

APPENDIX I

A MODEL OF LESSON PLAN

School : SMP
Class : III
Semester : 5 & 6
Field of study : Language
Subfield of study : English
Subject : Vocabulary
Topic : Mr. West's life
Time : 45 minutes

I. General Assumption

In order to learn the pictorial contexts provided in this lesson, at least students have already known and mastered simple English words and some tenses (Simple Present Tense, Present Continuous Tense, Simple Past Tense, and Present Perfect).

II. G.I.O

Students will be able to understand the meaning of each context and finally the meaning of the whole story provided by the pictorial contexts.

III. S.I.O.

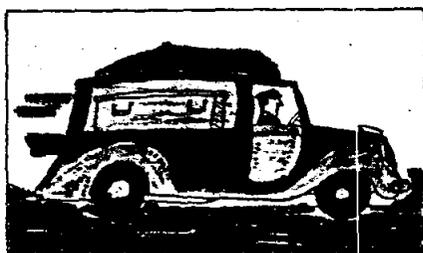
- Given nine pictorial contexts, students are able to fill the blanks with the words which are appropriate with the contexts/sentences given.
- Students are able to make the summary of the whole story provided by the pictorial contexts.

IV. Material:

accept, arrive, body, carriage, change, church, collar, of course, die, dress, God, goodbye, guest, help, host, hostess, invite, keep, kneel, light, marry, matter, need, offer, party, photograph, pray, present, ready, ring.



1 What is the — here? Mr West 1
has —. He was ill for only two 2
days. That is his wife.



2 Now they are taking his — to 3
the —. 4



3 His family are — on the floor 5
and — to —. 6 7

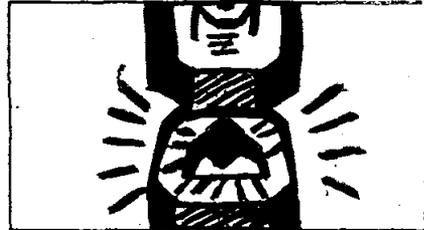


4 Mr West — his wife here fifty- 8
one years ago. They were very
young then, —. 9



10 5 They had a big — in Mrs
West's father's house. Her father
11 was the —, and her mother was
12 13 the —. They — more than a
14 hundred —, and they gave her a
15 lot of nice —. Mr and Mrs West
did not have a home and furniture
16 yet, so they — a lot of things.

17 18 6 Mr West gave her this beauti-
ful —. She has — it for fifty-one
years.



19 7 After lunch, Mrs West — her
20 21 clothes. Her mother — her to —.
22 She put on a very pretty —
23 blue coat with a black — and belt.
24 When she was —, she went
downstairs.



27 8 Mr and Mrs West waited for
their —, and when it — a man —
them and their family and friends
in front of it.



28 9 Then a small girl — Mrs West
29 some beautiful flowers, and she —
them. After that, she and Mr West
30 said — to everybody, and they
left. That was the beginning of
fifty-one happy years together.



- Some warming up questions:
 - What does the story tell about?
 - Do you think Mr and Mrs West come from the rich family?
 - How do know?
- Some difficult words
 - Carriage : a vehicle, esp. one with four wheels, pulled by a horse, for carrying people.
 - Kneel : go down to the knees.
 - Matter : affair
 - Really : in the condition for doing something

V. Teaching - learning activities

Teacher's	Students'
1. Greeting	Responding
2. Presentation:	
- Presenting the pictorial contexts	- Participating
- Asking some questions	- Paying attention and answering them
- Explaining the difficult words	- Paying attention and listening carefully
- Giving the students opportunity asking about	- Asking questions

the words which are considered difficult by them

3. Evaluation

Giving exercises	Doing the exercises
4. Checking and discussion the exercises	Participating
5. Leave taking: Good-bye	Responding

VI. Schedule:

Greeting	: 1 minute
Presentation	: 20 minutes
Exercises	: 15 minutes
Checking	: <u>9</u> minutes
Total	: 45 minutes



VII. Teaching Aids:

- Blackboard
- Chalk
- Hand-outs or books

VIII. References:

- Contextualized Vocabulary Test 1.

APPENDIX II

A MODEL OF PRESENTATION

There are some steps that should be followed in teaching vocabulary through pictorial contexts.

Step I : - Presenting pictorial contexts to the students.

- Asking some questions which establish the general sense of the pictorial contexts given. This is done in order to focus students' attention to the pictorial contexts given. From the material given (in appendix I), the teacher can ask:

- What does the story tell about?
- Do you think Mr and Mrs West come from the rich family?
- How do you know?
- Then asking the questions of each pictorial context in order to focus the students' attention to each pictorial context.

From pictorial context number 1, she can ask:

- Who has died?
- Who is the woman with spectacles?

From pictorial context number 2, she can

ask:

- What is in the car?
- Where is the car going?

From pictorial context number 3, she can

ask:

- Where is Mr West's family now?
- What are they doing?

From pictorial context number 4, she can

ask:

- Who got married?
- Where did it happen?

From pictorial context number 5, she can

ask:

- Where were the people now?
- Whose party was it?

From pictorial context number 6, she can

ask:

- What did Mr West give to his wife?
- What was the ring for?

From Pictorial context number 7, she can

ask:

- Who was the woman beside Mrs West?
- What did she do?

From pictorial context number 8, she can

ask:

- What was behind those people?

- What did the man do?

From pictorial context number 9, she can ask:

- What did the small girl give Mrs West?

- Was it the end of the party?

Step II : - Explain the difficult words :

1. carriage is a noun, it is a vehicle, especially one with four wheels, pulled by a horse or horses, for carrying people = kereta yang ditarik oleh kuda.

2. kneel is a verb, it means go down on the knees; rest on the knees = berlutut, bersujud.

3. matter is a noun, it means affair = hal, persoalan.

4. ready is an adjective, it means in the condition for doing something = siap.

- She also gives the students opportunity to ask the meaning of the words that they have not known yet. In answering their questions, the teacher can use one of the following four techniques:

- The first technique:

let the students guess the meaning of the word from the context. Take, for

example, the word "invite" (from: They invite more than a hundred guests). She can use other simple sentences by using the same word :

- Mary is going to invite me to her birthday party
- She invited her friends to dinner.

The second technique :

Get the students to check up the meaning of the word in their dictionaries.

The third technique :

Explain the meaning of the difficult word by giving explanation in simpler English, synonym or antonym.

Invite : ask somebody to come somewhere.

- The fourth technique :

Use translation or give the meaning in the "students" native language directly, if the word asked by the students does not have its synonym or its antonym or it can not be explained in simpler English.

Invite = mengundang