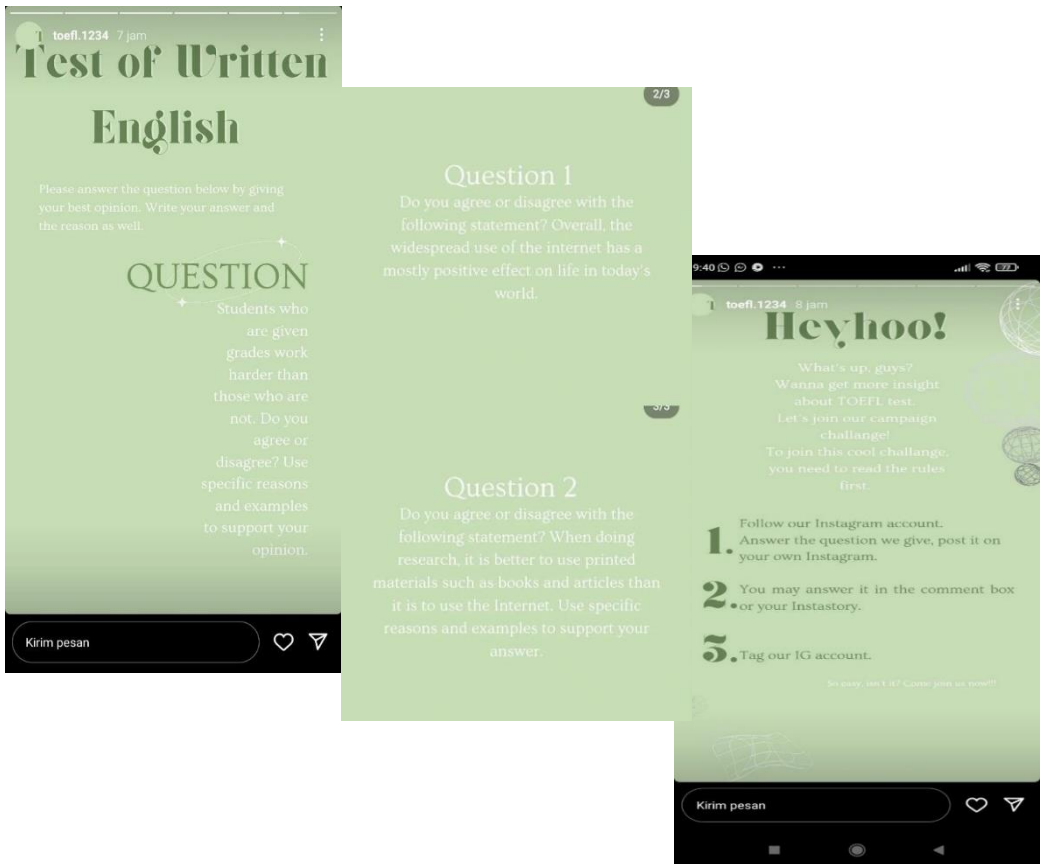


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4. Test of Written English



And so on. For further, check out our Instagram account @toefl.1234.

CLOSING

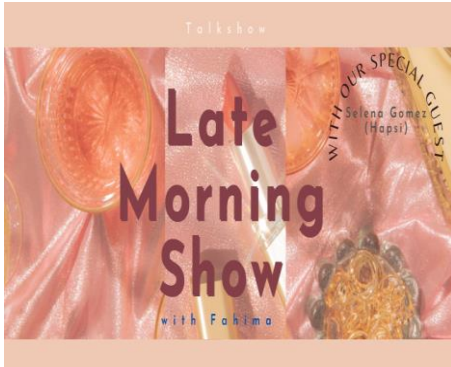
That's all about our campaign project for TOEFL Model Test. This must be interesting and unique because this one is using an exclusive model and media. By using Instagram, everyone can join this TOEFL test. They just need to follow and answer our posts about the TOEFL, and *voila!* They increase their TOEFL knowledge.

just by scrolling Instagram anytime and anywhere they want. This test also serves the explanation to avoid participants' confusion. Then, the participants can also freely contact us by using Instagram features, such as direct message and Q&A sessions in our InstaStory. This model must be the most satisfying and enjoyable TOEFL test ever

3. Talkshow

Preposition of Position And Movement

Preposition of Position is the way to tell the reader about the position of something or someone. Meanwhile, Preposition of Movement is to show movement from one place to another place.



The model that we use in this subject matter is “Talkshow” we’re inspired by Late Night Show by Jimmy Fallon and we decide to name our talkshow “Late Morning Show” Not like an ordinary teaching explanation, we have to make this in a unique, interesting, and satisfying way. We will serve the material explanation with our

talkshow which in the talkshow will contain a preposition.

Procedure:

- **MC** will start the talkshow with an announcement asking the audience group to write down every preposition that **Speaker/Guest** has said, not just only the preposition, but have to write down the preposition + the description of the preposition
- MC will call the guest and the guest will introduce herself as a famous artist. The guest will pretend to be another famous artist that is talented so the audience is not bored.
- The MC will be asking a question about the guest (the MC has to be fun and enjoyable)
- Guest will insert a preposition when she talks and she will insert adding knowledge that can be educated the audience such as Mental Health issues
Question and answer seasons will in 3 - 5 minutes
- After the QnA session is over, we will start the Game, because in every talkshow especially Late Night Show by Jimmy Fallon there is something missing without an interesting Game the audience will be divided into some teams and make their own team name and their own bell orally, the audience will help the Speaker to answer the game from MC, the game is related to

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their already write down before, MC will asking back about the information of Guest (i.e “where did she regularly put her socks?”) the audience group who answered wrongly will be a disqualification and will leave 1 winner, and at the end of the show MC will announce the winner)

The media and IT we use in our Talkshow is the “Youtube” Platform. There are 2 features from YouTube that we will use, they “Community” feature and the “YouTube Shorts” feature. Luckily, our class has a YouTube channel and we will upload everything there it makes us easier to publish it without being afraid that some of our friends didn’t know it.

- Firstly, we will publish our poster in the community feature
- Secondly, we will upload a “material reinforcement” on YouTube Shorts. The material reinforcement will be divided into 3 - 4 videos.
- And lastly, we will use a community feature on Youtube to make a Question season, the audience will freely ask about anything to our guests tomorrow in the comment section and the answer will be answered in the live talkshow.

All of the steps that using media will publish a day before the day we held the talkshow.

About our subject matter:

1. Preposition of Position

Preposition of position such as **at, in, between, among, above, under, below, over**, will inform the reader or listener about the position of someone or something.

- **At** is used to indicate an exact point.
Example: She studied **at** the State Islamic University of North Sumatra.
- **In** is used to express larger areas.
Example: Hani live **in** Medan
- **Between** is used for two persons or two things.
Example: it’s a secret **between** you and me
- **Among** is used with more than two persons or things, but before the word which starts with the consonant letter.

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Example: She only ever felt comfortable when she was **among** her friends.

➤ **Above** is used for higher than.

Example: The sun rose **above** the horizon

➤ **Under** is used lower than.

Example: it is shady **under** the trees

➤ **Below** is used for lower than.

Example: When the sun sets it goes **below** the horizon

➤ **Over** is used vertically above.

Example: the tree falls **over** my house

Preposition of Position



Hapsi studied **at** harvard university



Putri lives **in** London



i'm here waiting **under** the tree



she's **among** the stars



She's **between** that girls with black hijab



we're flying **above** NYC skies



you need to write your name **below** the date



the balloons fly high **above** me





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Preposition of Movement


Prepositions of movement (or prepositions in general) are used to show the direction somebody or something is moving to, towards, from, out of, etc. These prepositions always describe movement and we usually use them with verbs of motion. Prepositions of movement are placed before a noun (a thing), a pronoun like he or she, or a noun phrase, like the back streets or the old town. They are used to indicate movement and connect the person or thing to other things.


Preposition of Movement


we're already fly **around** the world 


 our boat is **under** the bridge


 i took her **to** the beach from the desert


 you quickly get **into** a car


 she walks **from** the house to the school


 i saw them **out of** palace


 she fell **off** from her bike and laughing


 we walked **along** the path


 she went **up** to those stairs


 she went **down** to those stairs

 the walked **past** us

 i saw her **across** this stress

 i was strolling **through** the tunnel

 she jumped **over** the fence and fell

 i think the bear comes **towards** her!

With this model “Talkshow” we hope the audience didn’t feel bored. They just not will be taught about prepositions but they can practice their listening too, and for us, we can improve and practice our speaking too and there’s a win-win in this model. In this model too especially using media will make them easier to access the lessons, and the material reinforcement will not be boring, because we, as college students that mean still learning, and looking at material on social media platforms is easier to understand—the one that not have rambling explanations. Youtube shorts just have a max of 1 minute long and it means we have to make material reinforcement in that long too but it can be understood. Using a famous artist as a guest and pretending to be the famous artist will make the audience enthusiastic, especially the famous artist that they already know.

3. Interview

Grammar Through Academic Writing

1. Grammar through academic writing
2. The explanation about the definition, the purpose, the function, and the target of academic writing. And it also discuss about the difference between grammar in academic writing and non-academic writing.
3. We use interview model for this project.
4. We use offline method and also in online method. For the online method we use zoom or google meet (conditional)
5. For the first step, we make some questions before based on our topic. And then prepare the equipments (book, pen or pencil, recorder (if needed)). And for the next we do the interview, we ask some participants randomly and ask some questions about academic writing and non academic writing and then collect the answers and gather its to make the conclusion based on the result from the interview.
6. We use interview method in order to make the participant be more active and improve the understanding of the participant although us as the organizer.

Model:



The model we use this time is an interview where we will interview the existing participants and ask about their knowledge of academic writing and we will explain to the participants what academic writing is

Media:

the media we use in this title we have two options in delivering our material if the participant is present on the spot then we will use face to face media and if the participant cannot attend and really wants to learn this title we have online media, namely using zoom and meet

SO WHAT IS GRAMMAR THROUGH ACADEMIC WRITING?

Grammar is the system we use to organize language so that it intentionally has meaning. It's not a set of absolute rules, but rather a kind of code that we all agree on as English speakers, so that we can communicate ideas to each other. In informal writing, such as SMS or instant messaging, grammatical errors are usually ignored. In creative writing and colloquial speech, the system can be changed for effect; if you study any form of creative writing as a main text, you will become familiar with analyzing the types of effects created in this way. writing grammatically is important. In academic writing, where you are expected to demonstrate your understanding of very complex ideas, that is very important.

AND WHAT ACADEMIC WRITING MEANING IS?

Academic writing is a formal writing style used in colleges and universities. This is what students expect to produce for the class and what professors and academic researchers use to write scientific material. High school sometimes requires an academic writing style in certain classes.

In academic writing, of course we have to pay attention to the grammar of our paper. It is so important because in academic writing, the grammar is more be the noticed thing. It is different than in the speaking. Because in speaking, grammar is not paying much attention. as long as we know what that means, that's enough.

HOW ABOUT NON ACADEMIC WRITING?

Non-Academic Writing refers to writing that focuses on a general topic rather than any academic topic. It is not intended for an academic audience. Intended for the general public or the general public.

Non-academic articles are written for the general public. They are published quickly and can be written by anyone. Their language is informal, casual and may contain slang. Authors may not be provided and will not have any credentials registered. There will be no reference list.

Importance of Grammar Academic Writing grammar is one of the most important elements in language learning. Correct grammar is your key to speaking English fluently and confidently. Knowing grammar will help learners avoid mistakes that make English sound foreign to native speakers.

Grammar is even important for a person's social life. For many language learners, the goal is to communicate with people. If increasing understanding of grammar helps learners become better communicators, it's worth learning it.

With all that said, keep in mind that in some situations it's OK to loosen up the grammar. When texting a friend, for example, it's okay to use casual or simpler language. Talking online is a fantastic way to connect with native speakers and other English learners in a friendly and stress-free environment.

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At this level, it may be necessary to define grammar well and be more applicable. Some people think of grammar as the proper way to form sentences. But that's not the only way. Instead of starting with textbooks, we can start with the language, and think of grammar as the way people form sentences in real life. To do this, it's best to start by combining words in a familiar, meaningful way.

Familiar: When people use language in a familiar way, it is easier for them to understand it. As a student, it is important to think about how people typically use words and phrases to better understand what they are saying and to get a better idea of how to use them themselves. meaning: When we communicate, we share meaning. Meaning comes from many parts of language, including the meaning of words, the meaning that comes from how these words are arranged, and the meaning of the arrangement of these words in this situation.

To communicate, both the speaker and the listener need a common understanding of what the word combination means. Understanding the meaning and how words are used is true grammar.

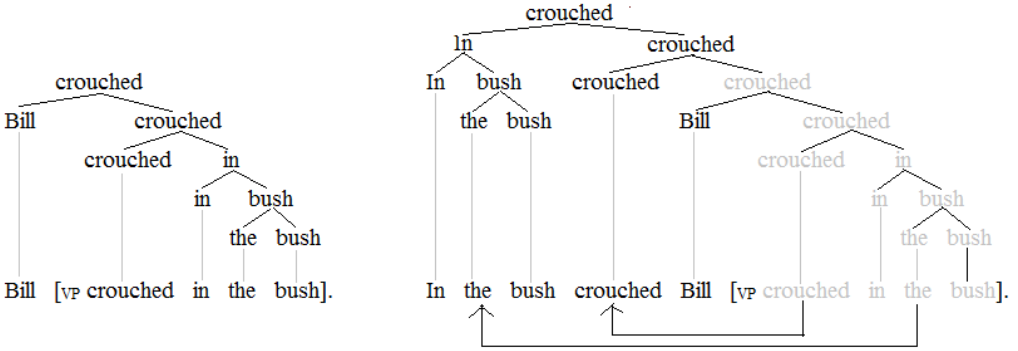
This is a great way of thinking about grammar for language learners who want to communicate better. Through the study of grammar, one can become more familiar with common phrases and gain a deeper understanding of the true meaning of those words and phrases. With this knowledge, a person will be able to better understand what is read and heard, and form their own sentences with confidence. Students in class often encounter problems while studying grammar, for example missing a small word, or forgetting to add an "s". However, native speakers also sometimes often make grammatical errors when speaking.

There are several reasons to learn grammar if you want to be a better communicator. Different languages have different structures. Increasing knowledge and using the structure of the English language will make it easier for English speakers to understand what is being said. In addition, grammar provides a framework, knowing the basics of people's speech which helps a person in understanding previously unknown vocabulary. With appropriate concepts and learning methods, language skills will certainly increase.


4. Mind mapping

Thinking about Material that we want to explain.
 The material that we want to present is “Inversion and Cleft Sentence”. The question is

WHAT ARE THEY ?



