

LESSON PLAN I

(Word Mapping Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: Animal
Time allocation	: 2 X 40 minutes

A. Basic Competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym (example)/antonym (non-example) and definition of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the word map.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students' attendance list.
- T conducts lead in activities in the classroom by asking:

- T: “Do you have a pet?”

S: “Yes/no”.

- T: “Tell me something in your mind if you hear about a pet”

S: “Pet is a tame animal”.

➤ T tells the material which is going to be discussed.

While activity

➤ T gives the students a descriptive text.

➤ T asks ss to look for the meaning of the bold words in dictionary.

➤ T asks ss to pronounce the words after the teacher.

➤ T brainstorms the ss’ schemata about the words.

➤ T introduces the map to the students by drawing a map as a picture of what they need to know to understand a new word (bold words).

➤ T demonstrates the use of the map by putting a general, common term in the central box (GET ALONG).

➤ T asks students to suggest words or phrases to put in the other boxes (example box).

➤ T has students complete other box that is non-example box.

➤ T has them give the definitions of the common term in the central box.

➤ T provides students with sentences each containing a new word.

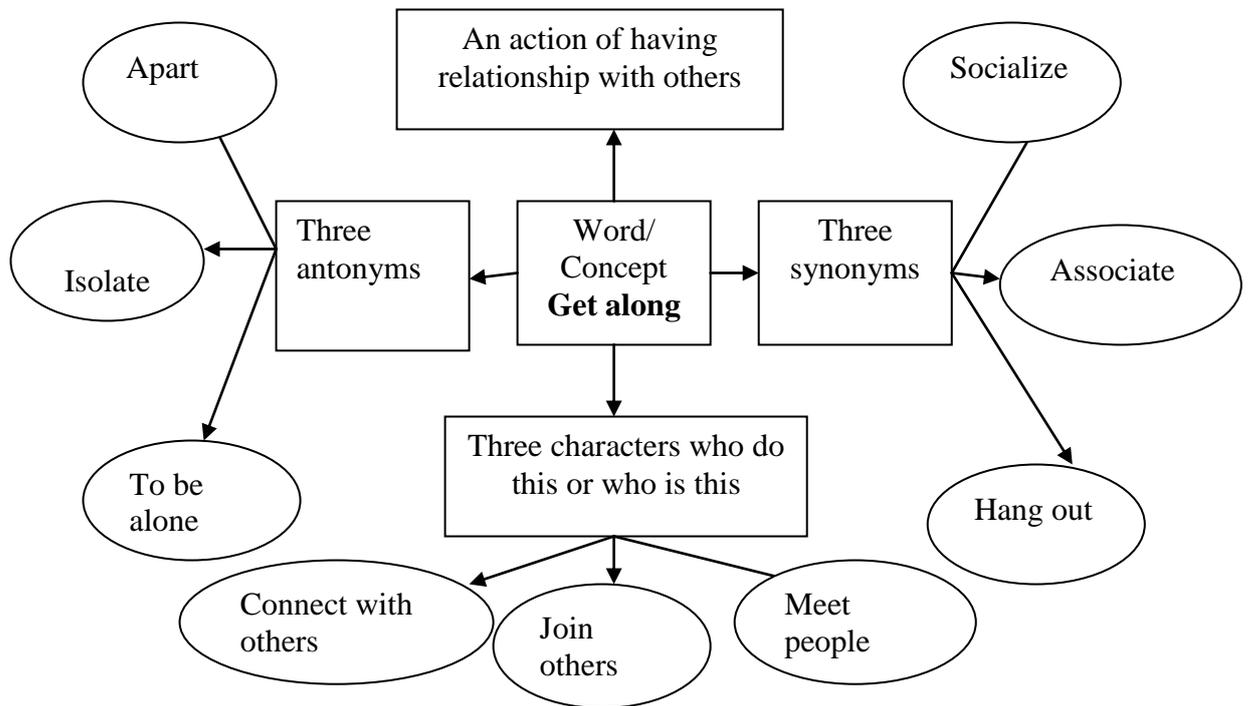
E.g.: Anita is so friendly, she can get along easily with others.

I will hang out with my friends this afternoon.

➤ T encourages students to refer to the dictionary, encyclopedia or other reference books for help in completing the map.

➤ The map might be like this:

Word Mapping



- T divides the class into some groups consisting two students in each group.
- T has them complete the map.

