

INTENSIVE COURSE

1



**ENGLISH DEPARTMENT
STKIP PGRI BANGKALAN**

2016

LESSON I

DESCRIBING SOMETHING

In these units, you will learn how to

- a. Pronounce the words based on the topic provided
- b. Listen monolog and dialogue related to the topic given
- c. Speak using expressions interpersonal and transactional
- d. Identify and comprehend the content of the information
- e. Improve vocabulary by finding the meaning, synonym and antonym
- f. Learn grammar effectively
- g. Write a descriptive text

UNIT 1

DESCRIBING PEOPLE

FOCUS ON PRONUNCIATION

Pronounce the following words correctly:

1. Old /o ld/
2. Curly / k .li/
3. Beard /bird/
4. Eyebrows / ai.bra /
5. Wear /we r/
6. Trousers / tra .z z/
7. Weak /wi k/
8. Tie /tai/

FOCUS ON LISTENING

Pre-listening

Tall strong big short fat thin small long straight short weak

Make sentences with a partner using these words

E.g: Aming is very fat. His nose is very curly.

1.
2.
3.
4.
5.
6.

Besides appearance, we may also describe the personality of a single person by knowing her or his daily activity.

1. I am pretty **easygoing** and **patient** person. I don't get angry very often.
2. I am very **outgoing** and **sociable**. I love parties and meeting people.
3. I am very **organized**. I don't miss appointments and forget things.
4. I am **reliable**. I always keep my word. People can trust me.
5. I am quite **serious**. I study hard and like to read many books.
6. I am rather **shy**. I have trouble expressing myself and I am quite.
7. I am also _____ and _____.

- Read the text below and underline (in pencil) any words which you think might be wrong.

"My father is 15 years old. He's very tall. I think he's about 385 cm tall. He's strong but not big. He has got short, curly hair and a beard. He has weak eyebrows. He likes wearing a jacket, especially when he goes to the supermarket or on a picnic. But when he goes to the beach he always wears trousers and a t-shirt. He works at a swimming pool and he wears a tie at work. He really likes traveling. He has been to Australia, Europe, and Japan. He also likes reading newspapers.

Listen and understand.

A. People are talking about themselves. Listen and circle the word that best describes them.

- | | | |
|------------|--------------|---------------|
| 1. Misaki | a. organized | b. reliable |
| 2. Stacy | a. sociable | b. shy |
| 3. Brendan | a. reliable | b. easygoing |
| 4. Won-min | a. sociable | b. serious |
| 5. Yusuke | a. organized | b. easygoing. |

B. Listen again. Are these statements true or false? Write T or F

1. Misaki hates it when people miss appointments. ____
2. Stacy likes to talk to people she does not know. ____
3. Brendan cannot stand it when people change their minds. ____
4. Won-min does not like a lot of noise when she reads. ____
5. Yusuke often worries about things. ____

FOCUS ON SPEAKING

Activity

Describe the people based on the picture



FOCUS ON READING

A. Pre- Reading

What do you know about Electronics?

B. Whilst- Reading

Read this texts about Electronics

ELECTRONICS

Electronics plays a part in almost everyone's life. Radio and television sets are electronic devices. So are tape recorders and video or movie cameras and their projectors. Doctor and dentists use X- ray machines, one of the first electronics inventions. In a long distance phone call, your voice is relayed over or great distance by other electronic devices.

Electronics is also important in industry. Large X- ray machines are used to see through as much as 10 to 20 inches of solid metal; in this way engineers can detect weakness inside such things as welded pipes, airplane wings, and railroad- car wheels. Another electronic device counts cans moving long a belt in a canning factory. If a dented can comes along, an electronically controlled steels bar pushes the dented can off the belt.

Electronic instruments are important in scientific research. Atomic physicists work with giant electronic machine called particle accelerators. These accelerators are also called atom smashers. Scientists turn to electronic computers to do huge amount of calculating. Electronic microscopes magnify very small things far beyond the power of any other kind of microscope.

Radar is another valuable electronic invention. It guides airplanes into crowded airports, even when the ground is covered by fog. It enables pilots to locate and fly around storms high above the earth. Missiles, orbiting satellites, and space probes are tracked by means of radar.

Answer this questions based on the above texts!

1. Does electronics play a part in almost every one's life? Write your supporting sentences!
2. What is the relationship between electronics and dentists?
3. What is the role of electronics in industry?
4. What can we see through thing with X- ray machines?
5. Can an electronic device detect a dented can?
6. Is there any relationship between electronic instruments and scientific research?
7. What do you know about atom smasher?
8. Can we see very small things? How can we see them?
9. "It guides airplanes into crowded airport," (fourth paragraph). What does it the word "It" refer to?
10. What is the main idea of the fourth paragraphs?

C. Post- Reading

Make short description about Electronics by using your own word!

FOCUS ON VOCABULARY

VOCABULARY

Age	Weight	Personality	Distinguishing features
<ul style="list-style-type: none"> • Young • Middle-aged • Old • In his/her 30's • In his/her early tens • In his/her mid 20's • In his /her late 40's 	<ul style="list-style-type: none"> • Fat • Slim • Thin • Plump • Broad-shouldered (M) • Well built (M) • Overweight 	<ul style="list-style-type: none"> • Quite • Reserved • Thoughtful • Calm • Moody • Unsociable/sociable • Sophisticated • Lively • Cheerful • Amusing • Polite • Reliable • Talkative • Aggressive • Friendly • Shy 	<ul style="list-style-type: none"> • Beard • Moustache • Side-burns • Unshaved • Clean-shaven (M) • Scar • Beauty spot • Mole • Feckless • Dimples • Spots • Wrinkles • Lines • Glasses • (well) made up (F)

Face	Height	Complexion	Dress
<ul style="list-style-type: none"> • Thin • Long • Round • Oval • Square • Heart shaped • High cheek-bones • High forehead • Thin/full lips • Straight nose • Turned up nose • Broken nose • A cleft chin • S pointed chin • Double chin 	<ul style="list-style-type: none"> • 170 cm • Medium/average height • Below average • Tall/short • Tallish/shortest • About my/your height • About average height • Very tall • /very short • A little taller • /shorter than me 	<ul style="list-style-type: none"> • Pale • Sunburned • Tanned • Olive-skin • Fair-skin • Oriental • Brown • Black 	<ul style="list-style-type: none"> • Smart • Fashionable • Scruffy • Sportive • Well-dressed • Casual • Conservative • Elegant

Hair style	Hair	Eye
	<ul style="list-style-type: none"> • Black • Brown • Red • Fair • A brunette • A redhead • Mousey dark • Dyed • Blonde • Grey 	<ul style="list-style-type: none"> • Blue • Grey • Brown • Green • Long eyelashes • Thick eyelashes • Bushy eyebrows • Thin/thick eyebrows

Auxiliary (Simple Present)

To be	Subject
Is	He, she, it
Am	I
Are	You, we, they

Examples:

1. a. It is a ruler. (noun)
b. They are students. (noun)
2. a. I am in the back yard. (adverb of place)
b. We are here. (adverb of place)
3. a. It is one o'clock. (adverb of time)
b. It is Sunday. (adverb of time)
4. a. She is beautiful. (adjective)
b. Mr. Santo is wise. (adjective)

They are usually called **NOMINAL SENTENCES**

Fill the blanks with suitable forms of to be

1. Ana a student.
2. You there today.
3. He in the kitchen.
4. You and I classmates.
5. It ten o'clock
6. Joe and Marta friends.

Make positive, negative, and interrogative the following sentences.

Examples:

(+) She is beautiful.

(-) She is not beautiful.

Is she beautiful ?

Answer : Yes. She is / Yes. She is beautiful.

No. She is not / No. She is not beautiful.

NO Question

- 1 We are at home
(-)
(?)
- 2 They are pilots
(-)
(?)
- 3 Rudy is a tall student
(-)
(?)
- 4 (+)
(-) Bima and Ani are not there.
(?)

- 5 (+)
 (-) Joe and Tommy are not diligent.
 (?).....

FOCUS ON WRITING

Describing People

Study this model

Andre Taulani is a famous actor. He is a comedian in Opera Van Java. He is 43 years old. He has a black short hair. He is an oval face and dark brown eyes.

Questions:

- a) What is the title of the text?
- b) What does Andre Taulani do?
- c) How old is he?
- d) What is his hair like?
- e) What is his face and eyes like?
- f) What is the function of the text

Discussion	
The previous text describes place and someone. It is a descriptive text. We use a descriptive text is to describe something, someone, or a place. A good description is word pictures. The more detail you describe, the more understand your reader will imagine of what you are describing. It has two main parts: identification and description.	
Identification	It identifies a particular place, person, or thing to be described.
Description	It describes parts, qualities and characteristics more details.
Language features	<ol style="list-style-type: none"> 1. Using present tense 2. Using particular nouns 3. Using of describing adjectives 4. Using action verb 5. Using relation verb/linking verb 6. Using adverb

UNIT 2 DESCRIBING YOUR PLACE

FOCUS ON PRONUNCIATION

Pronounce the following words correctly:

- | | | |
|----|-------|---------|
| 1. | Surf | /s f/ |
| 2. | Swim | /swim/ |
| 3. | Dive | /darv/ |
| 4. | Climb | /klam/ |
| 5. | Teach | /ti t / |
| 6. | Uncle | / .kl/ |
| 7. | Rocks | /r k/ |
| 8. | Read | /ri d/ |

FOCUS ON LISTENING

Listen and understand.

- A. Office coworkers are talking about places they have visited. Did they like or dislike each place? Circle the correct word.

1	a. Like	b. Dislike
2	a. Like	b. Dislike
3	a. Like	b. Dislike
4	a. Like	b. Dislike
5	a. Like	b. Dislike

- B. Listen again. Check the correct statement.

1	a	She visited Hong Kong in June	-----
	b	She found prices too high	-----
2	a	He went to New Zealand in the winter	-----
	b	He spent one week there	-----
3	a	She had been to Taiwan before	-----
	b	She bought things in Taipei	-----
4	a	The weather in London was hot	-----
	b	People told him to visit in the spring	-----
5	a	He found that Tokyo was easy to get around	-----
	b	He thought that Tokyo was not interesting	-----

FOCUS ON READING

Read this text carefully!

A. Pre- Reading

What do you know about Money and banks?

B. Whilst- Reading

Read this texts about Money and banks

Money and Banks

Some times people have extra money. They do not want to lose it or have it stolen. They deposit the money in a bank, to keep it safe. At other times, people may not have enough money for their needs. They ask the bank to lend them the money they need. Of course, they must pay the bank for this service. A family that borrows Rp. 500, 000.00 from bank must pay interest on the loan. When the loan paid back, the borrowers any actually have to pay Rp. 505, 000.00.

The Rp. 5,000.00 is income for the bank. Some of this money is to pay people who work in the bank. Some is used to buy equipment or to advertise. And some is given to people who deposit in the bank. The bank not only keeps money safe for depositor but also pays depositors for the use of their money. If you put Rp. 1, 000, 000.00 in a bank and leave it there for a year the bank may give you Rp. 150,000.00, or 15 percent interest. In order words, at the end of one year, your Rp. 1, 000,000. 00 will have grown to Rp. 1,150, 000.00.

This example illustrates the two important functions that banks serve- they keep money safe, and they lend money. There are some 47 banks in Indonesia to day. Some have dozens of branches. Other has only one office.

There are two main types of deposits- time and demand deposit. Money put in savings accounts usually stays three for period of time. Hence, saving accounts are a type of time deposit. Money put into a checking can be withdrawn or transferred from the bank without previous notice, by presenting a demand in the form of the check. Hence, checking accounts are demand deposit.

Answer this questions!

1. What is the main idea of the first paragraph?
2. What is interest?
3. Write down two main functions that bank serve!
4. What is income of the bank for?
5. What is difference between time deposits and demand deposits? Explain your answer!
6. Money put in a saving account usually stays 'there' for a period of time (paragraph 4). What does the word 'there' refer to?
7. What do you know about money and bank?

C. Post Reading

Discuss with your partner!

Pick out words from the text which have the same meaning as:

1. Put or store for safe- keeping (paragraph one)
2. A sum money lent (paragraph one)
3. Money received during a given period (paragraph two)
4. Something done to help or benefit other (paragraph three)

FOCUS ON VOCABULARY

- Using adjectives to describe feelings
- Look at the word below. They all fall into the same category, which are adjectives. The adjectives below are used to describe feelings. Read the words aloud and guess their meaning.

Happy [ˈhæpi]	Sad [sæd]	Excited [ikˈsaɪtɪd]	Bored [bo(r)d]
Angry [ˈæŋɡri]	Disappointed [,dɪs ˈpɔɪntɪd]	Surprised [s ˈpraɪz]	Afraid [ˈfreɪd]
Proud [praʊd]	Satisfied [ˈsætɪsfaɪd]	Shy [aɪ]	Stupid [stjuːpɪd]

- Write the most suitable adjectives to express the feelings for the following situations

NO	SITUATIONS	ADJECTIVES
1.	You graduate from the high school and you have very good grades. How do your parents feel?
2.	It is raining outside and you don't have anything to do. What is your feeling?
3.	Shinta is walking around the park when she finds money. Can you guess how she feels at that time?
4.	Rina gets a new bicycle from her parents. Her brother Andy doesn't get anything. How does Andy feel about that?
5.	The students of SMK Kita just returned from a long hike. They are resting under a tree before going home. How do they feel?

FOCUS ON GRAMMAR

VERBS

Pay attention to the words below!

- Eat= makan
- run= berlari
- sleep= tidur
- stand= berdiri
- Drink= minum
- see= melihat
- etc

If verbs ends in **sh, ch, s, x** We add "es"

- | | |
|----------------|-------------|
| - Sh (a) push | - Pushes |
| - Ch (b) teach | - Teaches |
| - S (c) discus | - Discusses |
| - X (d) fix | - Fixes |

Example : Mr. Jhony teaches matematics every Thursday.

If verb ends in "Y" and preceded by a consonant. We change "y" to "i" And add es

- | | |
|-------|---------|
| - Cry | - Cries |
| - Try | - Tries |

Example : My sister cries louder every morning.

If verb ends in "y" and preceded by a vowel. We add "s"

- | | |
|---------|----------|
| - Pay | - Pays |
| - Enjoy | - Enjoys |

Example : Mrs. Robert pays her building tax every year.

Third person singular has irregular forms.

- | | |
|--------|--------|
| - Have | - Has |
| - Do | - Does |

- Go

- Goes

They are usually called **verbal sentence**.

Activitys . Use the given verbs to complete the sentences.

1. Pierre always _____ his homework. (do)
2. We always _____ our homework. (do)
3. Yoko and Hamid _____ their books. (have)
4. Mrs. Chang _____ a car. (have)
5. Andy _____ to shcool every day. (go)
6. Carol seldom _____ new clothes. (buy)

FOCUS ON WRITING

Situation:

Now you are in a new classroom in English Department at STKIP PGRI Bangkalan. We believe that you are happy here. You pay attention on your new class by looking around at.

- How many doors are there?
- How many windows do we have?
- How many lights are there?
- How many chairs are there?
- How many tables are there?

Study this model

Read a letter from someone
Dear

I am Ali, I am 19 years old and I am from Bangkalan, East Java. I study at English Department at STKIP PGRI Bangkalan.
 Let me tell you about my new classroom. My classroom is big. There are forty tables in my classroom. In front of the class, there is a lecturer’s desk and a lecturer’s chair. There are a whiteboard and two frames on the wall. There is a LCD on my head.
 I like my new class very much, because it is clean
 Please write and tell me about your new classroom.

Yours truly

Ali

Pair work

Discuss with your partner about your classroom more details and write into a good descriptive.

UNIT 3
ANI to the MAL, ANIMAL!

FOCUS ON LISTENING

Plants and Animals

Pre-listening

Unjumble the letters to find the names of animals.

- | | |
|------------------|--------------|
| a) tregi – tiger | f) neatphel |
| b) keans | g) tanorganu |
| c) udck | i) inol |
| d) arangoko | j) reshho |
| e) loaka | k) cedilcoro |

Guess which animal is described below?

What am I?

I live in the jungle. I eat a lot of fruit. I am big and strong.

I move by swinging from branch to branch. I have long arms.

Make up some clues about the animals in the activity above and ask your partner.

FOCUS ON LISTENING

Listen and understand

- A. People are calling a radio show to tell amazing true stories about animals. Listen and number the story events in the correct order.

Story 1	Story 2
___ They came back from their vacation	___ A dog found the baby
___ The cat escaped from the house	___ The dog become a hero
___ They saw the cat's name on the tag	___ Someone heard the baby crying
___ A family went overseas for vacation	___ The dog cared for the baby
___ They heard a cat in the yard	___ Someone left a baby in a parking lot

- B. Listen again. Are these statements true or false? Write T or F

Story 1	Story 2
a. The story happened in Australia	a. The dog was child
b. The grandparents lived nearby	b. The baby was hurt
c. The cat was healthy when it returned	c. A family took the baby

Study these expression below

These expressions are used to show up our excitement. When you feel please to something, you can express you expressions by using these:

- | | | | | |
|----------|------------|---------------|-------------------|------------------|
| - Yippie | - exciting | - interesting | - that's terrific | - it's wonderful |
| - Wow! | - Great | - Fantastic | | |

FOCUS ON READING

Read this text carefully!

My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and *grace*, performing a dance of *disdain* as he slowly lifts and lowers each *paw* with the *delicacy* of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. *After my guests have fled*, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Questions:

1. What do the underlined words mean? Explain them briefly
2. What do you think of the italic sentence “*After my guests have fled?*”
3. What is the main idea of the text above?
4. What is the purpose of the writer writes the text above?

FOCUS ON VOCABULARY

Find the meaning of the following words:

- | | |
|----------------|------------------|
| 1. Adult: | 6. Graduated: |
| 2. Experience: | 7. Eager: |
| 3. Advantages | 8. Learn: |
| 4. Illiteracy: | 9. Construction: |
| 5. Vocational: | 10. Inability: |

FOCUS ON GRAMMAR

Activity 1:

Fill in the blanks with am, is or are.

1. They _____ my good friends.
2. He _____ a soldier.
3. You _____ taller than Charlie.
4. She _____ ill.
5. We _____ very hungry.
6. It _____ a sunny day.
7. I _____ angry with Joe.
8. You _____ all welcome to my house.

Activity 2:

Fill in the blanks with is or are.

- 1 John’s dog _____ very friendly.
- 2 Robert _____ ten years old.
- 3 These flowers _____ very pretty.

- 4 The two schools _____ close to each other.
- 5 Math _____ not a very difficult subject.
- 6 _____ dinner ready?
- 7 This computer _____ very easy to use.
- 8 All the windows _____ open.
- 9 Sue and Jane _____ neighbors.
- 10 His hair _____ curly.

Activity 3

Fill in the blanks with ***There is*** or ***There are***.

- 1 _____ a fence around the barn.
- 2 _____ trees along the road.
- 3 _____ a rainbow in the sky.
- 4 _____ lots of parks in our town.
- 5 _____ nothing in the cupboard.
- 6 _____ not many bedrooms in the new house.
- 7 _____ lots of mistakes on your test paper.
- 8 _____ a wasps' nest in the tree.
- 9 _____ ants in the cookies.
- 10 _____ many different kinds of animals in the zoo.
- 11 _____ plenty of food on the table.
- 12 _____ a church on the hilltop.
- 13 _____ no more water in the pool.
- 14 _____ too many people on the beach.
- 15 _____ only a few customers in the shop.

FOCUS ON WRITING

Describing animal

A Study this model

A lion is a wild animal. It has a long tail. It has strong body.
It lives at the jungle. A lion has hair.

Questions:

- a) What is the title of the text?
- b) Can you describe the lion more specific? Explain it!

B Pair work

Write a simple paragraph your pet by describing it more detail with your partner

C Individual work

Describe an animal around your environment and write it by using word pictures.

UNIT 4 TELL ME YOUR BEST!

FOCUS ON PRONUNCIATION

Pronounce These Word Repeatly:

1. Popular / p p.j .l r /
2. Access / æk.ses/
3. Life /laɪf/
4. Chat /t æt/
5. Around / ra nd/
6. Cost /k st/
7. Charge /t rd /
8. Great /gret/

FOCUS ON LISTENING

Part One

1. Work together in pairs and discuss the following questions.
 - a. Is the Internet popular in your country?
 - a. Do you have Internet access at home or at school? Why do/don't you have it?
 - b. What are some examples of things can you do on the Internet?
 - c. What do you think your life would be like with/without the Internet?
2. Listen to an interview with a communications expert talking about the Internet. As you listen, circle T if the statements are true and F if false.
 1. You can buy things over the Internet. T - F
 2. You can chat to people around the world. T - F
 3. Sending e-mails costs a lot of money. T - F
 4. You have to have a telephone to access the Internet. T - F
 5. Most information on the Net is not free of charge. T - F
 6. You must pay for the phone line. T - F
 7. The Internet is a great invention for all people. T - F
 8. The speaker thinks the Net is useless. T - F

FOCUS ON SPEAKING

Every single person in this world has desire to go to another part of this world. But sometimes it is so hard to make it true. We do need to go to the real part, we only do need to search the picture and try to imagine we were there.

Please try to describe these pictures by using your own words based on the pictures given.



a. Pre- Reading

Answers the questions orally!

1. Do you like music? What kind of music do you like? Give your reasons!
2. Do you know who the picture is?
3. What do you think about Dewi Sandra?

b. Whilst- Reading

Read this text!



Dewi Sandra Star

Think about this for a minute. You are waiting for something to happen perhaps you have been waiting for a long time. Nothing happens! You are frustrated. What do you do? Dewi Sandra was in those situations a few years ago. Dewi needed good songs, new ones, to record and perform. Dewi told Kangguru that a few years ago she had found herself waiting for new songs to be written for her. The trouble was that these promised songs were not arriving on her door step. So, what did she do? That's right – she started writing her own. Now wasn't that a great solution to her problem? Dewi started writing songs, even though she had no experience and couldn't play any instruments. Slowly but surely, Dewi developed the skills needed to write music and lyrics. In the beginning, she used to hum tunes to friends they'd help her write the music down. It took quite a while to develop her song writing skills but Dewi persevered and now writes many of her own songs. In fact, Dewi has written most of the songs on her latest CD called STAR. Some are in Indonesian and some in English and some have written in collaboration with other artists including her husband, Glen Fredly.

Dewi grew up in Singapore in an English speaking environment – she used English in school, her community and at home. Her father is British and her mother is from Indonesia. Dewi has always loved to sing and through hard work and perseverance, she can now say that her career is on a high. Her last CD is selling well with two singles being taken from it. Last year Dewi Sandra completed her very first solo tour on six cities in Indonesia. Instead of being a one artist among others and a tour, Dewi was out front leading her own show. However, Dewi made it very clear to Kevin that the show was a lot more than just her. Dancers, lighting and sound technicians, makeup artist, promotions people and transportation coordinators, for example, were all a part of the show too.

As for fashion, Dewi believes fashion should be fun. Dewi loves getting dressed up to the nines – the dresses, the glamour, the jewelry, the high heels and the hairstyles but she also says quite clearly – 24/7. In particular, Dewi spoke about harajuku, the fashion trend that is sweeping Japan. On a recent visit to Japan, Dewi was amazed by the fashion there. The colors, the mixing of styles and the outrageous nature of harajuku really attracted her. Although she has followed the fashion on occasions here in Indonesia, it is once again just a bit of fun with fashion.

According to the text, say whether the following statements true or false!

- | | |
|---|-------|
| 1. Dewi Sandra was in frustrated situations a few years ago. | T - F |
| 2. Dewi Sandra had experience and could play any instruments. | T - F |
| 3. She grew up in Australia in an English speaking environment. | T - F |
| 4. She used English in school, her community and at home. | T - F |

- | | |
|---|-------|
| 5. Her father is Indonesian and her mother is British. | T - F |
| 6. Dewi Sandra's career is on a high. | T - F |
| 7. As for fashion, Dewi Sandra doesn't believe fashion should be fun. | T - F |
| 8. Dewi was amazed by the fashion in Japan. | T - F |

c. Post- Reading

Retell the text above with your own words!

FOCUS ON VOCABULARY

Find out the meaning and antonym of the following words:

1. Frustrated:
2. Perseverance:
3. Instruments:
4. Completed:
5. Preserved:
6. Dressed up:
7. Including
8. Attract:
9. Environments:
10. Occasion:

FOCUS ON GRAMMAR

The verbs have and has are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb has.

Have and Has

Examples:

- He has a lot of stamps.
- She has long hair.
- Our house has large windows.
- I have a younger brother.
- We have art lessons on Mondays.
- Dad has a cold.
- Jenny often has sandwiches for lunch.
- We have breakfast at 7:00 A.M.
- Peter has a sore knee.
- Monkeys have long tails.

Use has with he, she, it, and with singular nouns. Use have with I, you, we, they, and with plural nouns. Here is a note to help you remember the rules:

Singular	Plural
First person	I have we have
Second person	you have you have
Third person	he has they have
she has	they have
it has	they have

Learn these contractions:

- I have = I've
- you have = you've
- he has = he's

- she has = she's
- it has = it's
- we have = we've
- they have = they've
- have not = haven't
- has not = hasn't

Activity 1

Fill in the blanks with have or has.

1. We _____ a new science teacher.
2. He _____ a bad temper.
3. I often _____ fruit for dessert.
4. You _____ a good chance of winning the prize.
5. She always _____ oatmeal for breakfast.
6. The broom _____ a blue handle.
7. They never _____ any problem with tests.

Activity 2

Fill in the blanks with have or has.