CLEFT SENTENCES



It was a cat that ate the pizza. ← Cleft

What the cat ate was a pizza. ← Pseudo-cleft

A pizza is what the cat ate. ← Reverse pseudo-cleft

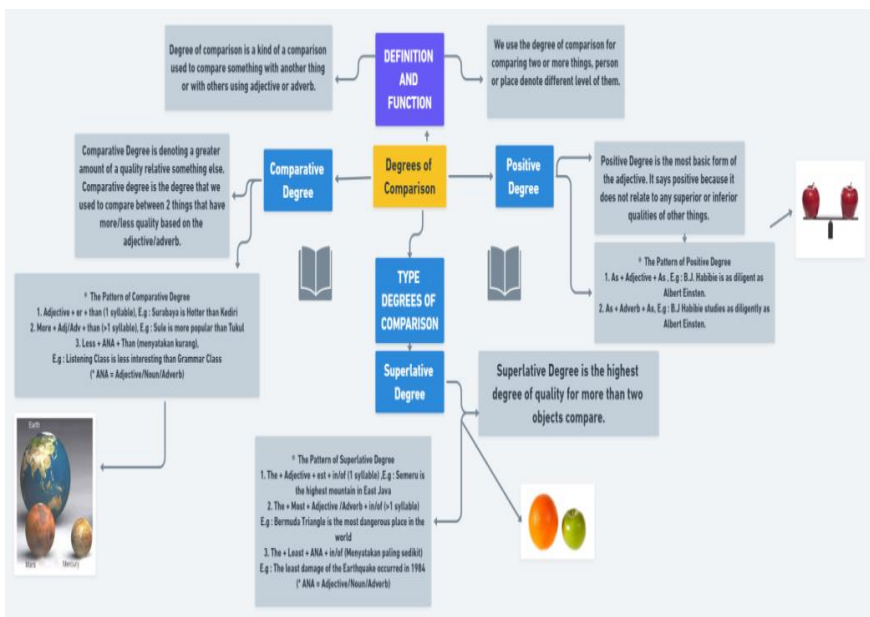


STEPS OF TEACHING

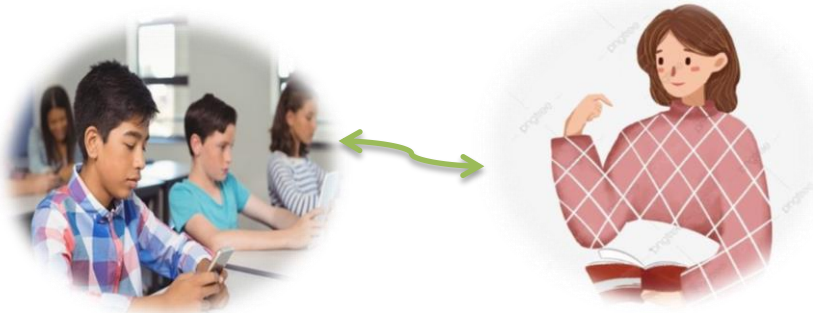
In this step, we want present the material about the inversion and cleft sentences, the purpose we want to reach:

- Students can know first the general point of this material to make them curious first.
- Let 1 students read aloud about the mind mapping.
- Students can know about the “mission of understanding” from this material.

Present the material through the mind maps!



We share the mind mapping to the Handphone!



Practice their understanding through listening section.

Media: Audio-visual such as Speaker

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For the Inversion materials we want to practice the focus of the students through listening an audio from particular speaker with random structure sentence. It means like we want to make wrong structure one, then we ask students to make it better arrangements from inversion rules.

The students listen to the speaker in audio, and then try to guess and arrange the correct one.



The speaker in audio will be set in random arrangement of structure. For example: I have never seen this beautiful city (basic structure), in random one we can make: City-never-seen-this-beautiful-I but they have to change it in inversion is gonna be Never have I seen this beautiful city

3rd Model: QnA quickly from Instagram box

Media: Social media in Instagram

We ask the students to make an QnA session to their instagram and their friends should ask the question that relate to clarify or emphasize something. This model is about speaking for using the expression of cleft sentence.

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The question that they choose should be relating our topic about cleft sentence. They have to share the answer in front of the class. Together, we revise it.



They have to present their answer to the class using the cleft sentences

TYPACK

Typack means Technological Pedagogical Content Knowledge. There are:

a. Technological Knowledge

How to use technology for student to access the material that we give to them, we can classified this technological knowledge in 2 WBL and LMS,

- WBL (Web Based Learning) is how do we use this easier than LMS because we can just use this directly from web, blog, or another site in google.
- LMS (Learning Management System), is how do we use this but it needs some privacy to access or we can say online class, For example, google classroom, edmodo, scholargy moodle, and quipper.

b. Pedagogical Knowledge

How the way we use our methods to teach our students. The teacher has to master with their own skill in teaching the students.

c. Content Knowledge

Content is the material that we want to explain about that. Content must be mastered by the teacher because if the teacher does not understand the material well it makes a misunderstanding for students.

From the 3 points of that, if we want to be a good teacher we have to complete the skill for 3 of them. 3 of them are connecting each other. From my video learning project I can explain you about TYPACK of this:

a. Technological Knowledge

In this part, we use the technology of web in making mind-mapping, then using speaker to listening section, and social media, indeed instagram for responding question.

b. Pedagogical Knowledge

In this part, we use 3 models of teaching. They are mind-mapping, listening to the audio, and respond of question in social media.

c. Content

In this part, our material is inversion and cleft sentence. We just explain about how use the expression of it and the purpose to use it.

5. Food vlogger

Gradable And Non Gradable Adjective

ADJECTIVE A word that serves to explain, describe, or limit pronouns or nouns that are still general, example: the name of place, person or thing. These word are usually placed before the noun they describe. There are many different kind of adjectives. They can indicate quality, quantity, number, etc.

Gradable Adjective

Most adjectives are gradable. A gradable adjective is an adjective that can have different levels of that quality. For example:

- a little hot or extremely hot.
- We can make these qualities weaker or stronger.



(Stronger)

(Weaker) Gradable adjectives are used:

- With grading adverbs (rather, very, extremely, hugely, fairly, less, a bit, slightly)
- In comparative and superlative forms
- To show someone or something has more or less of particular quality

Example sentence:

- The food is very delicious but rather spicy
- Math is very hard to me
- Haikal, my friend is very handsome



Non Gradable Adjective

To be very these are adjectives that mean "very" + adjective. Describe qualities that are completely present or completely absent. Non-Gradable don't occur in comparative and superlative forms, and can't be used with adverbs such as very or extremely, because Non-gradable don't usually imagine degrees of more or less of the quality being described.

Example: Absolutely, impossible, external, completely, really, totally, ancient, amazing, boiling, delicious, brilliant, deafening, delighted, disgusting, excellent, great, exhausted, fascinating, filthy, furious, gorgeous, starving, terrifying, tiny, and freezing.

Example sentences:

Gradable



- In here rather cold
- Your hand is Very Cold

Non-Gradable



- The water freezing now
- In there extremely cold

We use model by food vlogger.

This first activity started with food blogging which was made from writing about food or food writing from newspapers and magazines which will always be a trusted source for restaurant reviews, people who like culinary arts and travelling, but with the times and the internet and With the advancement of IT (information technology), now anyone can find out about food reviews that can spread quickly on social media. Being a food blogger is not just about giving criticism or opinions about the taste or badness of a food, but also from how the author can convey his experiences both in written and visual form or in the form of interesting photos/videos so that readers can also assess and share their experiences. tasted the food in the same way.

So we have steps to our model:

First, from this food blogger model, over time, how to review a food turned into a Food Vlogger. At this time anyone can make a video about a food review in a place such as a restaurant and street food and viewers can see it on their cellphone or television.

Second, From the results of the food vlogger's review, it is related to gradable and non-gradable adjectives. People who like culinary, people who want to taste food that has never been tasted, and people who want to travel to that place know, how the atmosphere, place, price, and taste and price of food have been reviewed from that place and can be seen through videos . Is the atmosphere comfortable, quiet, and not noisy, the place is clean, nice, beautiful, and not hot, the food is cheap, expensive, delicious, hot, cold, very luxurious, and amazing in taste.

Example of

Text video content:

Two food vloggers, one named ca and one named ra, they were invited to a new restaurant to make a video review of Indonesian specialties, in bromo. They recorded the atmosphere of the restaurant and ordered one of the most popular dishes at the grand opening, which is shredded chicken fried rice. Fried rice is a simple food that is often eaten by Indonesians for breakfast or dinner because the ingredients are very easy to find. The main ingredients are rice, soy sauce, chili sauce, flavorings, pepper, secret spices, scallions, soup leaves, shredded chicken and fried and pickled onions and prawn crackers.

While recording they tasted and commented after the first bite in their mouth. According to ca , the place so big and very simple, not luxurious, caca very angry because for the taste is very tasty, reminding her of his mother's cooking at home. as well as person ra, she also really likes it, because it tastes delicious, even though the appearance of the dish is ordinary, when she eats it she very sad because it reminds her of his mother's cooking in the village.



Question:

1. Why caca can be very angry when she eats? (gradable or non gradable)
2. How does the food taste according ra? (gradable or non gradable)
3. What ra feelings when she eats? (gradable or non gradable)

Answer:

1. Caca can be very angry when she eats because the taste from the food is very tasty. Gradable.
2. According ra the food taste is delicious. Non gradable.
3. Ra feelings when she eats is very sad, because taste make she remind her mother cooking in the village. Gradable.

Third, after the results of the review text in the video, it is hoped that students will be able to find out what are the uses of gradable and non-gradable adjectives and can choose the word according to the situation in the video.

Another example:

Question:

- Which word is the non-gradable and gradable word in the pictures?

Answer:

- Media We use personal branding and social media



Definition

Personal Branding

Personal branding is efforts to form an identity with certain value entities, which are built through characteristics or uniqueness, expertise, characteristics that are certainly different from those of others so that it will be easily remembered and recognized compared to competitors in the same field. Personal branding is an activity to let others know who we are. by telling yourself to others through social media, a work created or produced, and a business in the product so that people can get to know us, so that we stop chasing money, and make money chase us, because money knows who we are.

This personal branding is related to social media, especially food vloggers, because their livelihood is through social media, not far from cellphones and recording, for example: in a food vlogger he has the characteristics of an activity related to telling or telling through social media such as tiktok or youtube short about the food being reviewed. From there, if a food vlogger is invited to a restaurant to review a food, it means that people know that he is a person who likes food, by recording the results of the review, people will know the food place he is reviewing, and after reviewing the restaurant it becomes crowded. The food vlogger also earns money.

Through social media, food vloggers can tell people they have reviewed what food, how it tastes, how much it costs, how it is placed, and also the shape of the food. And it is hoped that students

Alternative Approach of English Instructional

can also know and determine which sentences contain Gradable and Non- gradable adjectives by listening to the food vlogger video.

Closing

With the food vlogger, students will become active in answering after watching the content. This method is quite effective because students are invited to focus on the content of the video containing the food. because many people watch and like food content, if one day they want to buy food, most of them have to see people's reviews first so they don't regret it after buying and tasting it. Because many people like food content, students' interest will increase because they use food vlogger videos as learning media so that students' enthusiasm in sorting out Gradable and Non- Gradable adjectives will increase and students' focus will also be higher and enthusiastic. will increase, especially social media TikTok and youtube This makes many people know and use it so that students will enjoy watching, listening, and searching for Gradable and Non-gradable adjectives.

BAB II

PEMBELAJARAN STRUCTURE



A. Identify and Colourfull

Bekasi needs 10 days to clean trash-filled river

Bekasi reGENCY workers **in** West Java need **some** 10 days to clear about 2,000 tons **of** garbage from **the** Pisang Batu River in Tarumajaya district.

Workers **have been clearing** the **polluted** river since Jan. 5 using **two** backhoes and 15 dump trucks, leaving only residue floating on **its** surface.

"**We have agreed** with the locals **that** the residue **and** mud would be used to build mounds on the river's banks," the Bekasi Environment Agency's sanitary department head, Dodi Agus, said **on** Thursday as quoted **by** kompas.com.

Despite the clean-up, the river **which** is a tributary of the Blancong River in Bekasi city, is still blak**ish** and has a pungent smell due to water pollution.

Siti, **a** local resident living close to the river, said she was happy **that** the sea of trash **had been cleaned up**.

Note :

1. **Bekasi needs** : simple present tense, Verbal simple present tense uses a verb that shows an action or action
2. **10 days** : Adjective, because this is quantity
3. **trash-filled** : Adjective which formed from verb, and usually if there is a conjunction (-), it is most likely an adjective
4. **in** : Preposition The auxiliary "in" is used to describe the time in months, years, centuries, seasons, and a specific period of time.
5. **Some** : Some and any are quantifiers to express countable nouns and uncountable nouns. "Some" is used in positive

Alternative Approach of English Instructional

- sentences. Please note that, if we use some for countable nouns, then the object must be plural.
6. **Of** : The word of is one of the most common prepositions. Of can mean than, from and about. However, in some contexts of does not need to be translated. Of here includes of as an adjective. In this function, the word of is placed in front of the noun it describes.
 7. **The** : **Article**. The is used to indicate something that we already know about or something that is common knowledge
 8. **have been clearing** : Present perfect continuous tense is formed with auxiliary verbs have or has, been and present participle (-ing).
 9. **Polluted** : Adjectives formed from verbs can be in the form of a gerund or a past participle. however, in this sentence it is in the past participle
 10. **Since** : Since provides an explanation of the beginning of an activity, event, or condition. It refers to when something starts.
 11. **Two** : A cardinal number is a number that represents a quantity.
 12. **We have agreed** : Present perfect tense, which is formed with auxiliary verb have or has, and past participle (verb-3).
 13. **That** : Relative clause, used for things. And in speaking, that can be used for people, but not in formal written english
 14. **And** : is a conjunction that is used to join two clauses of equal status.
 15. **Ment** : suffix ment usually the meaning noun
 16. **On** : Preposition "on" is used to describe the time in the date and the name of the day.
 17. **By** : preposition for agent, used for an object that is the cause or subject in a sentence
 18. **Despite the clean-up** : This preposition which can be used interchangeably. They can go at the beginning or in the middle of a sentence.(subordinate clause)
 19. **Which** : Relative clause, Used to form one sentence from two seperate Sentences. Which is used noun in formal English
 20. **Ish** : suffix ish usually the meaning ke-an
 21. **A** : Artcle, a or an can precede only singular count nouns; they mean one. They can be used in a general statement or to

introduce a subject which has not been previously mentioned.
A is used before words that begin with a consonant sound.