Post activity

- T delivers the summary of the lesson by asking:
 - What kind of vocabulary have you got today?
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII*.
Yudhistira: Jakarta.
- Students group work task
- Dictionary

G. Material

My Pet

I have a **pet (1)**. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, **fluffy (2)**, and cute. It has got thick brown fur (3). When I **cuddle (3)** it, the fur feels **soft (4)**. Brownie **dislikes (5)** bones. Every day it eats soft food like steamed rice, fish or bread. Every morning, I give her milk and bread. When I am at school, Brownie plays with my cat. They **get along (6)** well and never **fight (7)** maybe because Brownie does not **bark (8)** a lot. It treats the other animals in our house **gently (9)**, and it never eats shoes. Brownie is really a sweet and **friendly (10)** animal.

E. Assessments

- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym and definitions of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the word map

Complete this following table! One has been done for you.

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
PET	Animal which grow in a house	Tame, can be trained, companion	Cat Dog, Rabbit	Tiger, Elephant, Lion
Fluffy				
Cuddle				
Soft				
Dislike				
Get along				
Fight				
Bark				
Gently				
Friendly				

WORD MAPPING I: EXPERIMENTAL CLASS 1

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
PET	Animal which grow in a house	Tame, can be trained, companion	Cat, Dog, Rabbit	Tiger, Elephant, Lion
Fluffy	Soft hair to cover animals body	Soft, smooth,	Downy, Hairy, furry	Rough, bald, hairless
Cuddle	An action of holding somebody close	Stroke someone lovely, feeling closer, hold someone in our arms	Hug, embrace, hold	leave, apart, spaced out
Soft	Something that is smooth and not stiff	even, pleasant to touch, not too bright or strong	Smooth, Silky, flexible	rough, hard, stiff
Dislike	Unpleasant feeling of something	Avoid something, sick of something	Hate, can't stand, can't bear	like, love, be fond of
Get along	An action of having relationship with others	Connect with others Join others	Socialize, associate Hang out	Apart, isolate To be alone
Fight	An action of forcing someone or against someone by using hand/weapon	Bad relationship, against something, in contrast to something	Quarrel, argue, battle	Agree, peaceful, friendship
Bark	An action of making short loud voice to someone due to his/her anger	Loud voice, to show anger, unfriendly	Shout, roar, snap	Whisper, soft voice, speak gently
Gently	The way of someone to do something in a good way	Speaks softly, do something carefully, care of something/someone	Carefully, softly, smoothly	Carelessly, roughly, harshly, badly
Friendly	A nice characteristic of someone in the society	Warm-hearted, smiles readily, not arrogant	Sociable, welcoming, responsive	Arrogant, conceited, haughty

LESSON PLAN I

(Memorizing Game Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: Animal
Time allocation	: 2 X 40 minutes

A. Basic Competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in the form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym/antonym and definition of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the blank word given.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students' attendance list.
- T conducts lead in activities in the classroom by asking:

- T: "Do you have a pet?"

S: "Yes/no".

- T: "Tell me something in your mind if you hear about a pet"

S: "Pet is binatang peliharaan".

➤ T tells the material which is going to be discussed.

While activity

➤ T gives the students a descriptive text.

➤ T asks them to underline the bold words.

➤ T asks ss to look for the meaning of the words in dictionary.

➤ T asks ss to pronounce the words after the teacher.

➤ T brainstorms the ss' schemata about the words.

➤ T explains the rules of the game. They are:

○ The teacher makes a sentence from the word taken from the text. For example: I have some pets, they are cat and dog.

○ The teacher asks the first student to continue the sentence by adding one item and give the information about the word asked. Then it will be continued by the second student, the third, the forth, etc.

○ The sentence might be like this:

➤ Student 1: I have some pets, they are cat, dog *and rabbit*.

➤ Student 2: I have some pets, they are cat, dog. They have four legs.

➤ Student 3: I have some pets; they are cat, dog, they have four legs and they are tame.

○ Students do this game in a sheet of paper.

Rules:

- T divides the class into some groups, each group consists of 2 students.
- T gives the Ss a sheet of paper containing the sentences with blanks that the ss must complete the sentences.
- The more item and information students add, the better their score will be.

