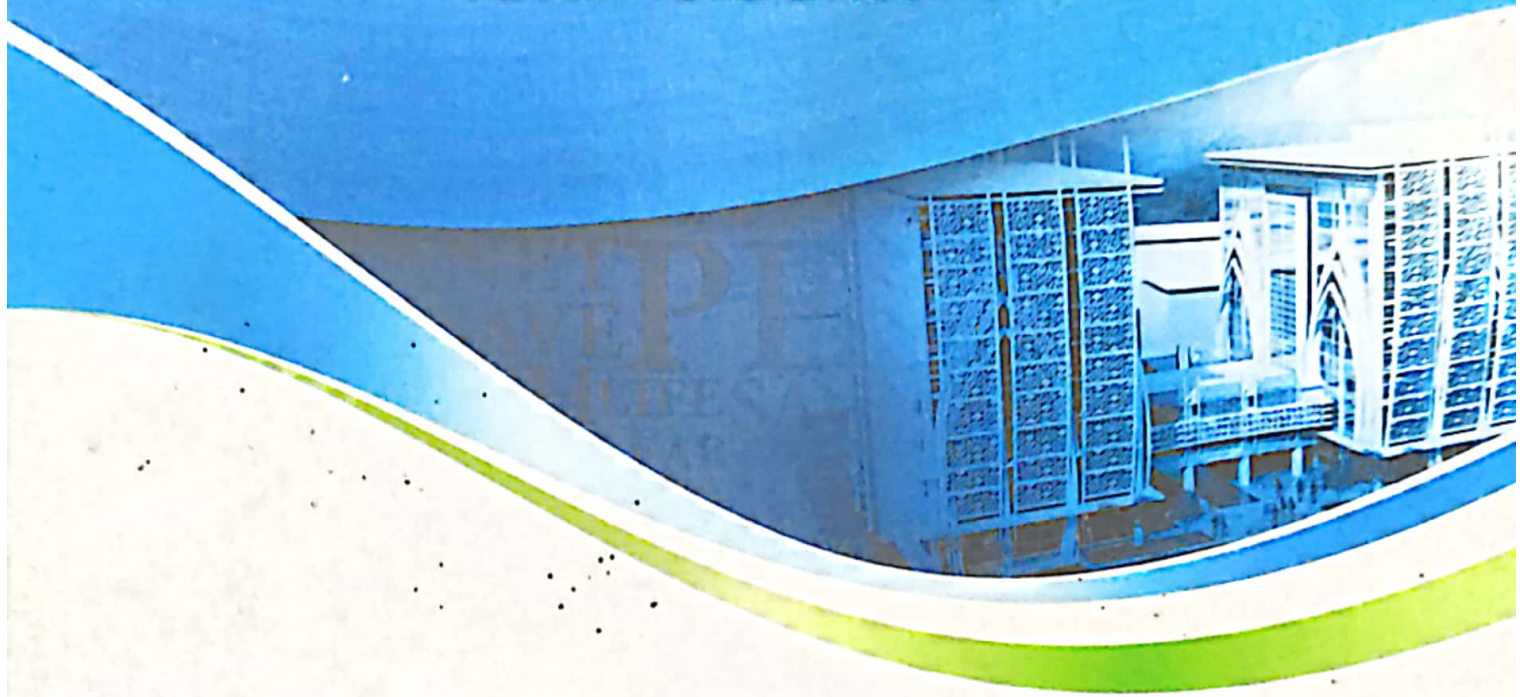


REVISED
2013
EDITION

MOHAMMAD KURJUM DKK.

IMPROVING ENGLISH SKILL

A BEST WAY TO REACH YOUR FUTURE



P2B

Pusat Pengembangan Bahasa
IAIN Sunan Ampel Surabaya

MOHAMMAD KURJUM DKK.

IMPROVING ENGLISH SKILL

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311

IMPROVING ENGLISH SKILL

THE BEST WAY TO REACH YOUR FUTURE

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Hak cipta dilindungi undang-undang.
Dilarang mengutip sebagian atau seluruh isi buku ini
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mesin fotocopy, tanpa izin tertulis dari penerbit.

THE REMARK OF RECTOR

Nowadays, mastering English, even Arabic, has been the need for the Muslim scholars around the world. This is the opportunity and chance for English, that's not only been as an International language, the second Islamic language as well.

The position of English as a second language of Islam can be traced from the inclination of the growing strength of Islamic studies written in English, both written by Muslim intellectuals themselves, or by Islamic expert from Europe or North America. Thus, efforts to understand Islam and everything associated with Islamic materials will incompletely feel less perfect if they are referred only in Arabic, even from Indonesian language.

At the same time, the works about Islam Indonesia in English with all the characteristics written by Muslim of Indonesia itself has been so little. Whereas the Western world, especially countries that speak English really need to know in order to bring the western people into a true understanding of Islam.

These all realities have required the students of IAIN Sunan Ampel Surabaya as candidates of Indonesian Muslim Intellectuals to master at least three languages: Indonesian, Arabic, and English. Through mastering of these languages, they are expected to have more complete mastery and depth of Islam, they have the ability to write about Islam, especially in English as well.

This book is fully geared to the achievement of those objectives. Introducing toward the environment and global life, which is accompanied by introducing a contextual grammar will make reader easier to master and have skills in writing.

Hopefully this book will have benefit as much as possible to strengthen the ability of IAIN Sunan Ampel students in mastering English in particular and Islam in general and the most important I hope this effort will get *Ridla of Allah SWT, aamien.*

Surabaya, September 10th, 2013

Rector,

Prof. Dr. H. Abd A'la, MA.
NIP. 195709051988031002

THE REMARK OF HEAD OF LANGUAGE CENTER

State Institute for Islamic Studies Sunan Ampel has been a higher education that provides educational and teaching Islamic sciences and social sciences, which of course required literature to the students a lot written in foreign languages, especially Arabic and English. In connection with English, there are two points that stand out to be noticed in an effort to increase our mastering this foreign language. *Firstly*, there are Some Islamic Studies books mainly explored from books written in English, even in Arabic. Therefore as the academicians this demands all parties who wish to deepen their knowledge of Islam to master the English language, as well as the language of science and religion.

Secondly, improving English competency for communication networks between nations in the era of globalization, whether in politic, economic, social and cultural rights has been the important role in this Era. This is the way how to develop communication among countries in the modern epoch.

Besides, one of the main tasks of Language Development Center (P2B) IAIN Sunan Ampel is conducting assessment and procurement of materials in the language of IAIN Sunan Ampel and serving as a handle to realize textbook for all students of IAIN Sunan Ampel.

As the manager of Language Center, I so appreciate the team who has managed to compile a handbook entitled "Improving English Skill ; A best Way to reach your Future". It must be realized that the preparation of the book's grasp, it would be perfect with the advice and input from all readers concerning with the teaching of English.

Finally, we appeal to Allah SWT. hopefully this book would be useful, especially for students who are learning English, and for those who use it,
Aamien

Surabaya , September 10th, 2013

Head of Language Center,

Drs. Suis Qaim Abdullah, M.Fil.I

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PREFACE

State Institute for Islamic Studies has been planning various learning for students in many areas. One of the areas needed to be seriously is English Language carried by Language Centre, the main unit which has been responsible to develop foreign languages. It will be so important for this unit to manage English teaching and learning process annually. As the unit we hope there will be innovation in teaching English. General English, for instance, is one subject will be applied for the young students. Preparing this program will be so needed to develop this language. Students for the kind of English they will need in everyday situations. The handout used in the class programs are designed to effectively develop communication skills and fluency in reading, speaking, writing and grammar (core skills).

Formerly we know that teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production.

We hope that the teaching styles could encourage interactive language use so that students will have many opportunities to practice the skills they are learning. In the morning classes intensively, for example, focus on core skills above. From this program students can apply theoretically what they have already studied. Students at the elementary levels are given extra help to improve their spoken English and comprehension quickly and effectively. Teachers, in this case, should help students to understand English materials and then encourage them to speak English bravely to practice at every time they have been able to be.

This book will give students on a particular area of their need. We offer only focused intensive electives, not unproductive 'activities', 'self access' or 'videos'. We will include activities such as these for free, after class, if they need, in our clubs program at Language Centre they can plan. Remember that "English is so easy".