22. That : dependent clause

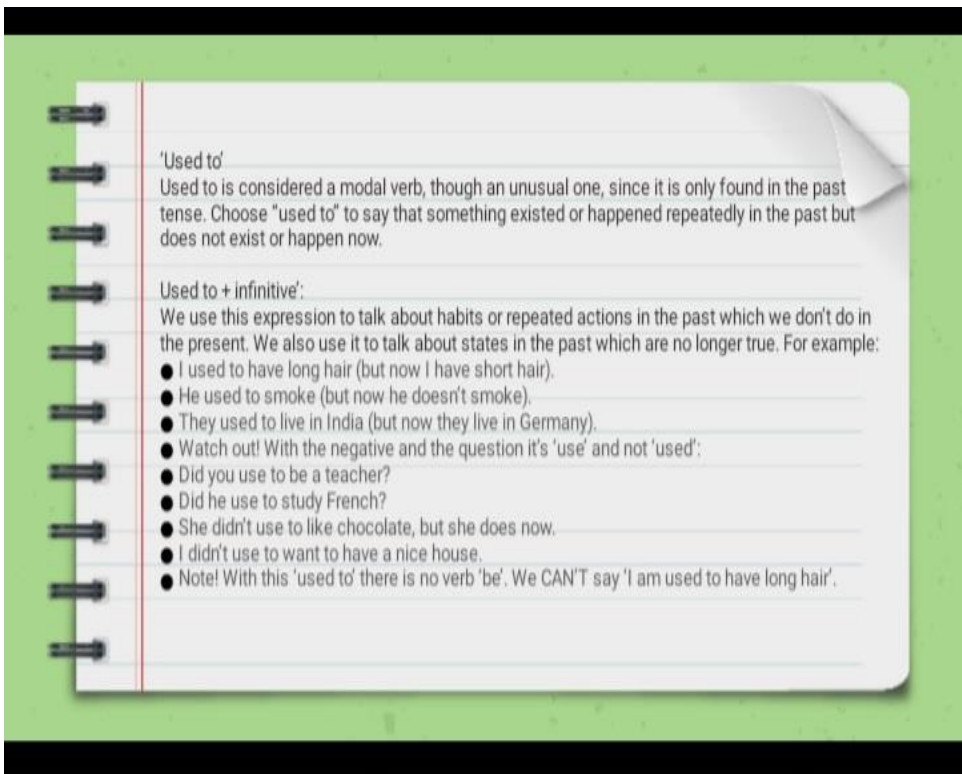
23. had been cleaned up : Passive voice dari past perfect tense

Aktif : S + had not + V3 + O

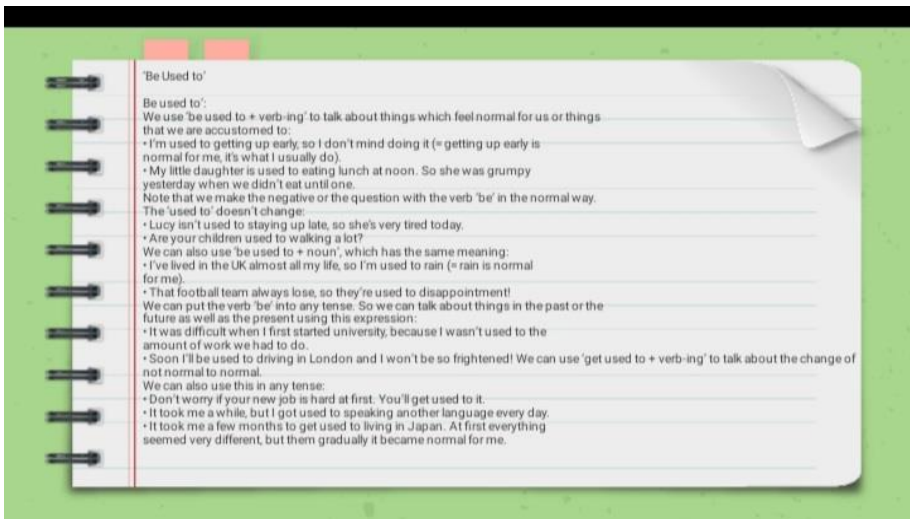
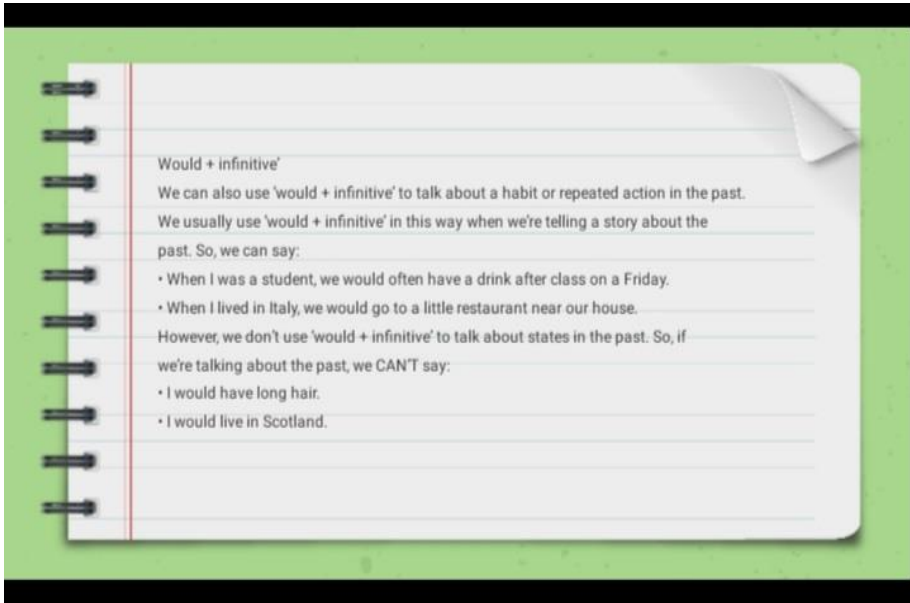
Pasif : S + had + been + V3 + by + O

B. Note Used to and be used to

In making this learning video we must consider criteria, such as the type of media material, and what applications we will use to make the video look attractive.



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C. Plan, Do and See

Question tag

I. Indicators

- Identifying statements that are expressed in the form of a question tag
- Responds to sentences using question tags.
- Re-interact with the other person using question tags.

II. Learning objectives

- Students are able to identify statements that are expressed in the form of question tags
- Students are able to respond to sentences using question tags.
- Students are able to distinguish the use of positive and negative question tags.

III. Learning materials

What is question tag?

A question tag is a small question at the end of a statement. A question tags are used when asking for agreement or confirmation.


contoh "Kemarin malam Itu kamu bukan?" "Kamu Reno, kan?". Dalam bahasa indonesia, *question tag* dapat diartikan sebagai **kan? bukan? ya? yuk?**.

Question tag sentences begin with a question mark

Eg : she has eaten, hasn't she ?

The question tag sentence ends with a question mark (?)

Eg : she has eaten, hasn't she ?



I'm so beautiful, aren't I?

Yes, you are

The Rules For Using The Question Tag

1. Positive / negative

- If the main part of the sentence is positive then the question tag is negative.

Eg : He's a doctor, isn't he? *Dia seorang dokter, bukan?*

- if the main part of the sentence is Negative, then the Question is positive

Eg: She seldom takes a bath, does she ?

(-) negative word (+) positive word

Negative word (-):

Adv : (*barely, hardly, never, no, not, scarcely, seldom, rarely*)

Pronoun : (*no one, nothing, etc*)

Attention!!!

Will → won't

Can → can't

Should →

shouldn't

Are → aren't

Have → haven't

Alternative Approach of English Instructional

2. Subject

a. Indefinite pronoun

Somebody, anybody, everybody, someone,
anyone, everyone. → **They**

Ex : **someone was** waiting for you, **weren't they?**

b. Indefinite thing

Something, anything, everything, nothing → **It**

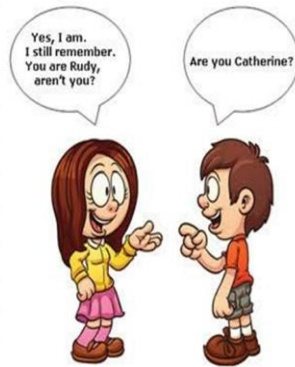
Ex : **everything will** be ok, **won't it?**

c. There → **There**

Ex : **there are** some cats in that house, **aren't there?**

d. Noun singular / noun uncountable → **It**

Ex : **The table is** big, **isn't it?**



E. noun plural → **they**

Eg : **the knives is** sharp

f. Verb (verbal) → (Do, Does, Did)

Eg : **She seldom takes** a bath, **does she?**

G Verb (Nominal) → (is, am, are, was, were, etc)

Eg : **Nothing is impossible,** **is it?**

3. Imperative

(+) **V1!** → **will you**

Eg : **open the door,** **will you?**

(-) **Don't + V1** → **will you**

Eg : **Don't open the door,** **will you?**

4. Invitation

Let's + V1 → **Shall we**

Eg : **Let's talk to them,** **shall we?**

IV. Learning methods

- Lectures
- Practice

V. Media and learning resources

Media: Youtube, Power point and Pictures.

Learning resources: Internet (www. Google.com) and Question Tag textbook

VI. Learning steps

1	Pre teaching	<ol style="list-style-type: none">1. Seeing the condition of students and the situation of the cleanliness of the class2. Greetings3. Pray4. Questions and answers about various things related to the theme.
2	While teaching	<ol style="list-style-type: none">1. Explain the Question tag material2. Students and teachers together read the conversations contained in the pictures.3. Practice responding to conversations using Question tags that refer to pictures.
3	Post teaching	<ol style="list-style-type: none">1. Asking students' difficulties in understanding the lesson2. Convey conclusions3. closing

DO

Friends who support the activity of making observations in learning for 7 minutes.

SEE

Supporting friend's name: Namira Mutiara and Wardani.

Critics : learning activities run well but students are less enthusiastic in participating in the lessons. The teacher must master the class more and make the class cheerful, such as playing riddle or singing so that students don't get bored in learning.

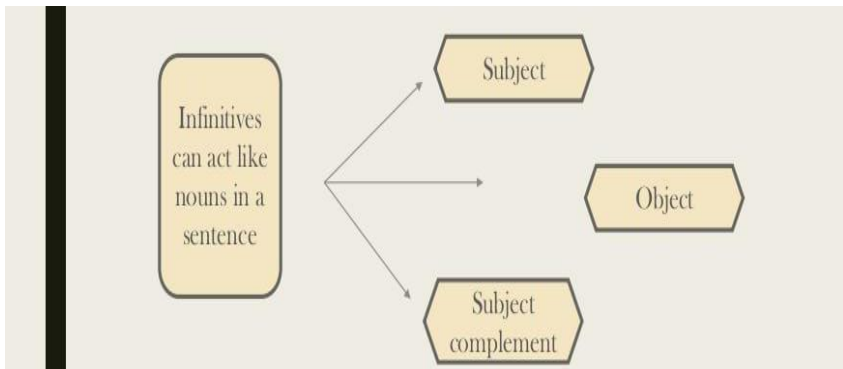
Peer teaching : infinitive

a. Definition of infinitive

A verb form normally identical in English with the first person singular that performs some function of a noun and at the same time displays some characteristics of a verb and that is used with to (as in “I asked him to go”) except with auxiliary and various other verbs (as in “No. one saw him leave”)

b. Form and function

An infinitive is to + best form of a verb. Infinitives function in a variety of ways .



c. Explanation and example from :

1. Infinitive as Subject ,

The infinitive of the verb is the unconjugated verb form whose English meaning expresses “to” — to sing, to dance, to laugh, and so on. Although the infinitive is a verb form, it may be used as a subject, as a command, and as part of interrogative and exclamatory phrases.

Example :

To find the right property takes time

Subject



To buy a hospital you really love is important

Subject



2. Infinitive as Object

The infinitive phrase functions as the direct object of the verb intended. to leave (infinitive) early (adverb) I have a paper to write before class. The infinitive phrase functions as an adjective modifying paper.

Example :

People may choose to buy a larger house.

Object



You can expect to have a longer commute

object



3. Infinitive as subject complement

As subject complement is a phrase that describes or explains the subject of a sentence.

Example :



First Opinion

In my personal opinion, my opinion about this material, this material has been presented in a good and easy to understand way for me personally and also provides clear examples and pictures, and my opinion for the author if you include pictures or examples for this material please clarify it again and hopefully the author will be more thorough in the future.

Second Opinion

I hope to the writer, I hope the writer can develop his work again and can be more creative in how to explain the material as creatively as possible so that the audience can easily understand the content of the material provided.

Making Vidio : Gerund

I would like make a video about how to effectively teach gerunds to students, especially high school students. The teaching method that I created is expected to make students better understand the material about gerunds.

Slide Material

This slide is the definition of a gerund. I will try to provide effective and efficient teaching methods in my video.



Gerund formulas that will make it easier for you to understand the Gerund.



Another important point is the importance of knowing which verbs Gerund has to follow.

I think it is better if the sound is separated from the video when recording, in other words using two cellphones, so that it is clearer and people can understand it more easily.

When making English teaching videos, try to get other people to participate and be interested in the videos you make. Create a good inviting atmosphere and material that is easier to understand.

2. Lesson Plan : direct and indirect speech

Tujuan Pembelajaran :

1. Agar peserta didik dapat memahami dari materi tersebut.
2. Agar dapat membedakan Antara direct & indirect
3. Mampu memberikan contoh dari keduanya dengan kemampuan sendiri.

Metode Pembelajaran :


1. Pemberian materi.
2. Pemberian contoh.
3. Memberi kesempatan kepada murid untuk memberikan contoh dari kemampuan sendiri.
4. Kuis Antara perbedaan direct & indirect

Media Pembelajaran :



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Langkah - Langkah Pembelajaran :

NO	KEGIATAN	HAL-HAL YANG DILAKUKAN GURU	HAL-HAL YANG DILAKUKAN PELAJAR
1	Mengucapkan salam.	mengucapkan salam sebelum masuk kelas.	Pelajar yang ada di dalam kelas harus (wajib) menjawab salam.
2	Do'a	Memerintah murid untuk membacakan doa' sebelum belajar.	Membacakan doa' sebelum belajar secara bersama dan kompak.
3	Pembukaan	guru akan menanyakan kabar kepada seluruh murid seperti - "how are you to day?" - "what is our leason now?"	Murid akan menjawab sesuai dengan keadaan mereka. seperti - "I'm fine thank you mam" - "our leason now is eenglish."
4	Penyampaian judul	"today's material is about direct & indirect" Dan menuliskan judul dipapan tulis dengan menggunakan spidol. 	Mendengarkan & memperhatikan guru menulis judul di papan tulis.
5	Penjelasan	Menjelaskan materi	Murid menyimak dan mengulangi apa yang di

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		<p>(Direct Speech is a sentence that is said by a speaker as is without any modification from the other party. In Indonesian, direct speech can be interpreted as a direct sentence. Indirect Speech (also called Reported Speech) is a sentence that is said to convey the words of others.)</p> <p>“Direct Speech adalah kalimat yang dikatakan oleh seorang pembicara apa adanya tanpa ada perubahan dari pihak lain. Dalam bahasa Indonesia, direct speech bisa diartikan sebagai kalimat langsung. Indirect Speech (disebut juga Reported Speech) adalah kalimat yang dikatakan untuk menyampaikan perkataan orang lain.”</p> <p>Guru meminta agar murid mengikuti apa</p>	<p>bacakan guru. Serta memahami materi yang di berikan guru kepada mereka.</p>
--	--	---	--

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		yang ia baca agar membiasakan murid dalam membaca teks dalam bentuk bahasa inggris.	
6	contoh	Pemberian bebrapa contoh untuk mematangkan pemahaman murid. - Dewi said "the four areas targeted are setiabudi,blok s, melawai, and IRTI vendors. (direct) - Dewi said that the tour areas targeted were setiabudi, blok s, melati, and IRTI vendors.(indirect)	Memperhatikan dan berusaha memahi lebih dalam dengan contoh yang di berikan guru.
7	Contoh baru dari murid	Guru memberikan kesempatan bagi murid bagi yang ingin memberikan contoh baru yaitu contoh dari direct & indirect. "who want to give the new example from our leason today?"	Murid yang ingin memberikan contoh akan mengangkat tangannya serta memperkenalkan diri dan membirikan contoh yang baru di depan semua teman teman nya.
8	penutupan	Pemberian nasihat untuk selalu belajar dan jangan lupa jaga kesehatan dan	Menyimah dan meemahami nasihat dari guru untuk dapat di terap kan.