Post activity

- T delivers the summary of the lesson.
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII*.
Yudhistira: Jakarta.
- Students group work task
- Dictionary

G. Material

My Pet

I have a **pet (1)**. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, **fluffy (2)**, and cute. It has got thick

brown **fur (3)**. When I **cuddle (4)** it, the fur feels soft. Brownie **dislikes (5)**

bones. Every day it eats soft food like steamed rice, fish or bread. Every morning,

I give her milk and bread. When I am at school, Brownie plays with my cat. They

get along (6) well and never **fight (7)** maybe because Brownie does not **bark (8)**

a lot. It treats the other animals in our house **gently (9)**, and it never eats shoes.

Brownie is really a sweet and **friendly (10)** animal.

E. Assessments

- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the blanks

Complete the blanks! One has been done for you.

1. I have pets, they are cat and dog. They have four legs, they are (*tame, can be trained and they are a companion to me*). They are not like wild animal, such as tiger, lion and elephant.
2. My cat is fluffy, there is soft hair to cover its body. It is (soft and ...). It is something like (downy, ... and ...). It is not (hairless, ...and ...).
3. If I am sad, my mother will cuddle me. She (hugs, ...and ...) me lovely. She will never (leave me,... and ...).
4. My cat's fur is very (soft, ..., ... and ...). It is not (rough, ... and ...).
5. His behaviour makes me (dislike, ..., ... and ...) him. He makes me (unpleasant and ...of him) so I try to (avoid, ... and ...) him. If he changes his behaviour, I will (like, ... and ...) him.
6. I like her bahaviour. She can (get along, ..., ..., ..., and ...) easily with others. She doesn't want to be (apart, ... and ...).

7. Sometimes different ideas make two or more people (fight, ..., ..., ... and bad relationship). They try to (force, and ...) others. Fighting will not make someone (agree, ... and ...).

8. If someone is angry, he may (bark, ..., ... and ...). He usually barks with his short loud voice to show his (anger and ...). In this time, he looks (unfriendly and ...). And he may not speak (softly, ... and ...).

9. I like the way he speaks. He speaks so (gently, ... and ...). He never speaks (harshly, ... and ...).

10. Many people like her because she is (friendly, ... , ..., ..., ... and ...). She is not (arrogant, ... and ...).

MEMORIZING GAME I: EXPERIMENTAL CLASS II

1. I have pets, they are cat and dog. They have four legs, they are tame, can be trained and they are a companion to me. They are not like wild animal, such as tiger, lion and elephant.

2. My cat is fluffy; there is soft hair to cover its body. It is (*soft and smooth*). It is something like (*downy, hairy and furry*). It is not (*hairless, bald and rough*).

3. If I am sad, my mother will cuddle me. She will (*hug, embrace and hold*) me lovely. She will never (*leave me, be apart and space me out*).

4. My cat's fur is very soft (*smooth, silky, and not stiff*). It is not (*rough, hard and stiff*).

5. His behaviour makes me dislike (*hate, can't stand, can't bear*) him. He makes me (*unpleasant and sick of him*) so I try to (*avoid*) him. If he changes his behaviour, I will like (*love, fond of*) him.

6. I like her behaviour. She can get along (*socialize, associate, hang out, connect, join*) easily with others. She doesn't want to be apart (*isolate, alone*).

7. Sometimes different ideas make two or more people fight (*Quarrel, argue, battle, bad relationship*). They try to (*force, against*) someone. Fighting will not cause someone agree (*peaceful and friendship*).

8. If someone is angry, he may bark (*shout, roar, and snap*). He/She usually barks with his *short loud voice* to show his *anger*, he sometimes looks *unfriendly*. In that time she may not *whisper, speak softly and gently*.

9. I like the way he speaks. He speaks gently (*carefully, softly, and smoothly*). He will not speak harshly (*roughly, badly*).

10. Many people like her because she is friendly (*warm-hearted, smiles readily, sociable, welcoming and responsive*). She is not arrogant (*conceited and haughty*).

LESSON PLAN II

(Word Mapping Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: People
Time allocation	: 2 X 40 minutes

A. Basic Competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym/antonym and definition of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the word map.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students attendance list.
- T conducts lead in activities in the classroom by asking:

- T: "Do you know David Archuleta?"

S: "Yes/no".

- T: "Who is he?"

S: "He is a singer."

➤ T tells the material which is going to be discussed.

While activity

➤ T gives the students a descriptive text.

➤ T asks ss to look for the meaning of the bold words in dictionary.

➤ T asks ss to pronounce the words after the teacher.

➤ T brainstorms the ss' schemata about the words.