Finally, the writer hopefully needs this book "Improving English Skill" to be so useful for students at State Institute for Islamic Studies specially and everyone who need to encourage themselves to study English in general. We hope there will be someone who gives contribution in correcting the content of the book.

Surabaya , September 10th, 2013

Mohammad Kurjum, dkk.

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General Objectives for the Whole Materials

- Learners will know basic principles in studying English materials ; reading comprehension, grammar understanding, conversation, writing, etc.
- Learners from any faculties or departments will be able to follow general principles to produce good vocabularies and/or sentences.
- Learners will be able to read texts using techniques of speed reading, scanning, and skimming.
- Learners will be able to show meaningful reading skills by using techniques of highlighting, underlining and vertical line-marking.
- Learners will be able to identify which techniques of meaningful reading skills are appropriate for them personally.
- Learners will be able to decide which techniques of meaningful reading skills and note-taking which they are not in the habit of using could be helpful for them to apply.

Developing Ideas

- Do you always read every book from beginning to end? What about articles, letters, e-mails, or information from internet? Explain your answer.
- If you wish to understand what you are reading on a deeper level, how many times do you read the material? Give details about the way you read for greater understanding.
- If you wish to understand what you are reading, do you try to remember all the events and data presented? Explain your answer.
- Do you usually catch every sentences on the text and then memorize them? Discuss with your friends in the class.
- From the very beginning lesson, try to practice point no. 4,

There are many ways to do note-taking when you read texts, and there is no "best" way. Find the ways which are suitable for you from the various techniques described in every books you read. There are examples and practice exercises for the techniques presented to assist you in gaining experience in identifying and using these techniques. Then, you will be in a better position to choose which techniques could be most helpful for you personally. Then read and read again every text on this book until you can catch many words you have read. The most important thing is that you can improve vocabularies from every text. Don't forget to catch and/or memorize them as many as possible.



THE IDEOLOGY OF INDONESIA

Reading Comprehension

PANCASILA

Suharto's regime transformed and marginalized political parties, which, minus the PKI, still retained considerable popular support in the late 1960s. Party influence was diminished by limiting the parties' role in newly established legislative bodies, the DPR and the MPR, about 20 percent of whose members were appointed by the government. Parties were forced to amalgamate: in January 1973, four Islamic parties were obliged to establish a single body known as the Unity Development Party (PPP) and non Islamic parties, including the PNI, were obliged to merge into the Indonesian Democratic Party (PDI). Established by the armed forces in 1964, the Joint Secretariat of Functional Groups (Golkar) was given a central role in rallying popular support for the New Order in carefully staged national legislative elections.

Designed to bring diverse social groups into a harmonious organization based on "consensus," by 1969 Golkar had a membership of some 270 associations representing civil servants, workers, students, women, intellectuals, and other groups. Backed both financially and organizationally by the government, it had mastered Indonesia's political stage so completely by the 1970s that speculation centered not on whether it would gain a legislative majority, but on how large that majority would be and how the minority opposition vote would be divided between the PPP and the PDI. In the general elections of 1971, 1977, and 1982, Golkar won 62.8, 62.1, and 64.3 percent of the popular vote, respectively. As the 1980s progressed, Golkar

62.1, and 64.3 percent of the popular vote, respectively. As the 1980s progressed, Golkar continued to consolidate its electoral dominance.

In 1985 the legislature passed government-backed bills requiring all political parties and associations to declare their support for Pancasila as their ideological foundation. Declaring such support was an extremely delicate issue for Muslim groups, including the PPP, since it attacked the basis of their identity (the government demanded that the Muslim parties not be exclusive and allow non-Muslim memberships). Although Pancasila includes the principle of belief in a "supreme being," use of the term Maha Esa, rather than Allah, was *designed* to encompass diverse *religious* groups: Christians, Hindus, and Buddhists as well as Muslims. Pancasila policy aroused strong opposition among politically active Muslims. Riots broke out in the Tanjung Priok port area of Jakarta on September 12, 1984, and a wave of bombings and arson took place in 1985. Targets included the Borobudur Buddhist temple, the palace of the Sunan of Surakarta, commercial districts in Jakarta, and the headquarters of the Indonesian state radio.

Voices of democratic opposition were heard May 5, 1980, when a group called the Petition of Fifty, composed of former generals, political leaders, academicians, students, and others, called for greater political freedom. In 1984 the group accused Suharto of attempting to establish a one-party state through his Pancasila policy. In the wake of the 1984-85 violence, one of the Petition of Fifty's leaders, Lieutenant General H.R. Dharsono, who had served as secretary general of ASEAN, was put on trial for antigovernment activities and sentenced to a ten-year jail term (from which he was released in 1990).

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Regime (N)	System, method, tract	System, rezim
2.	Retained (V)	Keep	Menjaga/ memegang teguh
3.	Diminished (V)	Make smaller	Dibuat lebih kecil/ diminimal-kan
4.	Designed (V)	Intended, planned	Dimaksudkan/dibentuk/ didesain

No	Difficult Word	Synonym	Meaning
5.	Religious (N)	Spiritual, sacred, holy	Agama
6.			
7.			
8.			
9.			
10.			

Answer the Questions!

1. How could Suharto's regim transform and marginalize political parties?
2. How many kinds of Parties in Soeharto era?
3. What do you know about social groups into a harmonious organization?
4. Who was called by the Petition of Fifty?
5. Why does Pancasila use the term of Maha Esa rather than Allah?

Developing Questions

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

ARTICLES AND NUMBERS

- There are only three articles in English: 'a', 'an' and 'the'
- There are two types of article in English. They are indefinite 'a' and definite 'the'.

- Do not use article to talk about something in general.

For example:

"Mobile phones are expensive"

(All mobile phones are expensive)

"The mobile phones are expensive"

(Not all mobile phones are expensive, just the ones I'm talking about)

Indefinite articles – 'a' and 'an' (determiners)

'a' and 'an' are indefinite articles. These articles refer to something which is not specifically known by people that you are talking with.

- 'a' or 'an' is used before noun which is not mentioned before.

For example: "I saw a cat this morning"

"My mother bought an oven yesterday"

Notes:

- 'a' is used in front of nouns that begin with a consonant sound (b, c, d,

f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)

For example: a dog, a pen, a book.

- 'an' is used in front of nouns that begin with a vowel sound (a, i, u, e, o)

For example: an orange, an apple, an oven, an opinion, an uncle, an hour.

Definite Article – the

- A speaker uses 'the' with a singular count noun when s/he is talking about one thing/ person that is specific.

For example:

"I've got a letter. The letter is from my friend in Surabaya".

Exercise

Try to decide whether the speaker probably use the, a or an!

1. Do you have car?
2. I need a motorcycle today to drive you to work, but be sure to fill motorcycle up with gas.
3. I saw orange on the table next to you.
4. Is that your new car? car you bought was expensive.
5. I didn't see a cake on the table. Did you eat..... cake?

NUMBERS

Cardinal Numbers

Numbers 1-100

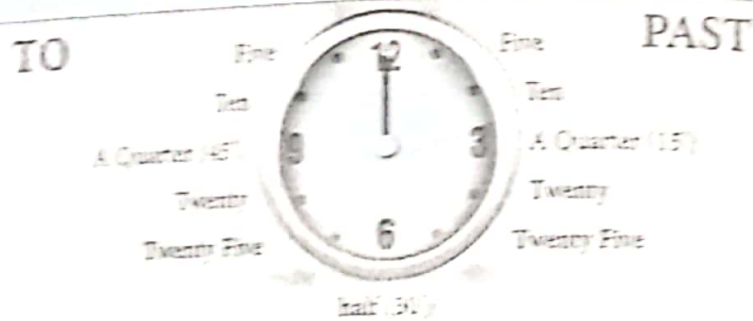
1	One	11	Eleven	21	Twenty one	10	Ten
2	Two	12	Twelve	22	Twenty	20	Twenty
3	Three	13	Thirteen	23	Twenty	30	Thirty
4	Four	14	Fourteen	24	Twenty	40	Forty
5	Five	15	Fifteen	25	Twenty	50	Fifty
6	Six	16	..... teen	26	Twenty	60	Sixty
7	Seven	17	..... teen	27	Twenty	70	Seventy
8	Eight	18	..... teen	28	Twenty	80	Eighty
9	Nine	19	..... teen	29	Twenty	90	Ninety
10	Ten	20	Twenty	30	Thirty	100	One hundred

Ordinal Numbers

1 st	First	11 th	Eleventh	21 st	Twenty first	10 th	Tenth
2 nd	Second	12 th	Twelfth	22 nd	Twenty sec- ond	20 th	Twentieth
3 rd	Third	13 th	Thirteenth	23 rd	Twenty third	30 th	Thirtieth
4 th	Fourth	14 th	Fourteenth	24 th	Twenty fourth	40 th	Fortieth
5 th	Fifth	15 th	Fifteenth	25 th	Twenty fifth	50 th	Fiftieth
6 th	Sixth	16 th	Sixteenth	26 th	Twenty sixth	60 th	Sixtieth
7 th	Seventh	17 th	Seven- teenth	27 th	Twenty sev- enth	70 th	Seventieth
8 th	Eighth	18 th	Eighteenth	28 th	Twenty eighth	80 th	Eightieth
9 th	Ninth	19 th	Nineteenth	29 th	Twenty ninth	90 th	Ninetieth
10 th	Tenth	20 th	Twentieth	30 th	Thirtieth	100 th	One hun- dredth

Telling Time

Look at the picture, then tell your time schedule to your partner!