1. The girls _____ golden hair.
2. An insect _____ six legs.
3. Dad _____ his cell phone with him.
4. The children _____ a new swing set.
5. Many poor people _____ nothing to eat.
6. Chicago _____ a very big airport.
7. A triangle _____ three sides.
8. The man _____ two daughters.
9. James _____ a toothache.
10. All the passengers _____ their tickets.

FOCUS ON WRITING

A Study these models

Sentence is a group of words that consists at least one subject and one verb. Of course, most English sentences are longer than just two words, but every sentence tells a complete thought. Group of words that do not make complete sentences are called phrases.

1. What do you think about a sentence?
2. How do you think that a sentence can be performed?
3. How many kinds of the sentence?
4. Write a simple sentence that you know



B Discussion

There are four types of sentences	
Simple sentence	<ol style="list-style-type: none"> a. Ali usually goes to school alone b. Ali and I go to school by on foot c. Ali goes and meets his friend on the road d. Ali and I goes and meets his friend on the road
Compound sentence	<ol style="list-style-type: none"> a. Ali went to Jakarta and he met his old friend b. Ali goes to Madura, but his friend visits

	<p>to Surabaya</p> <p>c. Ali chooses white T-shirt or he chooses black one</p> <p>d. Ali followed English competition, so he won it</p>
Complex sentence	<p>a. Ali who choosed a white trouser is my best friend</p> <p>b. Ali whom I met yesterday is my best friend</p> <p>c. A box which is under the table is mine</p>
Compound-complex sentence	<p>a. Ali whom I met yesterday is my best friend, and he won English competition</p>

B Pair work

Work with a partner. Look at the following. Some of them could be sentences with the correct punctuation. Check () the ones that could be sentences.

- 1. After school
- 2. We love writing in English
- 3. His friends are not in his class
- 4. The girls in the library
- 5. At three O'clock in the afternoon
- 6. Graduated in May
- 7. Is going shopping this weekend.

C Individual work

Unscramble the sentences and write them correctly on the lines below.

- 1. In a shop/my sister/works

- 2. Is / a useful subject/computer science

- 3. Do not/I/like /working with people

- 4. More women/are/after college/working

- 5. First job/was/my/wonderful/a/experience

LESSON 2

(HOW TO MAKE SOMETHING)

In these units, you will learn how to

1. Pronounce the words based on the topic provided
2. Encourage students to listen for specific information and listen monolog and dialogue related to the topic given
3. Speak using expressions interpersonal and transactional
4. Identify and comprehend the content of the information
5. Improve vocabulary by finding synonym and antonim
6. Learn grammar effectively
7. Write a procedure text

UNIT I DO YOU LIKE EATING?

FOCUS ON PRONUNCIATION

Pronounce those words below correctly

1. Bean /bi n/
2. Pods /p d/
3. Down /da n/
4. Learners /l .n r/
5. Brown /bra n/
6. Sacks /sæk/
7. Crushed /kr /
8. Mixture /'mɪks.tʃə r /

FOCUS ON LISTENING

Part One

Read the text below. What is being made?

Complete the sentence: The process describes making something.

Listen and fill the gaps. The mystery word H appears four times.

1. _____ is made from the beans of the cacao tree.
2. First the _____ cuts the ripe pods down from the tree. Inside the pods are the beans.
3. Next the _____ are laid on banana leaves and more leaves are put on top.
4. Then these beans are dried in the _____ until the white beans become brown.
5. After that the beans are _____ into sacks and sent to the factory.
6. In the factory the beans are _____ and crushed.
7. Then they are mixed with to make dark.
8. Full cream _____ is added for milk.
9. Then this _____ is stirred until it is smooth.
10. Next the mixture is cooled to the correct temperature and _____ into moulds.
11. Finally the finished bars are _____ and eat. and packed and sent to the shops for us to buy
12. Mmmmm.

Part Two

Listen to the dialogue between a tourist and a police officer The words in the sentences have been mixed up. Can you arrange them to make correct sentences?

Woman : help can me you, please?

Police officer : Sure, ma'am. What do I can you for?

Woman : Can tell you how use me to pay phone this?

Police officer : problem no

First, a coin insert the in slot coin. One dollar pick Second up the receiver. the number Then dial.

After that should you for the phone wait to ring. When answers someone you talk to them can. When you finish, don't to hang forget up phone the

Woman : Thanks a lot

Police officer : Pleasure my ma'am

Activity

1. What does the procedure text tell us about?
2. How many steps that must be done?

FOCUS ON SPEAKING

Here are some sample phrases and expressions to use in giving directions in English.

(First,) *go down* this street (for ____ blocks).

(Then,) *turn left/right* at the traffic light.

(After that,) *go straight* on _____ Street *until you get to* the _____.

(When you get to the _____,) turn left/right again.

(Then,) *stay on* _____ Avenue for about _____ yards/meters.

It's on your left, next to the _____. You can't miss it!

FOCUS ON READING

Pre Reading

Answer the following questions. Share your answers with your partners.

1. Can you cook?
2. What is your favorite Indonesian food?
3. Have you ever cooked for yourself or your family? Can you tell the class the steps?
4. Have you ever invited your friends to taste your cooking? What did you say to invitethem?
5. What did they think about your cooking?

Whilst Reading

How to bake cookies for microwave

Materials :

- $\frac{1}{2}$ c butter
- $\frac{1}{2}$ c milk
- $\frac{1}{2}$ c peanut butter
- 4 tbsp. cocoa
- 3 c quick oats
- 2 c sugar

Steps:

1. Microwave butter, milk, cocoa and sugar in large bowl on high for 3 minutes.
2. Stir microwave for two more minutes.
3. Remove from heat
4. Add peanut butter and stir until melted
5. Add oats and stir.
6. Drop by spoonfuls onto cookie sheet covered with waxed paper
7. Refrigerate until cool.
8. Makes 24 large cookies.

Social Function

To describe how something is accomplished through a sequence of actions or steps.

Generic Structure

- Goal
- Materials (not required for all Procedural texts).
- Steps 1-n (i. e., Goal followed by a series of steps oriented to achieving the Goal)

Generic structure	lexicogrammatical features
<ul style="list-style-type: none"> the goal of the activity; any materials needed to achieve the goal; and steps to accomplish the goal 	<ul style="list-style-type: none"> the use of commands, e.g. 'cut', 'add', 'pour'; the use of action verbs, e.g. 'wash', 'boil'; the use of precise vocabulary, e.g. 'fry', 'boil', 'fragrant'; and the use of adverbials to express details of time and place, manner and so on, e.g. '1 inch thick', 'until fragrant', 'until the chicken changes colour'

Activity

Gudeg Jogja (Green Jack Fruit Sweet Stew)



Ingredients

- 5 Shallots
- 10 Candle nuts
- 10 Garlic cloves
- 4 Indian bay leaves/Salam
- 1/2 lb. (250g) Jack fruit
- 2-1/2 tsp. (12g) Coriander seeds
- 1-1/4 tsp. (6g) Cummin
- 1/4 cup (62ml) Coconut sugar
- 2 cup (500ml) Coconut milk
- 2 tsp. (30g) Tamarind
- 2 lb. (1kg) Chicken (cut into small pieces with bone)
- 5 cups (1.25l) water
- 2 inches bruised Galangga

Instructions

Cut jack fruit 1 inch thick wash.

Boil until tender. Ground shallots, candle nuts, saute paste, salam leaves, and galangga until fragrant then add chicken pieces.

Stir fry until chicken changes color.

Pour 4 cups of water and coconut sugar, bring to a boil.

Add jack fruit and simmer until chicken and vegetables are tender.

Add coconut milk 5 minutes before it's done, bring back to a boil.

Serve hot with rice.

Adapted from: <http://original-indonesian-recipe.blogspot.com/2007/02/gude-jogja-green-jack-fruit-sweet-stew.html>

Notes:

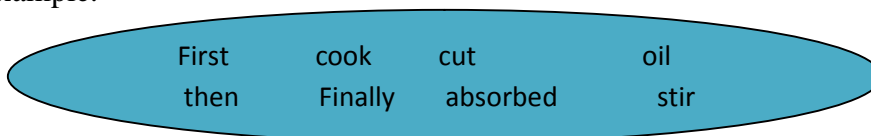
tbs	: tablespoon	lb	: pound
tsp	: teaspoon	oz	: ounce
kg	: kilogram	l	: litre
g	: gram	ml	: millilitre

Questions

1. What does the text tell you?
2. What ingredients do you need?
3. What equipment do you need?
4. What are the steps to cook it?
5. How do you serve it?

Activity 2

Fill in the blanks with the suitable words in the box. Compare your work with a classmate's. Look at the example.



Satay Ayam Madura (Madura Chicken Satay)



Ingredients:

- 2 chicken breasts, each 360 g
- 3 tbs vegetable oil
- 1 small onion, peeled and finely chopped
- 1 garlic clove, peeled and finely chopped
- 2 candle nuts, grated
- 2 tbs coconut, desiccated
- 1 tbs coriander
- tbs sambal
- ½ tbs lemon grass, ground
- 1 pea-size dried shrimp paste, softened with 2 tbs water
- 1 tbs brown sugar
- bamboo or metal skewers

Instruction

Instructions:

First, skin the chicken breasts, if desired, and _____ into bite-size cubes and set aside. _____, heat _____ in a saucepan and add all remaining ingredients. _____ well and heat through before removing from heat. After that, add the chicken cubes to cooked mixture and leave for at least 1 hour to allow strong aromatic spices to be _____. _____, skewer marinated meat and _____ until well done over charcoal heat. Serve.

Adapted from: <http://www.squidoo.com/grilled-chicken-recipe>

Post Reading.

Make a procedure text, you may mention your favorite food, then write it in the form of procedure text!

FOCUS ON VOCABULARY

Find out the meaning of following words:

1. Ingredients:
2. Step:
3. Serve:
4. Absorbed:
5. Stir:
6. Cut:
7. Heat:
8. Well done:
9. Peel:
10. Desiccated:

FOCUS ON GRAMMAR

There is and There are (present)

There is	+ a, one book (single nouns)
	A lot of / Much water, sugar (uncountable nouns)
There are	+ two, three books
	A lot of / many, some, several books(countable nouns)

(+) **There is** a good novel on the table.

(?) **Is there** a good novel on the table?

No. **There isn't** a good novel on the table.

Yes. **There is** a good novel on the table.

To form negative statements, use **there aren't any** or **there are no** + plural noun.

Examples : **Is there** a good restaurant in this town.

There aren't any good restaurants in this town.

There are no good restaurants.

Are there any cars in the parking lot?

There aren't any cars.

There are no cars.

Nouns that do not have plural forms take **there isn't any** or **there is no** plus noun.

Examples : **Is there any** money on the table?

There isn't any money on the table.

There is no money on the table.

Short answer forms are commonly used in response to questions. The contracted form **there's** doesn't occur because the stress falls on **is**.

Examples : **Is there** a department store downtown?

Yes, **there is**. / No, **there isn't**

Are there any parks downtown?

Yes, **there are**. / No, **there aren't**.

Notice

There wasn't any + uncountable noun
There weren't any + plural noun
There wasn't much + uncountable noun
There weren't many + plural noun

Complete with *is* or *are* the sentences

1. There bars and restaurants.
2. There a beach, and there swimming pool, too.
3. There tennis courts, and there a golf course.
4. There a theatre, and there cinemas.
5. And there a museum, too.

FOCUS ON WRITING

QUESTION

1. Have you ever made or did something in your life?
2. What kind of something have you made or did in your life?
3. From where do usually find the use of this text in our daily life?

A Study this model

How to bake cookies for microwave

Materials :

- $\frac{1}{2}$ c butter
- $\frac{1}{2}$ c milk
- $\frac{1}{2}$ c peanut butter
- 4 tbsp. cocoa
- 3 c quick oats
- 2 c sugar

Steps:

1. Microwave butter, milk, cocoa and sugar in large bowl on high for 3 minutes.
2. Stir microwave for two more minutes.
3. Remove from heat
4. Add peanut butter and stir until melted
5. Add oats and stir.
6. Drop by spoonfuls onto cookie sheet covered with waxed paper
7. Refrigerate until cool.
8. Makes 24 large cookies.

In a paragraph form, procedure text is usually modified based on the form of the writing above. This is an example of procedure text in a paragraph form.

B Pair work

Write a simple paragraph with your partner in writing a procedure that you often do and make it. You may write how to send message by using your phone mobile or how to operate IPAD, or others.

C Individual Work

Find the media like medicine, building materials, food, and others that provide informations about how to do or make something (GOAL), ingredient (materials), and direction/instruction (step) and collect the media to your lectures.

UNIT 2 HOW TO SEARCH DATA FROM GOOGLE

FOCUS ON PRONUNCIATION

Pronounce those words below correctly:

- | | |
|-------------|----------------|
| 1. Specify | / 'spes.i.fai/ |
| 2. Weather | / weð. r / |
| 3. Page | /peɪd / |
| 4. Simply | / sim.pli/ |
| 5. Produces | /pr dju s/ |
| 6. Choose | /t u z/ |
| 7. Type | /taɪp/ |

FOCUS ON PRONUNCIATION

Listen to someone explaining a procedure of how to do a search on Google. Before you listen, try to number the strips below in the right order.

- Specify the search terms to get more specific information. For example: weather Bali December
- On the Net, open or type in the Google web page address, www.google.com and hit Enter on your keyboard
- Think of the kind of search you want to do. For example, the weather or dangdut
- Choose the best web pages to get the most relevant information. Click on them to download.
- Simply type the words or phrases into the search box and hit Enter again on your keyboard.
- In response, Google produces a list of relevant web pages

FOCUS ON SPEAKING

Accepting and Refusing



Accepting and refusing politely may depend on what you are asked. For example

Would you like some cake?

- | | |
|-----------------|------------------------------|
| Yes, please. | No, thank you |
| Sure. Thanks | I'd better not. |
| Okay. Thank you | No, but thanks for offering. |

Would you like to go see a movie?

- | | |
|--------------------|---------------------------------|
| Okay. Sounds good. | No, I'd rather not. |
| Sure. I'd love to. | I'm sorry, but I can't. |
| Yeah. Good idea | No, but thanks for inviting me. |

How about some more pie?

- | | |
|-------------------|-------------|
| All right. Thanks | No, thanks. |
|-------------------|-------------|

Looks good. Thanks
Don't mind if I do.

I'm really full. Thanks anyway.
Looks delicious, but I'll have to pass.

How about going skiing this weekend?

Great. What time?
Sounds like fun.

Sorry. I'm busy this weekend.
I don't think I can.

All right. When and where? How about some other time?

FOCUS ON READING

Procedure is a chain of activity to compile something. In making, using, or composing something need a good consideration. Let us talk the way how people do their activities outside. Several of them use car, motorcycle, even bicycle to support their work. Unfortunately they seem ignore how to drive and ride their stuff.

Could you please to tell your friends how to drive and ride safely on the road. You should tell your friends what important equipments should be used while riding and driving the vehicles. Sharing any important information can help other to stay alert to them.

Pre Reading

- Do you like to eat curry?
- Have you ever eaten Cow's Foot Curry?
- Do you know how to make it?

Whilst Reading

Gulai Kikil (Indonesian Cow's Foot Curry)



Ingredients:

- 1 Foot of cow
- 4 cups Coconut milk
- 1 Turmeric leaf
- 2 seed of False mangosteen (Common english name for "Asam Kandis"). It's also called "Gamboge tree", "Eggtree", "Sour mangosteen", "Cochin-goraka".
- 2 Kaffir lime leaves
- 1 stalk Lemongrass

Blended spices:

- 1 tbsp Blended red chilies
- 2 cm Turmeric
- 5 pcs Candlenuts
- 2 cm Laos / Galangal
- 6 cloves Garlic
- 10 pcs Shallots

How To:

1. Clean the cow's foot and its hair, cut into several pieces and cook until tender.

2. Remove the bones and then cut the meat into small sizes according to your preference.
3. Cook the coconut milk together with the blended spices, kefir lime leaves, candies acid (false mangos teen) and the lemongrass.
4. Add the meat pieces and cook until the coconut milk thickens and oily.
5. Keep stirring until it's well cooked to prevent the coconut milk from dissolving.
6. Lift.

Questions!

1. What does the text tell you?
2. What ingredients do you need?
3. What equipment do you need?
4. What are the steps to cook it?
5. How do you serve it?

Post Reading

Write another recipe of curry with another main ingredient. Your writing should not be more than 250 words!

FOCUS ON VOCABULARY

Find out the meaning of the following words:

- | | |
|----------------|-------------|
| 1. Remove: | 6. Add: |
| 2. Bones: | 7. Oily: |
| 3. Preference: | 8. Lift: |
| 4. Blended: | 9. Prevent: |
| 5. Pieces: | 10. Keep: |

FOCUS ON GRAMMAR

Some / Any

We use *some* in affirmative sentences; we use *any* in negative sentences.

He took *some* books home with him.

He didn't take *any* books home with him.

Activity 1

Change the following sentences from affirmative to negative.

1. There are some extra chairs in the next room.
2. We saw some good shows in New York.

3. He made some mistake in spelling.
4. They have some pretty dresses in that store.
5. The teacher taught us some important rules of grammar.
6. We learned some new words in class yesterday.
7. There are some flowers in the yellow vase.
8. There are some rich men in this town.
9. We have some good neighbour.
10. Give me some coffee.
11. The doctor gave her some pills to take.
12. We need some more chairs in this room.
13. I bought some stamps at the post office.
14. He told us about some of his experience.
15. There are some good seats in front of the theater.

Activity 2.

Complete the following sentences with *some* or *any*.

1. I don't have money with me.
2. Please give me more coffee.
3. I'm sorry, but there isn't more coffee.
4. The baby is asleep. Please don't make noise.
5. We need oranges for breakfast.
6. I'm sorry, but I didn't have time to prepare my lesson last night.
7. There aren't seats available.
8. He never make mistakes in spelling.
9. I wanted to buy fresh eggs, but ther weren't in the store.
10. I didn't have stamps, so I went to the post office to buy.
11. They are having trouble with the motor of their new car.
12. I never have trouble with my car.
13. The teacher won't find mistakes in Helen's compisition.
14. But she will surely find in my composition.
15. I tried to borrow money from him, but he said he didn't have

FOCUS ON WRITING

Pair work

Sit with your partner and discuss the following recipe on how to make a sunny-side up egg in a good sequence form.

1. Cook the egg for 3-4 minutes
2. Serve the egg
3. Put some salt on the egg
4. Break an egg into the pan
5. Heat the oil
6. Pour a little oil into the pan

UNIT 3
I DO NOT KNOW HOW TO OPERATE THE FAN!

FOCUS ON LISTENING

Listen and understand

- A. Shoppers are talking with sales clerks about gifts. Listen and number the gifts from 1-5
B. Listen again. Will the customer buy the item? Check the correct column.

Number	Yes	No
1		
2		
3		
4		
5		

FOCUS ON SPEAKING

Making something actually needs ways. It could be making food, installing some devices, or etc. in making the things, we should know and understand well what are the steps that must be conducted. Dealing with the process itself, we do need to master verbs to express the steps. Please pay attention to these words.

- Fry, Boil, Cut, Stir, and Etc.

Related to the process, it also needs some conjunction. For examples:

- First, Second, Third, Next, After that, Finally, and Etc.

Activity:

Please try to make something dealing with your favorite hobby in making food or other beverages. For example

- How to make omelet, How to use mobile phone wisely, How to make delicious “gado-gado”, How to stay healthy, and etc.

Tell to your friends how to make it well. Make sure that you mention the ingredients, tools, and everything you need in composing it. It will be more interesting if you can share something useful to your friends.

FOCUS ON READING

Read the following instructions and answer the questions.

Pay attention to the structure of the text. Now read another text and identify the structure of the text.

How to operate a fan

1. Plug the power cord into a wall outlet. (AC 120 Volts 60HZ)
2. To make the fan move sideways, push the pin on top of the motor.
3. To move the fan up or down, first pull up the oscillating pin, then press the tilt adjustment knob.
4. To change the speed of the fan, press one of the switches at the bottom.

1. What do we do first to operate a fan?
2. How can we change the speed of the fan?
3. What do we do to make it move sideways?
4. How do we make it go up and down?

The structure of procedure texts generally consists of three parts, namely goal, materials needed and methods or steps. This structure is appropriately applied in a recipe. In a how-to-text, the materials needed part sometimes is not applicable.

FOCUS ON VOCABULARY

Find out the meaning of the following words:

- | | |
|------------|-----------------|
| 1. Plug: | 6. Seed: |
| 2. Press: | 7. Resembles: |
| 3. Change: | 8. Spice Paste: |
| 4. Bottom: | 9. Mix: |
| 5. Grind: | 10. Pestle: |

FOCUS ON GRAMMAR

Conjunctions

A conjunction is a linking word such as *and*, *or*, *but*. Conjunctions are used to connect words or sentences. A conjunction may link two or more than two words or sentences.

1. The animal is -large but timid.
2. It's cold, wet and windy today.
3. Is this a sheep or a goat?
4. a cat and its kittens
5. a builder and his tools
6. a doctor and a nurse
7. slow but steady
8. Sweet or sour?
9. A horse, a zebra or a donkey?
10. Paul has a dog, a parrot and a cat.

The words *before*, *after*, *as*, *when*, *while*, *until*, *since*, are also conjunctions. They tell when something happens, so they are called conjunctions of time.

1. Maggie could play the piano before she was five.
2. I always brush my teeth after I've had my breakfast.
3. You have grown taller since I saw you last.
4. Look both ways before you cross the street.
5. Joe listened to music while he was doing his homework.
6. After he began exercising regularly, Jerry became healthier.

Activity 1

Complete these sentences with *and*, *but* or *or*.

1. I asked for some bread _____ butter.
2. Mr. _____ Mrs. Chen have three children.
3. Maggie is a good singer _____ a poor dancer.
4. We wish you a Merry Christmas _____ a Happy New Year.
5. Is their new baby a boy _____ a girl?

6. The dictionary has 1000 words _____ 200 drawings.
7. Sue is taller than Nat _____ shorter than Mike.
8. Are you going by train _____ by bus?

Activity 2

Choose the correct conjunctions of time from the box to complete these sentences.

When while as before after since until

1. Jack always brushes his teeth _____ he has eaten a meal.
2. It started to rain _____ the children were playing in the garden.
3. Let's go home _____ it gets dark.
4. Give this letter to Anne _____ you see her.
5. She has known Jack _____ he was a child.
6. The party began at 8:00 P.M. and lasted _____ midnight.
7. Alice looked unhappy _____ she walked in.

FOCUS ON WRITING

Study this paragraph

How to build a One-Match Campfire

Building a campfire that you can light with one match is simple if you follow these easy steps. The first step is to prepare a safe place for your campfire. Clear an area on the ground at least 3 feet wide, and put a circle of stones around it. Second, gather fuel. You will need several sizes of fuel: small twigs, medium sticks, and large sticks. The next step is to build a tepee. Put a handful of twigs in a small pile, and use the small sticks to build a small tepee over the pile. Leave spaces large enough to drop a lighted match through. Next, build a cabin around the tepee using the medium sticks. Fifth, place two large pieces of wood on neither side of the cabin, and lay two or three long sticks on top to make a loose roof. The last step is to light a match and drop it through a space in the tepee. Soon you will enjoy the warmth of a nice fire, and your friends will admire your skill at lighting a campfire with only one match

Pair work

Discuss with your partner about exploring "time order signal" used in the model of the text and write them.

Individual work

Choose of the following goals below and write it using order signal to easy start writing.

1. How to operate a computer
2. How to send message using phone mobile
3. How to greet your new classmate

UNIT 4
HOW TO RECORD ON THE CASSETE PLAYER

FOCUS ON PRONUNCIATION

Pronounce these following words correctly:

- | | |
|-----------------|-------------------|
| 1. Introduces | /,ɪn.trə'dju:s/ |
| 2. Introduction | /,ɪn.trə'dʌk.ʃən/ |
| 3. Main | /meɪn/ |
| 4. Mind | /maɪnd/ |
| 5. East | /i:st/ |
| 6. Need | /ni:d/ |
| 7. Recess | /rɪ'ses/ |
| 8. Social | /sə'si:əl/ |

FOCUS ON LISTENING

Listen to the class report and take notes on a separate piece of paper. Then write the answers.

1. Who the speaker?
2. What phrase introduces the main idea?
3. What is the main idea?
- 4.

Listen to the dialogue and circle the details.

Time	1:00	1:20	1:30	1:40
Place	East Bridge	West Building	East Building	

Complete the sentences, using your notes to guide you. Then listen again to the dialogue to check your answers.

1. Tom needs to go to Room _____ in the Redfern Building to study math at _____
2. Tom's math class finishes at _____
3. Morning recess finishes at _____
4. Social studies finishes at _____
5. Tom has social studies in Room 11 in the _____ Building.

FOCUS ON SPEAKING

Procedure is a text dealing with the way how we make something. There are so many things that can be made actually. Nowadays people have their own gadgets. They have it according to their needs. The examples of gadgets are so many for examples tablets, PDA, scanner, OHP, and etc.

Do you have your own gadget at your house? Please mention the things and try to explain how to operate it well.

FOCUS ON READING

Activity

Find out the generic structure of the following text!

It is not difficult remove the shell from a lobster if you follow these step. First, you should to put the lobster on its back and remove the two large claws and tail section. After that, you must also twist off the flippers at end of tail section. After these twisted off, use your fingers to push the lobster meat out of the tail in one piece. Next, remove the black vein from the tail meat. Finally, before you sit down to enjoy your meal,

FOCUS ON GRAMMAR

Imperatives are a very direct way of telling people to do something. Using do or please before an imperative is more polite.