➤ T introduces the map to the students by drawing a map as a picture of what they need to know to understand a new word (difficult words).

➤ T demonstrates the use of the map by putting a general, common term in the central box (WONDERFUL).

➤ T asks students to suggest words or phrases to put in the other boxes (example box) which answer the three questions.

➤ T has students complete other box that is non-example box.

➤ T has them give the definitions of the common term in the central box.

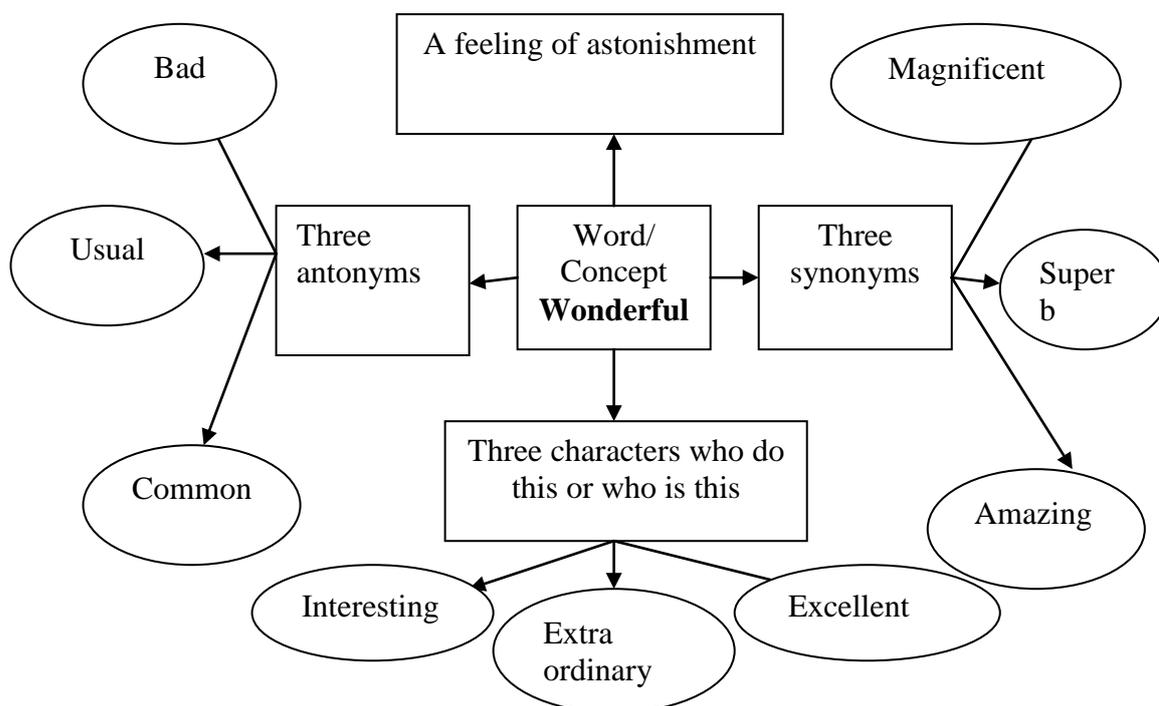
➤ T provides students with sentences each containing a new word.

E.g.: Borobudur is a wonderful temple.

➤ T encourages students to refer to the dictionary, encyclopedia or other reference books for help in completing the map.

➤ The map might be like this:

Word Mapping



- T divides the class into some groups consisting two students in each group.
- T has them complete the map.

Post activity

- T delivers the summary of the lesson.
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII*.
Yudhistira: Jakarta.
- Students group work task
- Dictionary

G. Material

Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are **wonderful (1)** young **people (3)**.

Mawar who was **born (4)** on 26 February 1985 is a **cute (5)** girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very **marvelous (6)**. She is not very tall. However, her **weight (7)** which is 40 kgs matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite **slim (8)**. She weighs 45 kgs. Compared to Mawar, Ve looks darker. The 22 years-old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two **female (9)** fiends. He is tall and muscular. His **complexion (10)** is fair and his hair is short and straight.

E. Assessments

- Students' ability to identify information/meaning in the form of descriptive text
- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym and definitions of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the word map

Complete this following table!