O'clock

The long hand is pointing to twelve, the short hand is pointing to seven. It's seven o'clock.



07.00

A quarter past

The long hand is pointing to three, the short hand is pointing between ten and eleven. It's a quarter past ten (Ten Fifteen).



10.15

Half past

The long hand is pointing to six, the short hand is pointing between three and four. It's half past three (Three thirty).



03.30

A quarter to

The long hand is pointing to nine, the short hand is pointing between five and six. It's quarter to six.



05.45

How to read the time?

1. 6.45 = It's a quarter to seven
2. 9.00 = It's nine o'clock
3. 11.10 = It's ten past eleven
4. 2.25 = It's twenty five past two
5. 4.30 = It's half past four

No	Time of the day	Meaning	Example
1.	In the morning	Di pagi hari	I usually wake up in the morning.
2.	At noon	Pada jam 12 tepat/ tengah hari	
3.	In the afternoon	Di sore hari	
4.	In the evening	Di malam hari	
5.	At night	Di malam hari ketika sebagian orang tidur	

Exercise

Please write down these numbers!

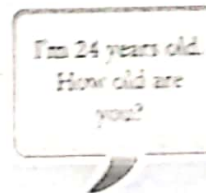
1. 25 =
2. 27th =
3. 30 =
4. 41st =
5. 82nd =

What time is it?

1. 5.55 =
2. 3.45 =
3. 1.30 =
4. 2.50 =
5. 4.35 =

Practice

1. Tell your age to three other students and ask their age!

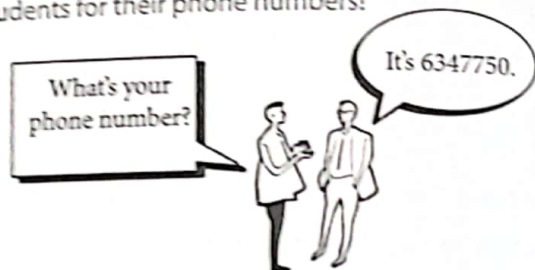


2. Phone numbers

1. How do you say this phone numbers?

- a. 081 355 494 947
- b. 081 566 766 543
- c. 021-70078998

2. Ask five students for their phone numbers!



ALPHABETS

These are alphabets and their pronunciations.

Aa /ei/	Bb /bi/	Cc /si/	Dd /di/	Ee /i/
Ff /ef/	Gg /ji/	Hh /ei [t]/	I /a/	Jj /dʒei/
Ll /el/	Kk /kei/	Mm /em/	Nn /en/	Oo /au /
Pp /pi/	Qq /kju/	Rr /ɑ(r)/	Ss /es/ /dʌblju/	Tt /ti/
Uu /ju/	Vv /vi/	Ww /dʌblju/	Xx /eks/	Yy /wal/
Zz /zed/				

Pronunciation: The sound of English

There are usually 44 sounds in English. They are divided into groups of sounds. Look at the list of the sounds below.

Key to phonetic symbols

Vowels

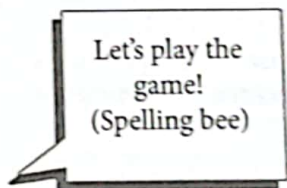
- | | | | |
|----|-----------------|----|----------------------|
| i: | as in see /si:/ | ɜ: | as in fur /fɜ:(r)/ |
| ɪ | as in sit /slt/ | ə | as in ago /e'geu/ |
| e | as in ten /ten/ | eɪ | as in page /peɪdʒ/ |
| æ | as in hat /hæt/ | aʊ | as in home /haʊm/ |
| ɑ: | as in arm /ɑ:m/ | aɪ | as in five /faɪv/ |
| ʊ | as in got /gʊt/ | aʊ | as in now /naʊ/ |
| o: | as in saw /so:/ | ɔ: | as in join /dʒɔɪn/ |
| u | as in put /put/ | lə | as in near /nɪə(r)/ |
| u: | as in too /tu:/ | eə | as in hair /heə(r)/ |
| ʌ | as in cup /kʌp/ | ʊə | as in pure /pjʊə(r)/ |

Consonants

- | | | | |
|----|--------------------|---|---------------------|
| p | as in pen /pen/ | s | as in so /seu/ |
| b | as in bed /bæd/ | z | as in zoo /zu:/ |
| t | as in tea /ti:/ | ʃ | as in she /ʃi:/ |
| d | as in did /dɪd/ | ʒ | as in vision /vɪʒn/ |
| k | as in cat /kæt/ | h | as in how /haʊ/ |
| g | as in got /gʊt/ | m | as in man /mæn/ |
| tʃ | as in chin /tʃɪn/ | n | as in no /nəʊ/ |
| dʒ | as in June /dʒu:n/ | ŋ | as in sing /sɪŋ/ |
| f | as in fall /fo:l/ | l | as in leg /leg/ |
| v | as in voice /vois/ | r | as in red /red/ |
| θ | as in thin /θɪn/ | j | as in yes /jes/ |
| ð | as in then /ðen/ | w | as in wet /wet/ |

Practice

Please ask the students to spell some words. The students who spell the words correctly will be the winner.



Conversation

Here are conversations between two people about Pancasila!

- Amy : Hi Alif, long time no see!
Alif : Hi Amy!
Amy : Where are you going?
Alif : I'm going to the library. My teacher asks me to find out some information about Pancasila to discuss for my task.
Amy : Hey, my teacher asks me to do so.
Alif : Really?? Well, let's find and discuss together.
Amy : Okay! What do you think about Pancasila?
Alif : I think Pancasila is our ideological foundation which is able to make a unity among differences.
Amy : Yes, I agree. Unfortunately, not many of Indonesian people understand about how important Pancasila is, in our daily life.
Alif : That's right! That's why we have to implement Pancasila in our daily life to prevent any disintegration among us.
Amy : Yes. I guess I have got a topic for my discussion about Pancasila.
Alif : Me too. Ok, that's all for today. See you tomorrow.
Amy : See you tomorrow!

Exercise!

Now, make your own conversation about Pancasila, then practice it!

Let's Write

Please write an e-mail to one of your friends about the implementation of Pancasila in our daily life!



THINGS AROUND YOU

Reading Comprehension

THINGS IN MY ROOM

There are many things in my kitchen at home. In the refrigerator, there are some apples and some oranges. There are some cheese, some butter and some oil. I have a few pieces of beef but there isn't any fish. In the kitchen, there are many pictures on the walls and my children like to put pictures on the refrigerator. Sometimes, I have some men friends visit me and we make lunch together. At other times, I have women friends visit me and we have dinner together.

My family likes to spend *leisure* time in the living room. There is a television and a DVD player on the table. We like to see film on it. Sometimes we sing together in this room.

My favorite room is library. I collect many books. They are novels, encyclopedias, and magazines. There is enough light in this room. I put a small table in the corner and a big book shelf in front of the door.

My children like to play in the back yard. There are many flowers and trees. The gardener always takes care of them. There is a small pool for my children and three garden lamps around it. My friends and I usually have a small party here.

I am happy because all things in my room are arranged well.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	leisure	free time/ spare time	waktu luang
2.			
3.			
4.			
5.			

Answer The Questions!