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		harus tetap melaksanakan ibadah di awal waktu.	
9	Doa dan salam	“mari mengucapkan alhamdulillah atas pembelajaran hari ini dan sebelum kita akhiri pembelajaran pada hari ini mari lah kita membaca doa setelah belajar.”	Mengucapkan hamdalah dan diteruskan dengan membaca doa' setelah belajar.

6. Kuis



Di dalam kuis ini guru akan memberikan beberapa contoh dari direct & indirect. seperti:

- "I love the Toy Story films"
- "He said he'd worked as a waiter before becoming a chef."
- "where do they live?"
- "He asked us when we were leaving"

. Jadi tugas murid hanyalah menebak kalimat yang disebutkan oleh guru apakah dalam bentuk direct atau indirect.



Dan bagi siapa yang bias menjawab dengan benar maka guru akan memberikan dia nilai plus, namun jika ia salah dalam menjawab maka pertanyaan yang ada padanya akan di berikan kepada orang lain maka ia akan mendapat soal yang berbeda di putaran berikutnya.

9	penutupan	Pemberian nasihat untuk selalu belajar dan jangan lupa jaga kesehatan dan harus tetap melaksanakan ibadah di awal waktu.	Menyimak dan meemahami nasihat dari guru untuk dapat di terap kan.
---	-----------	--	--

10	Doa dan salam	“mari mengucapkan alhamdulillah atas pembelajaran hari ini dan sebelum kita akhiri pembelajaran pada hari ini mari lah kita membaca doa setelah belajar.”	Mengucapkan hamdalah dan diteruskan dengan membaca doa' setelah belajar.
----	---------------	---	--

D. Adjectives to Noun, Noun to Adjectives, and Verbs to Verbs

Pembentukan kata benda dari kata sifat

Dengan menambahkan akhiran ness

Adjectives	Artinya	Nouns	Artinya
Busy	Sibuk	Business	Kesibukan
Happy	Bahagia	Happiness	Kebahagiaan
Kind	Baik hati	Kindness	Kebaikan
Rud	Kasar	Rudeness	Kekasaran
Weak	Lemah	Weakness	kelemahan

Dengan menambahkan akhiran y

Adjectives	Artinya	Nouns	Artinya
Active	Giat	Activity	Kegiatan
Honest	Jujur	Honesty	Kejujuran
Poor	Miskin	Poverty	Kemiskinan
Possible	Mungkin	Possibility	Kemungkinan
Real	Nyata	Reality	Kenyataan

Dengan menambahkan akhiran th

Adjectives	Artinya	Nouns	Artinya
Dead	Mati	Death	Kematian
Deep	Dalam	Depth	Kedalaman
Long	Panjang	Longth	Panjangnya
True	Benar	Truth	Kebenaran
Wide	Lebar	Width	Lebar nya

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Dengan menambahkan akhiran ence

Adjectives	Artinya	Nouns	Artinya
Different	Beda	Different	Perbedaan
Diligent	Rajin	Diligent	Kerajinan
Intelligent	Cerdas	Intelligent	Kecerdasan
Patient	Sabar	Patient	Kesabaran
present	Hadir	present	kehadiran

Dengan menambahkan akhiran cy

Adjectives	Artinya	Nouns	Artinya
Fluent	Lancar	Fluency	Kelancaran
Intimate	Lancar	Intimacy	Keakraban
Prominent	Mulia	Prominancy	Kemuliaan
Relevant	Berhubungan	Relevancy	Hubungan
Sufficient	Cukup	Sufficiency	Kecukupan

Pembentukan kata benda dari kata benda itu sendiri

Dengan menambahkan akhiran cy

Nouns	Artinya	Nouns	Artinya
Agent	Wakil	Agency	Perwakilan
Conspirator	komplot	Conspiracy	Persekongkolan
Politics	Politik	Policy	Kebijaksanaan
Diploma	ijazah	Diplomacy	Diplomasi

Dengan menambahkan akhiran ship

Nouns	Artinya	Nouns	Artinya
Leader	Pemimpin	Leadership	Kepemimpinan
Friend	Sahabat	Friendship	Persahabatan
Member	Anggota	Membership	Keanggotaan
Partner	Teman	Partnership	Persekutuan
Relation	Hubungan	Relationship	Perhubungan

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Dengan menambahkan akhiran ist

Nouns	Artinya	Nouns	Artinya
Art	Seni	Artists	Pelaku seni
Chemistry	Kimia	Chemist	Ahli kimia
Economy	Ekonomi	Economist	Ahli ekonomi
Flower	Bunga	Flowerist	Pedagang bunga
Piano	Piano	Pianist	Pemain piano

Pembentukan kata benda dari kata kerja

Dengan menambahkan akhiran age

Verbs	Artinya	Nouns	Artinya
To advance	Maju	Advantage	Faedah
To marry	Nikah	Marriage	Pernikahan
To store	Menyimpan	Storage	Penyimpanan
To use	Menggunakan	Usage	Kegunaan

Dengan menambahkan akhiran er

Verbs	Artinya	Nouns	Artinya
To buy	Membeli	Buyer	Pembeli
To divide	Membagi	Divider	Pembagi
To draw	Menarik	Drawer	Penarik
To follow	Mengikuti	Follower	Pengikut
To find	Menemukan	Finder	Penemu
To lift	Mengangkat	Lifter	Pengangkat
To make	Membuat	Maker	Pembuat
To sell	Menjual	Seller	Penjual
To sing	Menyanyi	Singer	Penyanyi

Dengan menambahkan akhiran or

Verbs	Artinya	Nouns	Artinya
To act	Beraksi	Actor	Aktor
To collect	Mengumpulkan	Collector	Pengumpul
To correct	Mengoreksi	Orrector	Pengoreksi
To create	Menciptakan	Creator	Pencipta

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To orate	Berpidato	Orator	Juru pidato
To sail	Berlayar	Sailor	Pelayar
To vibrate	Menggetarkan	Vibrator	Alat penggetar
To visit	Mengunjungi	Visitor	Pengunjung

Dengan menambahkan akhiran al

Verbs	Artinya	Nouns	Artinya
To arrive	Datang	Arrival	Kedatangan
To betray	Mengkhianati	Betrayal	Pengkhianatan
To propose	Mengusulkan	Proposal	Usulan
To refuse	Menolak	Refusal	Penolakan
To renew	Memperbaharui	Renewal	Pembaharuan
To try	Mencoba	Trial	Percobaan

Dengan menambahkan akhiran ry

Verbs	Artinya	Nouns	Artinya
To deliver	Mengirimkan	Delivery	Pengiriman
To discover	Menemukan	Discovery	Penemuan
To master	Menguasai	Mastery	Penguasaan
To rob	Merampok	Robbery	Perampokan
To trick	Menipu	Trickery	Tipuan

Dengan menambahkan akhiran ure

Verbs	Artinya	Nouns	Artinya
To enclose	Melampirkan	Enclosure	Lampiran
To fail	Gagal	Failure	Kegagalan
To furnish	Melengkapi	Furniture	Perlengkapan
To please	Menyenangkan	Pleasure	Kesenangan
To seize	Menyita	Seizure	Penyitaan

Dengan menambahkan akhiran ee

Verbs	Artinya	Nouns	Artinya
To address	Alamat	Addressee	Alamat
To employ	Mempekerjakan	Employee	Pekerja
To refuge	Mengungsi	Refugee	Pengungsi
To train	Melatih	Trainee	Pelatih

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Dengan menambahkan akhiran ion

Verbs	Artinya	Nouns	Artinya
To Educate	Mendidik	Education	Pendidikan
To Invite	Mengundang	Invitation	Undangan
To Inform	Memberitahu	Information	Memberitahukan
To Irrigate	Mengairi	Irrigation	Pengairan
To Prepare	Mempersiapkan	Preparation	Persiapan
To Presume	Menganggap	Presumption	Anggapan
To transport	Mengangkut	Transportation	Pengangkutan

Dengan menambahkan akhiran ance

Verbs	Artinya	Nouns	Artinya
To Assist	Membantu	Assistance	Pertolongan
To Disturb	Mengganggu	Disturbance	Gangguan
To Perform	Menampilkan	Performance	Penampilan
To Maintain	Memelihara	Maintenance	Pemeliharaan

Dengan menambahkan akhiran ice

Verbs	Artinya	Nouns	Artinya
To Advise	Menasihati	Advice	Nasihat
To Choose	Memilih	Choice	Pilihan
To Justify	Mengadili	Justice	Keadilan
To Serve	Melayani	Service	Pelayanan

Dengan menambahkan akhiran ment

Verbs	Artinya	Nouns	Artinya
To Agree	Menyetujui	Agreement	Persetujuan
To Amend	Merubah	Amendment	Perubahan
To Develop	Membangun	Development	Pembangunan
To Judge	Mengadili	Judgement	Pengadilan
To Manage	Mengelola	Management	Pengelolaan
To Pay	Membayar	Payment	Pembayaran
To Punish	Menghukum	Punishment	Hukuman
To Recruit	Mengerahkan	Recruitment	Pengerahan
To State	Menyatakan	Statement	Pernyataan

Pembentukan kata sifat dari kata benda

Dengan menambahkan akhiran al

Nouns	Artinya	Adjective	Artinya
Crime	Kejahatan	Criminal	Jahat
Nature	Alam	Natural	Alamiah
Person	Orang	Personal	Perorangan
Part	Bagian	Partial	Sepihak
Ratio	Akal	Rational	Masuk akal

Dengan menambahkan akhiran less

Nouns	Artinya	Adjective	Artinya
Arm	Lengan	Armless	Tak berlengan
Hair	Rambut	Hairless	Tak berambut
Job	Pekerjaan	Jobless	Tak bekerja
Wing	Sayap	Wingless	Tak bersayap

Dengan menambahkan akhiran Y

Nouns	Artinya	Adjective	Artinya
Anger	Kemarahan	Angry	Arah
Blood	Darah	Bloody	Berdarah
Cloud	Awan	Cloudy	Berawan
Dust	Debu	Dusty	Berdebu
Wind	Angin	Windy	Berangin

Dengan menambahkan akhiran full

Nouns	Artinya	Adjective	Artinya
Beauty	Kecantikan	Beautiful	Cantik
Help	Pertolongan	Helpful	Penolong
Hope	Harapan	Hopeful	Penuh harapan
Power	Tenaga	Powerful	Bertenaga
Succes	Keberhasilan	Successful	Berhasil

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Dengan menambahkan akhiran ous

Nouns	Artinya	Adjective	Artinya
Danger	Bahaya	Dangerous	Berbahaya
Delight	Kenikmatan	Delicious	Nikmat
Mystery	Rahasia	Mysterious	Penuh rahasia
Poison	Racun	Poisonous	Beracun

Dengan menambahkan akhiran able

Nouns	Artinya	Adjective	Artinya
Achieve	Mencapai	Achievable	Dapat dicapai
Break	Pecah	Breakable	Dapat pecah
Eat	Memakan	Eatable	Dapat dimakan
Expand	Memperluas	Expandable	Dapat diperluas
Laugh	Tertawa	Laugh able	Dapat tertawa
Obtain	Memperoleh	Obtainable	Dapat diperoleh

Dengan menambahkan akhiran ive

Nouns	Artinya	Adjective	Artinya
Construct	Membangun	Constructive	Bersifat membangun
Educate	Mendidik	Educative	Bersifat mendidik
Instruct	Menyuruh	Instructive	Bersifat menyuruh
Repress	Menindas	Repressive	Bersifat menindas
Talk	Berbicara	Talkative	Banyak bicara

E. Personal Information and Introductions Greetings

Salam atau sapaan	Menanyakan kabar seseorang		Jawaban untukungkapan <i>how areyou?</i>
Hello. How are you?	Hello! Hi!	How is your mother?	Fine, Thank you.
Good morning.	How are you?	What about your parents?	Just fine, Thank you.
Good afternoon.	How are you doing?	How are they?	I'm good thanks
Good evening.	How is your mother?	Fine, Thank you.	I'm very well. Thank you.
	What about your parents? How are they?	Just fine, Thank you.	
		I'm very well.	
		Thank you.	
		Thanks.	
		She is all right.	
		They are	

Dialogue 1

Fathur : Hello, I'm Fathur.

Irfan : Hi, I'm Irfan Bachdim.

Fathur : Where are you from?

Irfan : I'm from Indonesian, And you?

Fathur : I'm from Canada.

Irfan : It's nice to meet you.

Fathur : It's nice to meet you, too.

I'm happy to meet you. I'm glade to meet you. I'm plased to meet you. It's nice to meet you. Thank you very much
You're welcome, or don't mention it, or that's Ok or that's all right

Dialogue 2

Fathur : Hi, Salsa . How are you?

Salsa : Oh, hi fathur. Fine. Thank you. How about you?

Fathur : Fine. Thanks, I heard that you have bought cat. Where
your cat?

Salsa : It's home.

Fathur : How much is it?

Salsa : It is Rp.2.000.000,00.

Fathur : What is your address now?

Salsa : Jalan Pancing no 3A, Medan

Fathur : Your phone number?

Salsa : 085360359204

Fathur : Thank you, Salsa.

Salsa : That's all right.

Dialogue 3

Annisa : Hello! I'm Annisa. What's your name, please?

Salsa : I'm Salsabila.

Annisa : What's your family name?

Salsa : Parangin-angin.

Annisa : You are from Karo, aren't you?

Salsa : Yes, I'm Karo. What about you? Where do you come from?