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
Wonderful				
People				
Born				
Cute				
Chubby				
Marvelous				
Weight				
Slim				
Female				
Complexion				

WORD MAPPING II : EXPERIMENTAL CLASS 1

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
Wonderful	A feeling of astonishment	Interesting, Extra ordinary, excellent	Magnificent, marvelous, amazing	Bad, usual, common
People	A group of person	Socialize, communicate with others	Society, community, human	Animal, plant
Born	Came out of mother's body at the beginning of life	Start a new life, new individual, new generation	Produced, appeared	Died, stop living, disappear
Cute	Someone's appearance which is adorable	Sweet, attractive	Pretty, charming, beautiful	Ugly, horrible, terrible
Chubby	Someone's appearance that looks fat	Heavy, weight, not slim	Fat, corpulent, grease	Slim, thin, lean
Marvelous	Something that is wonderful	Very good, interesting, interesting	Magnificent, wonderful, amazing	Bad, usual, common
Weight	The measurement of somebody/someone in kilogram	The quantity of Someone/something; light or heavy	Heaviness, load, mass	Lightness, weightlessness
Slim	A slight body posture	Small, slight	Thin, slender, lean	Fat, chubby, grease
Female	Somebody that can produce baby	Motherly, beautiful, feminine	Mother, sister, aunt, girl, woman	Father, male, boy, uncle, man
Complexion	Skin appearance of someone	Black, fair, white	Skin, texture, feature	

LESSON PLAN II

(Memorizing Game Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: People
Time allocation	: 2 X 40 minutes

A. Basic Competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in the form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym/antonym and definition of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the blank word given.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students attendance list.
- T conducts lead in activities in the classroom by asking them .

- T: "Do you know David Archuleta?"

S: Yes/no.

- T: "Who is he?"

S: "He is a singer".

➤ T tells the material which is going to be discussed.

While activity

➤ T gives the students a descriptive text.

➤ T asks ss to look for the meaning of the bold words in dictionary.

➤ T asks ss to pronounce the words after the teacher.

➤ T brainstorms the ss' schemata about the words.

➤ T explains the rules of the game. They are:

○ The teacher makes a sentence from the word taken from the text. For example

- Borobudur is wonderful.

○ The teacher asks the first student to continue the sentence by adding one item and give the information about the word asked. Then it will be continued by the second student, the third, the forth, etc.

○ The sentence might be like this:

➤ Student 1: Borobudur is wonderful *and magnificent*.

➤ Student 2: Borobudur is wonderful, magnificent *and amazing*.

➤ Student 3: Borobudur is wonderful, magnificent, amazing and astonishing.

○ Students do this game in a sheet of paper.

Rules:

- T divides the class into some pairs.

- T gives the Ss a sheet of paper containing the sentences with blanks that the ss must complete the sentences.
- The more item students add, the better their score will be.

Post activity

- T delivers the summary of the lesson.
- T checks the students' understanding.
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII*.
Yudhistira: Jakarta.
- Students group work task
- Dictionary

G. Material

Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are **wonderful (1)** young **people (3)**.

Mawar who was **born (4)** on 26 February 1985 is a **cute (5)** girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very **marvelous (6)**. She is not very tall. However, her **weight (7)** which is 40 kgs matches her body **well (8)** and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite **slim** (9). She weighs 45 kgs. Compared to Mawar, Ve looks darker. The 22 years-old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two **female** (10) fiends. He is tall and muscular. His complexion is fair and his hair is short and straight.

E. Assessments

- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the blanks

Complete the blanks below!

1. Borobudur temple is (wonderful, ..., ..., ..., ..., ... and ...). It is not something that is (bad, ... and ...).
2. As human, we must (socialize and ...) with others in the (society and ...).
3. When a mother bears, it means giving a new (life, and ...).
4. Nirina Zubir's appearance is (cute, and ...). She is not (ugly, ... and ...).
5. I saw Tina as a (slim, ... and ...) girl but now she is (chubby, ..., ..., ... and ...).
6. Melly guslow's concert was very (marvelous, ..., ..., ..., and ...). This is not a (bad, and ...) concert.

7. The weight (heaviness, ... and ...) of this bag is almost 100 kg, I can't carry it.
8. Hanna looks (fat, ... and ...) after married. She was (slim, ... and ...).
9. There are two kinds of gender, they are (female, ... and ...) and male (... and ...). The examples of female are (mother, ... and ...). Mostly female look (motherly, ... and ...). While the examples of male are (father, ... and ...).
10. There three kinds of complexion (...), they are (black, ... and ...).