1. What are there in the refrigerator?
2. What is her favorite room?
3. Where does she have party with her friends?
4. What does her family do in their leisure time?
5. What are there in the back yard?

Developing Questions

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Understanding

SINGULAR AND PLURAL

- **Singular noun** is noun that shows one person, a thing, an animal, or a place.
- **Plural noun** is noun that shows more than one person, things, animals or places.

How to form plural noun

- a. Add -es to nouns ending in -sh, -ch, -s, and -x

Beach	beaches	Peach	peaches
Branch	branches	Match	matches
Ditch	ditches	Watch	watches
Boss	bosses	Glass	glasses
Buss	buses	Lens	lenses
Chorus	choruses	Pass	passes
Brush	brushes	Fish	fishes
Bush	bushes	Lash	lashes
Dish	dishes	Wish	wishes
Box	boxes	Hoax	hoaxes
Fax	faxes	Six	sixes
Fox	foxes	Tax	taxes

- b. Add -es to nouns ending in -o.

Buffalo	buffaloes	Potato	potatoes
Cargo	cargoes	Mosquito	mosquitoes
Echo	echoes	Tomato	tomatoes

- c. Add -s to nouns ending in -o.

Banjo	banjos	Patio	patios
Bamboo	bamboos	Photo	photos
Radio	radios	Video	videos

- d. Add -ies to nouns ending in y (change 'y' to 'i').

Baby	babies	Lorry	lorries
Fly	flies	Navy	navies
Hobby	hobbies	Puppy	puppies

e. Add -s to nouns ending in -y.

Boy	boys	Key	keys
Day	days	Toy	toys
Donkey	donkeys	Turkey	turkeys

f. Replace 'f' or 'fe' with -ves.

Calf	calves	Loaf	loaves
Half	halves	Self	selves
Life	lives	Wife	wives

g. Add -s to nouns ending in -f or -fe.

Chief	chiefs	Hoof	hoofs
Dwarf	dwarfs	Reef	reefs
Gulf	gulfs	Roof	roofs

h. Change the vowels.

Foot	feet	Louse	lice
Goose	geese	Tooth	teeth
Mouse	mice	Woman	women

i. Some nouns have the same words for plural and singular.

Aircraft	aircraft	Music	music
Crossroads	crossroads	Series	series
Furniture	furniture	Sheep	sheep

j. Exceptional plural

Child	children	Ox	oxen
Crisis	crises	Passer-by	passers-by
Mouse	mice	Radius	radii
Etc.			

Exercise

Please answer these questions!

1. Mr. and Mrs. Jones have two daughters and two sons. They have one girl and two
2. It is fall. The are falling from the trees.
3. Good evening and gentlemen.
4. Bob drinks eight of water every day.
5. I want to light the candles. I need some

Conversation

Read the conversation between Amy and Difa, then pay attention to the singular and plural noun!

- Amy : Hello Difa? How are you today?
 Difa : Hi Amy. I am fine thanks, and you?
 Amy : Very well thank you.
 Wow, you are bringing two big plastic bags what did you buy?
 Difa : Yes, you are right. My mother asks me to buy these stuffs in the supermarket. I buy a kilo of sugar, two kilograms of potatoes, three kilograms of butter, a loaf of bread and five candies. Two candies for me and the rest are for my little brother.
 Amy : Oh I see.....
 Difa : How about you? Where are you going?
 Amy : I want to go to the stationary. I want to buy papers, one pencil, three erasers and a correction pen.
 Difa : So you want to fill your pencil case with those things you buy?
 Amy : Actually, I have two pencil cases. I want to put these things to the one of my pencil case but I let the other one empty.
 Difa : OK, nice to see you.
 Amy : Nice to see you too.

Exercise

Now, make your own conversation contained singular and plural nouns around you, then practice it!

Let's Write

Please write down some sentences that describes about things in your favorite room at home. Don't forget to pay attention to the singular and plural nouns.



SPORT

Reading Comprehension

BASKETBALL

Basketball players with gravity-defying vertical jumps are said to have "hops", while spiking specialists on a volleyball team need to have good "ups" in order to elevate above the net. Whatever you choose to call it, athletes from the junior high level to the professional level would love to *improve* their vertical leaping ability. New developments in the design of specialized training shoes are allowing athletes to do just that - and also reduce their risk of injury.

Plyometric platform shoes have been around since the mid 80's. In 1993, Jumpsoles came to market as the first plyometric platform that could be easily strapped on over regular shoes and easily taken off. The shoes are elevated 2 inches off the ground at the ball of the foot to train the user to walk and run on their toes. Similar to wearing high heel shoes without the heel, the calf muscles have to work overtime to keep the heel off the ground. By doing a series of plyometric exercises in these shoes, fast twitch muscle reflexes are developed which can translate to increased vertical jump - and running speed.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1	improve	Increase	Memperbaiki, meningkatkan
2			
3			
4			
5			

Answer The Questions!

1. Would you rather have the ability to have better "hops" or "ups"? Explain.
2. What was so unique about Jumpsoles when they first came to the market?
3. What specifications did Jumpsoles have to improve your performance?
4. Where Jumpsoles specifically made to increase your "up" or "hops"? Explain.
5. Would you purchase Jumpsoles if given the opportunity? Explain.

Developing Questions

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

PARTS OF SPEECH

Adjective

○ Adjective order

A noun is sometimes preceded by several adjectives put in a particular order.

Dt	Or	Ep						Cla			Hd
		De	SI	A	Ture	Sha	Co	Or	Com	Ma	

- Determiner ▶ article, possessive, demonstrative, numbers
- Ordinative ▶ very, quite, rather
- Epithet ▶ Descriptive (good, bad ...)
- ▶ Age (old, young...)
- ▶ Temperature (cold, hot...)
- ▶ Size (small, big...)
- ▶ Shape (round, square...)
- ▶ Colour (red, blue...)
- Classifying ▶ Country (Italian, French...)
- ▶ Complementation (V-ing/ed – adj)
- ▶ Material (gold, silver...)
- Head ▶ Purpose and Fact

e.g. *I have a very beautiful small black Italian interesting hand bag.*

Exercise

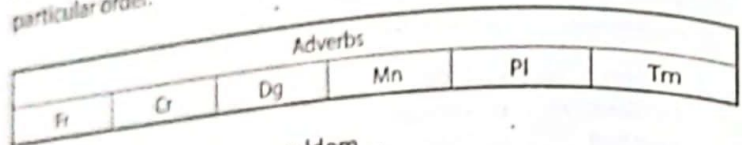
Arrange these scrambled adjectives into the correct order. Use Adjective Order.

1. He is a / American / young / rich / exciting business man.
.....
2. That is a very / long / steel / strong bridge.
.....
3. I have some / interesting / thick / English / expensive story books.
.....

4. They are building some / amazing / beautiful / white / high towers.
5. I am very happy to meet a very/young/ brilliant/ talented/ person like you.

Adverb

Adverb order
A sentence may sometimes contain about several adverbs put in a particular order.



- Frequency ▶ often, always, seldom...
- Certainty ▶ probably, possibly, certainly...
- Degree ▶ very, quite, rather...
- Manner ▶ hard, quickly...
- Place ▶ here, at home...
- Time ▶ now, yesterday, tomorrow...

e.g. He often certainly sings some songs very sweetly on the stage every Sunday.

The key notions (adjectives and adverbs)

- **Ending ly**
The words ending ly are not always adverbs, they can be adjectives.
e.g. She is a friendly girl.
- **The same forms**
Adjectives and adverbs sometimes have the same forms.
e.g. You must study hard (adv). Annisa is a hard worker (adj).

Exercises

A. Arrange these scrambled words into the correct order. Use Adverb Order.

1. the news / listen to / carefully / they / everyday.
.....
2. often / well / the man / piano / plays / in the morning.
.....
3. usually / she / TV / watches / in / at night / her / bedroom.
.....
4. the door / he / quietly / opens / never.
.....
5. games / play / sometimes / in / the children / their / happily / room.
.....

B. Identify the underlined words below. Is it Adjective (Adj) or Adverb (Adv)?

1. Let's find a fast food restaurant around here.
2. He can run fast to catch the ball in the match.
3. You must study hard to pass the exams.
4. Don't worry. This is not a hard work for you.
5. Can you show me the fair play now?
6. Don't break the rules of the game. You must play fair.
7. Jane has straight hair. She must be very beautiful.
8. Just go straight! The movie is next to the bank.
9. Japanese usually bends low to greet other people.
10. Professor Jones has a low profile at university.