Annisa : I come from Medan, and my surname is Sinaga.

Salsa : Where were you born?

Annisa : I was born in Medan. Were you born in Medan?

Salsa : No, I wasn't. I was born in Surabaya.

Annisa : How old are you?

Salsa : I'm fifteen years old.

What's your family name?

You are from Karo, aren't you? question tag yaitu pertanyaan singkat di belakang kalimat. Yes, I'm Karonese

Table 1

Ungkapan-ungkapan yang digunakan untuk menanyakan				
Nama	Tempat lahir	Tanggal Lahir	Alamat	Kode post
What's your name, please?	What is your birthplace?	What is your birthday?	what's your address?	What's your Zip code?
May I have your name, please?	Where were you born?	When were you born?	Where do you live?	What's your postal code?
		How old are you?		

Nama Tempat/Negara	Nama Suku/suku Bangsa	Pertama adalah nama Negara yang ditambah dengan akhiran "an",
Salsa is from east Java.	She is Javanese	
Fathur is from central Java.	He is Javanese.	Negara (countries): Orang/Bangsa/Bahasa
Annisa is from	She is	America
I Made is from Bali.	He is Balinese.	Australia
Saadillah is from	She is Dayakese.	Canada
Rocky is from	He is American	Cuba
Budi is from	She is	Egypt
Mr. Lie is from	He is	India
Smit is from	He is British.	Indonesia
John is from	She is English.	Iran
La Ode is from	He is Timorese.	Malaysia
Icha is from	She is Javanese.	Saudi Arabia
Jien wan is from	She is Chinese.	China

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Sekarang perhatikan contoh – contoh ungkapan dengan menggunakan subjek lain berikut ini!

Come from :

- Where do you come from?
- Where do they come from?
- Where does Rini come from?
- Where does he come from?

To be + from:

- Where are you from?
- Where are they from?
- Where is Rini from?
- Where is he from?

Sekarang kita pelajari contoh – contoh kalimat positif

Kalimat (+)

1. She is from Bali
2. They are from
3. She comes from Aus

Kalimat (-)

1. She is not from Bali
2. They are not from
3. She doesn't come from Aus

Kalimat (?)

1. Is she from Bali?
2. Are they from Batak
3. Does she come from Aus?

Dengan menambahkan akhiran “an”, “ese”, “i”, dan “ish” dari suatu Negara untuk menyebutkan nama bangsa atau bahasa.

Kedua ialah nama Negara yang ditambahkan dengan akhiran “ese”, misalnya :

Negara:

- China
- Japan
- Libanon

Orang/Bangsa/Bahasa :

- Chinese
- Japanese
- Libanese

Ketiga ialah nama Negara yang ditambahkan dengan akhiran “ish”, misalnya:

Negara:

- England
- Poland
- Spain

Orang/Bangsa/Bahasa :

- English
- Polish
- Spanish

Keempat ialah nama Negara yang ditambahkan dengan akhiran “i”, misalnya:

Negara :

- Iraq
- Israel
- Pakistan

Orang/Bangsa/Bahasa :

- Iraqi
- Israeli
- Pakistani

Kelima ialah nama negara yang ditambahkan dengan akhiran yang tidak beraturan

Negara:

France
Greek

Orang/Bangsa/Bahasa :

French
Greece

Kata sifat yang berasal dari nama daerah yang terdapat di Indonesia, kebanyakan dengan menambahkan akhiran "ese".

Daerah

East Java
Central Java
West Java
Bali
Batak
Madura
Manado
Padang
Timor
Irian

Orang / Bahasa

Javanese
Javanese
Sundanese
Balinese
Batakese
Madurese
Manadonese
Padangese
Timorese
Irianese

Namun, ada yang ditambahkan dengan akhiran "i", misalnya: Bugis Bugisi

Exercise



I'm Ar-rafiq. I'm from Egyp. I'm
.....



I'm Aswara. I'm from
India. I'm

I'm Thong Lee. I'm
from China. I'm...



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Dibawah ini adalah formulir dalam bahasa Inggris yang biasa digunakan untuk mendapatkan data pribadi. Coba pelajari formulir berikut ini.

Filling Out a Form

Form 1

Name Mr.			Sex: M
Rahman	Mohammad	Fatur	
Last	First	Middle	

Address			
10	Jln. Krakatau Medan		
Number	Street		

Medan	Indonesia	101171	081233445566
City	State	Zip Code	Cell phone number

November,10	Samosir		
Date of birth	Place of birth		

Form 2

Ayo latihan mengisi data diri!

Name Mr.			Sex:
.....		
Last	First	Middle	

Address			
.....		
Number	Street		

.....		
City	State	Zip Code	Cell phone number

.....		
Date of birth	Place of birth		

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Apabila seseorang mengucapkan terima kasih (Thank you very much) kepada kita, kita mengucapkan *You're welcome*, atau *Don't mention it*, atau *That's Ok* atau *That's all right*. Untuk pemahaman yang lebih jelas lagi dapat kita pelajari dari Tabel 1.1 berikut.

Ungkapan-ungkapan yang digunakan untuk menanyakan personal information				
Nama	Tempat lahir	Tanggal Lahir (usia)	Alamat	Kode post
1. What's your name, please?	1. What is your birthplace?	1. What is your birthday?	1. what's your address?	1. What's your zip code?
2. May I have your name, please?	2. Where were you born?	2. When were you born?	2. Where do you live?	2. What's your postal code?
		3. How old are you?	3. Where are you from?	

What's your family name? digunakan untuk menanyakan nama keluarga atau marga. Ungkapan *You are from Ambon, aren't you?* Digunakan untuk menegaskan bahwa Marie adalah orang Medan. Maksud dari kalimat ini adalah: *Kita dari Medan bukan?* Kalimat ini menggunakan *question tag* yaitu pertanyaan singkat di belakang kalimat. Pertanyaan ini di jawab oleh Lisa: *Yes, I'm Bataknese*. Kata Bataknese adalah orang atau suku Batak. Sekarang pelajari contoh-contoh berikut ini.

Nama Tempat/Negara

Nama Suku/suku Bangsa

Dini is from east Java.	→	She is Javanese.
Indah is from central Java.	→	She is Javanese.
Intan is from Bandung.	→	She is Sundanese.
Ketut is from Bali.	→	He is Balinese.
Zuwila is from Kalimantan.	→	She is Dayakese.
Abdul Parker is from America.	→	He is American
Susi is from Indonesia.	→	She is Indonesian.
Mr. Wong is from Singapore.	→	He is Singaporean.
Charles Dickens is from Britain.	→	He is British.

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Anne is from England. _____ → She is English.
Carrel is from Timor. _____ He is Timorese.
Atsuko is from Japan. _____ → She is Javanese.
Sin Nio is from China. _____ → She is Chinese.

Self identification and personal information adalah identitas dan informasi tentang diri sendiri. Informasi yang perlu diketahui untuk mendapatkan identitas diri baik secara tertulis maupun secara lisan adalah:

Nama (<i>name</i>)
Tempat tanggal lahir (<i>place of birth/date of birth</i>)
Alamat (<i>address</i>)
Nomor telepon (<i>telephonr number</i>)
Asal Negara/ suku bangsa (<i>nationality</i> atau <i>citizenship</i>)

Untuk mendapatkan identitas diri, kita perlu mengajukan pertanyaan-pertanyaan. Ungkapan-ungkapan pertanyaan yang digunakan untuk menanyakan nama adalah:

What's your name, please?
May I have your name, please?
What's your first name?
What's your <i>last</i> name ?
What's your <i>family</i> name ?
What's your <i>surname</i> ?
What's your <i>middle</i> name ?

Setelah menanyakan nama biasanya Kita lalu menanyakan tempat dan tanggal lahir, yang diikuti oleh pertanyaan yang menanyakan alamat, nomor telephone, lengkap dengan kode pos. ungkapan-ungkapan yang digunakan untuk mendapatkan informasi ini adalah sebagai berikut.

<i>What's your birth place?</i>	<i>What's your address?</i>
<i>What's your birth day?</i>	<i>What's your zip code?</i>
<i>What's your date of birth ?</i>	<i>What's your telephone number?</i>

Ungkapan-ungkapan pertanyaan yang digunakan untuk menanyakan alamat adalah:

<i>What's your address?</i>	<i>Where do you live?</i>
-----------------------------	---------------------------

Ungkapan-ungkapan pertanyaan yang digunakan untuk menanyakan asal atau suku bangsa adalah :

<i>Where are you from ?</i>	<i>Where do you come from?</i>
-----------------------------	--------------------------------

Apabila kita berkenalan langsung dengan seseorang dan Kita merasa senang bertemu dengan orang tersebut maka Kita mengucapkan ungkapan.

F. States of Being/Feeling

Dalam Percakapan sehari-hari, kita sering menanyakan atau memberitahukan perasaan seseorang. Contohnya adalah Ungkapan-ungkapan seperti: "I feel tired." "I'm not tired," dan "I'm sleepy," Ungkapan tersebut menggambarkan perasaan fisik dan psikis seseorang. Lalu, apa sajakah ungkapan-ungkapan yang bisa digunakan untuk menanyakan ataupun memberitahu tentang perasaan fisik dan psikis seseorang?

Berikut ini adalah pertanyaan yang digunakan untuk menanyakan perasaan psikis atau fisik.

1. How do you feel?
2. How does she feel?
3. How does he feel?
4. Is he sleepy?
5. Is she depressed?
6. Are you hungry?
7. Are you thirsty?

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Berikut ini adalah Pernyataan yang digunakan untuk memberitahu perasaan psikis dan fisik.

I'm	Tired sleepy hungry happy busy thirsty	I'm Not	tired sleepy hungry happy busy thirsty	are you	tired sleepy hungry happy busy thirsty
-----	---	------------	---	------------	---

Key word: Red letters

1. Nur's father works in the **rice field**. He plants the rice. He is (6 letters) **f-----r**
2. Raihan's father works in the hospital. He observes and fixes the **teeth** of the patients. He is (7 letters) **d-----t**
3. Evi **teaches elementary school** students every day. She is (7 letters) **t-----r**
4. Mr. Abdi **repairs the windows and the doors** at my house. He is (9 letters) **c-----r**
5. Rida works in the **hospital**. She **helps the doctor** observe the patients. She is (5 letters) **n-----e**
6. Mr. Adi works in the hospital. He **operates the bones** of the patients. He is (11 letters) **o-----t**
7. Mr. Tono **cleans the garden** every morning. He also prunes the trees. He is (8 letters) **g-----r**
8. Kamelia **helps the family** clean the house and wash the clothes. She is a (7 letters) **s-----t**
9. Bahrul **repairs the cars** in the workshop every day. He is (8 letters) **m-----c**
10. He (6 letters) **d-----s** Kramat Djati Bus to Surabaya. He is **driver**

T. Comparative and Superlative of Adjectives

	Comparative: Contoh	Superlative: Contoh	Penjelasan
Adjective satu suku kata	Fresh orange juice is nicer than tomatoe juice.	Apple juice is the nicest of all	Adj + er Nice = nicer, + est = the nicest
Adjective yang	Apple is tastier	Grapes is the	Tasty = tastier,

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berakhiran dengan – y	than pear.	tastiest	the tastiest
Adjective lebih dari satu suku kata	Beaches are more beautiful than desert.	Mountains are the most beautiful of all.	More + adj = more beautiful, the most beautiful
Negative comparison	Nonfat milk is less fattening than regular milk		
Irregular form	Hamburger tastes better than a cake. Cookies are worse for you than crackers.	Stake is the best Spaghetti is the worst	Irregular: Good-better-the best Bad-worse Far_farher

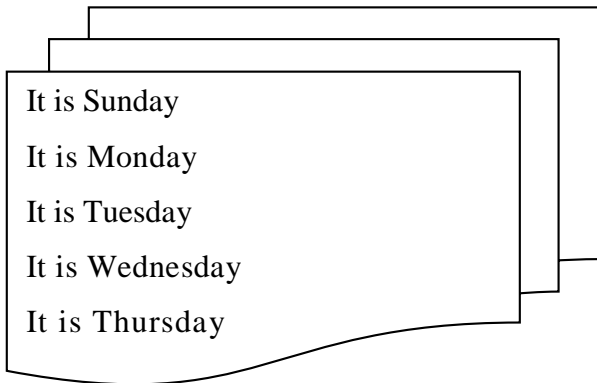
Bagaimana menggunakan *comparative* dan *superlative* dari *adjectives*.

- a. Kata sifat yang terdiri dari satu suku kata mendapat akhiran er pada bentuk *comparative* dan ditambah est pada bentuk *superlative*. Contoh : small-smaller-the smallest.
- b. Kata sifat yang terdiri dari satu suku kata, dan berakhir pada konsonan, konsonan terakhir diulangi, misalnya : fat-fatter-fattest, big-bigger-the biggest.
- c. Kata sifat yang berakhir pada suku kata yang berakhiran paday ; y ini berubah menjadi i, kemudian ditambah –er atau –est, misalnya: happy-happier-the happiest.
- d. Kata sifat yang berakhir pada huruf, langsung ditambah r dan st, misalnya: late-latest-the latest.
- e. Kata sifat yang mempunyai bentuk *comparative* dan *superlative* tidak beraturan, misalnya : good-better-best.
- f. Kata sifat yang lebih dari dua suku kata, yang menggunakan more, dan most. Misalnya : more expensive-the most expensive.

G. Identify Periode of Time in Days, Months, Years and Seasons

Sebelum kita belajar menanyakan hari dalam bahasa Inggris, sebaiknya kita ulang dulu kosa kata nama-nama hari berikut

Days of the week



Untuk menanyakan hari ada dua cara yaitu

- a. Dengan pertanyaan "What is the day?"
- b. Dengan kata tanya "What day?"