The Imperative use the base form of a verb to give commands or make direct requests. This use of the verb is called the imperative.

You can also use the helping verb would to sound polite. For example:

Please would you clear the table?

Would you please talk quietly?

Please come in.

Do sit down.

Do check these figures again.

Please help yourselves to some food.

Please don't change anything on my computer.

Stand, everyone!

Tidy your bedroom immediately!

Choose a partner!

Eat plenty of vegetables.

Find some nice round pebbles.

Come back soon!

Take a sandwich.

Come and look at this, Tom!

Activity

Look at the groups of words below. Do you know which sentences are and which are not? Put a checkmark in the space next to sentences, and an X next to other word groups.

1. Mrs. Chen is a good teacher.
2. not well today
3. Do the work yourself.

4. How are you?
5. basic rules of grammar
6. bread and butter
7. Welcome to the National Zoo.
8. brush his teeth
9. toys in the box
10. more than one
11. What is the time now?
12. Sit down!
13. Please come here.
14. Mark is sleeping.
15. Open the door.

FOCUS ON WRITING

Study this model

Work in groups and arrange the following text into appropriate order. Rewrite it using your own words.

How to record on the cassette player or how to use a recorder.

- Then you put in the tape on it.
- After that you connected the
- Finally pressed down the record and play button microphone.
- And then tested the voice level recorder.
- Well, first you have to plug in the cord.
- Then you can begin to record it.

Activity

Now write one of the instructions based on the following procedures. Work individually.

- a. How to use a washing machine
- b. How to operate a computer
- c. How to use ATM machine
- d. How to open an account at a bank
- e. How to use a VCD/DVD player

UNIT 5
HOW TO MAKE AN OMELET

FOCUS ON PRONUNCIATION

Pronounce these following words correctly

- | | |
|-------------|--------------|
| 1. Talking | / t .kɪ . / |
| 2. Decide | /dɪ saɪd/ |
| 3. Earns | / n/ |
| 4. Overseas | / .v si z/ |
| 5. Flights | /flaɪt/ |
| 6. Company | / k m.p .ni/ |
| 7. Change | /t eɪnd / |
| 8. Water | / w .t̩ / |

FOCUS ON LISTENING

Listen to three people talking about their jobs. Decide if these statements are true or false.

Text 1. Agus

- | | |
|---|--------------|
| 1. He earns a high salary. | True / False |
| 2. He works a short time each day | True / False |
| 3. He likes making computer programs best | True / False |

Text 2. Ani

- | | |
|--|--------------|
| 1. Ani works for lion air | True / False |
| 2. She doesn't work on overseas flights. | True / False |
| 3. She loves everything about her job. | True / False |

Text 3. Tina

- | | |
|--|--------------|
| 1. She works for a large multi-national company | True / False |
| 2. She never wants to change her job | True / False |
| 3. She enjoys seeing the fish and other marine animals | True / False |

Under the water

Correct the mistakes in the false statements.

1.
2.
3.
4.
5.
6.

FOCUS ON SPEAKING

Everyone has their own dream to pursue. A thousand ways may have already taken in order to make it true. It is likely you, may have something on your mind that someday you can make it through your way. Please tell you friends how to make your dream comes true. Tell your friends how you arrange your life start from the simplest one. Make a good arrangement of it to make easy your steps later.

Direction: Choose the best answer to the following questions.

Making an Omelette

This is the way an omelette should be made. It is important that the frying pan should be proportionate to the number of eggs; in other words, to the size of the omelette. The frying pan must be made of iron, not of aluminum, tin or enamel. And here I feel I must stress a point essential to what might be called the background of omelette-making, namely that the frying-pan must never be washed with water but rubbed, when hot, with salt and tissue-paper, as this is the only way to prevent sticking.

For three portions, we take six eggs, break them into a bowl, season them with salt and freshly ground pepper, and add a good teaspoonful of water. We beat this lightly with a fork or the wire-broom, not the whisk, until large bubbles form on the top. This takes half a minute; it is fatal to beat too long. Meanwhile, our frying pan is getting hot, not too hot, and we drop in an ounce and a half of butter, or butter and best lard, over a quick flame for a minute or two, until it no more froth and has turned light golden. We give our egg-mixture another stir and pour it into the pan, letting it spread evenly over the frying-pan.

All this is a swift business, and we may well feel a few extra heart-beats and a little breathlessness at that moment. The flame is now turned down a little. With a fork or palette-knife (a fork seems to work particularly well) we loosen the edges of the omelette all round and, once or twice, in the middle, letting the liquid flow into the empty spaces, taking care always to move towards the middle.

This takes about two minutes. Then, keeping as calm as we possibly can, we fold it. This is easy if we fold over and pin down with two or three fork-pricks about an inch and-a-half of the omelette long one side. Then, it is quite easy to roll it into shape. Our omelette should be golden brown outside and wet inside: *baveuse*, as the classical French term says. It is then slid on to a hot plate and its surface made shiny with a little butter. This last touch makes all the difference.

Taken from www.recipetips.com

1. What is important about the frying pan?
 - a. It should be the same size as the omelette.
 - b. It should never be a small one.
 - c. It should never be too small to hold the eggs.
 - d. It should never be a very flat one.
2. Which of the following frying-pan is among those mentioned by the writer?
 - a. One made of aluminium.
 - b. One made of aluminium and enamel.
 - c. One made of iron.
 - d. One made of tin
3. What is the only way to prevent sticking?
 - a. Rubbing with hot salt and tissue-paper.
 - b. Rubbing with hot water.
 - c. Rubbing with salt and paper.
 - d. Washing with salt and paper.
4. Is it a good thing to beat the omelette too long?
 - a. Yes.
 - b. No.
 - c. It doesn't matter.
 - d. It is better than beating it for too short a time.

5. When should we pour in the egg mixture?
 - a. When the flame gives no more froth.
 - b. When the butter is a different shade.
 - c. As soon as the flame is light golden.
 - d. When the frying-pan is getting hot.

FOCUS ON GRAMMAR

Adverbs

An adverb is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in -ly.

ADJECTIVES

beautiful
brave
bright
fierce
happy
heavy
loud
peaceful
slow
sound
sweet

ADVERBS

beautifully
bravely
brightly
fiercely
happily
heavily
loudly
peacefully
slowly
soundly
sweetly

Example:

The baby is sleeping soundly.

The dog is barking fiercely.

Alice skated beautifully.

The Prince and the Princess lived happily ever after.

The birds are singing sweetly.

It is raining heavily.

The dog and the cat live together peacefully.

Activity 1

Rewrite the following adjectives as adverbs.

1. slow _____
2. cool _____
3. beautiful _____
4. comfortable _____
5. strong _____
6. wise _____
7. tidy _____
8. quiet _____
9. brave _____
10. merry _____
11. soft _____
12. busy _____

FOCUS ON WRITING

Individual work

Do you know how to make fried rice? Write a text about it at your home.

Do you know how to make a cup of coffee? Write a text about it.

How to make a cup of coffee

Materials:

1. First,-----
2. -----
3. Then -----
4. -----
5. Next, -----
6. Finally, -----

Goal

List of materials

Steps

LESSON 3

PLANT AND ANIMAL

In these units, you will learn how to

1. Pronounce the words based on the topic provided
2. Listen monolog and dialogue related to the topic given
3. Speak using expressions interpersonal and transactional
4. Identify and comprehend the content of the information
5. Improve vocabulary by finding synonym and antonym
6. Learn grammar effectively
7. Write a report text

7. In the wild orangutans live for years
 a) 20 b) 40 c) 30

Part One

Direction: Read the fun plant facts and choose the correct plants from the box to fill in the gaps. The first one has been done for you.

cucumber rafflesia avocado apple
 bamboo bananas ginger almonds

1. An avocado has the highest calories of any fruit. It contains 167 calories per hundred grams.
2. 84% of a raw apple and 96% of a raw _____ is water.
3. The largest single _____ is the Rafflesia flower.
4. _____ are the oldest and most widely used nuts in the world.
5. An _____ tree is at its best when it's about 50 years old.
6. _____ are actually herbs and die after fruiting, like all herbs do.
7. It's good to drink _____ tea if you have a cold.
8. The world's tallest grass, which can grow to almost 40 metres high, is _____

Listen and check your answers.

Part Two

Student A:

Listen to someone talking about the Rafflesia flower and complete the fact file. With student B, exchange the information you have heard on the recording.

Student B:

Listen to someone talking about bamboo plants and complete the fact file with student A, exchange the information you have heard on the recording.

<p>Fact File: Rafflesia</p> <ol style="list-style-type: none"> 1. Grows in jungles of _____ and first discovered in Indonesian _____ 2. Named after _____ 3. It has no _____, _____ or _____ 4. The only visible part of the plant are flowers with _____ petals, the largest with a diameter of almost _____ meter and weighs up to _____ kgs 5. The flowers are called _____ because of their _____ 	<p>Fact File: Bamboo</p> <ol style="list-style-type: none"> 1. It belongs to the _____ family. 2. Believed to be the _____ growing plant on earth as it can grow up to 1.5 - 2.0 inches per _____ 3. _____ species grow in diverse climates from cold mountains to _____ regions. 4. Used for _____, _____, _____ and handicrafts. 5. Closely related with Asian culture: in China: a symbol of _____ in India: a symbol of _____
--	--

FOCUS ON SPEAKING

Every one of you may have preference to something. Plants and animals have their own characteristics why they should be liked. Could you please to make a report based on what you like, whether it is a flower, animal and etc.

REPORT**SOCIAL FUNCTION**

To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment

Generic Structure

- General classification: tells what the phenomenon under discussion *is*.
- Description tells what the phenomenon under discussion is like in terms of :
 - 1 Parts
 - 2 Qualities
 - 3 Habits or behaviors, if living; uses. If non - natural.

REPORT TEXT**THANKSGIVING IS A CELEBRATION DAY.****Pre Reading**

Do you often read encyclopedias, books, or other sources which give you information on something? You may find information reports on different things from those sources. If you are curious of the cultural tradition from other regions such as thanksgiving celebration, you can find that type of information there. Can you write such information reports? Learn those and more in this unit through challenging tasks.



In your everyday life you often find people requesting many things from you. You might agree or refuse other people's requests. Therefore, you should know how to grant requests. Do you know how to do it very well?

Thanksgiving Day

Thanksgiving or Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is celebrated in late autumn. In the past, Thanksgiving was celebrated for their rich harvest in New England. In North America, however, it was originally held to thank God for their survival in the new land which was not easy for them. However, in Canada, it had been celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada. It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held. In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion.

Adapted from: www.thanksgiving-day.org and www.wikipedia.com

Activity 1

Read the following information on thanksgiving celebrations in USA and Canada. Find the answers to the following questions. Compare your answers with your partners.

1. What is the Thanksgiving Day?
2. Where is it celebrated?
3. When is it celebrated in Canada?
4. How long does the celebration last in the USA?
5. How is it celebrated?

Activity 2

In pairs, match the following words from the text with its meaning. Express ideas using the word!

<ol style="list-style-type: none"> 1. harvest (n) 2. wreath (n) 3. china (n) 4. dish (n) 5. dishes (n) 6. occasion (n) 	<ol style="list-style-type: none"> a. Circle of flowers or leaves especially given at a funeral in memory of the dead person. b. Happening time when something happens. c. Cups, plates, etc., made of fine white clay. d. Picking ripe crops. e. Part of a meal; plate of prepared food. f. Plates and cups, etc.
--	--

FOCUS ON GRAMMAR

THE SIMPLE PRESENT TENSE : TO BE

With your partner, study the following explanation.



In the previous learning activities, you found the expressions below.

1. How are you?
2. I m fine, thanks.
3. How is your family?
4. They are very well, thank you.
5. These are my friends, Surya and Nyoman. They are waiters.

The underlined words are TO BE

A sentence in English always requires a verb. The Construction is Subject + Verb. In case we talk about situation, existence, condition, identification, location, profession, and nationality or when there is **no** physical **nor** intellectual activity, we should use the verb **TO BE**.

This table shows the forms of TO BE :

AFFIRMATIVE		NEGATIVE		INTERROGATIVE
Full	Short	Full	Short	
I am	I'm	I am not	-	Am I ?
You are	You're	You are not	You aren't	Are you?

He is	He's	He is not	He is not	Is he ?
She is	She's	She is not	She isn't	Is she ?
It is	It's	It is not	It isn't	Is it ?
We are	We're	We are not	We aren't	Are we ?
They are	They're	They are not	They aren't	Are they ?
This is	-	This is not	This isn't	Is this ?
That is	That's	That is not	That isn't	Is that ?

Activity1

Work in pairs to find out the negative and interrogative forms of the sentences below !

POSITIVE	NEGATIVE	INTERROGATIVE
I am late. You are busy He is in his office. She is a programmer It is OK We are ready They are at the lobby This is your luggage That is Mr. Hardono		

Fill in the blanks with the appropriate forms of TO BE !

1. This Rumpita Hotel. It a business hotel. I the marketing manager. My name Toni Sartono. There..... 40 double rooms and 20 single rooms in our hotel. There a restaurant where you can have breakfast. We glad to welcome you in our hotel.
2. Those pretty girls Talita and Renata. They employees of Rumpita Hotel. they at the same department? No, they Talita a receptionist and Renata a waitress.
3. What your name? What your address? These questions often asked to you in an interview. There..... a lot more questions possibly asked, such as: where..... your parents? what your father's name ? your mother a house wife ? you a graduate of a vocational school? And many more. The answer for the last question might be: Yes, I if you are a graduate of a vocational school or: No, I if you aren't.

THE SIMPLE PRESENT TENSE : VERB 1

With your partner, study the following explanation !

In the previous learning activities, you found the expressions below:

1. I live in Bantul.
2. We have a new member.
3. Do you know Baskara?
4. I don't think we have met.

When talking about *facts* (they stay the same for a long time) and *habits* (they happen again and again) we use THE SIMPLE PRESENT. The verb is the simple form of verb. In positive form, when the subject is a third singular person (Talita, she, he) and it

suffix *s/es* is added to the verb. In negative and interrogative, **does** is used for the third singular person, and **do** is used for the others. it), suffix *s/es* is added to the verb. In negative and interrogative, **does** is used for the third singular person, and **do** is used for *the others*.

Look at the examples !

1. Talita **works** in Rumpita Hotel
2. She **has** the competency to perform well at work.
3. **Does** she **speak** English ?
4. Certainly, but she **doesn't speak** Japanese.
5. We **live** in Indonesia.
6. More people **stay** in our hotel on weekends.
7. They usually **come** with their family.
8. **Do** they always **spend** much money in the hotel restaurant ?
9. No. They usually **don't spend** much money on food.
10. A receptionist **welcomes** guests in a hotel or an office.

Notes :

1. In positive form, when the subject is a third singular person (Talita, she, he, it), suffix *s/es* is added to the verb.
2. In negative and interrogative, **does** is used for the third singular person, and **do** is used for the others.

Activity 2

Direction: Put the verbs in brackets into the correct forms !

1. The chemist (not sell) drugs without doctor's prescription.
2. What time the film in theatre 3 (begin) ?
3. you (have) your identity card with you ?
4. I'm sorry, sir. We (not give) discount for payment by credit card.
5. The restaurant (not serve) Indonesian food. It's a Chinese restaurant.
6. How long it (take) to fly to Surabaya ?
7. Tourists always (enjoy) the tour Dieng plateau.
8. the service station(open) on Sunday ?
9. What an office boy (do) in an office ?
10. The students' orchestra always (perform) well at the concert.

FOCUS ON WRITING

Look this picture and guess what things you find:



A Study this model**Cheetahs**

Cheetahs are a wild animal. It is a big cat. They run fast. They have black spots. They have furry skin. It usually lives at American and African continental.

After reading the text above, try to answer the following questions related to the passage:

1. What information is given from the passage?
2. What appearance and behavior do the cheetahs have?

B Individual work

Exchange your report text with that of a partner's. Read your partner's product and put a checklist on the yes or no column for each questions provided below.

Editing/revising checklist

Questions	Y	N
1. Is the title of the paragraph too specific?		
2. Does the paragraph begin with a general statement which introduces the topic?		
3. Does the paragraph describe the subject in general?		
4. Are there any words/sentences that describe things in general?		
5. Are there any sentences which are too specific?		

C Review

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computer, and countries of the region, transport, and so on.

Information reports are usually organized to include:

1. A general statement identifying the subject of the information report, perhaps defining and classifying it
2. Description ('bundles' of information relating to, for example, features, behavior, or types).

The organization of report text as follows:

Purpose : to present information about something.

Generic structure:

1. General statement identifies and classifies the subject of the information report.
2. Description, appearance, behavior

Language features:

1. Introducing group or general aspect
2. Using conditional logical connection
3. Using simple present tense.
4. Use typical of scientific writing
5. Use adjectives to describe, e.g. sharp, black
6. Use statement to give information
7. Use action verb

Use of relating verbs to link it

UNIT 2
GAWAI DAYAK

FOCUS ON PRONUNCIATION

Practice these contrasting sounds, which are sometimes confused. Repeat several times!

Bear.....pear	big.....pig	rib.....Rip	bath.....path
Cab.....cap	hay.....pay	be.....pea	bet.....Pet
A bad puppy	a pretty bird	to play ball	
A big puppy	to be proud	my best cap	
Much better prose	to take a nap	in the park	

FOCUS ON LISTENING

D.17. Listen to the radio program and take notes.

Introduction:

Idea 1 :

Idea 2 :

E.17. Circle the correct answer(s), using your notes to guide you. Then listen again to the radio program to check your answers.

1. What are the two main ideas of the radio program?
 - a. some hobbies being more useful
 - b. bird-watching becoming more useful over time
 - c. search engines and websites starting as hobbies
 - d. what people enjoy doing in their free time
2. Which sentence summarizes the main idea of the whole radio program?
 - a. Bird-watching is an important hobby.
 - b. Some people like inline skating.
 - c. Some hobbies are more useful than others.
 - d. Some people are very interested in computers.

Read the message

Some people believe the word "hobby" comes from the time when people liked to play with pet birds. One of the most popular birds to have as a pet was the "hobby" a kind of falcon. From then on, people have called an activity they enjoy a "hobby."

Listen to the passage and take notes on a separate piece of paper. Then write the answers.

1. Which words are emphasized?
2. What is the main idea?

Check (√) where the information comes from

	Reading Passage	Listening Passage
1 A hobby is a bird.	<input type="checkbox"/>	<input type="checkbox"/>
2 A hobby is a horse.	<input type="checkbox"/>	<input type="checkbox"/>

- 3 Hobbies were ride-on toys.
- 4 Hobbies were pets.
- 5 A hobby is a fun activity.

FOCUS ON SPEAKING

Study this explanation!

EXPLANATORY NOTES

A. When someone gives you something

Thanking

- Thanks (a lot).
- Thank you very much (followed by) :
- It's very nice/ beautiful.
- It's just what I want.
- But you really didn't have to / You shouldn't have (if the gift is not expected)

Responses

- You are welcome.
- No problem.
- It's OK/alright.
- Don't mention it.
- I'm glad you like it

B. When someone does a favor or helps you

Thanking

- Thanks (a lot) for your help.
- Thanks (a lot) for helping me.
- I really appreciate your help.
- It was very kind of you to help me.
- Forget it.
- I'm very grateful to you for your visit.
- Think nothing of it.
- I'm very grateful to you for inviting me.
- It was my pleasure/ my pleasure.
- It's no trouble at all Activity. -Don't mention it.

Responses

- You are welcome.
- No problem.
- That's OK / alright.
- Never mind.
- Any time.
- I'm glad I could help.

Activity:

Please tell us about your hobby. Speak up in front of your class.

FOCUS ON READING

Read the following information and then decide whether the statements are true or false according to the text. Correct the false statements and then ask your friend to check your answer and revision.

Gawai Dayak

Gawai Day or Gawai Dayak is a festival celebrated in Sarawak. It is both a religious and social occasion. Gawai Dayak literally means "Dayak Festival". Dayak visit their friends and relatives on this day. Those far away receive greeting cards. The mode of celebrations varies from place to place. The festival is celebrated on the 1st of June every year. However, it actually starts on the evening of 31st of May. Gawai Dayak celebration may last for several days. On the evening of 31st of May, the ceremony to cast the greediness spirit away (Muai Antu Rua) is held. Then, offering ceremony (miring) is conducted. Thanking gods for the good harvest, guidance, blessings and long life is done through sacrificing a cockerel. At

midnight spirit welcoming procession (Ngaluh Petara) is held. Then, the celebration gets merrier as people start singing and reading poems. On the 1st of June, the homes of the Dayaks are opened to visitors. Cock-fighting, blowpipe skill demonstration, and ngajat competitions are held. It is also during this time of the year that many Dayak weddings take place. Today, it is an integral part of Dayak social life. It is a thanksgiving day marking good harvest and a time to plan for the new farming season or activities ahead.

Adapted from: <http://www.wikipedia.com>

Statements	T	F	Reason
1. Gawai Dayak is a Dayak festival.			
2. Sacrifice is done through slaughtering a turkey.			
3. The celebration begins on the 1st of June.			
4. Gawai Dayak is now a thanksgiving day of good harvest and planting season.			
5. In the Gawai Dayak's eve the people are very silent.			

FOCUS ON VOCABULARY

Find the meaning of the following words:

- Literally :
- Cock-fighting :
- Blowpipe :
- Greediness :
- Sacrificing :
- Merrier :
- Poem :
- Poetry :

FOCUS ON GRAMMAR

a. Preposition of Place : at / on / in

1. **At** is used for a place when the exact position is not very important.

Examples : - He was standing at the gate
 - We were standing at the station

2. **On** is used when the place is seen as a line or surface.

Examples : - The cat sat on the table
 - There was a picture on the wall

3. **In** is used when the place is seen as having volume or area.

Examples : - The dog was in the car
 - My keys are in my bag

Write at, on, or in to in complete these sentences!

Example :

- Peter is **in** the kitchen.
 - money is **on** the table.
 - He was waiting **at** the station.
1. The milk is...the fridge

2. They sat...the wall.
3. They made the film... Shepperton studies.
4. I saw them...the station.
5. Mary is not here. She is...the office.
6. They were sitting...the floor.
7. The butter is...the shelf...the cupboard.
8. The money is...my pocket.
9. They are all...the garden.
10. The papers are...my desk.
11. They are all...the car.
12. He is not...work today. He is...home

FOCUS ON WRITING

Direction: Study this model!

Kinds of Earthquake

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.

Actually there are three kinds of earthquake. These kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

A tectonic earthquake is most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns

Exploration

We explore sentence structures of the model above as follow:

- 1. Earthquake often happens around us = S + V +es/s + O
- 2. It brings great damages = S + V +es/s + O
- 3.

Activity:

Identify the sentence structures of the following sentences below by writing PATTERN as like example above.

- 1. Earthquake is hard to be predicted and that makes lot victims
.....
- 2. There are three kinds of earthquake
.....
- 3. These kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen
.....
.....
- 4. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates
.....
.....

UNIT 3
THE WEATHER IS JUST TOO DRY NOW!

FOCUS ON PRONUNCIATION

Pronounce these following below correctly:

1. Comic / k .mɪk/
2. collector /k ɪlɛk.t ɪ r/
3. worth /w ɜːθ /
4. airplanes / e .pleɪn/
5. cost /k ɒst/
6. Soccer / s .k ɒk /

FOCUS ON LISTENING

A.26. Listen to the radio program and take notes on a separate piece of paper. Then circle the correct answer.

- 1 What is the main idea?
 - a. comic collecting as a hobby
 - b. getting a complete comic set
 - c. the oldest comics being worth a lot of money
 - d. collectors buying comics from other collectors
- 2 Which words are emphasized to show the main idea?
 - a. hobbies and doing
 - b. collecting, doing and buy
 - c. hobbies and collecting
 - d. collectors, new issues and complete set

B.27. Listen to the statements and circle the two contrasting ideas. Then write the word that introduces the second idea.

1.
 - a flying airplanes is hard
 - b flying airplanes is fun
 - c flying airplanes costs time and money
2.
 - a playing sports is a good hobby
 - b people like sports
 - c watching sports is also good

C.28. Listen to the interview and circle the correct answer.

- 1 What did Mary do a lot of when she was young?
 - a. played soccer at home
 - b. played soccer at school
 - c. played a soccer game on the computer
 - d. watched a lot of soccer videos
- 2 Who helped Mary become a soccer player?
 - a. a popular soccer star
 - b. the boys on her team
 - c. her parents
 - d. her PE teacher

Activity 1

Complete the following sentences used to show regrets and apologies

- I regret to tell you that.....
- I am sorry that.....
- I am afraid I won't be able to.....
- Please forgive me for.....
- I apologies.....

Activity 2

Study the dialogue below then practice it with your partner !

- Mr. Reed : So, you're looking for a job.
Are you interested in working full time ?
- Meg : Yes, I am
- Mr. Reed : And where do you go to school ?
- Meg : George Washington University.
- Mr. Reed : Oh, yes. I read all that on your application latter.
When will you graduate ?
- Meg : Next year. I only have one more year
- Mr. Reed : Do you have any special skills or interests ?
- Meg : Well, I can use a computer and I know how to speak Spanish, and in my free time, I like reading.

Activity 3

Do in pairs to make dialogue based on the following case!

Your friend invites you to come to her birthday next Sunday but you can't because you will go with your family.

Activity 4

Perform the dialogue you have prepared in front of the class!

Activity 5

Read the following dialogue carefully and understand the content of it!