Noun

○ **Noun structure**
There are three main ways in which it is possible to put nouns together, so one modifies another.

- **Double noun structure**
e.g. a table leg. a stone bridge.
- **The "s" structure**
e.g. a man's leg. a tiger's skin

- The "of" structure
e.g. a piece of land. a bunch of flowers

Exercises

Combine the following nouns with a good structure!

1. a - six - year - old - boy ▶ _____
2. the - tiger - skin ▶ _____
3. children - clothes ▶ _____
4. a - wooden - bridge ▶ _____
5. a - piece - land ▶ _____

Verbs

○ Kinds of verbs

- Transitive ▶ followed by an object - *I watch TV*
- Intransitive ▶ not followed by an object - *I sleep*
- Ergative ▶ in/transitively used with various subject - *the door opens.*
- Copular ▶ used to describe the subject - *she seems happy now.*

○ Verb particle

Verbs can be followed by a particle in a sentence.

- **Adverbial verbs**
Verbs combined with a particle showing as an adverb.
e.g. *She is out. You must go in.*
- **Prepositional verbs**
Verbs combined with a particle without changing the base meaning in the production of it.
e.g. *I believe in god but I do not believe you*
- **Phrasal verbs**
Verbs combined with a particle with changing the base meaning in the production of it.
e.g. *Look! She is looking for her shoes now.*

Exercises

Underline one of the following similar words which is used as a verb.

1. The teacher needs your answer. So you must answer his question.
2. The rain is hard today. It usually rains a lot here.
3. I am at work now. I work eight hours every day.
4. I think the bank is open now because it opens at eight o'clock.
5. The table is clean now. They clean it every day.

Conversation

The following is a model conversation about popular sport.

- Ahmed : What sports are popular at your school?
 Zain : Hmm. I think soccer and basketball are popular.
 Ahmed : How could they become so popular?
 Zain : I don't know. Maybe because our teams are great!
 Ahmed : Really?
 Zain : Yeah. We have won many competitions for the last three years.
 Ahmed : Wow. That's great.
 Zain : Of course. So tell me. What's your favourite sport?
 Ahmed : It's baseball.
 Zain : Oh yeah? Why?
 Ahmed : Because it's fun.

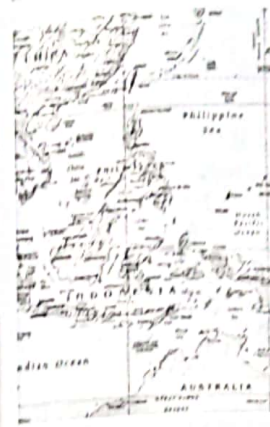
Exercise

Now interview your partner on his/her favourite sport. You may use the following questions to ask or you may have your own questions.

1. Which sports do you like to play?
2. Which sports do you like to watch?
3. Which sports are new to you?
4.
5.

Let's Write

Now, write some sentences describing some kinds of sport that you do in your life!



UNIT 4

INDONESIA

Reading Comprehension

INDONESIA ARCHIPELAGO

Indonesia, the world's largest archipelago nation, is located astride the equator in the humid tropics and extends some 2,300 miles (3,700 kilometers) east-west, about the same as the contiguous United States. It is surrounded by oceans, seas, and straits except where it shares an island border with East Malaysia and Brunei on Borneo (Kalimantan); with Papua New Guinea on New Guinea; and with Timor Loro Sae on Timor. West Malaysia lies across the Straits of Malaka, the Philippines lies to the northeast, and Australia lies to the south.

The archipelago's location has played a profound role in economic, political, cultural, and religious developments there. For more than two thousand years, trading ships sailed between the great civilizations of India and China via the waters and islands of the Indies. The islands also supplied spices and forest products to that trade. The alternating east and west monsoon winds made the Indies a layover point for traders and others from diverse nations who brought their languages, ideas about political order, and their arts and religions. Small and then large kingdoms grew as a result of, and as part of, that great trade. Steamships altered some trade patterns, but the region's strategic location between East and South Asia and the Middle East remains.

Indonesia consists of all or part of some of the world's largest islands—Sumatra, Java, most of Kalimantan (Borneo), Sulawesi (Celebes), Halma-

hera, and the west half of New Guinea (Papua)—and numerous smaller islands, of which Bali (just east of Java) is best known. These islands plus some others have mountain peaks of 9,000 feet (2,700 meters) or more, and there are some four hundred volcanoes, of which one hundred are active. Between 1973 and 1990, for example, there were twenty-nine recorded eruptions, some with tragic consequences. Volcanic lava and ash contributed to the rich soils of upland Sumatra and all of Java and Bali, which have nurtured rice cultivation for several thousand years.

The inner islands of Java, Madura, and Bali make up the geographical and population center of the archipelago. Java, one of the world's most densely settled places (with 2,108 people per square mile [814 per square kilometer] in 1990), occupies 78 percent of the nation's land area but accounts for about 60 percent of Indonesia's population. The outer islands, which form an arc west, north, and east of the inner ones, have about 90 percent of the land area of the country but only about 42 percent of the population. The cultures of the inner islands are more homogeneous, with only four major cultural groups: the Sundanese (in West Java), the Javanese (in Central and East Java), the Madurese (on Madura and in East Java), and the Balinese (on Bali). The outer islands have hundreds of ethno-linguistic groups.

Forests of the inner islands, once plentiful, are now largely gone. Kalimantan, West Papua, and Sumatra still have rich jungles, though these are threatened by population expansion and exploitation by loggers for domestic timber use and export. Land beneath the jungles is not fertile. Some eastern islands, such as Sulawesi and the Lesser Sundas (the island chain east of Bali), also have lost forests.

Taken from Clark E. Cunningham's article
on <http://www.everyculture.com/Ge-It/Indonesia.html>

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Lie	Locate	Terletak
2.			
3.			

No	Difficult Word	Synonym	Meaning
4.			
5.			

Answer the Questions!

1. Where is Indonesia archipelago located?
2. Why does Indonesia have a profound role in economic, political, cultural, and religious developments?
3. How many parts of the largest Indonesia Island?
4. With what countries does Indonesia share an island border?
5. What are the differences between the inner islands and the outer islands?

Developing Questions

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

VERB TENSE: SIMPLE PRESENT

The simple present expresses:

- a. **Daily habits**, *example*: Ahmad takes shower every day.
- b. **Usual activities**, *example*: I usually eat lunch at the cafeteria.
- c. **General statement of fact**, *example*: Indonesia consists of all or part of some of the world's largest islands.

In summary, the simple present is used for events or situations that exist always, usually, or habitually, in the past, present or future.

Form: **Subject + Verb1 (+s/es)**
Subject + (do/does) not + Verb1
(Do/Does) + Subject + Verb1?

<i>Non progressive verbs</i>			
hear	believe	be	own
like	forget	see	think*
have*	want	love	remember
possess	prefer	hate	know
			need
			exist
			understand
			belong

*sometimes think and have are used in progressive tenses.

Exercise 1

Do/Does

Type Do or Does in the blanks below.

- you like chocolate?
- he go to the beach very often?
- we have any pens?
- she know you?
- it close at 6.30 pm?
- they smoke?
- I look funny in these jeans?
- Bill and Anne like each other?
- she speak German?
- you want to go to the movies?

Exercise 2

"Wh" questions

Type "Wh" questions in the blanks below (Where, When, Who, What, How, Which)

- cooks dinner every day?
- much does it cost?
- do you feel now? Well, thanks.
- time does class begin?
- does the shop open in the morning?
- photo do you like best?
- other languages do you speak?

- often do you go to the movies?
- do you live?
- does it take you to drive home?

Conversation

The following is a model conversation about Indonesia.

- Labib : What cities have you ever visited?
 Haya : Hmm. I think I have never visited except the closest ones.
 Labib : What are they?
 Haya : They are Malang, Surabaya, Madura, and Gresik.
 Labib : Why don't you visit other cities?
 Haya : I'm sorry, my parents rarely give me money except for school fee, so that it's impossible for me to go for journey. I just save my money to reach my idea facing my future.
 Labib : Do you know the biggest town in Java?
 Haya : I don't know. But, in my opinion Surabaya is the biggest one.
 Labib : Really? I don't think so. I think it is Jakarta.
 Haya : Yeah. Up to you, we have to share with our friends, okey?
 Labib : Okey, let's meet our friends in front of Adab faculty to discuss more about cities in Indonesia

Exercise 1

Now interview your partner on his/her favourite culture in indonesia. You may use the following questions to ask or you may have your own questions.