MEMORIZING GAME II : EXPERIMENTAL CLASS II

1. Borobudur temple is wonderful (interesting, *extra ordinary*, *excellent*, *magnificent*, *marvelous and amazing*). It is not something that is bad (*usual and common*).
2. As human, people must *socialize and communicate* with others in their *society* (*community*).
3. When a mother bears, it means giving a new life (new individual and new generation).
4. Nirina Zubir's appearance is cute (sweet, attractive, pretty, charming and beautiful). She is not ugly (horrible and terrible).
5. I saw Tina as a slim (thin, lean) girl but now she is chubby (fat, corpulent, grease and heavy).
6. Melly guslow's concert last night was very marvelous (very good, interesting, wonderful, amazing). This is not a (bad, usual, common) concert.
7. The weight (heaviness, load, and mass) of this bag is almost 100 kgs, I can't carry it.

8. Hanna looks fat (chubby, grease) after married. She was slim (thin, slender and lean).

9. There are two kinds of gender, they are female (woman, girl) and male (man, boy). The examples of female are (mother, aunt, sister, grandmother). Mostly female look (motherly, beautiful, feminine). While the examples of male are (father, brother, uncle, grandfather).

10. There some kinds of complexion (skin), they are (black, white, dark and fair).

LESSON PLAN III

(Word Mapping Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: Place
Time allocation	: 2 X 40 minutes

A. Basic Competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in the form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym/antonym and definitions of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the word map.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students' attendance list.
- T conducts lead in activities in the classroom by asking:

- T: "Have you ever gone to Jakarta?"
S: "Yes, I have".
- T : "Tell me something in your mind if you hear about Jakarta!"
S: "Jakarta is a big city".

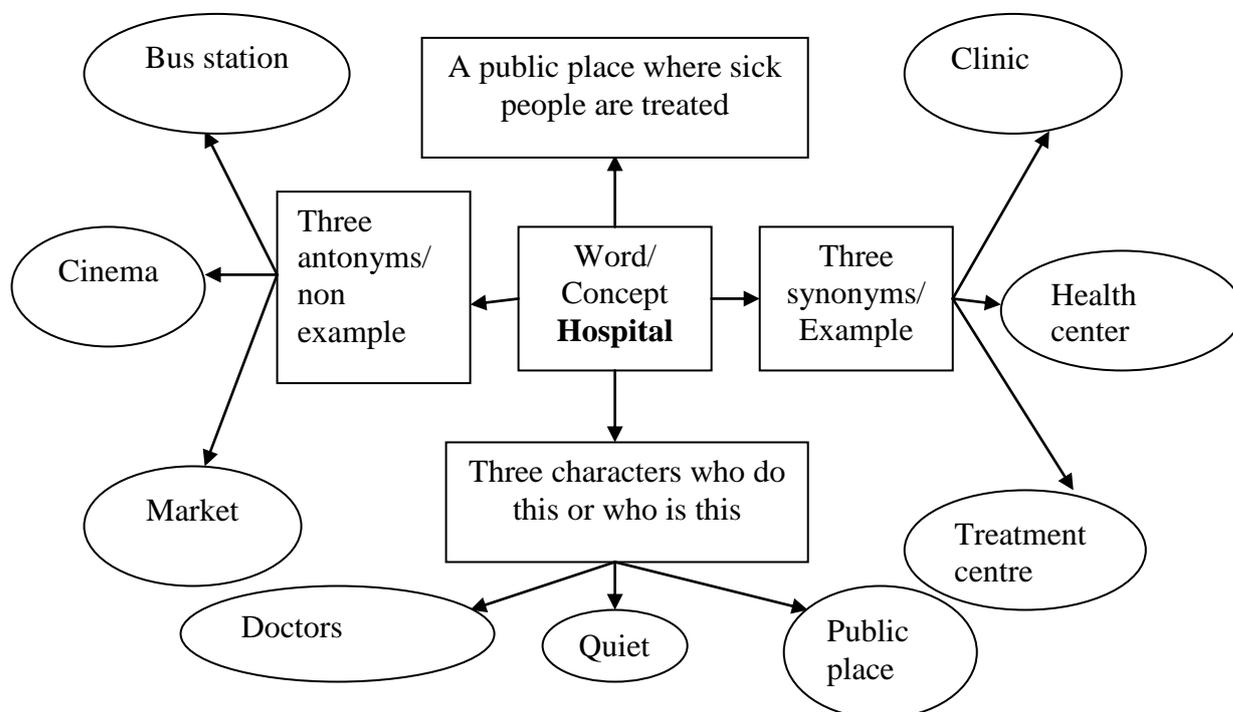
➤ T tells the material which is going to be discussed.