- A : I'm afraid I've spilled ink all over the table cloth
- B : Oh, never mind about that.
- A : I'm terrible sorry. Won't you let me pay for it ?
- B : No, I won't hear for it.
- A : I'm dread fully sorry but I've broken plate
- B : Oh that doesn't matter
- A : I'm "ever so" sorry. Tell e where you bought it so I can get you another.
- B : No, certainly not. I wouldn't dream of letting you that.

Write the words / phrases / sentences dealing with regret and apologies from the dialogue in activity 1!

FOCUS ON READING

SYDNEY IS A METROPOLITAN CITY.



There are times when you feel satisfied or dissatisfied of something. When you find yourself satisfied with something, what expression should you use? And how will you show others that you are is satisfied with a certain thing? Do you know how to do it very well? In this unit you will learn how you can express those feelings.

How many cities have you ever visited? Aren't you curious of other places in the world? You can find such information by reading encyclopedias, books, magazines, and sometimes you can find the Information from a travel guide. Do you know how to write those types of information reports? Learn how to write reports and more in this unit through fun tasks.

Whilst Reading

Study the following text then retell it to your class. Use the questions to guide you. Then decide whether the following statements are TRUE or FALSE. Correct the FALSE statements.

The words in the box may help you.

a.	archipelago (kb)	: kepulauan/ sekumpulan pulau
b.	lagoon (kb)	: danau di pinggir laut
c.	landmark (kb)	: bangunan atau benda yang mudah dilihat
d.	marshy (ks)	: basah dan lembek
e.	noble (kb)	: bangsawan
f.	residence (kb)	: tempat tinggal
g.	rural (kb)	: pedesaan

The Queen of the Adriatic

Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the “Queen of the Adriatic”, “City of Water”, “City of Bridges”, and “The City of Light”. The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy. Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot. You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses (“vaporetti”) which ply regular routes along the major canals and between the city’s islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges. You can see the amusing city’s landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark’s Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.

Adapted from: <http://www.wikipedia.com>

Activity 1

Guided Questions

1. What is Venice?
2. Where is it located?
3. What is it famous for?
4. What can you find there?

Statements	T	F	Correction
4. Venice is also called “the city of light”.			
5. There are around 300 bridges connecting the city.			
6. The city has 117 islands.			
7. People usually travel by gondola.			

8. The Veneto villas are the most interesting thing in Venetian country side.			
---	--	--	--

Sydney the Metropolitan City

Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia’s largest financial centre.

Sydney is located on Australia’s south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city’s nickname, “the Harbour City”.

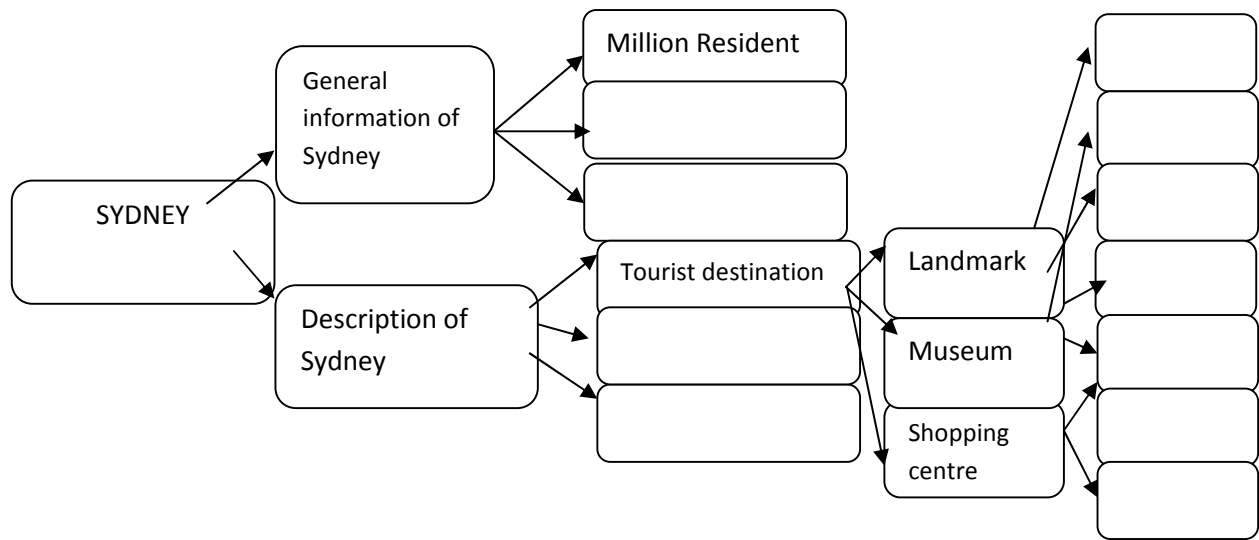
This city is a major international tourist destination famous for its beaches and twin land marks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney’s Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as “The Rocks”. It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria Building are combined by several parks such as Wynyard and Hyde Park.

Adapted from: <http://www.wikipedia.com>



Post Reading

In small groups, give an example to every of the following landmarks and sites in Indonesia. The first one has been done for you.

1. bay = Bayur bay
2. coast
3. harbor
4. landmark
5. metropolitan city
6. skyscraper

In pairs, study the following explanation.

The text entitled Sydney the Metropolitan City presents the general information and specific information about Sydney. Such a text is a report which basically consists of two main parts:

- general information
- bundles of more specific information

A report usually talks about something concrete or which can be observed such as animals, plants, planets, and natural disasters.

The social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, and computers, countries of origin, transportation, and so on.

The common grammatical patterns of an information report include:

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- Use of relating verbs to describe features, eg Molecules are tiny particles;
- some use of action verbs when describing behaviour, eg Emus cannot fly;
- Use of timeless present tense to indicate usualness, eg Tropical cyclones always begins over the sea;
- Use of technical terms, eg Isobars are lines drawn on a weather map;
- Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause

FOCUS ON VOCABULARY

Activity 1

Read the following report on Sydney. Then, complete the chart with the information from the report. Find the meanings of the following words based on the context. You may use your dictionary.

1. bay (kb) :
2. coast (kb) :
3. colony (kb) :
4. harbour (kb) :
5. metropolitan (kb) :
6. settlement (kb) :
7. site (kb) :
8. skyscraper (kb) :
9. state capital (kb) :

PRESENT PERFECT

Present Perfect Tense (Verbal Sentences)

A. FORM : has / have + past participle

Affirmative		Interrogative		Negative	
I You We They	Have+V3...	Have	I You We+V3...? They	I You We They	Have not + V3 / Haven't + V3
He She It	Has+V3...	Has	He She+V3...? It	He She It	Has not + V3 / Hasn't + V3

Affirmative		Interrogative		Negative	
I You We They	Have+been...	Have	You We+been...? They	I You We They	Have not+been...
He She It	Has+been...	Has	He She+been...? It	He She It	Has not+been...

Present Perfect Tense (Non Verbal Sentences)

B. USE

1. The present perfect describes the indefinite past:

- **I've been** to Paris
- I've *seen* this film before
- They've *met* my parents

The past is indefinite because the time is happened id not important, or because we do not know when it happened. Note the difference between :

- I went to Paris last year, (definite time – past simple)
- I've been to Paris (at some time in my life – indefinite time – present perfect)

2. The present perfect is often used to describe personal experience:

- **I've been** to Berlin.
- She's *met* a lot f famous people.
- I've *heard* this music before.

3. The question form is often

- **Have you ever**...? (in your life ?)

- *Have you ever been* to Paris ?
4. The present perfect is not used with past time words (last night, yesterday, in 1984, etc). It is not possible to say **I've been seen him yesterday**.

The word 'just', 'already', or 'never' is usually written after auxiliary have/has.

Examples :

1. I have just finished my homework.
2. We have already prepared our dinner.
3. We have never heard that information.

The word 'yet' is usually used in negative structure.

Example :

1. I haven't got the invitation yet.
2. They have not come yet.
- 3.

Activity 1

Write the correct form of the present perfect to complete these sentences.

1.*Have you ever been* to Rome ? (you ever be)
2.*I've seen* this film before. (I see)
3.in an office. (she never work)
4.in an airplane. (I never be)
5.to Germany ? (he ever be)
6.my parents? (you met)
7.in the theatre? (you ever work)
8.to all the capital cities of Europe. (she be)
9.this book. (I read)
10.that new film about aliens? (you see)
11.abroad. (we never be)
12.a British policeman before. (they never see)
13.in a foreign country? (they ever live)
14.the president. (they meet)
15.to Brazil. (I never be)

FOCUS ON WRITING

When you write a paragraph, all of the sentences must support the main idea stated in the topic sentence. This is called paragraph unity. Do not include sentences that do not relate to the topic sentence

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Adapted from: <http://www.wikipedia.com>

A. Writing Activity

1. Pre Writing

Read the information about the climate of Indonesia

1. climate: tropical	7. Winds: moderate and generally predictable.
2. seasons: monsoonal wet and dry seasons	8. Monsoons coming from:
3. dry season: June –October	• the south and east in June-September,
monsoonal wet season: November-March	• the northwest in December-March.
4. temperatures: fairly constant	9. Average annual rainfall:
5. average temperature:	• in lowland (1,780-3,175 millimetres)
• 28° in the coastal plain,	• In mountainous regions (6,100 millimetres)
• 26° in the inland and mountain areas.	10. The highest rainfall areas:
• 23 °in the mountain regions	particularly in Mountainous areas
6. Humadity: generally high	

2. Whilst Writing

Construct a paragraph with a main idea. Then use the information in pre writing to write a paragraph. Try to include at least three adverbs of degree in your paragraph.

In Indonesia, _____

UNIT 4 MERCHANDISE

FOCUS ON PRONUNCIATION

Pronounce these following words repeatedly:

1. Traditional clothes /tr dɪʃ. n. ɪ klo ð/
2. Jewellery / d u . l.ri/
3. Antique /æ n ti k/
4. Cassettes /k set/
5. Merchandise / m .t n.dais/

Focus on Listening

Question: What can you buy on Jalan Malioboro, the famous street in Yogyakarta?

Listen to the recording and tick the items you can buy. The first one has been done for you.

Traditional clothes	milk	silver jewellery
Antique accessories	cassettes	traditional snacks
Electrical goods	children's toys	merchandise

Part Six

Read the following statements and decide which ones are True or False. Listen to the text again and check your answers.

Every city has a famous business street.	True	False
The most famous street in Yogya is Sudirman Street.	True	False
The street is 'the heart' of Yogya's economy and business.	True	False
The street is very quiet and peaceful.	True	False
Customers have to bargain with the sellers.	True	False
There are no restaurants in the street.	True	False

FOCUS ON SPEAKING

Expressions of sympathy can be delivered to someone who has just achieved or experience something; it can be a good thing or bad one.

There are some ways of expressing feeling of sympathy to someone who has just achieved a good thing.

- ❖ Congratulations on.....
- ❖ Well done.
- ❖ Best wishes for you.
- ❖ Many happy returns to you.
- ❖ I'm happy to hear that.

Some expressions of sympathy to someone who has just achieved a bad thing:

- ❖ I sympathize on.....
- ❖ I'm (very) sorry to hear that.

- ❖ How terrible of you?
- ❖ Poor you.
- ❖ What a pity.
- ❖ You must be very upset.
- ❖ That's a bad luck.
- ❖ We were terribly upset to hear that.....
- ❖ You have my sympathy.

Activity 1

What do you say in the following situations?

1. A : My grandfather passed away this morning.
B : _____
2. A : My sister, Tia, became no. 1 in AFI 2.
B : _____
3. A : I got nine for my English test.
B : _____
4. A : I have a trouble with my tooth.
B : _____
5. A : The Netherlands failed in Euro Cup 2004
B : _____

Activity 3

Arrange the following sentences to construct a good and meaningful dialogue. Begin your dialogue form the bold sentences.

Alif

- ❖ Well, good luck for the promotion.
- ❖ I didn't pass the interview test for the job I applied
- ❖ Thanks.
- ❖ Congratulations. That's great and I know you will get the position.
- ❖ Thank you. Well, forget it. I heard that you are promoted to be a manager this month.

Adi

- ❖ That's too bad. I am sorry to hear that.
- ❖ **Hello, Alif. What happened?.**
- ❖ Thank you. It's very kind of you to say that.
- ❖ Yes, that's right. The result will be announced next week.
- ❖ Thank you. And I wish that you will get a job as soon as possible.

FOCUS ON READING

Read this texts about Electronics

ELECTRONICS

Electronics plays a part in almost everyone's life. Radio and television sets are electronic devices. So are tape recorders and video or movie cameras and their projectors. Doctor and

dentists use X- ray machines, one of the first electronics inventions. In a long distance phone call, your voice is relayed over or great distance by other electronic devices.

Electronics is also important in industry. Large X- ray machines are used to see through as much as 10 to 20 inches of solid metal; in this way engineers can detect weakness inside such things as welded pipes, airplane wings, and railroad- car wheels. Another electronic device counts cans moving long a belt in a canning factory. If a dented can comes along, an electronically controlled steels bar pushes the dented can off the belt.

Electronic instruments are important in scientific research. Atomic physicists work with giant electronic machine called particle accelerators. These accelerators are also called atom smashers. Scientists turn to electronic computers to do huge amount of calculating. Electronic microscopes magnify very small things far beyond the power of any other kind of microscope.

Radar is another valuable electronic invention. It guides airplanes into crowded airports, even when the ground is covered by fog. It enables pilots to locate and fly around storms high above the earth. Missiles, orbiting satellites, and space probes are tracked by means of radar.

Answer this questions based on the above texts!

1. Does electronics play a part in almost every one's life? Write your supporting sentences!
2. What is the relationship between electronics and dentists?
3. What is the role of electronics in industry?
4. What can we see through thing with X- ray machines?
5. Can an electronic device detect a dented can?
6. Is there any relationship between electronic instruments and scientific research?
7. What do you know about atom smasher?
8. Can we see very small things? How can we see them?
9. "It guides airplanes into crowded airport," (fourth paragraph). What does it the word "It" refer to?
10. What is the main idea of the fourth paragraphs?

D. Post- Reading

Make short description about Electronics by using your own word!

FOCUS ON VOCABULARY

Find the suitable meaning of the bold words in the box

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frost** (2) arrive and the roads become icy. Rain become **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settlings** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

MEANINGS

- a. change from solid to liquid under heat
- b. deep banks snow against wall
- c. change from hard, frozen state to normal
- d. snow blown by high winds
- e. staying as a white covering
- f. thin white coat of ice on everything
- g. rain and snow mixed
- h. dirty, brownish, half-snow, half water.
- i. cold, but not very

FOCUS ON GRAMMAR

ACTIVE AND PASSIVE PARTICIPLES

(Adjectives with *ing* / *ed* is used to express something/ someone which affect our feeling)

Activity 1

Study this example situation:

Marry has been doing the same job for a very long time. Everyday she does exactly the same thing again. She doesn't enjoy it anymore and would you like to do something different.

- Marry's job is boring
- Marry is bored (with her job)

Someone is **-ed** if something (or someone) is **-ing** . or if something is **-ing** it makes you **-ed** so:

- Marry is bored because her job is boring
- Marry's job is boring, so Marry is bored

Someone is **interested** because something (or someone) is interesting.

- Sandy is interested in politics
- Sandy finds politics interesting
- Is she interested in buying a car?
- Did you meet anyone interesting at the party?

Someone is **surprised** because something **surprising**

- Everyone was surprised that he passed the examination
- It was quiet surprising that he passed the examination

Someone is **disappointed** because something **disappointing**

- I was disappointed with the film. I expected it to be much better
- The film was disappointing. I expected it to be much better

Someone is **tired** because something **tiring**

- She is always very tired when she gets home from work
- She has a very tiring job

Other pairs of adjectives ending in **-ing** and **-ed** are:

Exhausting	Exhausted
Fascinating	Fascinated
Exciting	Excited
Terrifying	Terrified
Worrying	Worried
Amusing	Amused

Frightening	Frightened
Shocking	Shocked
Annoying	Annoyed
Confusing	Confused
Satisfying	Satisfied

Activity

Choose the right adjective

1. Are you (interesting/interested) in football
2. The kitchen hadn't been cleaned for ages. It was really (disgusting/disgusted)
3. I enjoyed the football match. It was quiet (exciting/excited)
4. I was (disappointing / disappointed) with the film. I had expected it to be better.
5. I had never expected to be offered the job. I was really (amazing / amazed) when I was offered

FOCUS ON WRITING

Activity 1

Arrange the jumbled sentences below into a good dialog

- Adit : How was your day?
 Adit : I was in the library, too. In fact, I found this book there. Is it yours.
 Adit : Do you think she's at home?
 Adit : Well, could you give her the book for me:
 Adit : Great
 Vera : Sure, I am going have lunch
 Vera : No too good. I went the library, but I was bored and I left at noon
 Vera : No. I think it's Ann Lorca's book
 Vera : No, she is in class, but she'll be back in an hour

Activity 2

Write a paragraph talking about your bad / good experience in at least 100 words!

UNIT 5 VOLCANO

FOCUS ON PRONUNCIATION

Pronounce these words correctly:

Japan	/d pæn/	Thailand	/ taɪ.lænd/
Italy	/ ɪt. li/	China	/ t aɪ.n /
South Korea	/ sa .k ri . /	Russia	/ r . /
France	/fræn t s/	Malaysia	/m lei.zi. /
England	/ ɪ .gl nd/	Vietnam	/ vjet næm/
Indonesia	/ m.d ni . /	Singapore	/ sɪ . .p r/

FOCUS ON LISTENING

The Republik of Singapore

Pre-listening

Where am I? Unjumble the names of cities and match them with their countries.

Trakaja	Japan	Scow	Thailand
Srapi	Italy	Preansogi	China
Donnol	South Korea	Akula prulum	Russia
More	France	Igebinjj	Malaysia
Koyot	England	Gobkank	Vietnam
Esulo	Indonesia	Nohai	Singapore

The Republik of Singapore

The Republic of Singapore is located near the _____ part of Malaysia. It lies 137 kilometers north of the _____. It is the smallest nation in South East Asia. According to a 13th century legend, a prince saw a creature he believed was a lion and named the “Singa-pura” (Lion City). Singapore has a population of around 4.5 million. The major industries are shipping, banking, _____, electronics, chemicals and oil refining. Singapore celebrates its _____ on August 9th.

The Singapore _____ is red and white with a crescent moon and five stars. English is widely spoken as it is used as the medium of instruction in schools. It has a tropical rainforest _____ with hot, humid and often wet _____ all year round. The average daily temperature ranges from 32 to 34. The highest _____ in Singapore is Bukit Timah at 166m high.

FOCUS ON SPEAKING

Make a simple dialogue in pairs related to listening section that you have just listened and ask directions from your instructor how to use expressions in practicing speaking in front of the class.

FOCUS ON READING

VOLCANO

Pre Reading



- Are you familiar with this picture? What picture is it?
- What happens to the mountain in this picture?
- What materials does the mountain explode?
- Does the mountain contain magma?
- How do the materials release?
- What about the temperature of the mountain?
- Can we classify such kind of mountain as an active mountain?
- What about Semeru mountain, is it an active mountain?
- How do you know?
- Are there any other volcanoes, besides Semeru in East Java? Where are they?

Whilst reading

Generic Structure			
Classification/ definition	Description of parts	Description of qualities	Description of habit/behavior
A volcano is a mountain of rock which builds up over a	Far down, about 4.000m deep, the rock is so hot it melts to a liquid	The earth gets hotter the deeper you go. Far down, about 4.000m deep, the rock is so hot it	Deep underground, massive plates of rocks are constantly moving slowly against

weak spot in the surface of the earth.	called magma	melts to a liquid called magma.	each other. Sometimes this releases hot gasses from below and these surge up, pushing the molten rock up towards the surface
--	--------------	---------------------------------	--

Activity 1

Read to the text carefully, put a cross (X) on either a, b, c, or d for the right answer according to the text!

VOLCANO

A volcano is a mountain which is formed by the eruption of material from the earth's interior through a central opening or groups of openings. Volcanoes scatter over the world. Volcanoes can be divided into three categories based on volcano forms and type of volcano activities. They are shield, composite, and explosion volcanoes.

A shield volcano is formed chiefly of layers of basalt; a dark and heavy lava. A few shield volcanoes are composed of *andesite*; a related less dense lava.

A composite volcano has more frequent and violent explosive eruptions than shield volcanoes do. Lava may extrude from either central crater or fissures on a volcano's sides.

Explosion volcanoes are composed of inclined layers of *pyroclastic* debris and contain no lava. During the eruption, debris is ejected from the crater. Most explosion volcanoes are formed during one period of eruption.

Read the text carefully, put a cross (X) on either a, b, c, or d for the right answer according to the text!

- A volcano is formed by.....
 - the eruption of gasses
 - the eruption of material
 - the eruption of liquid
 - the eruption of rock
- How many categories are volcano divided into?
 - 4
 - 2
 - 3
 - 5
- Which volcano has a dark and a heavy lava?
 - a composite volcano
 - a shield volcano
 - an explosion volcano
 - a corned volcano
- What is andesite?
 - basalt
 - a rock
 - less dense lava
 - magma
- Which volcano has more frequent and violent explosive eruption?

- a. a composite volcano
 - b. a shield volcano
 - c. an explosion volcano
 - d. a corned volcano
6. Which volcano contains no lava?
- a. a composite volcano
 - b. a shield volcano
 - c. an explosion volcano
 - d. a corned volcano
7. What is ejected from the crater during the eruption?
- a. debris
 - b. lava
 - c. magma
 - d. rock
8. During what period of eruption are explosion volcano formed?
- a. two periods
 - b. four periods
 - c. three periods
 - d. one period
9. What is the purpose of the text?
- a. to describe the characteristics and kinds of volcano
 - b. to describe the detail description of volcano
 - c. to describe how volcano forms
 - d. to describe the activity of volcano
10. Which volcano is not described in the text?
- a. a composite volcano
 - b. a shield volcano
 - c. an explosion volcano
 - d. a corned volcano

FOCUS ON VOCABULARY

Read the whole text firstly. Then, fill in the blank spaces with the words provided in the box!

Spot		constantly		far down
Massive	gasses		hot	
The earth	towards		against	
Rock		erupts		burst
Magma	pushing			

A volcano is a mountain of (1)..... which builds up over a weak (2)..... in the surface of the earth. (3)..... gets hotter the deeper you go. (4)....., about 4.000m deep, the rock is so (5)..... it melts to a liquid called (6)..... Deep underground, (7)..... plates of rocks are (8)..... moving slowly (9)..... each other. Sometimes this releases hot (10)..... from below

and these surge up, (11)..... the molten rock up (12)..... the surface. This is what (13)..... out when a volcano finally (14)..... This is what happens.

FOCUS ON GRAMMAR

An expression of an amount, including fractions, measurements, percentages, and time periods, can be singular or plural depending on its use.

- Two-sixths equals one-third. (Two-sixths is considered a single unit.)
- Sixteen hours is a very long time to wait. (Sixteen hours is a unit of time, one block of time according to the sentence.)
- Five dollars were left on the table. (These are five separate dollars; use the plural verb, were.)
- Two-thirds of the drummers are practicing. (Drummers is plural; use the plural verb, are.)

A verb that precedes the sentence's subject agrees with the subject in number.

In the following sentences, the verb is in italics, and the subject is underlined.

- Here is a fortune cookie for you. (singular subject and verb)
- There are seven board games over there. (plural subject and verb)

The title of a book, city, country, film, magazine, organization, painting, sculpture, or song that is plural still takes a singular verb.

(The italicized subjects and the underlined verbs below are singular.)

- Des Moines is Iowa's capital city.
- The Rolling Stones was my uncle's favorite rock group.

When a relative pronoun, such as *that*, *which*, or *who*, starts an adjective clause, the clause's verb agrees in number with the noun or pronoun to which the relative pronoun refers.

- The woman who is directing the chorus is Ms. Linden. (Who refers to the singular noun, woman.)
- The ladies who are singing together are Kate and Moe. (Who takes a plural verb, are, because it refers back to ladies, a plural noun.)

Underline the correct verb in each sentence.

- These cards that (is, are) missing from the deck should be around here someplace.
- Each star on these maps (indicate, indicates) a newborn's home.
- Melinda's new jeans (is, are) quite comfortable.
- Tuesdays with Morrie (make, makes) me think, cry, and appreciate life.
- The club's officers (meet, meets) today at noon in the cafe.
- The cat that (has, have) been adopted is very playful.
- The group (leave, leaves) for each game as a unified team.
- The group members (leave, leaves) in separate cars.
- Ken's family (exchange, exchanges) gifts with one another each holiday season.
- Forensics (capture, captures) my interest.
- Maureen, along with her three friends, (attend, attends) concerts.
- The Fifties (is, are) the decade that some refer to as "Happy Days."
- Tonight's news (is, are) not that exciting.
- (Is, Are) the scissors near you, Antonio?
- The Activities which (has, have) been recommended to you will increase your stamina.
- Friends who (help, helps) you are good friends indeed.
- My new pants (need, needs) to be altered.

- r. This is the Web site that (provide, provides) much useful information.
- s. All who (attend, attends) this meeting will receive a free ticket to the movie.
- t. Robotics (is, are) a topic that James will soon study.

FOCUS ON WRITING

Try to pay attention to your environment and report the natural phenomena you see.

Study the following explanation.

The text entitled Thanksgiving Day has general information on thanksgiving in its first paragraph and specific information on thanksgiving on the rest of the paragraphs. Such a text is an information report which consists of two main parts.