- Which culture do you like to study?
- Which town do you like to visit?
- Which special food do you like to eat?
-
-

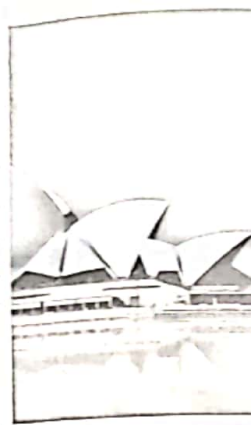
Exercise 2

- Divide class into pairs (student A and B). Ask each student to write ten things (ex. Colors, numbers, food etc.) on sheets that are important to him/her.

2. Now ask students to exchange answer sheets. Then start a dialog with asking student in pairs to ask each other and explain what has been written. Use some variety of questions such as, what....?/why.....?/which.....?/How many.....? Example: student A begins with question "What is your favorite food? Student B answers: my favorite food is (based on sheet) .

Let's Write

Make a paragraph that describe your own town



LIVING IN A CITY

Reading Comprehension

SYDNEY

Just over four million people call Sydney, Australia home. Citizens of Sydney call themselves Sydneysiders. Over thirty thousand *native* people of Australia called Aborigines live in Sydney. In the late 1700s Britain sent ships of convicted prisoners to Sydney to help free up space in overcrowded jails. When released, many prisoners stayed in Sydney add to the city's diverse population. The British colonization of Australia also consisted of free settlers, soldiers, and administrative staff.

The Sydney Opera House is the centerpiece of the city. Many live performances of ballet, opera, and classical music take place there. The beautiful architecture seen in the Opera House has helped it gain international fame.

Because Sydney is found in the Southern Hemisphere, its seasonal pattern is opposite the Northern Hemisphere. Sydney's coldest month of the year is July. Snow is extremely rare in the city, but it does happen occasionally.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Native	Original	Asli

No	Difficult Word	Synonym	Meaning
2.			
3.			
4.			
5.			

Answer The Questions!

1. In which country is Sydney?
2. What is the name given to early natives of Australia?
3. Which country outside of Australia contributed to large population of Sydney?
4. When it is the summer season in North America, what season is it in Sydney?
5. What do you think of snow?

Developing Questions

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

SIMPLE PAST

The simple past expresses an activity or situation that began and ended in the past. (time markers: yesterday, last night, two years ago, etc.)

Most simple past verbs are formed by adding the final -d or -ed to the verbs. The conjugation is quite simple. Just add -ed to the end of a regular verb. If the verb ends in a consonant followed by a -y, drop the -y and add -ied. If a one-syllable verb ends in a single consonant, double that conso-

nant and add -ed. Look at these examples:

Just Add -ed	Consonant -y	Single Consonant
borrow, borrowed	bury, buried	bed, bedded
call, called	carry, carried	pin, pinned
help, helped	hurry, hurried	rot, rotted

Example: Our plane arrived on time last week.
Bob stayed home yesterday morning.

Some verbs have irregular past form.

Example: Mary ate sandwich yesterday.

Sentence Pattern:

Affirmative	Negative	Interogative
Subject + Verb2	Subject + did not + verb	Did + Subject + verb?

Exercise 1

What is the past form of the following irregular verbs?

1. find :
2. stand :
3. catch :
4. write :
5. bring :
6. tell :
7. see :
8. do :
9. leave :
10. speak :
11. fall :
12. sell :
13. lose :
14. hear :
15. meet :
16. build :
17. go :

18. win :
19. sleep :
20. say :
21. buy :
22. pay :
23. come :
24. get :
25. take :
26. have :
27. think :
28. read :
29. drink :
30. break :
31. make :
32. begin :
33. eat :
34. fly :
35. run :
36. sing :
37. swim :
38. cut :
39. ride :
40. drive :
41. fight :
42. ring :
43. forget :
44. give :
45. teach :

Exercise 2

Rewrite each sentence in the past tense.

1. Susan helps her friends.
2. We go to the movies.
3. My father is in the kitchen.
4. She does not understand you.
5. Are you satisfied?

6. Do you always speak Spanish?
7. He catches the ball.
8. They play chess after supper.
9. Does Mr. Ibrahim live here?
10. Karen works in New Orleans.

Conversation

The following is a model conversation about Sydney.

- Navis : Hi, Najma? How are you
 Najma : Hi, Vis. I'm fine. And you?
 Navis : I'm fine too.
 Navis : Let's me ask you about something in relation with a famous town?
 Najma : Okey, go ahead.
 Navis : What countries have you ever visited?
 Najma : Oh, no. I have never visited foreign countries.
 Navis : Why?
 Najma : Because living in this country is better than others.
 Navis : Why don't you visit Sydney, for instance, in Australia?
 Najma : Yeah, even It is possible for me to go there, it's better giving money for needy people around us. There are still many students could not pay for their school fee, many people could not save their family, and many others. But, next time after finishing my study I would like to go there.
 Navis : Can you describe how big Sydney is?
 Najma : Sorry, I can not.
 Navis : Okey, let's discuss about Sydney in our class tomorrow morning while we are studying English.
 Najma : Okey, see you tomorrow.
 Navis : Bye bye

Exercise

In a group of 4-5 people, make a dialog on one of these following questions and practice it in front of the class!

1. If you go to Sydney, what will you do?

2. If you meet an Australian, what will you ask him/her?
3. If you go to Australia, what kind of food you will eat?
4. If you go to Australia, what merchandise will you bring home?
5. Imagine you are in Australia, what tourism places will you visit?

Let's write

Make sentences from the following words then write down 3 or 4 paragraph in relation with the topic of this chapter :

1. Native :
2. Citizen :
3. To find :
4. To send :
5. Overcrowded :



RELIGION

Reading Comprehension

ISLAM

Islam was the dominant religion by far in Indonesia, with the greatest number of religious *adherents*: around 143 million people or 86.9 percent of the population in 1985, which when adjusted for 1992 estimates represents between 160 million and 170 million adherents. This high percentage of Muslims made Indonesia the largest Islamic country in the world in the early 1990s. Within the nation, most provinces and islands had majority populations of Islamic adherents (ranging from just above 50 percent in Kalimantan Barat and Maluku provinces to as much as 97.8 percent in the Special Region of Aceh).

According to *orthodox* practice, Islam is a *strictly* monotheistic religion in which God (Allah or Tuhan) is a *pervasive*, if somewhat distant, figure. The Prophet Muhammad is not *deified*, but is regarded as a human who was selected by God to spread the word to others through the Quran, Islam's holiest book, the revealed word of God. Islam is a religion based on high moral principles, and an important part of being a Muslim is commitment to these principles. Islamic law (*sharia*; in Indonesian, *syariah*) is based on the Quran; the *sunna*, Islamic tradition, which includes the *hadith* (*hadis* in Indonesian), the actions and sayings of Muhammad; *ijma*, the consensus of a local group of Islamic jurists and, sometimes, the whole Muslim community; and *qiyas* or reasoning through analogy. Islam is universalist, and, in theory, there are no national, racial, or ethnic criteria

for conversion. The major branches of Islam are those adhered to by the Sunni and Shia Muslims.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Adherents	Supporter of a person or group	Penganut
2.	Strictly	Severely, firmly	Dengan tepat/ keras/ teliti/ pasti/ benar-benar
3.	Pervasive	Enveloping	Menembus/ mengisi
4.	Orthodox	Conventional	Menurut adat/ kuno
5.	Deified	Sacred/ holy	Sacral/ suci
6.			
7.			
8.			
9.			
10.			

Answer The Questions!

1. Why is Islam dominant in Indonesia?
2. How is Islam according to orthodox practice?
3. Who is Prophet Muhammad according to Muslims point of view?
4. What do you know about sharia and Sunna?
5. What do you know about Sunni and Shia?

Developing Questions

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Understanding

SIMPLE FUTURE

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

FORM Will : [will + verb-1]

Examples:

- You will help him later, after praying Isya'.
- Will you help him later, after praying Isya'?
- You will not help him later, after praying Isya'.