Cara 1	Cara 2
<i>Today is the <u>first</u> of November</i>	<i>It is November the <u>first</u></i>
<i>It is the <u>second</u> of April</i>	<i>It is April the <u>second</u></i>
<i>Today is the <u>third</u> of May</i>	<i>It is May the <u>third</u></i>
<i>Today is the <u>seventh</u> of January</i>	<i>It is January the <u>seventh</u></i>
<i>It is the <u>twentieth</u> of February</i>	<i>It is February the <u>twentieth</u></i>
<i>It is the <u>twenty-third</u> of December</i>	<i>It is December the <u>twenty-third</u></i>
<i>Today is the <u>twenty-first</u> of August</i>	<i>It is August the <u>twenty-first</u></i>

Season = musim	Weather = cuaca
Hot = panas	Cool = dingin
Cold = sejuk	Sunny = musim panas
Rainy = penghujan	Cloudy = berawan
Windy = berangin	Snowy = bersalju
Foggy = berkabut	

Telling Activities in Relation with the Time: Present Continuous Tense, Present Perfect and Present Perfect Continuous Tense

H. Tenses

1. The Present Continuous Tense

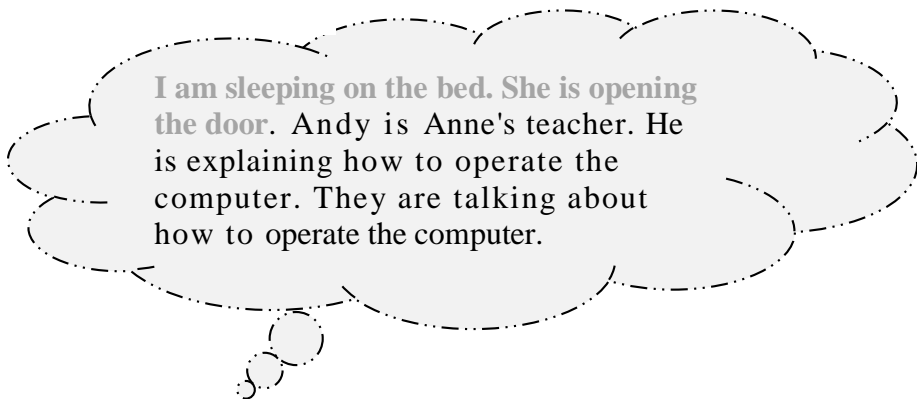
The present continuous tense adalah salah satu pola kalimat bahasa Inggris yang digunakan untuk mengungkapkan kegiatan yang

sedang dilakukan. Keterangan waktu yang digunakan biasanya: now, right now, at this moment, at present, this week, this month. Akan tetapi, bukan suatu keharusan untuk menaruh keterangan waktu, karena bentuk kata kerja yang dipakai telah menunjukkan kegiatan yang sedang dilakukan. Ada sejumlah kata kerja yang tidak dapat digunakan dalam bentuk present continuous yaitu verb of perception seperti: see, hear, smell, taste, feel.

Di samping itu, ada juga sejumlah verbs yang bermakna permanen, seperti: believe, doubt, forget, imagine, know, remember, understand, desire, forgive, hate, love, want, wish. Kata kerja ini tidak dapat dipakai untuk menunjukkan continuous karena jika dipakai dalam bentuk continuous akan bermakna berbeda.

Perhatikan contoh berikut.

Activities at the momen



Pola kalmiat tersebut di atas the present continous tense. Kita menggunakan pola kalimat ini untuk menyatakan sesuatu kegiatan atau pekerjaan yang sedang dilakukan pada saat dibicarakan

ii. Jika Kalima titu dalam bentuk positif

Subject	To be	Activities	Adverb/Object	Time
I	am	sleeping	on the bad	now
They,	you, we are	asking	that problem	at present
She,	He is	opening	the door	right now

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2) Jika kalimat itu dalam bentuk negatif

Subject	To be	Activities	Adverb/Object	Time
I	am not	sleeping	on the bad	now
They, you, we are present	not/aren't	asking	that	problematic
She, He now	is not/isn't	opening	the door	right

3) Jika kalimat dalam bentuk kalimat Tanya Yes/No Question

To be	Subject	Activities	Adverb/Object	Time
Am	I	sleeping	on the bad	now?
Are present?	they, you, we	asking	that problem	at
Is now?	she, he	opening	the door	right

Berdasarkan tabel contoh kalimat yang menggunakan present continuous tense dapat kita ketahui bentuk kalimat positif, negatif, dan tanya. Jika kita rumuskan bentuk kalimat itu adalah *Subject + (is, am, are) + Verb ing*.

Perhatikan contoh berikut.

a. Bentuk Positif

Subject	Predicate		Object/ Etc.	Time
	Have/has	Verb-3/been		
<i>I</i>	have	visited	Borobudur	for two days
<i>You</i>	have	watched	a film	
<i>They</i>	have	swum	in pool	during 2 hours
<i>We</i>	have	gone	to Medan magazine	
<i>She</i>	has	written	a novel	
<i>He</i>	has	been	very happy	
<i>Annisa</i>	has just	read	a magazine	

B. Bentuk Negative:

Subject	Predicate		Object/ Etc.	Time
	Have/has +not	Verb-3/been		
I	havenot	visited	Borobudur	for two days
You	havenot	watched	a film	
They	have not	swum	in pool	during 2 hours
We	have not	gone	to Medan magazine	
She	has not	written	a novel	
He	has not	been	very tired	
Annisa	hasnot just	read	a magazine	

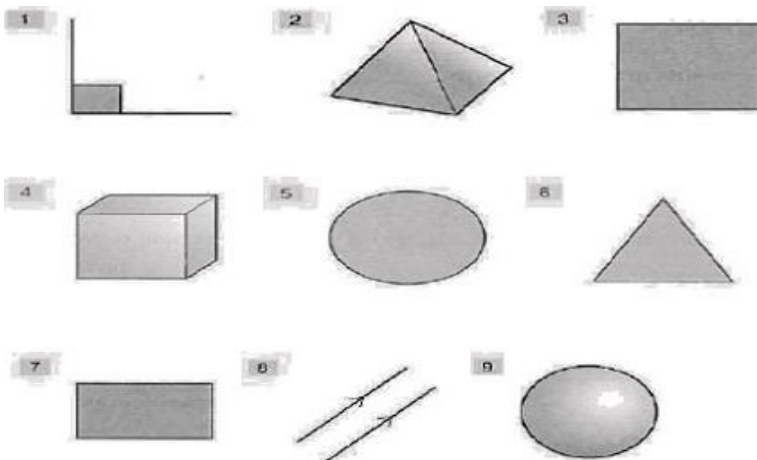
Describing Things

Untuk mendeskripsikan benda, kita perlu memperhatikan beberapa hal, di antaranya: nama benda tersebut, bentuknya, bahannya, warnanya, dan ukurannya, atau mungkin kualitasnya.

Excercise

Write the numbers 1 to 9 next to the correct words,

Circle cube right angle sphere square triangle parallel lines pyramid rectangle



Gambar 1



This is my handbag. It is made of fabric. It is rectangular in shape. The basic color is pink, and there are flower. I use it to party.

Gambar 2



This is a new model of a back bag. It is in fashion now. It is trapezoidal in shape. It is brown end yellow. It is made of student. It can be used to put your book

Untuk mengatakan bentuk dari suatu benda, misalnya: bentuknya empat persegi panjang, bulat, seperti kerucut, seperti trapesium, atau silinder kita dapat menggunakan ungkapan seperti berikut.

It is

rectangular	}	in shape.
square		
oval		
circular		
semicircular		
curved		
cylindrical		
spherical		
conical		
cubical		
trapezoidal		

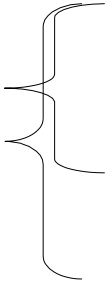
Noun (kata benda)

- Rectangle
- Circular semicircle
- Curved
- Trapezoidal sphere

Adjective (kata sifat)

- Rectangular circle
- Semicircular curve
- Trapezium atau trapezoid
- Spherical cone conical

Untuk mengatakan: “dari apa benda tersebut dibuat,
“kita menggunakan ungkapan sebagai berikut:

It is made of		Leather	(Kulit).
		Plastic	(Plastic).
		Fabric	(Kain)
		Vinyl	(Kain vinil)
		Metal	(Logam)
		Glass	(Kaca)
		Wood	(Kayu)

Kita juga dapat mengatakan, misalnya: *It's rectangular*, atau *It's conical*, atau *It's oval*. Rectangular, square, circular, curved, spherical, conical, cubical, dan trapezoidal merupakan kata sifat. Kata-kata ini berasal dari kata benda seperti:

Jadi “*It is made of leather*” maksudnya adalah benda itu terbuat dari kulit. *It is made of fabric* (benda itu terbuat dari kain).

Untuk mengatakan kegunaan dari benda tersebut kita dapat menggunakan ungkapan seperti:

I use it to carry my books. atau It is used to carry my books. atau It is for carrying my books

Apabila kita mendeskripsikan suatu benda, kita juga perlu memperhatikan beberapa hal, misalnya: nama benda tersebut, bentuknya, terbuat dari bahan apa (bahan-bahan apa yang digunakan untuk membuatnya), warnanya, dan juga manfaatnya. seperti:

Vocabulary

<i>Baggage check</i>	Pendaftaran bagasi.
<i>It is made of</i>	Terbuat dari
<i>The outer shape is hard</i>	Permukaannya keras
<i>How big is it?</i>	Berapa besar tasnya?
<i>It's about 30 by 60 cm</i>	Ukurannya kira-kira 30 x 60 cm
<i>It is trapezoidal in shape</i>	Bentuknya empat persegi panjang

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<i>A good quality bag</i>	Kualitas tasnya bagus
<i>What does it contain?</i>	Apa isi tasnya?
<i>Casual and formal clothes</i>	Pakaian santai dan resmi
<i>Underwear</i>	Pakaian dalam
I haven't found my travel bag	Saya belum menemukan tas pesiar bag saya
It is classic polo with the trolley	Nama tasnya <i>classic polo</i> yang ada on it trolinya
I haven't found my travel bag	Saya belum menemukan tas pesiar saya aggage check
It is made of	Terbuat dari
The outer shape is hard	Permukaannya keras
How big is it?	Berapa besar tasnya?
It's about 30 by 60 cm	Ukurannya kira-kira 30 x 60 cm
It is rectangular in shape	Bentuknya empat persegi panjang
A good quality bag	Kualitas tasnya bagus

States Of Being / Feeling

How do you feel? Adalah ungkapan yang digunakan untuk menanyakan perasaan seseorang. Ungkapan-ungkapan seperti: "*I feel tired.*" "*I'm not tired,*" dan "*I'm sleepy,*" adalah perasaan fisik dan psikis seseorang.






- | | |
|-----------------------------------|-------------------|
| How do you feel? | 1. I feel tired |
| How does she feel? | 2. We are tired |
| How does he feel? Is he sleepy? | 3. I feel sleepy. |
| Is she depressed? Are you hungry? | 4. I feel hungry. |

Table 3

Subject	Predicate	State of Feeling/Being
I	am	tired, hungry, thirsty, busy, sleepy, happy.
She/He	is	tired, hungry, thirsty, busy, sleepy, happy.
You/We/They	are	tired, hungry, thirsty, busy, sleepy, happy.
Sakira/Rasyid	is	tired, hungry, thirsty, busy, sleepy, happy.

Untuk mengungkapkan perasaan atau keadaan fisik maupun psikis, kita dapat menggunakan kata *feel* atau *to be + adjective* (kata sifat). Pelajari ekspresi dari gambar-gambar berikut ini

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	<p>How does he feel?</p>	<p>He feels/ is sleepy</p>
	<p>How does she feel?</p>	<p>She feels/ is happy</p>
	<p>How does she feel?</p>	<p>She feels/ is confused</p>
	<p>How does she feel?</p>	<p>She feels/ is sad</p>
	<p>How does he feel?</p>	<p>He feels/ is okay</p>

<https://www.google.com/search?q=gambar+animasi>

Glosarium

tired	lelah	cheerful	gembira
happy	bahagia	thirsty	haus
hungry	lapar	depressed	depresi, stress
angry	marah	hopeful	penuh harapan
sleepy	mengantuk	Puzzled/ baffled	bingung
excited	senang	delighted/happy/ cheerful	senang/bahagia/ gembira
optimist	optimis	serious	serius, tidak main-main
confused	bingung	frightened	ketakutan
surprised	terkejut	sad	sedih

Jobs (*Professions*)

1. What is your occupation?
2. What is your job?
3. What is your work?
4. What do you do?
5. What kind of job do you have?
6. What kind of work do you do? What do you do?

I am a student (saya seorang pelajar)
a doctor (seorang dokter)
a farmer (seorang petani)
a driver (seorang supir)

What is your job?

I am an artist (saya seorang artis)
an engineer (seorang insinyur)
an army (seorang tentara)
a kindergarten teacher (seorang guru TK)

Ungkapan-ungkapan berikut ini juga dapat digunakan untuk menjawab pertanyaan-pertanyaan tentang profesi.

1. I'm a student

2. I'm a housewife
3. I'm a mechanic

Apabila kita telah pensiun, atau tidak bekerja maka ungkapan-ungkapan berikut ini dapat digunakan.

1. I'm unemployed
2. I'm retired
3. I'm out of work
4. I'm jobless

Berikut ini adalah ungkapan-ungkapan yang dapat menanyakan pekerjaan atau profesi orang lain dan orang tersebut adalah wanita. Ungkapan-ungkapan tersebut adalah:

Ungkapan-ungkapan yang digunakan untuk menanyakan pekerjaan atau profesi orang lain dan orang tersebut adalah laki-laki adalah sebagai berikut.

1. What is his occupation?
2. What is his job?
3. What is his work?
4. What does he do?
5. What kind of job does he have?
6. What kind of work does he do?

Jawaban dari pertanyaan-pertanyaan ini, misalnya:

1. She is an artist
2. She is a singer
3. She is a dentist
4. She is a stewardess
5. She is an orthopedist
6. He is an actor
7. He is a teacher
8. He is an ophthalmologist
9. He is a pilot
10. He is a taxi driver

Kita pelajari kalimat nomor 1 sampai dengan nomor 10. sebelum kata benda yang menjelaskan profesi seseorang terdapat kata "a" atau "an". Kedua kata ini disebut article (kata

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sandang). Kita menggunakan article “a” apabila kata benda yang menjelaskan tentang profesi tersebut diawali dengan bunyi konsonan. Misalnya:

Tetapi kita menggunakan article “an” apabila kata benda yang menjelaskan tentang profesi tersebut diawali dengan bunyi vocal.

artist	→	an artist
orthopedist actor	→	an orthopedist an actor
phthalmologist	→	an ophthalmologist



Gambar 3
He is a welder



Gambar 4
She is a doctor



Gambar 5
He is golf player



Gambar 6
He is a engineer

Gambar 7
He is a fence player

Gambar 8
He is a Professor



Gambar 9
He is an Accountant

Gambar 10
He is a road builder

Exercise

1. Fathur's father works in the hospital. He observes and fix the teeth of the patients. He is.....
2. Salsa teaches elementary school students every day. She is.....
3. Neny helps the family clean the house and wash the clothes. She is a.....
4. Hapis repairs the cars in the workshop every day. He is....
5. He drives Medan Jaya Bus to Pematang Siantar. He is.....
6. Tina's father works in the rice field. He plants the rice. He is.....
7. Mr. Rusdi repairs the windows and the doors at my house. He is.....
8. Lailan works in the hospital. She helps the doctor observe the patients. She is.....
9. Mr. Reza works in the hospital. He operates the bones of the patients. He is....
10. Mr. Amir cleans the garden every morning. He also prunes the trees. He is...