- General information
- Bundles of more specific information

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

The common grammatical patterns of an information report include:

- Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;
- Use of relating verbs to describe features, eg Molecules are tiny particles;
- Some use of action verbs when describing behaviour, eg Emus cannot fly;
- Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;
- Use of technical terms, eg Isobars are lines drawn on a weather map;
- Use of paragraphs with topic sentences to organise bundles of information; repeated naming of the topic as the beginning focus of the clause.

LESSON 4 VACATION

In these units, you will learn how to:

1. Pronounce the words based on the topic provided
2. Listen monolog and dialogue related to the topic given
3. Speak using expressions interpersonal and transactional
4. Identify and comprehend the content of the information
5. Improve vocabulary by finding synonym and antonym
6. Learn grammar effectively
7. Write a recount text

UNIT 1 GOING ON VACATION

FOCUS ON PRONUNCIATION

Pronounce the following words correctly:

1. Vacation /ver kei. n/
2. Weather / weð. r /
3. Terrible / ter. .bl/
4. Hotel / h tel/
5. Restaurant / res-t .r nt/

FOCUS ON LISTENING

Questions:

- Have you ever gone on vacation?
- Where do you usually go on vacation?

Activity 1:

Dialog: the best vacation ever!

Jenny just came back from vacation.

Listen to the dialog. Mark each sentence below T for true or F for false. Correct the sentences that are false.

1. _____ Jenny went to Venice
2. _____ She went with her sister
3. _____ The weather was dry.
4. _____ The hotel was expensive.
5. _____ The restaurants were terrible.
6. _____ She said it was the best vacation ever.

Activity 2:

Listen again and read the dialog. Check your answers to step 1

FOCUS ON SPEAKING

Below are examples of sentences that contain expressions to ask and give permission.

- May I borrow your pen?
- Would you mind if I turn of the fan?
- Do you mind if I open the window?
- May I go home earlier, Ma'am? I have headache.
- I wonder if you will let me use you computer.
- Could I possible borrow your telephone?
- Can I get some peanuts?
- Could you give me permission to stay over at my friend's house?
- Please let me open the window. I need fresh air.

- Do you permit me to go to the cinema?
- Will you be kind enough to let me join the seminar?

These are some possible answer you can use to response:

- Yes, I do mind.
- Yes, I do.
- Yes, you may.
- Okay.
- Of course.
- Certainly.

Activity:

Please make a short dialogue based on the situation given.

1. A lazy classmate asks your permission to borrow your workbook. You know that he will copy your homework. You do not give him permission to borrow your book. You say that you want to check the homework.
2. A friend you just know wants to borrow a big sum of money from you. You do not know him very well. You do not lend him you money. You say that you will use the money to pay the school fee.
3. You are going to an exhibition with your friend. You ask for your father's permission to use his car. Your father doesn't give you permission because he will use the car to go to an important dinner with his colleagues.

Study the following expressions and practice to pronounce them correctly.

1. Sit down!
2. Come her, please.
3. You must follow the rules
4. Could you do me a favor?
5. Would you mind closing the door?
6. Shut the door
7. Shut the door, please
8. Please shut the door.
9. Don't open your book
10. Please don't open your book.
11. Be careful! You'll hurt your self!
12. Please be here on time
13. Don't be late
14. Would you pass the salt, please?
15. Will you please pass the salt?
16. Could you pass the salt?
17. Can you pass the salt?
18. You must not tell anyone about my secret

Activity 2

Make some commands or requests based on the following cases.

1. You are sitting at the dinner table. you want the butter
2. You are speaking to your brother on the phone. You want him to pick you up at the airport when you arrive home.
3. You want your friend to meet you in front of the library at three this afternoon.

4. You are at a gas station. You want the attendant to check the oil.
5. You are at your chemistry class. You are looking at your text book. On page 100 there is a formula which you do not understand. You want your teacher to explain this formula to you

FOCUS ON READING

Read this text!

My Holiday in Bali

When I was 5th semester students of STKIP PGRI Bangkalan, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speed boat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful Wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Answer these following questions!

1. What does the writer's idea mean about the text above?
2. Who did travelling based on the text above?
3. Where did they go on holiday?
4. How many events were written in the text?
5. Did they go on holiday happy or sad ending?
6. Can you identify the generic structure of the text? If yes, please mention it!

FOCUS ON VOCABULARY

Find the difficult words based on your thought in the text above and mean the difficult words in the worksheet.

FOCUS ON GRAMMAR

The Simple Past Tense

The simple past tense affirmative form of regular verbs is the same as the past participle.

Affirmative : Bill went to Paris. He enjoyed himself.

Negative : He didn't buy anything. He didn't pay for the dress.

Question : Did you look at the shop ? What did she buy ?

Use the simple past tense for a completed action in the past. Compare: **He lived in London for ten years. (He doesn't live there now.)**

She has lived in London for ten years. (She still lives there.)

Time signals :

Yesterday

Last.....(Sunday)

..... (a year) ago

Activity

Make negative and interrogative the following sentences.

1. (+)They found a hotel near the centre of Paris. (-), (?)
----- (-)
----- (?)
2. (+)They had bad weather in Paris. (-), (?)
----- (-)
----- (?)
3. (+)It rained a lot in Paris. (-), (?)
----- (-)
----- (?)
4. (+)They went to the theatre in Paris. (-), (?)
----- (-)
----- (?)
5. (+)Kate spent a lot of money in Paris. (-), (?)
----- (-)
----- (?)
6. (+)They thought the food in Paris was expensive. (-), (?)
----- (-)
----- (?)
7. (+)They understood the newspaper in Paris. (-), (?)
----- (-)
----- (?)

FOCUS ON WRITING

Questions:

- Did you take a trip last time?
- Where did you go?

- How long did you stay there?
- Did you have any experience when you went to a certain place?
- Have you ever told your experience to your family, friends, or others?

Discuss this model

Spending holiday in Bromo

I spent my holiday in Bromo Mount last week. I decided to go by bus.

Firstly, My bus departed at six o'clock sharp in the morning. The next, In the middle of the trip, the bus suddenly stopped. Then driver's assistenat got off the bus to find out what happened.

After returned, he told us that there was an accident. We continued our trip at nine o'clock.

We finally arrived at twelve o'clock p.m. it was very tiring trip.

Complete these paragraphs using the words provided. Then give a suitable title

Last weekend my family a picnic at city park of Bangkalan. We there by car. my father the car carefully. We ... in the playground in the park at ten o'clock. After my father His car, my brother and I Our luggage out of the car and ... the tent. At twelve, we Tired and hungry. He had a rest and our lunch together. At one o'clock, we ... awalk around the playground. There Horses there. My mother Us to.... Them. After that we To go home. It Really a nice picnic.



- | | | | | |
|------------|---------|------------|--------------|----------|
| 1. Drove | 4. Had | 7. Set up | 10. Enjoyed | 13. Ride |
| 2. Parked | 5. Went | 8. Felt | 11. Allowed | 14. Was |
| 3. Arrived | 6. Took | 9. Brought | 12. Prepared | 15. Were |

Individual work

Write your last holiday when you graduated from school. The recount plan below will help you to write.

Recount Plan

title

Who, when, where
Series of events.
What happened in the end or personal comment

UNIT 2
MY FIRST EXPERIENCE

FOCUS ON PRONUNCIATION

Pronounce these words correctly:

Traditional	/tr dɪʃ. n. l/	snacks	/snæk/
Clothes	/klo ðz/	Electrical	/ɪ lek.trɪ.k l/
Antique	/æn ti k/	goods	/g d/
accessories	/ k ses. r.i/	children's	/'tʃɪl.drən/
milk	/mɪlk/	toys	/tɔɪz/
jewellery	/ d u . l.rɪ/	merchandise	/ m .t n.dais/
cassettes	/k set/	quiet	/kwaɪət/

FOCUS ON LISTENING

What can you buy on Jalan Malioboro, the famous street in Yogyakarta?

Activity 1

Listen to the recording and tick the items you can buy. The first one has been done for you.

- | | | |
|--|---------------------------------------|--|
| <input checked="" type="radio"/> Traditional clothes | <input type="radio"/> milk | <input type="radio"/> silver jewellery |
| <input type="radio"/> Antique accessories | <input type="radio"/> cassettes | <input type="radio"/> traditional snacks |
| <input type="radio"/> Electrical goods | <input type="radio"/> children's toys | <input type="radio"/> merchandise |

Activity 2

Read the following statements and decide which ones are TRUE or FALSE. Listen to the text again and check your answers.

- | | | |
|--|------|-------|
| Every city has a famous business street. | True | False |
| The most famous street in Yogya is Sudirman Street. | True | False |
| The street is 'the heart' of Yogya's economy and business. | True | False |
| The street is very quiet and peaceful. | True | False |
| Customers have to bargain with the sellers. | True | False |
| There are no restaurants in the street. | True | False |

FOCUS ON SPEAKING

Choose the correct response.

- | | |
|---|-------------------------|
| a) I lost my wallet on Friday | That's terrific! |
| | That's terrible |
| | That's great! |
| b) I forgot my mother's birthday yesterday | Oh, sorry |
| | How embarrassing! |
| | Good for you |
| c) My parents gave me a new car for my birthday | Lucky you! |
| | Have you! |
| | How awful! |

d) Wendy and Tim just got married

..... Don't worry!

..... sound great!

..... oh, that's terrific!

FOCUS ON READING

Question:

1. Do you have any experience when you ride motorcycle?
2. Can you tell us about your experience?
3. Did your experience end happiness or sadness?

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, I tried bravely. All ran fluently in the beginning, but when I was going back to my home and passed through a narrow slippery street, I got nervous. I lost my control and fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality was exactly on the contrary, my father was very proud of me. He just gave me some advices since that an accident, I got my father's permission to ride motorcycle again.

Answer this questions!

1. What will the writer want in the text?
2. In the last story. Do you think that the writer can ride the motor cycle?
3. Make generic structure the text above!
4. Make short story by using your own word and generic structure too!

Activity:

What happened to Mr. Tain? Read this description and number othe events from 1 to 12 in the order in which they occurred.

- The guy there drove me back to my car and fixed the tire
-
- Then, luckily, someone stopped and helped ne. he was a mechanic, and he fixed the engine.
- I had terrible experience on Saturday.
- So then I walked for about two miles to a gas station.
- What a day! Next time, I'll take the bus!
- I tried to get the engine to start, but nothing happened.
- I got a flat tire on the freeway.
- But half an hour later, the car broke down.

- I looked in the trunk for the spare tire, but it was flat, too.
- Next, I stood by my car for thirty minutes, but no one stopped.
- Then I got in the car again and drove off.
- This time, it was the engine.

FOCUS ON GRAMMAR

Simple Past Tense

Explanation

1. The *simple past tense* is expressed with the *past form* of the verb and *nothing else*.
 - My grandfather died last year. (Correct)
 - My grandfather was died last year. (Incorrect)
 - My grandfather has died last year. (Incorrect)
2. The *simple past tense* refers to
 - a. action which occurred at a specific time in the past
 - b. completed action
 - c. past status

Examples

<i>Specific past action</i>	<i>Completed action</i>	<i>Past status</i>
I ate lunch at noon today. He drove to work yesterday.	She finally mailed the letter. Jan finished her report on time.	John was still single in 1995. Jane was a movie star.

Note the usage of the past tense in the following story.

Yesterday Mrs. Hubbard had a very rough day. In the morning, she went to the kitchen and looked in the cupboard for some food for her dog, but the cupboard was empty. Her poor dog stared up at her with its hungry eyes, and she knew she had to do something quickly. She hurried to the grocery store to buy some dog food, but unfortunately the store was out of her dog's favorite brand, so she had to catch a bus downtown. After buying the food, she waited for a half hour in the rain to get a taxi. When she finally got home, her dog was sound asleep on the living room sofa.

Common problems with the past tense

1. Using the present tense when the *past tense* is required.

Last week, Tonya fix her neighbor's car.	(Incorrect)
Last week, Tonya fixed her neighbor's car.	(Correct)

2. Using "was" with verbs in the *past tense*.

It was happened one night in September.	(Incorrect)
It happened one night in September.	(Correct)

Activities

Change the verbs in the following sentence into past tense.

1. Yesterday, I go to the restaurant with a client.
2. We drive around the parking lot for 20 minutes in order to find a parking space.
3. When we arrive at the restaurant, the place is full.
4. The waitress asks us if we have reservations.
5. I say, "No, my secretary forgets to make them."
6. The waitress tells us to come back in two hours.
7. My client and I slowly walk back to the car.
8. Then we see a small grocery store.
9. We stop in the grocery store and buy some sandwiches.
10. That is better than waiting for two hours.

Correct the mistakes in the following sentences:

1. Last night, Samantha have pizza for supper.
2. My pet lizard was died last month.
3. Yesterday I spend two hours cleaning my living room.
4. This morning before coming to class, Jack eats two bowls of cereal.
5. What was happened to your leg?

FOCUS ON WRITING

Study this model(a factual recount)

Report I
Robber arrested
No one injured
Noah Band in Soekarno-Hatta Street, Bangkalan
Police car was in the area
Entered the bank around 10. A.m.
Teller pressed silent alarm
Two shots fired
Chased by police through crowd

Rewrite the factual recount above in the blank table below!

Review

Personal Recount

Purpose	: to tell the readers what happened in the past through a Sequence of events
Text organization	: Personal Recount <ul style="list-style-type: none">• Orientation (who were involved in the story, when, and where)• Events (tell what happened in a chronological order)• Evaluation (comments of the writer about the experience)• Re-orientation (optional) the conclusion of the experience
Language features:	<ul style="list-style-type: none">• The use of nouns and pronouns• The use of action verbs• The use of past tense• The use of conjunction• The use of the time sequence• The use of adverbs and adverbs of phrases• Adjectives

UNIT 3
OUR GREATEST MAN EVER, SOEKARNO!

FOCUS ON PRONUNCIATION

Pronounce the following words correctly:

- a. Train /trem/
- b. Mistake /mi steik/
- c. Schedule / sked.ju l/
- d. Plain /plem/
- e. Leaves /li vz/

FOCUS ON LISTENING

Listen carefully to this dialog!

Dialog : at the train station

Jay Davis is waiting for a train.

Work with a partner. Listen and fill in the blanks the following dialogue

- Jay Davis Hey! This train is late! I've been waiting here for _____
- Conductor Which train are you _____ for?
- Jay Davis The 8:18 to Great Plains.
- Conductor The 8:18? I'm afraid you've made a _____, sir.
- Jay Davis A mistake? I take this _____ every day!
- Conductor The train to Great Plains leaves at _____
- Jay Davis At 8:08? Where does it say that?
- Conductor Right here. Train to Great Plains 8:08. They _____ the schedule.
- Jay Davis They changed it? I guess they changed it while I was _____ on vacation
- Conductor They changed the schedule at the end of April, sir _____ is the eight of May
- Jay Davis Hm! So the train isn't late. I'm late

Activity :

Question :

1. How many passagers does involve in the dialog?
2. Do you think he comes in time, on time, or coming late?
3. What does the conductor say to the man about the train schedule?
4. Where is the train destination?

FOCUS ON SPEAKING

Activity

Study the following expressions and try to pronounce them correctly.

- A. Expressing an offer
1. Would you like to have some drink?
 2. Shall I get you a marker?
 3. Do you want something to eat?
 4. Will you have a cup of coffee?
 5. Would you like some more coffee?
 6. What about going to the movie?
 7. Won't you have juice ice?

B. Accepting an offer

1. Yes, please thank you.
2. Thank you I'd like one (some).
3. I'd love too.
4. I'd like to very much.
5. That would be nice.
6. Ok, sounds great.
7. Just what I need.
8. Etc.

C. Refusing an offer

1. Sorry, I can't. thanks anyway.
2. No, I can't....
3. Thanks, but I
4. No,it's ok. Thanks
5. No, it's all right, really.
6. No, thank you.
7. No just at the moment, thank you.
8. No, thanks.

Activity

State whether the following sentences express offers or not.

1. Do you want me carry your luggage?
2. How about seeing the movie this evening?
3. Will you do me a favor?
4. Would you like some sweet?
5. Can I leave a message?
6. Let's have some coffee.
7. Should I move this refrigerator?
8. Why don't we go to the beach next Sunday?
9. Shall I post your letter on my way home?
10. Please come to my house this weekend.

Activity

Make statements expressing an offer based on the following situations.

1. You see and old man with a walking stick on the side road. It seems that he wants to cross the road. What would you say to him ?.....
2. You have a guest. After you ask him to sit down what would you say to him?
3. You see your brother doing his home work, but he gets difficulty doing it. What would you say to your brother?
4. You are working in a room with your friend. She says that it's hot in the room. What would you say to her?
5. You are driving home. On the way you see your friend walking, you stop. And then what would you say?

FOCUS ON READING

Question:

1. Did you have an idol figure?
2. Who was your prominent figure
3. Did you inspire him/her to face your future?
4. Can you tell us the events of your prominent figure did a good something?
- 5.

Read this text carefully!

Agatha Christie

Agatha Christie was a writer of mystery stories in eighteenth century. She was born in 1890 in Torquay, England. She began her career in 1920 by making a story about *The Mysterious Affair at Style* and also published her story about *The Murder of Roger Ackroyd*. From about 1930, she met Sir Max Mallowan and married him. In 1952, she wrote a play: *The Moustrap*. After that she received the New York Drama Critics' Circle award in 1954. Finally, she became a Dame Commander of the Order of the British Empire in 1971.

Answer these questions below:

1. What is the main idea of the paragraph above?
2. Who was Agatha Christie?
3. Where did she live at?
4. What else were her creativities when she alived?

FOCUS ON VOCABULARY

Find synonym of the following words or phrases;

1. Mystery
2. Award
3. Empire
4. Career
5. A dame commander
6. Story

FOCUS ON GRAMMAR

TOBE (PAST)

Subject	To be (past tense)
I, He, She, It	Was
You, We, They	Were

Activity 1.

Fill the blanks with suitable forms of to be, make negative and interogative the following sentences.

Example: She was there last night.

1. I at home yesterday.
2. They in Paris last year.

3. Bill and Kate students two years ago.
4. We a very good team ten years ago.
5. He very handsome before getting an accident three months ago.

Past Tense (question form)

Activity 2.

Change the following sentences to questions beginning with the question word in parentheses.

Example:

He arrived at ten o'clock. (What time)
(What time did he arrive?)

1. They sold their home last week. (When)
2. The meeting began at eight – thirty. (What time)
3. The tickets cost three dollars. (How much)
4. He paid for the car by check. (How)
5. He invested ten thousand dollars in the stock market. (How much)
6. They sat in the first row. (in which row)
7. He spoke to them in french. (In what language)
8. The meeting lasted two hours. (How long)
9. It began at eight o'clock. (What time)
10. He telephoned her at two o'clock. (What time)
11. He went to New York to see some friends. (Why)
12. They ate lunch in the school cafeteria. (Where)
13. They mentioned it to him three or four times. (How many times)
14. He worked there for five years. (How many years)

FOCUS ON WRITING

Discuss with your partner

Rewrite the following table that provides some information about prominent figures. You can directly use the guidance of making a factual recount to easy write.

Sukarno
The Founder Of Indonesia, The First President 1901 Born in Blitar 1928 Start Partai Nasional Indonesia 1929 Go to prison 1942 Cooperate with Japan during World War II 1945 Proclaim Indonesia's Independence 1968 Stop being a president 1970 Die of illness
John Lennon
A singer and songwriter 1940 Born in Liverpool, England 1955 Join his first rock-music group 1956 Meet Paul McCartney 1960 Start the Beatles with McCartney

1969 Marry Yoko Ono
 1970 The Beatles *break up*
 1980 a fan shoot him dead

Suggestion in Guidance

- Mention who were involved in the story
- When and where it happened
- Tell what happened in a cronological order
- Give your comments about the experience.
- Write a conclusion at the end of your writing
- Use past tense of verbs (Verb-2)

	Have I described the characters in the orientation in an interesting way?
	Have I written the events clearly?
	Does each paragraph have enough information so that the reader understands what I wrote?
	Have I used words showing events in order such as: next, after. Meanwhile, at last, afterward, finally, etc?
	Have I used the correct simple past tense verbs in my writing?
	Have I used correct pronouns for my writing?
	Did I use the correct punctuation, capitalization, and spelling?

Review

Factual Recount

Purpose	: to tell the readers what happened in the past through a Sequence of events
Text organization	Factual recounts: <ul style="list-style-type: none"> • Orientation (who were involved in the story, when, and where) • Events (tell what happened in a chronological order)
Language features:	<ul style="list-style-type: none"> • The use of nouns and pronouns • The use of action verbs • The use of past tense • The use of conjunction • The use of the time sequence • The use of adverbs and adverbs of phrases • Adjectives

LESSON 5

ONCE UPON A TIME

In these units, you will learn how to

1. Pronounce the affricative /d/
2. Respond to oral transactional dialogue related to asking for and giving directions phrases
3. Express asking for and giving directions phrases
4. Identify to written monologue related to narrative.
5. Identify the meaning to related vocabularies.
6. Use simple past tense appropriately.
7. Express to written monologue related to narrative

UNIT 1
TELING STORIES

FOCUS ON PRONUNCIATION

The Affricative /dʒ/

How to pronounce this consonant

How the sound is made?

This is the affricative consonant. It is made up of the stop /d/ and the affricative /ʒ/. The air is stopped in the mouth for short time and then let out slowly like a fricative.

Voicing and length

/dʒ/ is a voiced sound. The vocal cords vibrate when you make this one. It is slightly longer than /tʃ/.

Activity 1

Put your hand on your throat and say /dʒ/. you should feel the vibration of the vocal cords. Try saying /dʒ/ /tʃ/ and so on. You should feel the vibration stopping.

Spelling

The most usual spelling is 'j' (e.g. jars, john). However, it can often be spelt as:

'g' before 'e' or 'i' (e.g. Belgium, gem)

'dg' (e.g. edge, judge)

'dj' (e.g. adjacent)

'gg' (e.g. suggest)

'di' (e.g. soldier)

Activity 2

Underline these pairs of words that belong to affricative /dʒ/.

Chest	jest
Choke	joke
Cheer	jeer
Rich	ridge
Lunch	lunge
Chin	gin
Catches	cadges

FOCUS ON LISTENING

Work with a partner. Fill in the blanks with the correct answer!

Jasmine : Why are you so unhappy?

Russell : (*says nothing*)

Jasmine : Honey, why are you so sad?

Russell : You don't love me, Jasmine.

Jasmine : But Russell, I don't understand _____ you very much

Russell : No, you don't. You're in love with my _____

Jasmine : Justin?

Russell : No, my _____ cousin.

Jasmine : Duncan?
 Russell : Don't be funny. He's much too young. I'm talking about his.
 Jasmin : You mean Hunter? That's nuts!
 Russell : And Hunter loves you, too.
 Jasmine : No, he _____
 Russell : Yes, he does.
 Jasmine : Russell, just once last _____ I had lunch with Hunter. There's _____ for you to be jealous about.
 Russell : You think he's fun to be with, and I'm just . . dull.
 Jasmine : But honey, I like your _____ much better than Hunter's. I think you're _____
 Russell : You do?

FOCUS ON SPEAKING

GIVING DIRECTION

Read and practice with your partner!

Example:

A. Asking direction

Excuse me	-Where is -Would you please tell me how to get to -Could you show me the way to	The post office (from here)
Excuse me	-Can you tell me where	The post office is?

B. Giving direction (negative responses)

No, I'm sorry. I don't know either No, I'm sorry. I can't, I'm a new comer here
--

Giving direction (Positive responses)

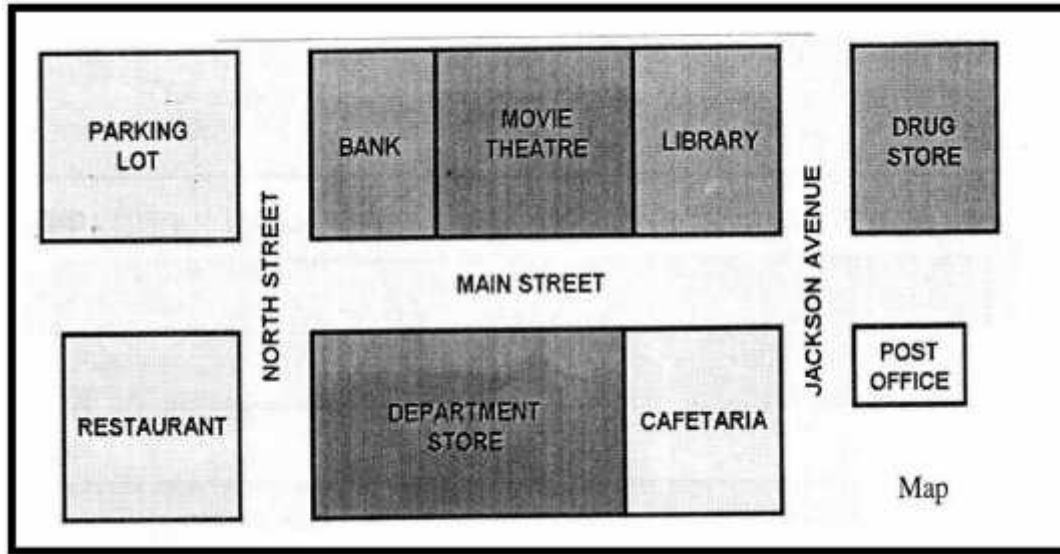
Yes, of course Certainly Yes, sure	Walk along this street, turn rightetc Just turn left on that corneretc Walk across that T-junctionetc
--	---

Activity 1

Work in pairs, practice the sentence used for asking and giving directions.