FORM Be Going To : [am/is/are + going to + verb-1]

Examples:

- You are going to meet Jane tonight.
- Are you going to meet Jane tonight?
- You are not going to meet Jane tonight.

Function

1. "will" is used to express a voluntary action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

- I will send you the information when I get it.
- I will translate the email, so Mr. Smith can read it.
- Will you help me move this heavy table?
- Will you make dinner?
- I will not do your homework for you.
- I won't do all the housework myself!

2. "will" is used to express a promise

Examples:

- I will call you when I arrive.
- If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.
- I promise I will not tell him about the surprise party.
- Don't worry, I'll be careful.
- I won't tell anyone your secret.

3. "Be going to" is used to express a Plan

"Be going to" express that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

- He is going to spend his vacation in Hawaii.
- She is not going to spend her vacation in Hawaii.
- I'm going to be an actor when I grow up.
- Michelle is going to begin medical school next year.
- They are going to drive all the way to Alaska.
- Who are you going to invite to the party?

4. "Will" or "Be Going to" is used to express a prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has

little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 will be a very interesting year.
- The year 2222 is going to be a very interesting year.
- John Smith will be the next President.
- John Smith is going to be the next President.
- The movie "Zenith" will win several Academy Awards.
- The movie "Zenith" is going to win several Academy Awards.

Exercise 1

Fill in the blanks with the correct future tense of the verbs in brackets, using *shall* or *will*.

1. You _____ fat if you eat too many desserts. (grow)
2. The new school building _____ ready soon. (be)
3. We _____ to the zoo after breakfast. (go)
4. I _____ my bath before dinner. (take)
5. Peter _____ lots to do on his grandmother's farm. (find)
6. If we ask her, she _____ us how to play chess. (teach)
7. If he works hard, he _____ his exams. (pass)
8. _____ we _____ home now? (go)

Exercise 2

Complete these sentences by changing *shall* or *will* to the appropriate form of the verb *be + going to* (i.e., *am, is, or are + going to*).

1. They will be busy tomorrow.
They _____ be busy tomorrow.
2. I hope I will be ready on time.
I hope I _____ be ready on time.
3. We shall visit James this evening.
We _____ visit James this evening.
4. It will rain soon.
It _____ rain soon.
5. Dad will take us to the movies tomorrow.
Dad _____ take us to the movies tomorrow.

Conversation

Here are conversations between two people about Muslim.

- Teacher : Assalamualaikum
Wardah : Wa'alaikum salam
Teacher : I haven't seen Fauzan today. Where is he?
Wardah : He's got dengue fever. He is in hospital.
Teacher : Masya Allah... poor Fauzan. Everyone, we should visit him after class this afternoon. Wardah, can you please collect contribution from all students then give the money to Fauzan's parents?
Wardah : Sure, I'll do that after class
Winda : Butexcuse me. Can we wait until he gets better and goes back to school? I'm worried we'll be infected.
Teacher : Dengue fever is not infectious. We should visit him to give him support.
Remember that Prophet Muhammad also said there are six obligations of Muslim to Muslim. What are they every one?
Lukman : umm... when you meet, you should greet each other. If one is sick, the other should visit him/ her. If you are invited, you should respond....
Teacher : Very good. What else?
Fatimah : If one sneezes and prays, you should say, "Allah bless you". If one asks for you should receive him/her. And if some one dies, you should pay for condolences.
Teacher : Excellent!

Exercise!

Now, work in pair to practice the dialogue in front of the class!

Let's Write

Write down the pillars of Islam.



HEALTH

Reading Comprehension

GREG'S HEALTHY DIET

Usually, Greg eats anything he wants and doesn't worry about what it does to his body. However, now, he is *competing* in swimming and has to change his eating habits.

Usually, he gets up and has orange juice or just skips breakfast because he is late for class. Then at lunch, he frequently meets his friends at Mac Donald's and has a Big Mac, fries and a cola.

At dinner time, he always sits down with his family, and enjoys a big meal. His mom usually serves meat, vegetables and potatoes. After that, he eats a green salad or some fruit. Most of the time, by eleven o'clock, he is hungry again, so he has ice cream and cookies.

Now, he is swimming competitively and his diet is completely different. In the morning, he is eating a lot more protein, eggs and bacon, and a couple pieces of whole wheat toast, so that he has more energy for his morning work-out. He is spending noon time with his swimming teammates, not his "junk food" friends. He is following a low-fat, high-protein diet.

Now, at dinner, he is taking an extra helping of meat and potatoes. In fact, his mom is having trouble keeping enough food in the refrigerator. She thinks that he is an eating-machine. Next, week Greg is going/ goes to Washington State for the National Swimming Championships. He

is excited about them, but he knows that it may take a while until he wins a big competition

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Competing	Challenging/ Contending	Bersaing/ berlomba
2.			
3.			
4.			
5.			

Answer The Questions!

1. Why does Greg change his eating habits?
2. What does he usually have for breakfast and lunch?
3. What is he doing in the noon now?
4. What do you know about 'junk food'?
5. Who usually prepares his food?

Developing Questions

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

PRESENT PROGRESSIVE

The present continuous (progressive) is used to describe what is happening at the moment. It is also used to describe a plan in the near future (this

evening, next week, on Saturday, etc.). The present continuous (progressive) is often used with: now, at the moment, today, this morning - afternoon - evening.

A. Key Notions

- The present continuous (progressive) is used **only with action verbs**.
Example:
I am working at the moment NOT I am believing you.
- The present continuous (progressive) is also used to describe an action which is happening around this moment: *Example: I'm reading 'Just in Time' this week. I'm not reading the book at this particular moment, but around this time.*

B. Structure

1. In the positive form, follow the form **S + To be + Verb**
Remember that you need to conjugate the auxiliary verb 'to be'.

Example:

- I am (I'm) eating lunch at noon.
- You are (You're) studying now
- He is (He's) watching TV in the morning
- We are (We're) playing basket ball now.

2. Conjugate the helping verb 'To Be' Not Verb-ing to form negatives.

Example:

- I am not (I'm not) coming this evening.
- You are not (You aren't) reading the book now.

3. Conjugate the helping verb 'To Be' S Verb - ing in question forms.

Example:

- Are you listening to me?
- Is she listening to the radio?

C. How to use Present Continuous Tense

1. Actions happening at the present moment.

Example:

- What are you cooking?
 - Tom is studying for his exams at the moment.
 - It isn't raining now. We can go outside.
2. Planned future events (usually in the near future)
Example:
- What are you doing this weekend?
 - I'm meeting Peter tomorrow morning.
 - We're driving to Albany this weekend.
3. Actions or events happening around the present moment.
Example:
- We're currently working on the Smith account.
 - What classes are you taking this semester?
 - We're studying Greek history this month.

Exercise 1

Complete the sentences using *am/is/are* and one of the verbs below!

Washing cooking playing building swimming
 Snowing having watching oming doing

1. I can't talk now. I the dishes.
2. Listen to Jim. He the guitar.
3. It so we can go skiing.
4. Look at Jill. She in the river.
5. They a new house in Fairfield.
6. Someone I can smell the food.
7. Hurry. The bus
8. They their exercises so they can lose weight.
9. I can't answer the phone. I a shower.
10. Don and Jerry the football on TV.

Exercise 2

Write the correct form of each sentence or question in the present continuous!

- He (read) a book at the moment.
- We (visit) our friends this evening.
- I (not/watch) TV, I (work)!
- What (you do) this evening?
- Where (she/stay)?

Conversation

Here are conversations between two people. Pay attention to the present continuous tense sentences!

- Ahmad : Hello, can I speak to Farah.
 Farah : This is Farah, who is speaking?
 Ahmad : Hi, this is Ahmad.
 Farah : Hi Ahmad. What are you doing?
 Ahmad : Oh, I'm just watching TV. What are you doing?
 Farah : Well, I'm cooking dinner.
 Ahmad : What are you cooking?
 Farah : I'm baking some potatoes, boiling some carrots and grilling a steak.
 Ahmad : It sounds delicious.
 Farah : What are you doing for dinner tonight?
 Ahmad : Well, I don't have any plans...
 Farah : Would you like to come over for dinner?
 Ahmad : Oh, I'd love to. Thanks.
 Farah : Great. Lukman and Jibrán are also coming. They are arriving at seven.
 Ahmad : OK, I'll be there at seven, too.
 Farah : OK, see you then. Bye.
 Ahmad : Bye.