TELLING TIMES

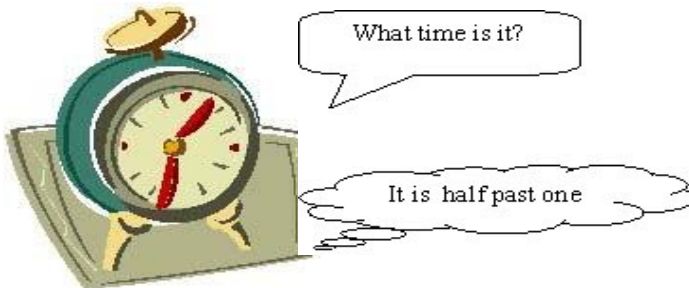
1. It is eleven o'clock
2. It is nine o'clock
3. It is a quarter past nine

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4. It is five past four
5. It is a quarter to seven
6. It is ten to ten
7. It is half past two

Minute = menit Time = waktu
 What time = jam berapa Half =
 setengah
 A quarter = seperempat Past = lebih
 To = kurang
 At = digunakan untuk menyatakan waktu
 On = menyatakan hari dan tanggal
 In = menyatakan bulan, *period of time*

1. What time is it?
2. Excuse me, what time is it?
3. Excuse me, what is the time, please?
4. What time do you have, Rizky ?



Question Word	Auxiliary	Subject	Verb	Object/Adverb
What time	is	It		now?
What time	do	They	go	there?
What	is	the time?		
What time	does	She	eat	every morning?
What time	do	You	come	here?

Pertanyaan: ***What time is it?***

1. Jika kebetulan waktunya menunjukkan tepat, misalnya jam enam tepat, jam atau jam sebelas tepat :

It	Is	Six
It	Is	four o'clock

2. Jika kebetulan waktu menunjukkan lebihnya seperempat jam, misalnya:

Jam enam seperempat, jam tujuh seperempat, jam sembilan seperempat:

It	is	a quarter past six.
It	is	a quarter past seven.
It	is	a quarter past nine.

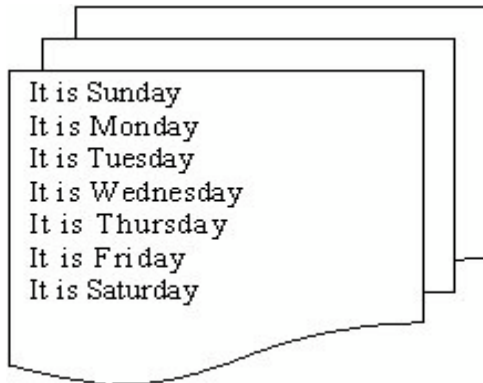
3. Jika kebetulan waktu menunjukkan kurang, dari jam yang dimaksud, misalnya: jam sepuluh kurang sepuluh menit, jam sebelas kurang sepuluh menit, atau jam tiga kurang lima menit

It	Is	five to ten
It	Is	ten to ten
It	Is	five to two

4. Ada cara lain yang tidak menggunakan kata “past” atau “to” dalam menyatakan lebih dan kurang, misalnya jam tujuh lebih empat puluh, jam lima lebih dua puluh, atau jam tiga lebih tiga puluh lima, maka Kita akan mengungkapkan dengan cara lain yaitu:

<i>It</i>	<i>Is</i>	<i>seven forty.</i>
<i>It</i>	<i>Is</i>	<i>five twenty.</i>
<i>It</i>	<i>Is</i>	<i>three thirty-five.</i>

Identify Periode of Time in Days, Months, Years and Seasons Days of the week



Dialogue

Dani : What is the tomorrow?

Rizky : Today is Friday **atau** It is Friday

Dani : What day is it to now?

Anggi : Today is Sunday **atau** It Sunday

Anggi : What day is it tomorrow?

Rizky : Tomorrow is Thursday.

Rizky : What day do they come here?

Dani : They come here on Tuesday.

Untuk menanyakan hari ada dua cara yaitu

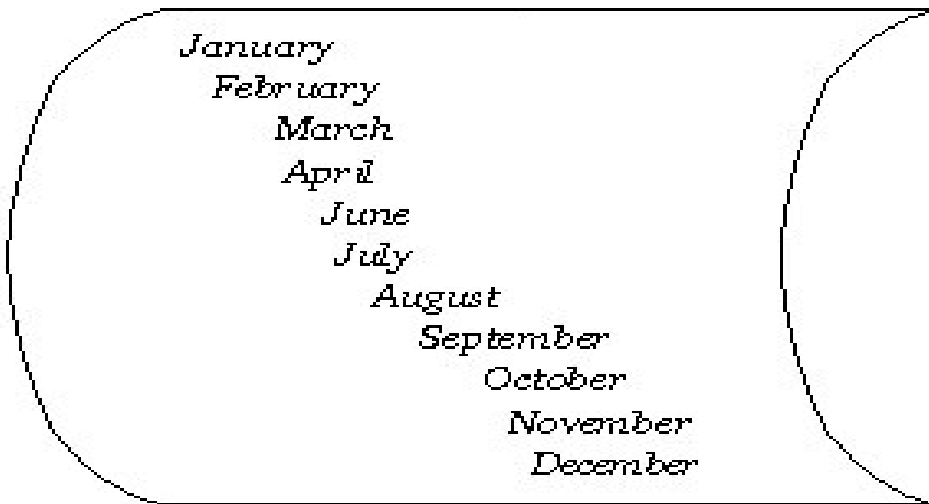
- Dengan pertanyaan "What is the day?"
- Dengan kata tanya "What day" (hari apa) lalu diikuti waktu yang dimaksud, misalnya today, tomorrow, yesterday, now. What day is tomorrow?
 - 1) What day is it now?
 - 2) What day do they come here?
 - 3) What day do we go there?

Menanyakan dan Menyatakan Tanggal

Dalam menanyakan tanggal biasanya terkait dengan nama bulan. Untuk menyatakan tanggal menggunakan bilangan pertama, kedua, ketiga, keempat dan seterusnya. Sehingga untuk menyatakan tanggal satu menggunakan "**Second**" bukan "Two".

- 1st = First = Pertama
2nd = Second = Kedua
3rd = Third = Ketiga
4th = Fourth = Keempat
5th = Fifth = Kelima
6th = Sixth = Keenam
7th = Seventh = Ketujuh
8th = Eighth = Kedelapan
9th = Ninth = Kesembilan
10th = Tenth = Kesepuluh
20th = Twentieth = Kedua puluh
21st = Twenty-First = Kedua puluh satu

Dan seterusnya sedangkan nama bulan yaitu



What is the date.....? Titik-titik dapat diisi *today, now, tomorrow*. What date (tanggal berapa) lalu diikuti waktu. Misalnya: *today, now, tomorrow*.

- What date is your party?
- What date did you see him for the seventh time?
- What date do you go home to village?
- What date does she come to your house?

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Tanggal 22 desember 1965 = It is the twenty-second of December Nineteen six-five. Yang kedua dengan bulan dulu yang diungkapkan baru tanggalnya. Contoh: Tanggal January 8, 1987 = Today is December the twenty-second.

Cara 1	Cara 2
Today is the fourth of March	<i>It is March the fourth</i>
It is the fifth of June	<i>It is June the fifth</i>
Today is the ninth of July	<i>It is July the ninth</i>
Today is the twelfth of September	<i>It is September the twelfth</i>
It is the twenty-sixth of October	<i>It is October the twenty-sixth</i>
It is the twenty-seventh of November	<i>It is November the twenty-seventh</i>
Today is the thirtieth of December	<i>It is December the thirtieth</i>

Jika tanggal tersebut digunakan dalam bentuk kalimat, preposition yang digunakan adalah "on".

She started to study in the school on the twenty-second of July, nineteen ninety-nine.

I was born on the sixth of march, nineteen ninety-three.

Expressing Present Time: The Present Progressive

1. He always gets up at 05.00 o'clock
2. He takes a bath and prays
3. He puts on his clothes and he eats breakfast
4. He goes to school at 06.00 o'clock
5. She usually gets up at 04.30 in the morning, goes the bathroom, and then prays
6. She goes to the kitchen, and prepares breakfast for her family
7. Sometimes she cooks fried rice, omelet, shrimp, chip, and sliced tomatoes and cucumber
8. She takes a bath, puts on her clothes and eat breakfast
9. She usually leaves for the office at 5.30
10. She goes to the office by bus

Simple present tense dapat berubah menjadi bentuk Present continius tense. After getting up, he always tekes a bath and prays. It is 05.15 in the morning now, therefore is taking a bath or he is praying now. After praying, he puts on his clothes, and he eats breakfast. It is 05.30 in the morning at the moment. Perhaps he is putting on his clothes or he is eating breakfast.

BAB III

PEMBELAJARAN READING AND WRITING



A. Write with Picture

You are student in Islamic University and you are writing a report on your campus, Write 10 sentences about what is happening in the picture.



Welcome to the world of unemployment!

There is bachelor on the cute train. The bachelor is so happy.

.....

.....

.....

B. Telling the Time in Minutes and Hours

Learn these numbers:

0 = zero	10 = Ten
1 = One	11 = Eleven
2 = Two	12 = Twelve
3 = Three	13 = Thirteen
4 = Four	20 = Twenty
5 = Five	21 = Twenty-One
6 = Six	100 = One hundred or a hundred
7 = Seven	133 = One hundred and thirty-three
8 = Eight	1.00 = One thousand
9 = Nine	2.20 = Two Thousand Two hundred and

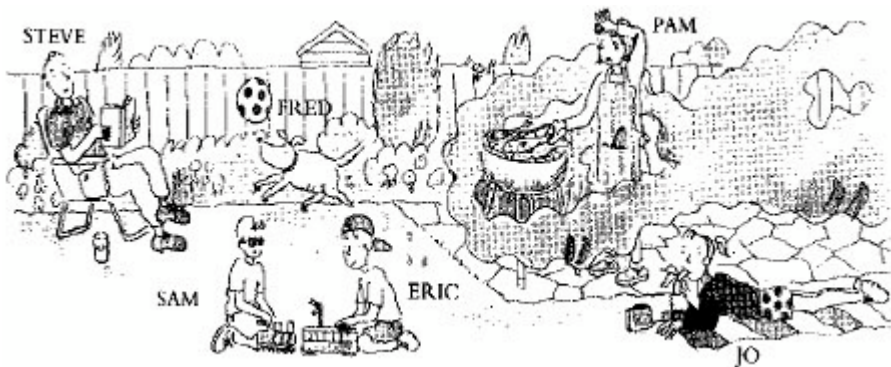
Write in English.

- 1) 27 = Twenty.....
- 2) 19 = Nine.....
- 3) 90 =
- 4) 178 = One Hundred andEight
- 5) 693 = andThree
- 6) 3469 = ThreeFour andNine
- 7) 7836 = Six

Continue the following number

1. One, Three, Five, Seven, Nine, Eleven, Thirteen, Fifteen, Seventeen, Nineteen, Twenty-one, Twenty-three, Twenty-five, Twenty-seven, Twenty-nine, Thirty-one.
2. Two, Four, Six, Eight, Ten, Twelve, Fourteen, Sixteen, Eighteen, Twenty, Twenty-two, Twenty-four, Twenty-six, Twenty-eight, Thirty, Thirty-two, Thirty-four, Thirty-six, Thirty-eight.
3. Ten, Twenty, Thirty, Forty, Fifty, Sixty, Seventy, Eighty, Ninety, a hundred

Look at the picture and the description. Re-write the description to make it correct.



Steve is reading a newspaper. The children, Sam and Eric, are playing with a ball. They are both wearing sunglasses. Pam is cooking chicken. She's laughing because the smoke is getting in her eyes. Jo is standing with her mother and is listening to music on her personal stereo. She is eating an orange. Fred, the cat, is lying on the grass asleep.

1. Steve is not reading newspaper. He is reading a book
2. Sam and Eric
3. Pam
4. JO
5. Fred

C. The short conversation from the story are mixing between Indonesian and English.

DISCIPLINE OF PRAYING FIVE TIMES

Prophet sallallahu 'alaihi wa sallam midday prayers at noon (the sun was slipping), Asr prayer when the sun is still alive (hot), Maghrib prayer when the sun really has sunk, he initiates evening when many pilgrims, when they were little, he finishes, and he prayed Fajr when it was still dark. (Narrated by Imam Bukhari)

Prayer is the practice most human beings first asked by Allah Subhanahu Wa ta'alaah when at court hereafter. Whoever prayer has done well then he's lucky, and conversely, those who were considered less prayer, then the deficiencies can only be closed if it has a sunnah prayer practice.

"Surely the first thing taken into account from a servant of Allah ta'aala on the Day of Judgement is prayer. If found to be perfect so he recorded it as perfect. If deficiencies are found there, then say "Look there he has a sunnah prayers which can complement the obligatory prayers?" Then all the other deeds which are processed as prayer. (HR An-Nasai)

Discipline of praying five times is one feature of the righteous, every call to prayer rang out and he immediately ablutions and the call of Allah Subhanahu wa ta'ala it. Enforcing the obligatory prayers on time is an order of Allah Subhanahu wa ta'ala, well exemplified by the Prophet Muhammad sallallahu 'alaihi wa sallam.

Discipline of praying five times obligatory prayers that is working just in time. Allah Subhanahu wa ta'ala loves His servants who do the prayer on time, and eliminate his sins. Prophet sallallaahu 'alaihi wa sallam said: "A Muslim when he smartenher ablution, and then he prayed five times, Thenmistakeslikefallingleavesfallingthis." Then he read the verse as follows: "Establish the prayer at the edge of the afternoon (morning and evening) and at the beginning portion of the night. Indeed the good deeds were abolished (sin) bad deeds. That is a warning to those who remember ". (HR. Thabrani)

Discipline of praying five times in accordance with the Shari'a is not a prayer at the beginning of time, but just in time. Because, among the obligatory prayers there is a Sunnah to be enlarged and there is a Sunnah to an end. That is because there's why.

A good prayer is done at the beginning of Fajr prayers, midday, Asr, and Maghrib because time is not too long, unless there are other reasons. For example, when midday prayers are usually scorching, execute it better not end until the weather is too hot. Prophet sallallaahu 'alaihi wa sallamb ersabda: "When the day is very hot, then pray suspended because actually it includes heat from the fires of hell blasted material." (Narrated by Bukhari)

While prayer is better executed an end to the Isha prayers. Evening prayer Sunnah to finish up to one third of the night. Third time was the best night to do the prayer of the night, both obligatory prayers (Isha) prayers and the Sunnah (tahajud, witr, etc.).

However, the deadline for Isha prayers is half the mid night. It is Sunnah to perform Isha prayers at the first third of the night. Prophet

Muhammad said: "When evening prayers until the middle half of the night ..." (Narrated by Muslim)

Meanwhile, in another hadith reads: "And pray Isha is among you in the third of the night. If you end then up half the night and do not include people who are negligent "(Reported by Malik, Ath-Thahawi and Ibn Hazm with a saheeh sanad).