While activity

- T gives the students a recount text.
- T asks ss to look for the meaning of the bold words in dictionary.
- T asks ss to pronounce the words after the teacher.
- T brainstorms the ss' schemata about the words.
- T introduces the map to the students by drawing a map as a picture of what they need to know to understand a new word.
- T demonstrates the use of the map by putting a general, common term in the central box (Hospital).
- T asks students to suggest words or phrases to put in the other boxes (example box) which answer the three questions.
- T has students complete other box that is non-example box.
- T Has them give the definitions of the common term in the central box.
- T provides students with sentences each containing a new word.
E.g.: Hospital is one of public places.
- T encourages students to refer to the dictionary, encyclopedia or other reference books for help in completing the map.

The map might be like this:

Word Mapping



- T divides the class into some groups consisting two students in each group.
- T Has them complete the map.

Post activity

- T delivers the summary of the lesson.
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII*.

Yudhistira: Jakarta.

- Students group work task
- Dictionary

G. Material

In the hospital

When I was in **hospital (1)** last year, I looked forward to visiting times.

I was **cheered up (2)** by my visitors who **talked (3)** and joked with me. My **teacher (4)** knew how **boring (5)** it was to be **alone (6)**. She brought me a game set on one of her visits.

Some of my classmates **gave (7)** me fruits and flowers when they visited me.

Allan sent me a get-well card. He could not visit me because he was also **ill (8)**.

I am **lucky (9)** to have **caring (10)** friends

E. Assessments

- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the word map

. Complete the following table!

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
Hospital				
Cheer up				
Talk				
Teacher				
Boring				
Alone				
Gave (give)				
Ill				
Lucky				
Caring				

WORD MAPPING III : EXPERIMENTAL CLASS 1

Word	What it is	What it is like	Examples (synonym)	Non-Examples (antonym)
Hospital	A public place where sick people are treated	Doctors, quite, public place	Health center, clinic, treatment center	Bus station, market, cinema
Cheer up	An action to make someone happier	Give support, become happier and cheerful	Support, consol, entertain, comfort	Depress, disappointed, make someone down.
Talk	An action of say something/ give information to others	Discuss	Speak, tell, say	Silent, quite, shut up
Teacher	Person who works at school or other institution to teach the students	Explain the lesson, wise, friendly	Lecturer, educator, tutor	Students, pupils, learner
Boring	Feeling tired of something	Monotonous, feeling exhausted	Uninterested, tedious, unexciting	Interested, exciting, love
Alone	A condition of being without other people	Lonely, no other people, solitude	Unaccompanied, individual, single	Gather, together, group
Gave (give)	To provide someone with something	Hand something to someone, gift	Provide, offer, present	Take, receive, get, obtain, acquire
Ill	A condition of feeling unwell	Weak, not fit, pale	Unwell, sick, bad condition	Healthy, well, fine
Lucky	A condition when people get fortune	Happy, unprecedented, incidental	Successful, blessed, fortune	Misfortune, unlucky, unsuccessful
Caring	The someone to show his/her attention	Kind, pay attention, love	Gentle, helpful, useful	Ignore, neglect, uncaring

LESSON PLAN III

(Memorizing Game Technique)

Subject	: English
Class	: VIII Grade of SMP
Semester	: 1
Topic	: Place
Time allocation	: 2 X 40 minutes

A. Basic competence

- Ss are able to respond the meaning in a simple and short monologue accurately, fluently to interact with their surroundings in the form of descriptive and recount text.

B. Indicators

- Ss are able to pronounce the words correctly.
- Ss are able to give the synonym/antonym of the words given.
- Ss are able to use the word in sentences.
- Ss are able to complete the blank word given.

C. Teaching Learning Process

Pre-activity

- T greets the students.
- T checks the students' attendance list.

➤ T conducts lead in activities in the classroom by asking them.

- T: “Have you ever gone to Jakarta?”

S: “Yes, I have”.

- T : “Tell me something in your mind if you hear about Jakarta!”

S: “Jakarta is a big city”.

➤ T tells the material which is going to be discussed.

While activity

➤ T gives the students a recount text.

➤ T asks ss to look for the meaning of the bold words in dictionary.

➤ T asks ss to pronounce the words after the teacher.