- A: Excuse me, which way is the nearest bank?
B: The nearest bank? Sorry, I'm not sure.
- A: Excuse me, would you tell me where the gas station, please?
B: Go straight down this street to the end of the block. It's on the corner, then turn left
A: Thank you
B: You're welcome

The essential part of this learning activity is how to express asking and giving directions in phrases.



Example:

From the restaurant to the library .

You : Excuse me, can you tell me

Your friend : Yes, of course. Walk up

You : Thank you so much

Your friend : You are welcome.

FOCUS ON READING

Pre Reading

Answer the following questions based on your knowledge!



Adapted from <http://www.fanpop.com/spots/snow-white-and-the-seven-dwarfs>

Questions

1. Do you know the stories above?
2. If so, can you tell your group the titles of the stories, the characters, and what happened to the characters?
3. What do you learn from the stories?

Fable	: moral stories, usually about animals, making them seem like human beings.
Legend	: stories from the past which may not be based on fact.
Folk tale	: traditional stories passed down from one generation to the next.

Whilst reading

Task 1

Read the following story and then complete the sentences.

The Four Friends

One day, a Mama Ostrich returned home from gathering food for her two dear chicks. She looked and looked for them but could not find them anywhere. Imagine her alarm when she discovered lion tracks around her two-footed chicks' tracks! Fearful but determined to find her babies, she followed the lion tracks.

The tracks led into the woods and finally ended at the den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion. The Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenged Mama Ostrich. She said to Mama Ostrich that if she can make an animal to look her in the eye and tell her that the chicks are not her cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come. Then, when she came to mongoose she told him the story and he said that he had an idea. The Mongoose told her to make a hole under an anthill, as a second exit. Then, Mama Ostrich did just what the mongoose had told her to do.

The next morning, the entire animals gathered near the anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted to help her but they didn't want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think of what you are saying. Mama Lion has fur! The chicks have feathers! They belong to the ostrich!" having said that, Mongoose jumped down the hole under the anthill, and escaped out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time.

Taken from: www.storiestogrowby.com

Questions:

1. A Mama Ostrich returned home from
2. She could not find
3. She found ... which led her to the den of Mama Lion.

4. Mama Lion challenged her if ... she would give her chicks back.
5. The animals were too scared to help her except
6. He had an idea to trap Mama Lion by
7. The Mongoose said that Mama Lion had fur while the chicks
8. Mama Lion chased ... and got into the hole and could not get out of the hole.
9. The chicks were ... and Mama Lion was trapped in the hole.
10. Mama Ostrich could get her chicks back because of ... with the mongoose.

Task 2

Read the following story and complete the table. You may want to study the following words to help you understand the story.

Damon and Phintias

There once were two best friends named Damon and Phintias. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean School. One day Phintias was sentenced to death by Dionysius the Younger, the ruler of the city, for plotting against his rule. Phintias then begged for permission to go home to finish his private affairs before he's executed. Dionysius of course refused his request. Phintias felt very sad and hopeless. But then, Damon came to Dionysius and begged to grant Phintias's request. Damon loyally offered to replace Phintias while he is gone. He is willing to take Phintias's place in prison. Dionysius then agreed and granted their request.

Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he will returned as soon as possible. He started home as fast as he can. Days gone by and Damon waited very patiently in jail. But until the day before his execution, Phintias had not returned. And on his execution day Phintias still had not returned. Damon knew that he had to take Phintias's place and get executed if Phintias didn't show up.

It turned out that Phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him. Dionysius told Damon that it's the execution day and since Phintias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Phintias arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to Damon for his delay. Damon said that it's alright and he told Phintias that he trusted him. Dionysius was so impressed by this example of loyalty that he pardoned Phintias and asked to share their friendship.

Adapted from: Microsoft ® Encarta ® 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

Characters	Characteristics
Damon Phintias Dionysius	
Setting:	
Place Time How the story began : Problems How the story ended :	

Complete the sentences using the suitable words from the box below. Do it individually and then compare your answers with your classmates'.

ruler	sentenced	impressed	patiently
uneasy	faithful	pardon	sacrifice
plot	affairs		

- Cleopatra was the ... of Egypt.
- The mayor has an important ... that's why he cannot attend the opening of our public library.
- I feel very ... for losing my friend's book.
- Everyone was ... with our new library.
- The person was caught because of ... against the rule.
- I have to ... a lot to be able to buy my sister a copy of Harry Potter book.
- We have to wait ... in a queue to borrow the book.
- I try to be ... to all my friends.
- The man ... the boy for trespassing his house.
- The thief was ... a year in prison.
-

Post Reading

Work in small groups and then retell the story entitled The Four Friends. You may use the points in Task 1& 2.

FOCUS ON GRAMMAR

Simple Past Tense

Notice

The simple past tense affirmative form of regular verbs is the same as the past participle.

Affirmative : *Bill went to Paris. He enjoyed himself.*

Negative : *He didn't buy anything. He didn't pay for the dress.*

Question : *Did you look at the shop? What did she buy?*

Use the simple past tense for a completed action in the past. Compare: *He lived in London for ten years. (He doesn't live there now.)*

She has lived in London for ten years. (She still lives there.)

Time signals :

Yesterday

Last.....(Sunday)

..... (a year) ago

Activity 1

Make affirmative, negative and interrogative the following sentences.

- (+)They found a hotel near the centre of Paris. (-), (?)

2. (+) They had bad weather in Paris. (-), (?)
3. (+) It rained a lot in Paris. (-), (?)
4. (+) They went to the theatre in Paris. (-), (?)
5. (+) Kate spent a lot of money in Paris. (-), (?)
6. (+) They thought the food in Paris was expensive. (-), (?)
7. (+) They understood the newspaper in Paris. (-), (?)

TO BE (PAST)

Was	I, He, She, It
Were	You, We, They

Example: She was there last night.

Activity 2.

Fill the blanks with suitable forms of to be, make negative and interrogative the following sentences.

1. I at home yesterday.
2. They in Paris last year.
3. Bill and Kate students two years ago.
4. We a very good team ten years ago.
5. He very handsome before getting an accident three months ago.

Past Tense (question form)

Activity 3.

Change the following sentences to questions beginning with the question word in parentheses.

- a. He arrived at ten o'clock. (What time) (What time did he arrive?)
- b. They sold their home last week. (When)
- c. The meeting began at eight – thirty. (What time)
- d. The tickets cost three dollars. (How much)
- e. He paid for the car by check. (How)
- f. He invested ten thousand dollars in the stock market. (How much)
- g. They sat in the first row. (in which row)
- h. He spoke to them in french. (In what language)
- i. The meeting lasted two hours. (How long)
- j. It began at eight o'clock. (What time)
- k. He telephoned her at two o'clock. (What time)
- l. He went to New York to see some friends. (Why)
- m. They ate lunch in the school cafeteria. (Where)
- n. They mentioned it to him three or four times. (How many times)
- o. He worked there for five years. (How many years)

FOCUS ON WRITING

A Discuss this model

1. Folkstale: a story about citizenry.

Why do the moon and the sun never appear together?

Long, long ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.

One day, the Sun shone brightly so that it almost burned the moon. The sun light hurt the moon's eyes very much. This made the moon blind.

Meanwhile, The moon left the sun although the sun had apologized to the moon.

The sun loved the moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the moon.

That's why the sun shines during the day and at night the moon appears they will never reunite again.

B Pair work

- a. Who were the characters in the story
- b. Who were main characters in the story
- c. When did the story happen?
- d. Where did the story take?
- e. Did they have problem? Mention them briefly!
- f. Did they solve the problem? Mention them briefly!
- g. Can you get any moral value from the story? Mention them briefly!

Explanation

Parts of the text

The texts in this section are narrative texts. Narrative text is a text that tells about a story. The purpose of the story is to amuse or to entertain the reader with the story. A narrative text usually has three main parts: orientation, complication, and resolution

Orientation It tells about the setting in time and place, and characters.

Complication This part tells about problem to be solved by characters.

Resolution It describes the solution to the complication and it gives a suitable ending to the story.

C Individual work

2. Fables: a story about animals.

The fox and the crow

An ugly black crow perched on the branch of a tree. She just stole a tasty piece of cheese and was about to enjoy her cheese. Just then a dark brown fox passed by. He was very hungry. The he saw the food in the crow's beak. His mouth watered, so he thought of a clever plan to get the cheese. The fox looked up at the crow, he said," I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could bee queen of the birds!" the crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud "caw!" of course when she opened her beak, the piece of cheese fell to the ground. The fox happily snatched up the cheese and laughed. He said, "My dear

crow, your voice is fine but your opinion is not. You shouldn't believe everything you hear!
Thanks for the cheese.

- a. Reread the text above and identify the parts of the text.
- b. Make your own story you like by including the orientation, complication, and resolution.
You may begin your story with:

Once upon a time

You may begin your story with:

Long, long time ago.....

You may state the problems in your story with:

One day

You may end your story with:

Finally

UNIT 2
ONCE UPON A TIME

FOCUS ON PRONUNCIATION

The Pure Vowel /a/

How to pronounce this consonant

The tongue

Both the front of the tongue and the back of the tongue are low in the mouth when you make this sound, and so the air passes through a wide opening

The mouth and the lips

The mouth is wide open and the lips are rounded

Length

/a/ is a long vowel. Remember, however, that is made shorter when it comes before a voiceless consonant. It is longer when it comes before a voiced consonant.

Activity 1

Listen and repeat!

Cart, calm;

dark, darn;

lark, lard;

Spelling

/a/ is usually spelled as:

'a' (e.g. father, tomato, after)

'ar' (e.g. farm, large, part, arm)

But, it can also be spelled as:

'al' (e.g. calf, palm, half, calm)

'ear' (e.g. heart)

'au' (e.g. laugh)

'er' (e.g. clerk, sergeant)

Activity 2

Underline these pairs of words that belong to pure vowel /a/.

had hard

cap carp

Pam palm

bad bard

Pack Park

ant aunt

pat Part

FOCUS ON LISTENING

Finding Main Idea

Activity 1

A.12. Listen to the lecture and take notes on a separate piece of paper. Then circle the correct answer.

1. What is the main idea?
 - b. grades 1 to 3 having one teacher
 - c. students of the same grade and age in one class

- d. country schools combining different grades in one class
 - e. going to school in the country
2. Which phrase introduces the main idea?
- a. The point I want to make
 - b. What I'd like to talk about is
 - c. In many countries
 - d. For example

Activity 2

Listen to the dialogues and underline the two words that are contracted.

1. Thanks, but I have to go. I will see you at school tomorrow, OK?
2. I have too much homework to do. We will talk to her, but not today.
3. She is interested, but it is hard for her to find the time.
4. Oh, but I think you will like our school. It is the best school in the city.

Activity 3

C.14. Listen to the dialogue and take notes on a separate piece of paper. Then write the details.

Jasmin's schedule

Science class
 Time : _____ Place : _____

Math class
 Time : _____ Place : _____

Abby's schedule

Science class
 Time : _____ Place : _____

Math class
 Time : _____ Place : _____

THANKING

Useful Expressions:

- | | |
|--|--|
| <p>a. Formal thanks</p> <ul style="list-style-type: none"> - Thank you very much - Thank you for (your help) - Thank you for (inviting me) - I'm very grateful for.... <p>b. Less formal thanks</p> <ul style="list-style-type: none"> - Thanks a lot - Thanks | <p>Responses</p> <ul style="list-style-type: none"> - you're welcome - don't mention it - it's pleasure - it doesn't matter - don't worry, it's my job - that's all right - never mind, fine, okay, etc |
|--|--|

Activity 1

Practice in front of your class with your friend by using “*thanking expressions*” based on the situations given!

1. Pretend that you meet your friend who has already got a new job. You want to say congratulation to him and also say “thank you” due to his help to you.
2. You forget to bring money when you eat out at your canteen and your friend pays for your food.
3. You return the flash disk that you have borrowed to your friend.
4. Your friend is celebrating his graduation from Vocational School degree and he treats you to eat at KDL.
5. Someone finds your book and returns it to you.

Activity 2

Complete the following sentences used to show regrets and apologies

- I regret to tell you that
- I am sorry that
- I am afraid I won't be able to
- Please forgive me for
- I apologies

Activity 3

Study the dialogue below then practice it with your partner.

- Mr. Reed : So, you're looking for a job.
Are you interested in working full time?
- Meg : Yes, I am
- Mr. Reed : And where do you go to school?
- Meg : George Washington University.
- Mr. Reed : Oh, yes. I read all that on your application latter.

When will you graduate?
 Meg : Next year. I only have one more year
 Mr. Reed : Do you have any special skills or interests?
 Meg : Well, I can use a computer and I know how to speak Spanish, and in my free time, I like reading.

Activity 4

Do in pairs to make dialogue based on the following case.

Your friend invites you to come to her birthday next Sunday but you can't because you will go with your family.

Activity 5

Perform the dialogue you have prepared in front of the class.

FOCUS ON READING

Pre Reading

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

Generic Structure	Lexicogrammatical features
<ul style="list-style-type: none"> • The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation • How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication. • How the problem is solved or ended is called the resolution. • The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story. 	<ul style="list-style-type: none"> • use of particular nouns to refer to or describe the particular people, animals and things that the story is about; • use of adjectives to build noun groups to describe the people, animals or things in the story; • use of time connectives and conjunctions to sequence events through time; • use of adverbs and adverbial phrases to locate the particular incidents or events; • use of past tense action verbs to indicate the actions in a narrative; • use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Whilst reading

Read the following story and answer the questions.

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times Androcles and the Lion (Greece).

Long, Long Time Agoroaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him. Poor Androcles was

hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him

It kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen. Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. Plucking up courage he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master.

Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished the public could enjoy the scene of a fight between them and the wild beasts. So Androcles was sentenced to be thrown to the lions, and on the appointed day he was led forth into the Arena and left there alone with only a spear to protect him from the lion. The Emperor was in the royal box that day and gave the signal for the lion to come out and attack Androcles. But when it came out of its cage and got near Androcles, what do you think it did? Instead of jumping into him it fawned him and stroked him with its paw, it made no attempt to do him any harm.

It was of course the lion which Androcles had met in the forest. The Emperor, surprised at seeing such a strange behavior in so cruel a beast, called Androcles to him and asked him how the lion lost all its cruelty. So Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for his having relieved it of the thorn. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

Adapted from: www.storiestogrowby.com

1. Who is the main character in the story?
2. Who is Androcles?
3. How did he feel when he heard the lion's roar?
4. What happened when the lion approached him?
5. Why did the lion limp?
6. What did Androcles do to the lion?
7. What did the lion do in return to Androcles' help?
8. What happened to Androcles after he was caught by the soldiers?
9. In the arena, what did the lion do to Androcles?
10. What did the emperor do seeing the lion's behavior?
11. How did the story end?

Task 2

Complete the sentences with the suitable words in the box.

Fawn stumble game sentence roar pardon
limp swollen Weary fond thorn flee

1. I'm really ... of the story because it is very exciting.
2. The prisoner was ... to death.
3. Rose's stems are full of
4. The king ... him for his mistakes.
5. The lion ... loudly.
6. The old woman looks very
7. The lion eat its ... very fast.
8. I can't walk properly with my ... ankle.
9. The lion ... on its cub.
10. It was dark that I ... down.

Read this story and follow the next instruction!

Beware of Mean Friends (A Story from India)

Once upon a time, there lived a Lion by the name of Madotkata in a forest. He made friend with three other animals, a crow, a jackal, and a wolf. The lion was sincere with their friendship, but the three animals made friend only to take advantages from the Lion. They knew that the Lion was the King of the forest and friendship with such fierce creature would always help them. They didn't have to make any efforts to search for their food, as the Lion usually give his leftover meals to them. Moreover, they became powerful as they were next to the King of the forest.

One day the three animals, jackal, crow, and wolf, spot a camel which didn't belong to the forest. The camel seems to be trying to find his way out of the forest. The Jackal suggested to kill the camel. The Wolf suggested to inform the Lion instead since the camel is too large for them to kill. The Crow agreed with the idea given by the Wolf.

They told the lion that there is a lost camel and that it would be a great meal for them. The lion roared loudly on hearing this and said, "What are you saying? The Camel has come for refuge in my kingdom. It is unethical to kill him like this. We should provide him the best shelter. Go and bring him to me". All of them got shocked hearing what the king had said. But, they obey what the lion had told them to do and bring the camel to him. At first, the camel was scared but then he was assured by the kindness of the king. He then considers the lion, the crow, the jackal, and the wolf as his friends.

One day, when the Lion was hunting for food, he had a struggle with a mighty Elephant. The Lion got badly injured in the struggle and became incapable of hunting for his food. Stricken by bad luck, the Lion had to suffer without food for days. Because of this, his friends also had to go hungry for days as they are totally depended on the Lion's kill for their food. But the Camel was satisfied grazing around in the forest.

All the three friends got worried and decide to persuade the Lion. They said, "Your Majesty, you are getting weak day by day. We can't see you in this miserable condition. Why don't you

kill the Camel and eat him?” The Lion roared, “No. How can you think of such thing? He is our guest and we should not kill him. Don’t give such suggestions to me in future”. As the jackal, the crow and the wolf had set their evil eyes on the camel; they met once again and set up a plan to kill the Camel.

They went to the Camel and said, “Dear Friend, you know our King has not eaten anything from the past many days. He is unable to go for hunting due to his wounds and sickness. Under such circumstances, it becomes our duty to sacrifice ourselves to save the life of our king. Come with us, we will offer our bodies to make his food”. The Camel didn’t understand their plan, but innocently he nodded in favor of their plan.

First of all, the Crow came forward and said, “Your Majesty, we didn’t succeed in getting any food for you. I can’t see you like this. Please eat me and make me obliged”. The Lion replied, “Dear, I will prefer to die than to perform such a sinful deed”. Then, the Jackal also did the same thing to the lion. And the Lion also reject killing him. After that, the wolf came forward and offered his body to the Lion, but he also reject his offer.

The Camel, who was watching the whole scene felt reassured of his safety and also decided to go forward and complete the formality. He marched forward and said, “Your Majesty, why don’t you kill me. You are my friend. A friend in need is a friend indeed. Please allow me to offer you my body”.

The Lion think that the offer was appropriate, as the Camel himself had offered his body for food, his ethics were maintained. The Lion attacked the Camel at once, ripped open his body and tore him into pieces. The Lion and his friends ate the delicious flesh to their fill. They feasted on the poor Camel for days together.

Taken from: www.culturalindia.net

A lion made friend with a wolf, a jackal and a crow. Lion’s friends are loyal and willing to be friends only because of the lion’s willingness to share his food. On day Lion’s friend spot a lost camel and they want to kill the camel. Because the camel is too large for them to kill, they tell the Lion and suggest him to kill the camel. But the Lion refuse to kill a lost animal in his kingdom. He asks to treat him as a host.

.....

FOCUS ON VOCABULARY

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings, and use them in context.

Nouns	Verbs	Expressions
flight	plan	have a good time
fun	stay up	have a great time
midnight		have fun
		have trip
Other words and expressions		
Nouns	Verbs	
concert	attend	repeat
laboratory	call up	return
sentence	decide	talk

tape

finish
laugh

try

FOCUS ON GRAMMAR

The Past Continuous Tense (was / were + ing)

Example :

While I was bathing in the river, I heard a fearful cry.

When you called me, I was listening to the radio.

He was watching television all day yesterday.

Time signals

- When - while - as
- All day yesterday
- The whole day yesterday

Activity 1.

Use the words parentheses to complete the sentences. Discuss the meaning of the phrase “in progress.”

1. Paul started to eat dinner at 7:00. At 7:05, Mary came. Paul (eat)
When Mary (come)..... at 7:05.
2. Bobby was at home yesterday evening. His favorite program was on television last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called. When Kristin (call) at 8:30, Bobby (watch)..... TV.
3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00. At 10:00, Rosa (play)..... her guitar.

Activity 2.

Combine the sentences. Use **while**.

1. I was studying last night.
Rita called.
While I was studying last night, Rita called.
Rita called while I was studying last night.
2. Someone knocked on my apartment door.
I was eating breakfast yesterday morning.
3. I was cooking dinner yesterday evening.
I burned my hand.
4. Yoko raised her hand.
The teacher was talking.
5. A tree fell on my car.
I was driving home yesterday.
6. I was studying last night.

FOCUS ON WRITING

A Individual work

Characters

In every story there are always characters. The writer usually introduces the characters at the beginning of the story. In introducing the characters, the writer describes the characteristics or the appearance of the characters. In this case, the writer usually uses a lot of adjectives

An ugly black crow perched on the branch of a tree. She just stole a tasty piece of cheese and was about to enjoy her cheese. Just then a dark brown fox passed by. He was very hungry. The he saw the food in the crow's beak. His mouth watered, so he thought of a clever plan to get the cheese. The fox looked up at the crow, he said," I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could be queen of the birds!" the crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud "caw!" of course when she opened her beak, the piece of cheese fell to the ground. The fox happily snatched up the cheese and laughed. He said, "My dear crow, your voice is fine but your opinion is not. You shouldn't believe everything you hear! Thanks for the cheese.

1. Reread the text above and find the adjectives for these two characters:

Characters	Adjectives of appearance
The crow	
The fox	

VERB

Verb in a narrative text are usually in the form of past tense, except in the direct speech. There are two kinds of verbs: relational and action verb. 'To be' and 'have' are relational verbs. We usually use them to describe the characteristics of characters or things. To describe the characters' action we use the action verb.

2. Reread the text and find some sentences with relational and action verb verbs.

Relational verbs	Action verbs
Your voice is fine	She opened her beak

Time Sequence of Events

The time sequences are usually written in the story to order the event first, second, the last. We usually use them to easy read the chronologic story. Therefore, the reader will follow the story step by step. For example, the first, the second and the last or firstly, secondly, and finally; next, then, after that, and finally.

3.

UNIT 3 TELLING FOLKTALE

FOCUS ON PRONUNCIATION

Alphabet: J

How the sound is made

The sound /j/ is a semi-vowel. It is pronounced more like a vowel than a consonant because the air is not stopped or forced through a narrow space. The shape and movements of the tongue are important when you make this sound.

Where the sound is made

The front of the tongue is near the alveolar ridge but does not touch it. It is pulled away from this position very quickly. Be careful that the tongue does not touch the alveolar ridge or you may make a /d/ or /dʒ/ sound.

Voicing and length

/j/ is voiced so the vocal cords vibrate when you make this sound. It is quite a short sound.

Activity 1

Put your hand on your throat and say /j/. You should feel the vibration of the vocal cords when you make this sound.

Spelling

/j/ is usually spelt as:

‘y’ (e.g. young, yes)

‘I’ when followed by another vowel (e.g. onion)

It often comes before the following vowels:

‘u’ (e.g. pure, cure)

‘ew’ (e.g. few, new)

‘eau’ (e.g. beauty)

‘eu’ (e.g. feud)

Activity 2

Repeat these pairs of words. Underlined the words which has semi vowel /j/

Yet	ate
Due	do
Yearn	earn
Yon	on
Hue	who
Used	oozed
Beauty	booty
Yam	am
Yawning	awning

FOCUS ON LISTENING

Dinner on the Grass

Cover the dialog and listen!

Anna just came home from work. Ben made dinner

Anna Do you need help with (1) _____?

Ben No thanks. (2) _____ ready.

Anna (3) _____! Are we having chicken?

Ben No, I made (4) _____

Anna Any vegetables?

Ben Yes, (5) _____ and tomato salad. Did you pick up some (6) _____ at the bakery?

Anna Yes. And lemon cheesecake.

Ben Lemon cheesecake? That sounds ... interesting.

Anna I tasted it. It's (7) _____!

Ben Let's eat in the backyard. OK?

Anna Good idea! It's (8) _____ pretty this evening.

Ben (*carrying the steak and salad out*) Can you get plates and napkins?

Anna OK. I'll be back in a minute. Should we sit on this (9) _____?

Ben Let's sit on this blanket on the grass.

Anna (*sitting*) Mm. It (10) _____ delicious. I can't wait to eat.

Uh-oh . . . did you feel that? I think it's beginning to rain.

Ben (*standing*) It (11) _____! Can you help me bring everything back in?

FOCUS ON SPEAKING

Asking / Stating Plans

Study the following dialog below.

Denias: Virga, are you doing anything tonight?

Virga: Yeah, I'm planning to rent some movies and spend the night watching them.

Denias: Well, it sounds good. But, actually I've got 2 tickets to watch a play tonight at 7 p.m. at city hall. I wonder if you're interested to go with me.

Virga: A play? Tonight? Are you sure? Isn't it supposed to be on Thursday?

Denias: No, it's playing on Friday, tonight! You must have got the wrong information. The play is entitled The Fairies' Cake. It's adapted from a fairytale.

Virga: Well, it sounds really interesting, but you're a bit too late. I've rented the movies.

Denias: Oow, come on Virga. You can always watch them next time, while the play is only played tonight! You're not going to let me down, are you?

Virga: But I have to return the movies on time, unless I'll be fined.

Denias: Wait a minute, when did you rent the movie? Remember that if you rent more than 5 movies, you'll get a day extra.

Virga: I rented them today, Friday 18th. So ...ehm...I have to return them on Sunday 20th.

Denias: So?

Virga: All right then!

Denias: Okay, I'm sure you'd enjoy the play more!

In the conversation between Virga and Denias, you find these expressions:

“Are you doing anything tonight?”

“I am planning to rent some movies and spend the night watching them.”