Deliberately leaving the fard prayer is a great sin. Especially when it's done intentionally, it could lead to people leaving the prayer fell on the idolatrous and Kufr. Prophet Muhammad sallallaahu 'alaihi wa sallam said, "Verily, between man and polytheism and disbelief is leaving prayer." (Narrated by Muslim)

From Umm Ayman radi 'anhu that the Prophet sallallaahu' alaihi wa sallam said: "Do not you leave prayers intentionally. For verily whoever leaves prayer on purpose then wasseparatedfrom himthe protection of AllahandHis Messengerta'aala. "(Narrated by Ahmad)

Disciplined in doing five daily prayers will lead us to Allah Subhanahu wa ridho ta'ala. Therefore, wherever possiblefor ustoalwaysdo theprayeron time. Allah Subhanahu wa ta'ala always gives us pleasure, and desires of our hears all the time, then what's the harm if we do His command to obey?.

Make short conversation from the story above are mixing between Indonesian and English.

D. Match between question and answer.

RAMADHAN

Ramadan is theninth month of the Islamic calendar. It is the Islamic month of fasting, in which participating Muslims refrain from eating, drinking from dawn until sunset. Ramadan hadbeen the name of the ninth month in Arabian culture long before the arrival of Islam. In the Qur'an it is said that "fasting has been written down (as obligatory) upon you, as it was upon those before you" which is a reference to the Jewish practice of fasting on Yom Kippur. Fasting is meant to teach the Muslim patience, modesty and spirituality.

Ramadan is a time for Muslims to fast for the sake of God and to offer more prayer than usual. During Ramadan, Muslims ask forgiveness for past sins, pray for guidance and help in refraining from everyday evils, and try to purify themselves through self-restraint and good deeds.

Fasting is part and parcel of the practices of many religions including, Islam, Judaism, and Christianity. Today many are trying to dig up the benefits of fasting. Some people fast for spiritual reasons while others fast as a way to physically discipline the body. Whatever reasons one might come up with, it has been scientifically proven that fasting has tremendous healthy benefits. First, fasting is said to play an important role in the detoxification of the body. Detoxification is a normal body process of eliminating or neutralizing toxins through the colon, liver, kidneys, lungs, lymph glands, and skin. This process starts when fasting. Food no longer enters the body and the latter turns to fat reserves for energy. These fat reserves were created when excess glucose and carbohydrates were not used for energy or growth, not excreted, and therefore converted into fat. When the fat reserves are used for energy during a fast, it releases the chemicals from the fatty acids into the system which are then eliminated through the body's organs, leading to the cleansing of the whole body.

Another known benefit of fasting is the healing process that is obvious in the body during a fast. When fasting energy is diverted away from the digestive system due to its lack of use and towards the metabolism and immune system. The healing process during a fast is made easy by the body's search for energy sources. Abnormal growths within the body, tumors, and the like, do not have the full support of the body's supplies and therefore are more susceptible to disappearing. Fasting also leads to a feeling of rejuvenation and extended life expectancy.

This might be due to the detoxification effect of fasting. As compared to the solar calendar, the dates of Ramadan vary, moving backward about ten days each year as it is a moving holiday depending on the moon. Ramadan was the month in which the first verses of the Qur'an were said to be revealed to the Islamic Prophet Muhammad. That was during a night that Muslims call Laylatu al-Qadr (the night of decree or measures.) The night is believed to be one of

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the 10 last days of the month. Ramadan ends with Eidul-Fitr on the first of Syawal, much celebration, and feasting.

Match between question and answer.

QUESTION	ANSWER
What is one of the benefits fasting for people?	Muslim fast from dawn until sunset for a day in Ramadhan.
Whatspiritualbenefits offastingforMuslims?	it's an important role in the detoxification of the body. Detoxification is a normal body process of eliminating or neutralizing toxins through the colon, liver, kidneys, lungs, lymph glands, and skin.
Fasting also leads to.....	During Ramadan, Muslims ask forgiveness for past sins, pray for guidance and help in refraining from everyday evils, and try to purify themselves through self-restraint and good deeds.
How long muslim fast for a day in ramadhan?	Ramadhan ends with Eidul-Fitr on the first of Syawal, with much celebration, and feasting.
When does Ramadhan end?	Fasting also leads to a feeling of rejuvenation and extended life expectancy.

E. Make a paragraph in Bahasa Indonesia from the 4 pictures below.

HAJJ

Here are the main activities of the Hajjin order of time:



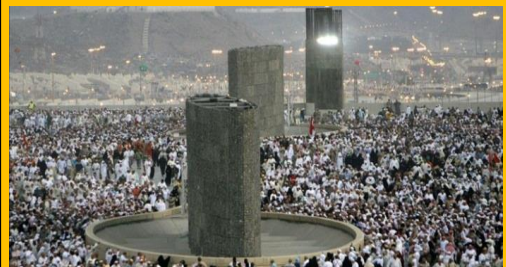
Before the 8th of Dhul-Hijjah, Muslims from around the world began to flock to perform Tawaf Hajjat Masjid Al-Haram, Makkah. On the 8th of Dhul-Hijjah, pilgrims spend the night in Mina. On the morning of the 8th of Dhul-Hijjah, all Muslims wearing Ihram (two pieces of fabric with no seams)



On 9 Dhul-Hijjah, the next morning all pilgrims go to Arafat. Then the pilgrims perform wukuf worship, which is silent and pray in this vast desert until Maghrib comes. When evening came, the pilgrims rushed to Muzdalifah and spend the night.



On 10 Dhul-Hijjah, after morning in Muzdalifah, pilgrims head for Mina to perform worship Jumrah Aqabah, i.e. throwing as many as seven times the first monument as a symbol of casting out demons. After shaving the hair or some hair, Tawaf pilgrims to Hajj (Pilgrimage finish), and spend the night in Mina and implement Jumrah connection (Ula and Wuetha)



On 11 Dhul-Hijjah, throwing Jumrah connection (Ula) in the first pillar, the second pillar and third pillar.

On 12 Dhul-Hijjah, throwing Jumrah connection (Ula) in the first pillar, the second pillar and third pillar.

Here are the types and understanding the intended pilgrimage.

Haji Ifrad	Haji Tamattu	Haji Qiran
Means alone. Implementation of the pilgrimage is called when someone intends ifrad segregate, isolate both Hajj and Umrah isolate. In this case, the precedence is the pilgrimage. That is, when dressed in miqat his ihram, the person intends to perform Hajj first, If the pilgrimage is completed, the person wearing the ihram again to perform Umrah.	Has meant to have fun or relax by performing Umrah in the month of first-bulah pilgrimage, another bertahallul. Then put on ihram clothing again to perform the pilgrimage, in the same year. Tamattu' can also mean practice their religion in the months and in the same year, without first return to the country of origin.	Meant combine, unite or at once. What is meant here is to unite or at once ihram to perform Hajj and Umrah. Hajj qiran done while dressed in ihram since miqat makani and implement all pillars and obligatory pilgrimage to completion, although it probably will take a long time. According to Abu Hanifah, perform Hajj qiran, mean doing two and two sa'i tawaf.

Choose one focus (Prime location in the pilgrimage), re-tell and simulation mixing Bahasa Indonesia and English.

Prime location in the pilgrimage

Makkah Al Mukaromah

In this city stands the center of worship of Muslims worldwide, the Kaaba, which was in the center of the Grand Mosque. In the ritual of the Hajj, Makkah became a place of worship is an opening and closing when the pilgrims are required to carry out the intent and pilgrims circumambulate.

Arafah

The city on the east of Mecca is also known as a place pilgrimage center, where wukuf is implemented, ie on 9 Dhu-Hijjah of each year. Shaped this vast desert area is the gathering place of about two million pilgrims from around the world. Outside the pilgrimage season, this area is not used.

Muzdalifah

Places near Mina and Arafat, known as the pilgrims do Mabit (Overnight) and collect rocks to practice their religion Jumrah in Mina. The route followed by pilgrims during the Hajj

Mina

Perch Jumrah monument, namely the implementation of activities Jumrah threw stones at the monument as a symbol of Abraham's actions when cast out demons. Mailing-enter the place was the standing monument that is used for implementation: Jumrah Aqabah, Jumrah Ula, and Jumrah Wustha. In this place, pilgrims are also required to stay one night.

Medina

Is the second holy city of Islam. This is where the Muslim role model, Prophet Muhammad is buried in the Prophet's Mosque. This place does not actually enter into the ritual of the pilgrimage, but pilgrims from around the world typically took a visit to the city that is located approximately 330 km (450 miles via ground transportation) north of Mecca for pilgrimage and carry out the prayers in the mosque of the Prophet. See photos of the circumstances and events in this mosque.

F. Simulation mixing Bahasa Indonesia and English.

ALMS

The Prophet SAW said, "All foods contain toxins, except for rice." Allah puts a certain secret in rice. The Prophet SAW also said that there is a cure for all diseases. One important aspect of healing disease is charity.

There are 360 points or joint (joints) in our bodies that should always be checked. Our body is like a car. From the outside, we may see that there is no problem with that car but found he could not walk. Mechanics can look inside, and find the broken part to be repaired in order to be able to walk again. The mechanic was given the ability by God than ordinary people. So also with the doctor, he was given the ability to inspect the inside of the human body.

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In order for our bodies to stay healthy to 360 points, they should be checked every day, checked, touched - through charity. Charity is very important. But charity is not just by giving donations only. When we say seek forgiveness, it is also charity, we have touched on one point. Then we say "Allahu akbar!" we touch another point, and we say "Thank God, syukranlillah." it all is charity. We smiled, feed to others, remembrance, and all the deeds that we aimed for the pleasure of Allah, then it is charity. Allah does not need all that, but Allah Almighty greatly appreciate our charity.

Semoga menginspirasi. Ceritakan dalam 1 paragraph pengalaman kamu terkait alms/charity dan translate to English.

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RIWAYAT HIDUP PENULIS



Tien Rafida. Ayahanda H.Arifin dan Ibunda Hj.Zubaidah tercinta yang keduanya telah berpulang kepada Sang PenciptaNya merupakan PAHLAWAN dunia dan akhirat hingga penulis menutup mata kefanaan dunia ini. Dimomentum hari PAHLAWAN 10 Nopember penulis terlahir tepatnya tahun 1970 di kota Pematang Siantar. “November Baraqah and Unforgettable” jua Allah

berikan kado ulang tahun yang mengangkat derajat kehidupan penulis yang kecil ini menjadi Guru Besar pada *English Education Department Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera*. اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِينَ sebagai wanita pertama meraih jabatan akademik tertinggi setelah reformasi di UIN SUMUT semua atas *support* dari suami tercinta H.Dr.Rusydi Ananda, M.Pd dan ke tiga buah hati Annisa Ariftha, Salsabila dan Faturrahman. Pengertian yang luas biasa menghantarkan penulis untuk menikmati berbagai rezki emas untuk mengunjungi beberapa Negara Eropa Amsterdam, Jerman, Paris, Den Haag, Swiss, Australia, Singapore, Malaysia, Thailand, Brunai Darussalam dan Makkah, dalam berbagai *International academic event*, seperti *Sandwich and Doctoral Programs, Visiting, Study Comparative, Seminar, Workshop, and Training*. Sebagai alumni Strata 1 IAIN Sumatera Utara seterusnya Alumni Strata 2 dan 3 di USU dengan Major keilmuan Linguistik Bahasa Inggris بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ memulai statement “bermanfaat bagi orang banyak” menjadikan penulis harus bekerja dan terus belajar mengembangkan perspectives aktivitas, Trainer menjadi rutinitas yang menyelimuti keseharian penulis hingga meraih beberapa peluang menjadi Instruktur/Fasilitator nasional *ber-licence* seperti Program USAID, AUSAID, RELO, TANOTO FAOUNDATION, FASILITATOR SEKOLAH PENGGERAK dari Kementrian Pendidikan Kebudayaan Riset dan Tekhnologi, PPG Program Kementrian Agama.

Karya ilmiah berupa buku yang mendapat kesempatan dipublikasikan di **Jerman** adalah *Metafundation And Social Context Expressed by Chinnese Young Generation* (LAP LAMBERT Academic Publishing, Germany. 2017. ISBN: 978-3-330-03247-7 Jumlah

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1. *Code Mixing in Talk Show Program on Radio between Indonesian and English* Journal of Cognitive Science 19-4:493-509, 2018 ©2018 Institute for Cognitive Science, Seoul National University dengan ID scopus 57207310395 dan HKI code 820220408591249.
2. *The Influence of Elite Organization Culture in English Linguistics, Literature, and Education to Improve Professionalism of English Education Personnel at State Islamic University Medan, Indonesia* (he Turkish Online Journal of Design Art and Communication, APRIL 2019 ISSN: 2146-5193 April 2019 Special Edition DOI10.7456/1070ASE. Page. 1101-1109).
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Conference dan proceeding yang telah diikuti dan menjadi speaker:

1. *The Efforts To Civilize English Literacy Through Local Wisdom Of Batak in State Islamic University of North Sumatera.*
2. International Conference: Strengthening the Capacity of Research and Practices on English Linguistics, Literature, and Education. Auditorium Harun Nasution, October 18- 19, 2018. UIN Syarif.
3. *Systemic Functional Linguistics in Curriculum 2013* (The Multifaceted Dimensions of English Linguistics, Literature and Education, 10- 11 October 2017. English Education Study Program, State Islamic College of Palangkaraya Raya 2017. Hlm. 289-294. ISBN: 978-602-71280-1-9).
4. *Supporting English Language Learners Through Gadget Tecnology in State Islamic University Medan* (International Social Development Conference, Langkawi Island, Malaysia. Tanggal 17-18 Agustus 2018. ISBN: 978-967-0876-91-7.
5. *Multimodal Analysis Of Covid-19 Public Advertisement Provided By Indonesian Department Of Health,*

Pengalaman Pekerjaan dirintis mulai dari Karyawati Bank BNI 1946 di Pematag Siantar namun karena latar belakang pendidikan dan panggilan dari hati nurani penulis memilih menjadi guru di kabupaten Simalungun dan kemudian penulis beralih menjadi tenaga pengajar di UIN-SU.

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RIWAYAT HIDUP EDITOR



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Menikah dengan Tien Rafida, yang berprofesi sebagai PNS/Dosen di Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. Saat ini dikarunia Allah SWT 3 (tiga) orang anak, yaitu: Annisa Arfitha, Salsabila Hadiyanti dan Faturrahman.

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Pendidikan (2018), Profesi Pendidik dan Kependidikan (2018), Pembelajaran Terpadu (2018), Perencanaan Pembelajaran (2019), Desain Pembelajaran (2019), Profesi Keguruan, Perspektif Sains dan Islam (2019), Penelitian Tindakan Kelas (2020), Variabel Belajar, Kompilasi Konsep (2020) Pendidikan Karakter Implementasi Wahdatul Ulum Dalam Pembelajaran (2021).