➤ T brainstorms the ss’ schemata about the words.

➤ T explains the rules of the game. They are:

- The teacher makes a sentence from the word taken from the text. For example
example: If I’m sick, I will go to the hospital.
- The teacher asks the first student to continue the sentence by adding one item. Then
it will be continued by the second student, the third, the forth, etc.
- The sentence might be like this:

Example 1

Student 1: If I’m sick, I will go to the hospital *and doctor*.

Student 2: If I’m sick, I will go to the hospital, doctor *and clinic*.

Student 3: if I’m sick, I will go to the hospital, doctor, clinic *and medical treatment*.

Example 2:

T says: Hospital is one of public places.

Student 1: Hospital is one of public places and *a place where sick people are treated*

Student 2: Hospital is one of public places, a place where sick people are treated and *its situation should be quiet.*

- Students do this game in a sheet of paper.

Rules:

- T divides the class into some groups; each group consists of 2 students.
- T gives the Ss a sheet of paper containing the sentences with blanks that the Ss must complete the sentences.
- The more item students add, the better their score will be.

Post activity

- T delivers the summary of the lesson.
- T answers the students' question, if any, clearly.
- T closes the meeting.

D. Media and Source

- Kistono, dkk. 2007. *The Bridge English Competence for SMP Grade VIII.*

Yudhistira: Jakarta.

- Students group work task
- Dictionary

G. Material

In the Hospital

When I was in **hospital (1)** last year, I looked forward to visiting times.

I was **cheered up (2)** by my visitors who **talked (3)** and joked with me. My **teacher (4)** knew how **boring (5)** it was to be **alone (6)**. She brought me a game set on one of her visits.

Some of my classmates **gave (7)** me fruits and flowers when they visited me. Allan sent me a get-well card. He could not visit me because he was also **ill (8)**.

I am **lucky (9)** to have **caring (10)** friends.

E. Assessments

- Students' ability to pronounce the words correctly
- Students' ability to give the synonym/antonym of the words given
- Students' ability to use the word in sentences
- Students' ability to complete the blanks

Complete the blanks below!

1. If I am sick, I will go the hospital (health center, ... and ...).
2. His mother just passed away, I have to cheer him up (support, ..., ..., ..., and ...). I must not depress (... and ...).
3. If we have a problem with someone, we have to talk (... , ..., ... and ...) about it and don't just be (silent and ...).
4. As a teacher (... , ... and ...) we must be (wise, ... and ...) to our students (... and ...).
5. Teachers must not make the students bored (... , ..., ... and ...). They must make the lesson (interesting and ...).
6. Nobody wants to accompany me, I am (alone, ... and ...) now. I want to gather with my family.
7. If you get (... , ... and ...) the first rank in the class, I will give (provide, ... and ...) a gift to you.
8. She was sick (... , ... and ...) yesterday. Now, she looks (pale, ... and ...). She said that in two days, she will get (better, ..., ..., and ...) soon.
9. She always gets what he wants. She is so (lucky, ..., ... and ...). I think she almost never gets (bad luck, ..., ... and ...).
10. Ana is a caring (kind, ..., ..., and ...) friend. She always helps me and she never (ignores and ...) me.

MEMORIZING GAME III : EXPERIMENTAL CLASS II

1. If I am sick, I will go to the hospital (doctor, health and treatment center).
2. His mother just passed away, I have to cheer him up (support, consol, entertain, comfort, and give support). I must not depress (disappointed and make him down).
3. If we have a problem with someone, we have to talk (tell, discuss, say, speak) about it and don't just be silent and quite.
4. As a teacher (lecturer, educator, tutor), we must be wise and friendly to the students (pupils, learners).
5. Teachers must not make the students bored (exhausted, uninterested, tedious, and unexciting). They must make the lesson interesting and exciting.
6. Nobody wants to accompany me, I am alone (lonely, solitude) now. I want to gather with my family.
7. If you get (obtain, receive, acquire) the first rank in the class, I will give (provide, offer, present) a gift to you.
8. She was sick (ill, unwell, bad condition) yesterday. Now she looks (pale, weak and not fit). She said that in two days she will get better (fine, well, healthy) soon.
9. She always gets what he wants. She is so lucky (Succeed, blessed, fortune). I think she almost never gets bad luck (Misfortune, unlucky, unsuccessful).
10. Ana is a caring (kind, gentle, helpful, useful) friend. She always helps me and never (ignores, neglects) me.