The words in bold signify a pattern of sentences to express future time. You can use the pattern to say your activities in future time. The pattern is used when the sentence concerns a definite plan, a definite intention, and a definite future activity.

Here are other examples.

- I am going to a play tonight.
- She is planning to be a fairy in the play
- Are you planning to prepare for the play?

Activity

Make a dialogue talking about an agenda for a week with your plans. Then, exchange information with your partner on things you plan to do.

FOCUS ON READING

Pre Reading



- Do you know what picture above?
- Do you know the story of the picture above?
- Who are the characters?
- Where did it happen?

Task 1

Read the following story and complete the table.

A Story of Friendship

One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, “Why would anyone bring home all his books on a Friday? He must really be a nerd.” I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying, and I

saw them land in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I jogged over to him as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I said, “Those guys are jerks. “They really should get lives.” He looked at me and said, “Hey thanks!” There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to a private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid. I asked him if he wanted to play a little football with my friends. He said yes.

We hung out all weekend and the more I got to know Kyle, the more I liked him, and my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, “Boy, you are gonna really build some serious muscles with this pile of books everyday! “ He just laughed and handed me half the books.

Over the next four years, Kyle and I became best friends. When we were seniors we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor and I was going for business on a football scholarship.

Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was so glad it wasn't me having to get up there and speak. Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than I had and all the girls loved him. Boy, sometimes I was jealous! Today was one of those days.

I could see that he was nervous about his speech. So, I smacked him on the back and said, “Hey, big guy, you'll be great!” He looked at me with one of those looks (the really grateful one) and smiled. “ Thanks,” he said. As he started his speech, he cleared his throat, and began. “Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach...but mostly your friends... I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story.”

I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. “Thankfully, I was saved. My friend saved me from doing the unspeakable.”

I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his Mom and dad looking at me and smiling that same grateful smile. Not until that moment did I realize it's depth. Never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse. God puts us all in each others' lives to impact one another in some way.

Taken from: Pauline-indo-sun.blogspot.com

A Story of Friendship

When and where the story take place, and the characters:

Problems:

How the problem(s) is/ are solved:

How the story ends:

Post reading.

Make a summary based on the story above. Not more than 250 words.

FOCUS ON VOCABULARY

The following is a list of words and expressions used in this unit, together with other related items. Study and find their meanings and use them in context.

noun	Adjectives	expressions
common room slippers	big fancy new old small	look like

OTHER WORDS AND EXPRESSION.

noun	verb	adjective	adverbs
gym ocean pool track	rest	exhausted	afterwards

FOCUS ON GRAMMAR

SIMPLE PAST TENSE OF IRREGULAR VERBS.

Observe the past tense forms of these verbs. Note that spelling of *read* is the same in the present and past, but pronunciation is different.

drink	→	drank	run	→	ran
drive	→	drove	sleep	→	slept
feel	→	felt	swim	→	swam
meet	→	met	wear	→	wore
read	→	read	write	→	wrote

- I *drank* a cup of tea for breakfast
- Mr. Budi *drove* to work yesterday

- Linda *felt* very tired this morning
- She *met* her friends at school
- Ann *read* a good book last night
- The children *ran* to school
- Tom *slept* until ten this morning
- We *swam* in the ocean last summer
- Mary *wore* a bikini at the beach
- Dwi *wrote* a letter to her parents yesterday.

Activity 1

A. Fill in the blank spaces with the correct forms of the verbs given in parentheses. Use the past tense.

1. Bob (sleep)_____ eight hours last night.
2. He (get up) _____ early this morning
3. He (read)_____ his homework assignment and (write)_____ the answers to some questions.
4. Bob (eat)_____ breakfast and (leave)_____ for school. he (drive)_____ his father's car.
5. First, he (go)_____ to the gym.
6. He (meet)_____ his friends there.
7. Everyone (wear)_____ gym shorts and tennis shoes.
8. They (run)_____ around the track.
9. Afterwards, they (swim)_____ in the pool.
10. Bob (feel)_____ exhausted.
11. He (drink)_____ some water and rested for a while.

B. Answer these questions according to the model. Use the past tense of the irregular verbs in this lesson.

Model: when did you sleep eight hours?

I slept eight hours last night. (Last wednesday, last week, etc).

1. When did you drink some water?
2. When did you read the newspaper?
3. What did you wear yesterday?
4. Where did you drive last week?
5. Where did you meet your friends?
6. When did you write to your parents?
7. When did you run to class?
8. When did you swim last week?
9. When did you feel tired?
10. When did you sleep ten hours?

FOCUS ON WRITING

Write a fairytale in a modern setting based on your most unforgettable experience either exciting or frightening by following the points below. Then, have your friends comment on the tale you created.

1. Who were involved?
2. When did it happen?
3. Where did it happen?
4. What happened?
5. How did it happen?
6. How did the story end?

UNIT 4
A LONG TIME AGO.....

FOCUS ON PRONUNCIATION

THE PURE VOWEL /i:/

How to pronounce this vowel

The tongue

Your front of the tongue should be very high and to the front of the mouth. If you move your tongue too far forward you will stop the air, but try to put it as far as you can without doing this.

The lips and the mouth

The lips should be spread and the mouth should be slightly open

Length

/i:/ is a long vowel, but remember it may be changed by the sound that comes after it in the word. It may be longer if it is followed by a voiced consonant and shorter if it is followed by a voiceless consonant.

Spelling

/i:/ can be spelt in these ways:

- 'ee' (e.g. three, cheese, leek)
- 'ea' (e.g. season, leap, seat)
- 'e' (e.g. be, these, complete)
- 'ie' (e.g. piece, siege, belief)
- 'ei' (e.g. seize, receive, key)
- 'i' (e.g. police, machine, prestige)

Read the following dialogue, and underline the word which pronounce pure vowel /i:/:

Pete is walking through the town where he lives and is stopped by a policeman.

Policeman : excuse me, have you seen a green car go by?

Pete : a green car? No, I'm sorry I haven't.

Policeman : you see, there's been a robbery at the key factory.

Pete : oh, what did they steal?

Policeman : a lot of keys and fifteen thousand pounds

Pete : fifteen thousand? But why keys?

Policeman : they're all copies of the prison keys. The thieves will probably set their friends free.

Pete : your chief won't be very pleased, will he?

Now look at these questions!

1. Which tone does Pete use in line 4?
2. What is won't the short form of?(line 9)
3. Where are all the stresses in line 3?

FOCUS ON LISTENING

Part 1

This is the first part of the story of Ramayana, but the paragraphs are mixed up. Put them in the right order.

A. But their happiness did not last long. Kaikeyi, one of Rama's step mothers was unhappy. She did not want Rama to be the next king. She ordered Dasarata to send Rama to the forest for fourteen years. The obedient son, Rama left for the forest, with his loyal wife Sita and favourite brother, Laksamana.

B. Once upon a time, in the province of Ayodya, a king called Dasarata lived peacefully with his three wives, Kausalya ,Kaikeyi, and Sumitra. They had four sons, Rama, Barata, Laksamana, and Satruguna. All four princes grew up happily and turned into fine warriors. Laksamana and Rama were best friend. Both Rama and Laksamana liked traveling.

C. One day during their travels, Rama joined a groom hunting ceremony held by king Janaka for his daughter, Sita. In the ceremony, whoever could lift the heavy bow could marry the beautiful princess. One by one, the kings who came for the ceremony, failed to lift the bow. However, when Rama tried, he lifted it easily. Rama married Sita and they returned to Ayodya as a happy family.

Part 2

Listen and check your answers.

Read the above story again in the correct order.

Match the main ideas with each paragraph.

- | | |
|---|----------------------|
| 1. Introduces the characters and places | Paragraph one_____ |
| 2. begins the story line | Paragraph two_____ |
| 3. Adds details and a problem arises | Paragraph three_____ |

FOCUS ON SPEAKING

PERSUADING

Study the following dialogue below.

Virga : Denias, you told me that the play is adapted from a fairy tale. Have you heard or read the story? The title sounds so interesting

Denias: Yeah, I have ever heard the story told by my English teacher.

Virga : Won't you tell me the story, please.

Denias: Hey, it's not going to be interesting if you know the story!

Virga : Ow, come on Denias. How can I persuade you to tell me a bit about the story?

Denias: Trust me! It's not going to be surprising if I let you know the story!

Virga : But, in fact, you knew the story before. I think it would be a pity if we didn't know the story first.

Denias: Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.

Virga : All right, may be you're right.

In the conversation between Virga and Denias, you find:

Denias : " Come on Virga"... "You're not going to let me down, are you?"

The expression above is commonly used in persuading someone.

Here are other expressions.

- Can I/Could I/Couldn't I persuade you...?
- How can I persuade you to...?
- Couldn't you be persuaded...?
- Won't you..., please?
- I think it would be a pity if we didn't...

Activity

Make a dialogue dealing with the expression of persuading. Then practice it in front of class!

FOCUS ON READING

Pre Reading

1. Have you ever heard or been told any stories about fairies or elves?
2. Do you believe in fairies and elves?
 - If so, tell your partner why and also tell if you have got any experiences convincing you that they exist.
 - If not, tell your partner why not.
3. Imagine that if you could see either fairies or elves, what would you do?

Whilst Reading

A. Study the following text, then answer the questions!

The Fairies' Cake

There was once a young lady called Lucy who baked the best cakes in the whole world. One day she was stolen away by the fairies, who locked her up in the kitchen in Fairyland. "Make us a cake!" they all demanded. "A big, gooey, crumbly, creamy cake with icing!"

"And what will become of me when I've done the baking?" asked Lucy.

"Oh, we'll turn you into a tree."

"I don't want to turn into a tree," thought Lucy. So she said to the fairies, "How can I make a cake without flour? You'd better fly to my kitchen and fetch me a bag of flour."

So the fairies flitted over to the croft where Lucy lived, and flitted back with a bag of flour.

Lucy shook her head. "How can I make a cake without eggs? You'd better fly to my hen-house and fetch me half a dozen eggs."

So the fairies flew over to the hen-house, and flew back with half a dozen eggs. "But how can I make a cake without sugar?" said Lucy to the fairies.

"You'd better hurry to my cupboard and fetch a bag of sugar." So the fairies fluttered over the croft and found in the cupboard a bag of sugar, and between them carried it back to Fairyland.

"Ouch, but you forgot the baking powder!" cried Lucy. "Do you want a cake as flat as a dinner plate?" And she sent the fairies back for the baking powder. She sent them for the icing sugar, the cherries, the cream and a bowl. And with every trip the fairies grew more and more

tired, until their wings drooped. “There! I’m ready!” said Lucy, putting all the ingredients into the bowl.

“But oh dear, I’m too worried about my poor wee baby to think about cake-making. You must go and fetch him for me to watch over while I cook.”

“Oh, all right,” said the fairies grudgingly. They did not want to go – they were worn out. But how else could they get their cake? They were no sooner back, carrying the baby in his crib, than Lucy looked at her watch.

“Oh goodness gracious! It’s time for my husband’s tea. I must go home and cook him something.”

“Oh no you don’t!” said the fairies. “Let him make his own tea!” But Lucy fell into such fits of giggles that she could neither whisk nor stir. “Make his own tea? Why, he couldn’t butter a slice of bread! Oh, no, you must fetch him so I can explain why his tea’s late.”

So the fairies flapped over to the croft – and flapped back with Lucy’s husband. Then they sat back to back on the floor to catch their breath.

“Did you lock up the cat and dog before you left?” Lucy asked her husband sharply – though she winked an eye as she spoke.

“Er...er, no, I-I didn’t have time.”

“What? The dog and cat not locked up? Why, they’ll scratch the house to pieces! Your fairies will have to fetch them here – no two ways about it!”

The fairies could hardly bring themselves to get up off the floor. But they were so hungry that they wanted a cake more than ever. So they folded their wings across their backs and walked all the way over to Lucy’s croft, and carried back the cat and the dog.

“Now. At last I’m ready to bake the cake,” said Lucy. “But where’s the oven?”

“Oven?” The fairies began to grizzle. “Do you need an oven?”

Lucy laughed and her husband laughed, too. “Of course I need an oven!”

So the fairies crawled over to the croft and staggered back under the gigantic weight of the cast-iron kitchen range.

While they were gone, Lucy said to her husband, “Sing!” And she said to the cat, “Yowl!” And she said to the dog, “Bark!” And she said to the baby, “Cry!”

The door flew open, and in came the oven. The fairies set it down, then sprawled on their little fairy beds, exhausted. But the man was singing. And the cat was yowling. And the dog was barking. And the baby was crying.

“Sssh! Oh shush! Stop!” shrieked the fairies, covering their ears. “Go away, please!” they cried, pulling their pillows over their heads.

“Very well,” said Lucy. “but only if you promise to fetch my oven home tomorrow morning at the latest.”

Then her husband picked up the baby in his crib, and Lucy picked up the cat, and the dog followed on behind. They walked home to a meal of cold pork pie and toasted crumpets.

But Lucy, though she had narrowly escaped being turned into a tree, felt sorry for the fairies with no-one to bake them cakes. So when they brought back her oven, the first thing she did was to bake a big, gooey, crumbly, creamy cake with icing on top, and she left it outside the door. And do you know what? The next morning it was gone.

Taken from: *Golden Press, Australia 1987*

Questions

1. Mention who and what were involved in the story with their characteristics.
2. Why was Lucy stolen away?

3. What would happen to Lucy if she finished baking the cake?
4. List things Lucy needs to bake a cake.
5. How did Lucy escape from the fairies?
6. Finally, how did the story end?

B. Study the explanation below.

It is fun to read fairy tales. By reading fairy tales, you will get entertainment and be amused. Usually, a fairytale deals with actual/imaginative experiences in different ways. Here are some parts in the way fairytales amuse the readers:

- In the first part, it sets the scene. This part tells where and when the story happened, introduces the characters of the story: who and what is involved in the story (orientation).
- The second part of fairytales tells the beginning of the problem of the main characters (complication).
- Later, the problem is resolved (resolution).
- Finally, the last part of the fairytale is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer (coda).

Common grammatical features of narrative texts include:

- use of adjectives to build noun groups to describe people, animals or things in the story
- use time connectives and conjunctions to sequence through time
- use of past tense action verbs to indicate the actions in a narrative text

Post Reading

Make a summary of the fairy tales entitles *The fairies' cake*. Your summary should be around 150 words.

FOCUS ON VOCABULARY

Find the meaning of the following words below:

- gooey (Adj) :
- crumbly (Adj) :
- icing (N) :
- flour (N) :
- fetch (Adj) :
- flitted (Adj) :
- croft (N) :
- fluttered (Adv) :
- drooped (Adj) :
- grudgingly (Adv) :
- crib (N) :
- gracious (adj) :
- giggle (N) :
- flapped (Adj) :
- staggered (Adj) :
- shrieked (Adj) :
- yowl (Adj) :

REFLEXIVE PRONOUN

Subject		Reflexive Pronouns
I	-----	myself
YOU	-----	yourself
HE	-----	himself
SHE	-----	herself
IT	-----	itself
WE	-----	ourselves
THEY	-----	themselves
YOU	-----	yourselves

We use reflexive pronouns to refer back to the subject of the sentence.

The man shot *himself*.

She burned *herself*.

We also use reflexive pronouns to give emphasis to someone or thing mentioned in the sentence.

I *myself* will do the work.

The car *itself* was undamaged.

Activity.

Supply the necessary reflexive pronouns.

1. The little girl hurt when she fell.
2. We protect from the rain with an umbrella.
3. The girl taught to sew.
4. Both boys taught to swim.
5. We all enjoyed at the concert last night.
6. The children amuse with the kitchen.
7. The policeman shot by accident.
8. Did you enjoy at the party last night?
9. You will cut with that knife if you are not careful.
10. I once cut badly with the same knife.
11. I blame for all that trouble.
12. She likes to look at in the mirror.
13. My father shaves every morning.
14. Helen cut on a piece of glass.
15. The child is not old enough to dress

When we use a reflexive pronoun with **by**, we mean “ alone “ or “without any help “

She lives *by herself*.

He built this house *by himself*.

Activity.

In place of the word alone, substitute the preposition by and the required reflexive pronoun.

1. He went for a walk in the park alone.
(He went for a walk in the park by himself.)
2. They made the long trip through the woods alone.
3. I don't like to go to the movies alone.
4. Helen, however, prefers to go to the movies alone.
5. John likes to take long walks in the woods alone.
6. The old man lives alone in a cabin in the woods.
7. John works alone in a small office.
8. My aunt, although she is rather rich, prefers to live alone.
9. Do you like to eat alone?
10. I went to the opera last night alone.
11. The girls will study alone in one group and the boys will study alone in a second group.
12. One shouldn't spend too much time alone.
13. She sits alone and stares out the window all the long.
14. I can finish this work alone.
15. He prefers to do his homework alone.

FOCUS ON WRITING

Write a fairytale in a modern setting based on your most unforgettable experience either exciting or frightening by following the points below. Then, have your friends comment on the tale you created.

1. Who were involved?
2. When did it happen?
3. Where did it happen?
4. What happened?
5. How did it happen?
6. How did the story end?

UNIT 5
LET ME TELLING YOU A WONDERFUL THING!

FOCUS ON PRONUNCIATION

THE PURE VOWEL /ɑ:/

How to pronounce this vowel

The tongue

Your front of the tongue is at the bottom of the mouth and just behind the bottom teeth. The tongue is lower than it is for /æ/.

The lips and the mouth

The mouth is open wider than it is for /æ/. Check the shape of your lips when you are saying this sound by looking in the mirror.

Length

/ɑ:/ is a long vowel. Remember, however, that it can be made a little longer when it is followed by a voiced consonant, and shorter when it is followed by a voiceless consonant.

Spelling

/ɑ:/ is nearly always spelt as 'a' (e.g. sat, pat, lack)

Activity 1

Pronounce the pairs of words below. Then underlined the one which pronounce /ɑ:/!

Met	mat	bend	band
Pen	pan	ten	tan
Set	sat	bet	bat
Ketch	catch	wreck	rack
Expend	expand	men	man

Activity 2

Read the following dialogue. and underline the word which pronounce /ɑ:/:

Ann is in the street trying to buy a newspaper. The newspaper seller is shouting to attract customers.

Newspaper seller : Get your Manchester news here: smash and grab at the jewelers.

Ann : really, did they catch the man who did it?

Newspaper seller : yes. Read all about it, accident at Hanley.

Ann : anyone killed?

Newspaper seller : three. Manchester news, tonight's match on the back page.

Ann : who won the match?

Newspaper seller : Hanley Athletic. Do you want a copy?

Ann : No, I know all the news now.

Now look at these questions!

1. Which tone does Ann use in line 4?
2. Where is the street in the word *accident* (line 3)? Is it the same in the word *accidental*?
3. Where are all the stresses in line 2?

FOCUS ON LISTENING

Part 1 (12.8)

Listen to a dialogue between two friends. They have just come back from their long school holiday. Circle T if the statements below are True and F if false.

1. Yudi did not have a good holiday T/F
2. He went to Yogyakarta with his family T/F
3. They went to Yogyakarta by plane T/F
4. He and his family visited Prambanan temple T/F
5. He did not buy any souvenirs T/F
6. Putri did not leaves the town T/F
7. Her cousin comes from Bandung T/F
8. She took her cousin to many places, except the market T/F

Part 2 (13.8)

Now listen to Jossie Caroline about her terrible holiday. As you listen fill in the blanks.

C: hi Josie. How was your holidays?

J: It was _____! You wouldn't believe it!

C: Why what happened?

J: Well it was my fault. I didn't take _____ things.

C: What do you mean?

J: I forgot it was winter in Australia and I didn't take a hat, or _____ or a scarf. I only took _____ so my feet were cold

C: Oh no! where did you go in Australia?

J: I stayed in Adelaide and then I went on a camping trip to _____ Island and forgot to take my toothbrush and _____. I left my towel outside to dry and a _____ ate it. Then on the ferry on the way back I dropped my _____ in the water! Inside was my wallet with all my money in it, my passport, my _____ and my favourite _____. Oh it was awful. I'll never forget that holiday.

C: Oh poor you! Sounds like you had a terrible time.

FOCUS ON SPEAKING

REGRETTING

In pairs, study the expressions below.

Virga : We had a good time, didn't we? It was a great play!

Denias: You're right! Anyway, which part of the play did you like most?

Virga : In the part when Lucy finally regretted for not making the cake for the fairies. What do you think the best part of the play was?

Denias: Ehm, I think the best part was when Lucy tried to prevent the fairies from turning her into a tree.

Virga : Ow, yeah. She did anything to prevent the spell from happening.

Denias: Well, every part of the play was so amusing!

Virga : You can say that again!

In the conversation after the play, you find:

...Lucy finally regretted for not making the cake for the fairies.

The expression above is commonly used in showing regrets.

Here are examples of other expressions.

- Much to my regret I (V1)
- She shows much regrets for (V-ing)....
- I regret to say that...

NOTE:

much to someone’s regret = making someone very sorry

PREVENTING

In the conversation you also find these expressions:

“...Lucy tried to prevent the fairies from turning her into a tree.”

“She did anything to prevent the spell from happening.”

The expression above is commonly used in preventing.

Here are some other expressions.

- I must try to prevent more killing.
- We can’t do much to prevent the river from flooding.

NOTE:

to prevent someone from doing something = to stop someone doing something

Activity 1

What would you say in the following situations? Compare your expressions with your classmate’s.

1. You have promised your friend to see his/her play performance, but suddenly your sister needs your help to finish her homework. Show your regret for not coming to the performance.

Your friend : You have promised you would come!

You : _____ ,

2. You borrowed a book about fairy tale from the school library and you accidentally broke its cover. Express your regret to the librarian.

Librarian : Look what you have done to the book!

You : _____ ,

3. Your class is preparing a drama performance about fairies. One of your friends is in charge of the costume. However, you notice that he/she doesn’t take a good care of it. What would you say?

Your friend : Ouch! I should’ve been more careful taking care of this costume!

You : _____ ,

4. There seems to be a delay on the play your class prepares to perform next week. Then, discuss the problem with your teacher. Try to prevent the delay.

You : _____ ,

Teacher : I can do nothing about this delay.

Activity 2

Work in pairs. Develop the dialogue between A and B about a terrible mistake A has ever made. Use the expressions of regrets and show how A feels sorry about it. Meanwhile, B must prevent A from doing the same mistakes. Then, act out the dialogue to the class.

Student A : Oh my God. Help me please! I don't know what to do!

Student B : What's the matter with you? You look so miserable.

Student A : I have made a terrible mistake! I was out of my mind.

Student B : Calm yourself down. Now tell me what you did.

Student A : _____

Student B : _____

Student A : (expression of regret)

Student B: (expression for preventing)

FOCUS ON READING

Pre Reading

1. Have you ever heard or been told any stories about fairies or elves?
2. Do you believe in fairies and elves?
 - If so, tell your partner why and also tell if you have got any experiences convincing you that they exist.
 - If not, tell your partner why not.
 - Imagine that if you could see either fairies or elves, what would you do?

Whilst Reading

Study the following text, then answer the questions!

Peter and the Mountainy Men

Long, long ago, in the mountains of Switzerland, there lived a rich miller who was very mean. Even when people were starving and pleading for food, he would not help them.

One cold winter's day there was a knock on the mill door. "What do you want?" barked the miller. "Please, sir, could you give me just one small bag of flour?" pleaded a tiny man dressed in a red cap and little green suit. "We need it so badly."

"Buzz off!" shouted the miller. "I've no time for beggars!"

As the dwarf began his long walk back to the mountains, he met a young boy carrying a bag of flour in his arms. It was Peter, the miller's son. "Take this," he whispered, "but don't let my father know I've given it to you."

The dwarf took the bag and tucked it inside his coat. "Thank you, young sir," he said. "I'll not forget your kindness." Then he continued on his way.

One spring morning, several months later, Peter was fishing in a lake up in the mountains when he felt a strong pull on his line. He tugged and tugged, until suddenly, a little figure appeared out of the water. It was the dwarf!

“Why, if it isn’t the miller’s son!” he said, drying himself on a huge leaf. “I’ve been having my annual bath in honour of the Great Day.”

“Great Day?” asked Peter.

“Didn’t you know? Today’s our Great Day of Feasts and Sports. Why don’t you come and join us? It’s great fun and there’s heaps to eat!”

The dwarf dived into the long grass, and pulled out his red cap and green clothes. Then he led the way through a hollow tree trunk to a huge cave in the hillside. This was where all the mountainy people – the elves, the dwarfs and the fairies – make their home.

In the huge cave hundreds of little folk dressed in gaily coloured clothes sat at long, low tables munching cake, jellies and ice-cream. And there were great bowls of fruit and tall jugs of juice.

The dwarf banged on the table for silence. Immediately the chattering and music stopped.

“Dwarfs, goblins, and fairies, this is Peter, the boy who gave us the bag of flour last Winter. He’s here as my special guest for the Great Day!”

The mountainy people clapped and cheered, as Peter sat down at the head table and began to eat, and eat ... and eat. But, long before he had finished, the games began.

There was hurdling over the benches and pole-vaulting over the tables. The leprechauns played and a big crowd gathered to watch the darts match played with goose feathers. Skittles were played with a marble and big fir cones, and for javelin-throwing they used long twigs.

Peter was invited to join in the fun, but refused politely. “I don’t really think it would be fair. After all, I’m so much bigger than you ... and stronger.”

“I wouldn’t count on that,” said a goblin – and he lifted up the bench, Peter and all!

The miller’s son at entranced as the elves rode bareback on racing mice, and the fairies used little wooden boats to race down a stream running through the cave. And all the time there were dwarfs doing handstands and somersaults, sometimes for prizes but mostly for fun.

Then, after a tug-of-war between the goblins and the gremlins, everyone ran out to the top of the mountain and back – and fell down exhausted. Peter picked his way through the tired little bodies, taking care not to step on the fairies’ wings. He crept out of the cave and climbed up the tree trunk back to the lake.

Just as he picked up his fishing rod he heard a voice calling to him. “Wait, Peter, wait for me!” It was the mountainy man. “You’re leaving without your presents.”

“Presents? But it isn’t my birthday.”

“I know it isn’t. I mean your thank-you presents. You gave us flour when we were starving, so please take this whistle in return for your kindness. Just blow it loudly three times and we’ll bring you whatever you want.”

Amazed at all he had seen, Peter could scarcely find words to thank the little man. “And this,” said the dwarf taking a bag from inside his coat, “is a flour bag for your father.”

As the sun was sinking, Peter reached the mill, gave his father the bag and told him that the dwarf had given it to him. “You mean you sneaked out and gave one of my bags of flour to that little beggar?” shouted the

miller. But then he peeped inside the bag ... and found a hundred shining pearls, with a note:

We hope this makes you happy not sad, Mountainy folk return good for bad. The miller felt so ashamed he promised Peter that never again would he turn away anyone in need of help.

So, ever after that, when the first winter snow fell high on the mountains, all the little people visited their friends, the miller and Peter. And they always found the miller's table laden with delicious food.

Taken from: *Golden Press, Australia 1987*

Questions

1. Write down the setting in brief.
 - Who are involved in the story?
 - Where did the story take place?
 - When did the story happen?
2. Write down the chain of events in brief.
 - What did the miller do when a dwarf begged for flour?
 - What did Peter do to the dwarf?
 - How did Peter meet the dwarf several months later?
 - Where did the dwarf ask Peter to go with?
 - In what event was Peter invited to join?
 - What did Peter get as he left?
3. How did the story end?
4. What do you learn from the tale?



FOCUS ON VOCABULARY

miller (N) :	darts (N) :
plead (Adj):	skittle (N):
mill (N) :	fir (N) :
tuck (Adv) :	cone (N) :
dwarf (N) :	twig (N) :
heap (N) :	somersault (N) :
munch (N) :	rod (N) :
hurdle over (Adv):	scarcely (Adv) :
bench (N) :	sneak out (V) :
pole vault (Adj) :	peep (Adj):
leprechauns (N) :	

FOCUS ON GRAMMAR

Using Clauses/Phrases to Express Time

In the text you find:

Even when people were starving and pleading for food, he would not help them.

The clause in bold above is used to show time.

Here are some words or phrases used to show time:

after, as, before, once, since, till, until, when(ever), while, whilst, now, as long as, as soon as, immediately, directly, etc.

Complete the sentences by putting adverbial clauses of time. Number 1 is already done for you.

1. The Fairies began dancing as soon as the rain stopped.
2. _____, the birds start singing.
3. Lucy was turned into a tree _____
4. The fairies came _____
5. _____, cats kill and eat them.
6. _____, the fairies lost their magic spirit.

FOCUS ON WRITING

Activity 1

Use your imagination to develop the unfinished story below. Discuss the ending with your classmate.

The Dancing Fairies

Once upon a time, in Swedish island, there lived a servant called Little Anders. He worked as a groom in the stables of Mr Strale. Little Anders was a dreamer. He dreamed all day and all night about elves and fairies, and he often fell asleep when he was supposed to be working.

And, one hot Midsummer's day, he slept right through the afternoon.

"Wake up, Little Anders," said his master. "It's late! Hurry down to the meadow and fetch my horse. We must lock him up safely dark or the fairies will whisk him away." The full Midsummer moon was shining brightly by the time Little Anders reached the meadow.

Suddenly he heard the strangest music from far above his head. Then, as he listened, a cloud of winged fairies sailed down a moonbeam and landed in the middle of a circle of dark grass, where they danced to the music of fairy orchestra. Leading them was their Queen, who was taller than the others and very beautiful. She wore a silver crown and her dress sparkled with precious stones.

Little Anders crept closer and closer to watch. Then the Queen called out: "Stop! There's a stranger present!" The music ceased, and the dancers stood like statues. "You'd better go home," said the Queen, turning to Little Anders. "Or you may find yourself bewitched." _____

Activity 2

Write a fairytale in a modern setting based on your most unforgettable experience either exciting or frightening by following the points below. Then, have your friends comment on the tale you created.

1. Who were involved?
2. When did it happen?
3. Where did it happen?
4. What happened?
5. How did it happen?
6. How did the story end?

LESSON 6

SURPRISING NEWS

In these units, you will learn how to

3. Pronounce the words based on the topic provided
4. Listen monolog and dialogue related to the topic given
5. Speak using expressions interpersonal and transactional
6. Identify and comprehend the content of the information
7. Improve vocabulary by finding synonym and antonim
8. Learn grammar effectively
9. Write a news item

UNIT 1 IMPORTANT NEWS

FOCUS ON PRONUNCIATION

Pronounce these words below:

- | | |
|--------------|--------------|
| 1. Robber | / r .b / |
| 2. Detective | /di tek.trv/ |
| 3. Grabbed | /græb/ |
| 4. Pants | /pænt/ |
| 5. Plaid | /plæd/ |
| 6. Jacket | / d æk.ɪt/ |
| 7. Ran | /ræn/ |
| 8. Mustache | / m s.tæ / |

FOCUS ON LISTENING

Dialog: the Bank robber

Alice works at a bank. There was a robbery on Saturday. A police detective is asking Alice questions.

Listen to the dialog. Check ✓ the items that describe the man who robbed the bank.

<input type="radio"/> the black pants	<input type="radio"/> a mustache
<input type="radio"/> grabbed	<input type="radio"/> a plaid jacket
<input type="radio"/> A plastic bag	<input type="radio"/> jacket
<input type="radio"/> ran back out	<input type="radio"/> photograph

Questions:

1. What is the description of the robber?
2. How many robbers at that bank?
3. Could you explain the chronological events of that case?
4. Do you think that the woman is quiet sure about her guessing? Now can you be so sure or unsure

FOCUS ON SPEAKING

To compile news item, one needs to first collect information/facts. He/she can get it from interviewing people involved in the event.

Sometimes, however, the news content itself can be sp bizarre or hard to believe that listeners/reader can get really surprised

Expression used in an interview.

Opening the interview:	Asking for information:
<ul style="list-style-type: none"> • Good afternoon • Excuse me, I didn't quite catch your 	<ul style="list-style-type: none"> • Could I ask? • Where was it?

name. <ul style="list-style-type: none"> • Have a good time. • Thanks for your... • It is a bog surprise. • I congratulate you on .. 	<ul style="list-style-type: none"> • I'm calling to find out.. • Do you realize that... • Actually ... • And? • Well, let me see... • First/then/after that/at the end....
---	--

Activity 1:

Make an interview with your friend. Your friend will be the newsreader and you will be the reporter and another friend will be interviewer.

Reporter : good morning, Ann. I am Bayu from Metro TV
 Ann : Hello.
 Reporter : what about _____?
 Ann : Uhm, I personally believe that the truth will be revealed sooner or later.
 Actually, _____
 Reporter : you are a hero, but do you realize that your life could be threatened?
 Ann : _____
 Reporter : _____

Activity 2:

Work in groups of three. Choose one of these activities.

1. Act as a gossip newscaster and a gossip interviewer. Make an interview with your favorite actors or actrees about what has happened to them recently.
2. Act as a breaking news newscaster and an interviewer. Make an intervie with one of the lapindo swamp victims.

FOCUS ON READING

Question:

1. Did you read a newspaper several times ago?
2. Like what informations were heard by you?
3. Could you tell us the news?

Read the following news. Then answer the questions

Cendol yanked out people

Three people died and twelve others were hospitalized on Sunday for alleged food poisoning in Limapuluh Kota Regency, Padang, West Sumatra. Local residents said they got a headache and vomited drinking 'cendol' – small, rice-flour beads used in shaved iced beverages – served during a wedding party in Batu Ampar Subdistrick.

Question:

1. What happened within the news?
2. How many people died based on the newspaper?
3. Who said that is the victim of cendol?

FOCUS ON READING

Look through an English language newspaper.

Newspaper language is not the same as the ordinary English. They prefer words that are usually shorter and distinctive.

Here is a list of newspaper words:

Newspaper words	Meaning	Newspaper words	Meaning
Aid	Help	Key	Vital, important
Axe	Cut, remove	Link	Connection
Back	Support	Move	Step forward
Bar	Exclude, forbid	Ordeal	Painful experience
Bid	Attempt	Oust	Push out
Blasr	Explosion	Plea	Request
Blaze	Fire	Pledge	Promise
Boost	Encourage	Ploy	Clever activity
Boss, head	Manager, director	Poll	Election/survey
Clash	Dispute	Probe	Investigation
Curb	Limit	Quit	Leave, resign
Cut	Reduction	Riddle	Mystery
Drama	Tense situation	Strife	Conflict
Drive	Campaign, effort	Talks	Discussion
Graft	Corruption	Threat	Danger
Gems	Jewels	Vow	Promise
Go-head	Approval	Wed	marry
Hit	Attract badly		

(Taken from: English Vocabulary-Mc. Carthy)

FOCUS ON GRAMMAR

Passive Sentence

- Ali has finished homework
Homework has been finished
- Mr. Hafidz built this campus in 2010
This campus was built by Mr. Hafiz in 2010
- The police released the hostages
The hostages were released by the police
- Mrs. Maria teaches speaking material in the classroom
The speaking material is touch by Mrs. Maria in the classroom

To change active sentence into passive sentence we follow this pattern:

Active sentence:

S + V + O

Passive sentence:

S + tobe + Past Participle

See the changes in this table:

Tenses	Active	Passive
Simple present	He writes a letter	A letter is written
Simple past	He wrote a letter	A letter was written
Present perfect	He has written a letter	A letter has been written
Past perfect	He had written a letter	A letter had been written
Present future	He wil write a letter	A letter will be written

Activity:

Change the words in the brackets into the correct forms of passive.

- The wings of many buildings surrounded the large yard in the palace. Their wall _____ (make) of bricks, and their roofs _____ (bold) up by columns.
- The local residents said that the temple _____ (destroy) by a big earthquake.
- This is only part of the history of Borobudur temple which _____ (know) at present.
- The sea now _____ (call) the Banda Sea.
- The civil servants _____ (order) by the governor to work five days a week.
- That night, the smuggled cigarettes _____ (pack) away into boxes.
- The house fire _____ (puty) out the following morning, the police found the victim's body.

FOCUS ON WRITING

Study this model

- Have you listened or read the important news?
- Where do you usually find the news in your daily life?
- What important thing of the news do you think based on information, knowledge, science, and others?
- Why do we need to read and li...?

Twenty-one killed in road accident

BANGKALAN: twenty-one were killed when vehicles collided on a highway on Thursday near Labang of Bangkalan regency. A newspaper reported on Friday. A policeman said the accident occurred on Thursday when a vehicle carrying 25 passengers and one driver tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers from Surabaya. Around 446 people die each year in road accident in Bangkalan mainly due to recklessness, Jawa Pos.

Jawa pos, september,20 2012

Pay attention on the model of newspaper above and identify what informations which are obtained by us.

Discussion

A news item consists of three main parts:

1. Newsworthy events (gives events in a summary form)
2. Background events (elaborates about what happened/what caused the events).
3. Sources (comments given by participants involved in the events)

Pair work

Work in groups of four. Follow these instructions. Arrange the news below by matching and rewriting the sentences in column A and B in a good paragraph. Then, decide which one is a newsworthy event, background event, and source.

HOT SPOTS DROP TO SIX AFTER RAIN

A	B
1. Recent heavy rain in east java province has reduced....	Wich Fell During The Dry Season This Year, Was Unexpected.
2. "The rain here over the last few days is due to the change in climate in South Asian countries that has caused.....	The Number Of Fires In The Province To Six Spots From 21 In September.
3. Mustain, the head of climatology and meteorology office, said on the Saturday that.....	Flooding In, For Example, Bengkulu, Sumatera. The change in climate in Sumatera has also affected East Java's climate," said Mustain.

(Taken from: Jawa Pos, 2011)

Newsworthy event : _____
Background event : _____
Source : _____

Individual work

Write a news that happened recently by using the following guide to easy start writing.

1. What happened?
2. When did the event happen?
3. Where did it happen?
4. How did the event happen?
5. Why did the event happen?
6. Who says/finds the event?

Editing practice

To easy check of the writing news item, we can use editing guideliness.

No	Questions	Yes	No
1	Does he/she greet his/her audience? Does he/she introduce what program is he/she going to?		
2	Organization Does the news have: <ul style="list-style-type: none"> • News worthy event (when/where did the event take place?) How many people were involved? Who were they? • Background event (how many event are there in the event?) • Sources (who were/are the witnesses or authorities on the event?) 		
3	Reading fluency <ul style="list-style-type: none"> • Is he/she reading the news fluently? • Body language/mimic expression • Is he/she reading the news nervously or in a relaxed manner? • Is he/she smiling once in a while at the audience? • Does he/she always look at the text? • Hos does he/she end the news reading? • Does he/she end by saying goodbye? 		

UNIT 2 SURPRISING NEWS

FOCUS ON PRONUNCIATION

Pronounce these words below:

1. Career /k ɪər/
2. Job /d ɒb/
3. Huge /hju:d/
4. Artists /'ɑ:rtɪst/
5. Singer /sɪŋər/
6. Moment /mə'mɛnt/
7. Often /'ɒf.tən/
8. Perform /pɜːfm/
9. Useless /juːsləs/

FOCUS ON LISTENING

Job Description

Part One

You are going to listen to Shanty being interviewed about her career. Listen and underline the seven mistakes in the text below.

Listen to the recording again and correct the mistakes.

K : How much did speaking French help in getting that particular job?

S : Wow, that was really huge, because they will send you to—let's say Singapore, Philippines to meet a lot of people and international artists, ya. So, if you don't speak English I don't think you can get the same time as an MTV VJ.

K : As a singer is that your main fun at the moment?

S : Yeah. Now, I still host some events here and there but my main thing is my presenting now.

K : How important or how often do you use English in your current sort of time of work?

S : If I perform outside Indonesia, let's say in Brunei and Singapore and Malaysia, which I do now, I use a little English. That's when it comes really useless.

Part Two

Answer these comprehension questions about Shanty.

1. Can Shanty speak English?
2. Was this skill important for getting a job?
3. What is Shanty's main job now?
4. When does she speak English?
5. Which countries has she traveled to?
6. What question would you ask Shanty?

FOCUS ON SPEAKING

Expressing being surprised

Telling surprising news	Responding to believe or not
<ul style="list-style-type: none"> • Guess what! • Surprise! • I've got news, for you. • Do you know what? • You won't believe it! 	<ul style="list-style-type: none"> • Oh, no that's not true • You don't say • Really? That sounds interesting • Seeing in believing • Good heavens. • My goodness! • This is really a surprise!

Activity 1:

Read the following conversation. Pay attention to italic sentences. Then answer the questions.

Arief : *You won't believe this*, but five people were killed in a road accident.

Dono : are you serious?

Arief : they were killed when two vehicles collided.

Dono : *No, I don't believe it.*

Arief : Well, the accident happened when a vehicle carrying wait minute, let me countfive passenger tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers.

Dono : How terrible!

Arief : *Yes, it's awful.* And *do you know what?* 145 people die each year in road accidents.

Dono : *Oh no, that's not true!* Where did the accident happen?

Arief : It was on a highway near the Suramadu Restaurant of Bangkalan.

Dono : Bangkalan? You mean Madura?

Arief : Yes, by the way, don't you know it's also our problem as we can also become one of the victims. So, let's learn to be more disciplined on the street. Am I right?

Dono : Yes, I agree with you, arief?

Activity 2:

Make simple expressions about surprising news in your dialogue as like an example above. You may follow this model dialogue.

A : Good heavens!

B : What's up? It must be amusing news. Tell me about it?

B : Well,

A : Oh, a face changes operation? It's common, isn't it?

B : No, it's different, listen

A :

B :

FOCUS ON READING

Read the following conversation. Pay attention to italic sentences. Then answer the questions.

Arief : *You won't believe this*, but five people were killed in a road accident.

Dono : are you serious?

Arief : They were killed when two vehicles collided.

Dono : *No, I don't believe it.*

Arief : Well, the accident happened when a vehicle carrying wait minute, let me countfive passenger tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passenger.

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Dono : Bangkalan? You mean Madura?

Arief : Yes, by the way, don't you know it's also our problem as we can also become one of the victims. So, let's learn to be more disciplined on the street. Am I right?

Dono : yes, I agree with you, arief?

Question:

1. What made Dono surprised?
2. Why do you think there are so many victims in road accidents?
3. Who are the speakers in the conversation?
4. Pay attention to the italic sentences. What do they mean?

FOCUS ON VOCABULARY

Work in pairs. Match the meaning of the words in column A with ones in column B.

A	B
1. Drug	Ashamed of wrong action
2. Change	Proved to be true
3. Charge	Substance given as medicine
4. Trafficking	Replace
5. Offense	Ask money for something
6. Underwent	Had something happened to you
7. Confirmed	A crime against morality
8. Pleaded	Offered an argument
9. Guilty	Illegal trade

FOCUS ON GRAMMAR

Adverbs of manner in Passive

Activity

Change the active sentences into the passive sentences. Use the adverbs of manner after “to be”(was, were, is, am, are). See the examples.

- The men were badly injured during the blast.
- The house were completely demolished by the workers
- The bungalow is beautifully finished.

1. A terrible tornado damaged the village severely.
2. The historians observed the statue carefully
3. The tsunami completely swept away the whole town
4. Mr. Tain will design wedding gown for his friend beautifully.
5. The husband abused his wife brutally.

FOCUS ON WRITING

Study this model

Exploration:

1. Twenty-one people were killed
S to be V3
2. Vehicles collided on a highway
S V2 O

In writing sentences in news item, we usually use past tense from in active sentence and Passive sentence. To combine two simple sentences, we use coordinating conjunction. We think that we write news item, if we pay attention on the text organization. The organization of news item is divided into three parts:

1. Newsworthy event
2. Background event
3. Source

UNIT 3
THIS IS THE HOTTEST NEWS!

FOCUS ON PRONUNCIATION

Find the meaning and pronounce these following words repeatedly:

- | | |
|----------------|-----------------|
| 1. Attack | / tæk/ |
| 2. Hijack | / haɪ.d æk/ |
| 3. Tanker | / tæ .k r/ |
| 4. Barrels | / bæ.r l/ |
| 5. Ransom | / ræn t .s m/ |
| 6. Coast | /k st/ |
| 7. Cockatoos | / k .k .tu / |
| 8. Sighted | /-saɪ.tɪd/ |
| 9. Archipelago | / .kɪ pɛl. .g / |
| 10. Feared | /fɪə r I d / |
| 11. Endangered | /ɪn dem.d d/ |
| 12. Poachers | / pɔ .t / |
| 13. Illegal | /ɪ li .g l/ |

FOCUS ON LISTENING

As you listen to the recording, underline the mistakes in the following reports. Listen again and correct the mistakes.

- b. Somalia. Yesterday, a band of pirates attacked and hijacked an Indian oil tanker, the Sirius Star, several thousand kilometers out to sea. The tanker was carrying more than four billion barrels of oil. So far no demands for ransom have been made. Between July and November this year, there have been forty-seven pirate attacks on tankers off the Java coast.
- c. Jakarta. Fifteen yellow-crested Abbott's cockatoos have been sighted on Masakambing Island in the Masalembu archipelago off Sumatra. The species was feared to be endangered as only five of the species were last seen in the area in 1989. Poachers had been catching them for the illegal meat trade.

FOCUS ON SPEAKING

The expression used to say believe or not believe are:

Asking if you believe it or not:

- Do you believe it?
- Wouldn't you believe it?
- Can you imagine that?
- You don't believe it, do you?
- Don't you think it's odd that....?

Responding to believe it or not:

- No, I don't believe it

- Are you serious/joking/kidding?
- You must be joking/kidding?
- Oh, no! That's not true!
- You don't say!
- Seeing is believing.

Activity:

Complete the following conversation with expressions of believing.

1. Ali : Hey, guys. Let me tell you something. We're playing a part in serial TV film soon.
 Tejo : _____
 Ali : No, read This letter. It s from our headmaster. The TV crew is coming to our school next week. This class has been chosen for the shooting.
 Tejo : _____
2. Tera : You know what? Nidji is coming to our campus next week.
 Mila : _____
 Tera : Look at this headline. Nidji is touring in Surabaya
 Mila : _____

FOCUS ON READING

Newsworthy	}	Hello listeners, you're still with me Najwa Shihab from Metro TV news.
Events		The latest news for today comes from Bangkalan, East Java. It is about general election that has elected a leader. Here is the news in detail. On general election that was established several times ago had elected the best choice of candidate. General election committee said that the implementation of general election was done two days. Around one million people in Bangkalan had used their right to choose their candidates.
Sources		Jakarta Post, September 20, 2013

Activity 1:

1. Who read the news?
2. What news is in the passage above?
3. How many people were involved in the news?
4. Give the news an appropriate title
5. Who said about general election in Bangkalan?

Activity 2:

Now is your turn to practice news reading in front of the class one by one. You can use the passage above to easy start reading.

FOCUS ON VOCABULARY

Activity 1:

Match the words in column A with their meanings in column B.

A	B
1. Tabloid	a. A magazine usually for children or teenagers, with lots of picture stories and/or cartoons.
2. Journal	b. A magazine which comes out once a week (often on Sunday) as an addition to a newspaper
3. Supplement	c. The name usually given to an academic magazine
4. Magazine	d. Newspaper which focuses more on sensation rather than real news, usually has smaller formats than newspaper, have larger headlines and shorter stories and prefers stories about films stars, violent crimes and gossip
5. Comic	e. Paper-covered and illustrated periodical with stories, articles, etc. by various writers, usually issued weekly or monthly

Activity 2:

Fill in the blank spaces with the suitable words provided in the box.

1. A favorable and an unfavorable comment on a current event which is made by an editor is called an _____
2. A _____ is a story about people in general which is not important but interesting to read.
3. A story which comes from a writer's imagination is called _____
4. A _____ is the title of a report, usually printed in large letter.
5. A picture, imitation of a person stressing certain features to cause amusement is called a _____
6. A _____ is a judgement on literary, arts, music, movie, etc.
7. An _____ is a publication of a certain product which is advertised in newspaper.
8. A writing that is based on facts is called a _____

Criticism	caricature	editorial	report
Fiction	advertisement	human interest	headline

FOCUS ON GRAMMAR

Punctuation

Place comma where they are needed. See the examples:

- Since Jack wrecked his car, he has had no way to get job.
- Mr. Arief is going to go back to his twon after he finishes this semester.

Activity 1:

Now practice with your partner.

1. Even though he desperately wanted tonthe little boy did not take the chocolate.
2. While Sara was getting ready to bed she heard someone fire a gun
3. Because Budi is only seven years old he can not vote yet.
4. Unless the company sells more cars next year it is going to go broke.
5. Although he had good grades and several recommendations Ben did not get accepted by the university.

Activity 2:

Give appropriate punctuation for the following sentences. See the example.

- October 2002, The Strait Times said
- On November 8th 2012, The Jakarta Post reported that the major had been arrested
 1. He told the Jakarta post on Friday
 2. Head of the regental agency Mustain was quoted by tempo news on Sunday
 3. One of the Tera's cousin Yulianto told the Jakarta Post
 4. He looks very positive about the decision miss Mila told the associated.

FOCUS ON WRITING

Study this model

In the previous unit, we had discussed about the news. Now you can read the following nes that provide different information. Then, answer the questions.

Earthquake jolts the Province of Aceh

ACEH (Aceh Post) – A slight earthquake jolted the Province of Aceh last night but authorities said there were no immediate reports of causalities or damage.

A spokesman for the Aceh meteorological office said, “An earth tremor was registered in Aceh but there are no reports of causalities or damage.

The earth tremor struck shortly after midnight Aceh time. Residents of Aceh Province said the tremor was the strongest in several monthe in the city.

(Taken from: Aceh Post, 2004)

Questions:

1. What is the headline of the news?
2. What is the topic of the news?

3. What happened? Where? When?
4. Were there any victims and damage?
5. Who said that there was an earth tremor?
6. What did Aceh residents say?
7. Did you find anything that made you surprised?

Pair work

In group of four, find an English language newspaper, any articles, and the following features.

1. The topic
2. What has happened? Where? When ?
3. Who is involved?
4. The source

1. Write a news item about social phenomena or education issue that you knew recently.

Review

Headlines in newspapers are printed in large letters to catch the reader's attraction. They use as few words as possible and are called 'Phrase Headlines'. Grammar words like articles (a, an, the) and auxiliary verbs (is, are, were, may, must, can, etc) are often left out.

Examples:

- Torrential Rain in Most Areas
- Women Barred from Jobs
- Price Curbs Boost Exports
- Rewards for Tracing Suspects.

Some headlines use the present tense although the event happened days before. Why? Because the writer wants to give the subject, a sense of freshness and importance, and making it more interests to read.

For passive sentences, use past participle

Agreement is signed to day

Headline: Agreement signed today

For the future event, use to infinitive

The President will open the ASEAN summit

Headline: President to open ASEAN summit

For an event which is taking place now, use present participle

English Teachers are having a TEFLIN seminar

Headline: English teacher having TEFLIN seminar

For a sentence using 'is, are, omit them

People are free to choose their leader

Headline: people free to choose leader

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