Exercise

Now, make your own conversation about healthy, then practice it!

Let's Write

Write some sentences to describe what you and your friends are doing now, tonight and currently (around this moment)!



MADURANESE CULTURE

Reading Comprehension

KERAPAN SAPI (BULL RACE)

Festivals in Indonesia are diverse and colorful. These festivals have attracted lot of tourists from all corners of the world. Keeping in line with the diverse religion and castes in Indonesia, the festivals and events here are equally diverse and colorful and invite participation from the locals. The Kerapan Sapi (Bull Race) is one of the major events here.

Kerapan Sapi (Bull Race) is an annual event that draws visitors and enthusiasts from different parts of Indonesia and the world. The Kerapan Sapi (Bull Race) is held at Madura Island. These bull races are very singular to Madura Island. The Kerapan Sapi (Bull Race) was born out of the custom of plough teams racing and competing against each other across barren fields. This was a sporting love of an early king of Sumenep, one of the towns on the island. The Kerapan Sapi (Bull Race) has been held nowadays from August to October. This festival has given a golden opportunity to the locals to throw overgenerous festivals to follow the races. The bull races finally end in the grand finals held in Pamekasan, the capital. Before the racing starts, the bulls are paraded through the towns, decorated with flowers, ribbons and gilded halters. It is really a wonderful spectacle to see different bulls dressed in a colorful way and parading down the roads. While the Gamelan musicians diver time to the bulls, they are fed arak (a potent South East Asian rice-wine spirit). This has been done in order to excite the bulls for the race. Only then, are they set free to charge down

the track, or into the audience as occasionally happens? The race does not take much time as the bulls break the human 100 metres record by crossing the distance in just nine seconds. The Kerapan Sapi (Bull Race) will start from 9 am onwards this year.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Opportunity	Chance	kesempatan
2.			
3.			
4.			
5.			

Answer The Questions!

1. What is the main event in Madura?
2. Why do the Madurese hold this event?
3. How long time has Kerapan Sapi been held during this time?
4. How do they parade the bulls before the racing?
5. How far the distance between the bull track and the audience?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

PRESENT PERFECT

It is a combination of past and present. An action in the past has something to do with the present.

Key Notions:

- 1) *Result of an action in the past is important in the present (It is not important when this action happened. When we use a specific time in the past - e.g. yesterday - then we use the Simple Past.)*

Example:

- I have cleaned my room. (It is clean now.)
- Has Peggy ever been to Tokyo? (Has Peggy been there or not?)

- 2) *Recently completed actions*

Example: He has just played handball. (It is over now.)

- 3) *Actions beginning in the past and still continuing - mostly with since (point of time) or for (period of time)*

Example: We have lived in Canada since 1986. (We still live there.)

- 4) *together with lately, recently, yet*

Example:

- I have been to London recently. (no specific point of time)
- He has not written the e-mail yet. (He has not done it.)

Exercise 1

Type the correct answer to the blanks below.

1. Lindsay ____ (not, be) to France.
2. ____ you ____ (finish) your homework?
3. They ____ (go) to a rock concert.
4. ____ you ____ (be) to Japan?
5. We never ____ (eat) Mexican food.
6. Andrea ____ (have) her umbrella.
7. ____ the sun ____ (come) up?
8. The children ____ (loss) puppy.
9. How long you ____ (be) a vegetarian?
10. I ____ (not, work) last December

Conversation

The following is a model conversation about Madura.

- Mamat : Hi, Suqya, assalamu'alaikum?
 Suqya : Hi, mat.wa'alaikum salam.
 Mamat : How are you?
 Suqya : I'm fine. And you?
 Mamat : I'm fine too.
 Suqya : Mat, I want to ask you about Madura.
 Mamat : Okey, go ahead.
 Suqya : What do you think about Maduranese language?
 Mamat : O ya? Why do you ask me about this?
 Suqya : Yeah, because Maduranese Language is so fifficult for me. What do you think Mamat?
 Mamat : I think Maduranese language is so easy. It is like we study English. We have to practice it every day with our friends, specially whom come from Madura.
 Suqya : Okey, Mamat. Then, it will be better if we discuss about everything from Madura.
 Mamat : Yeah, but we have to invite some of my friends who come from Madura.
 Suqya : Okey, I am with you. Who are they?
 Mamat : Hadi, Rohim, Wasid, eem... who else?
 Suqya : I do not know, let's discuss this tomorrow.
 Mamat : Okey, see you.

In a group of 4-5 people, make a dialog on one of these following questions and practice it in front of the class!

1. What do you think about English?
2. When did you study English for the first time?
3. How do you practice English in daily activities?
4. Are you confident enough to speak English with other people especially with native speaker?

Let's Write

Make sentences from the following words and make some paragraphs using words needed :

1. Festival :
2. Colorful :
3. to race :
4. audience :
5. To break :

Exercise

Arrange the following sentences in proper order in the box. Then write your answer in paragraph form. The bold sentence is the first sentence.

- He is in Australia.
- He has been there for six months.
- Tim is an engineer.
- I have just received a letter from my brother, Tim.
- He is working for a big firm and he has already visited a great number of different places in Australia.
- He has just bought an Australian car and has gone to Alice Springs, a small town in the centre of Australia.
- He will soon visit Darwin.
- From there, he will fly to Perth.
- My brother has never been abroad before, so he is finding this trip very exciting.

Answer:

VISITING TOURISM PLACES

Reading Comprehension

HAVING VACATION AT JIMBARAN BEACH

While I was having breakfast at Jimbaran beach, I was thinking about my boss. He was in Bromo Mountain. He said it was very cold there. He had the vacation with his family, while I was having vacation with my grandmother. I was having a peaceful evening in front of TV at Jimbaran Hotel. And while I was watching TV, I got a call from my boss telling me that he and his family could not sleep. His baby was crying and his wife was having flu. I was thinking about how difficult it is to fall asleep in a very cold condition. Then, I was sure it was not a good holiday for him and his family.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Boss	Chairman	Kepala, ketua
2.			
3.			
4.			
5.			

Answer The Questions!

1. When was the narrator thinking about his boss?
2. When was his work at the time?
3. Whom was he spending time at Jimbaran with?
4. Why did his boss call him?
5. Why did the narrator think it was a wrong vacation for his boss?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Understanding

PAST PROGRESSIVE

We use past progressive to describe something which began before a particular point in the past and is still in progress at that point. The action may continue after that point.

Example:

- I was still working at 6 o'clock (and I continued working after that point)
- He was using the vacuum cleaner and so he just didn't hear the doorbell ring (and continued using the vacuum cleaner after the doorbell rang)
- He was working at his computer when the power cut occurred.

Exercise 1

Type the correct answer to the prompt the boxes below.

1. Rachel / feed / the cat

2. the children / paint / a picture
3. Clark / repair / his computer
4. Hazel / swim / in the pool
5. Lucas / have / a shower
6. Jason and Aaron / run / down the street
7. Betty / do / her homework
8. Cindy and James / make / dinner
9. Rebecca / watch / Star Trek
10. Anita and Linda / sit / in the kitchen

Exercise 2

1. When I phoned my friends, they (play) monopoly.
2. Yesterday at six I (prepare) dinner.
3. The kids (playing) the garden when it suddenly began to rain.
4. I (practice) the guitar when he came home.
5. We (not / cycle) all day.
6. While Aaron (work) in his room, his friends (swim) in the pool.
7. I tried to tell them the truth but they (listen / not).
8. What (you / do) yesterday?
9. Most of the time we (sit) in the park.
10. When my mother came, the phone (ring)

Conversation

Practice the following dialogue in pair and memorize them.

- Ana : What are these?
Maria : Those are books.
Ana : Where are the books?
Maria : There they are. Where are your pencils?
Ana : These are my pencils.
Maria : Where are your pens?
Ana : They're over there.
Maria : Are these your pens?
Ana : Yes, they are, those are mine.

In a group of 4-5 people, make a dialog on one of these following ques-

tions and practice it in front of the class!

1. Do you have the skills to do the job that needs to be filled?
2. How will you fit in with the company?
3. If I hire you, are you someone that the Director will need to worry about?

Let's Write

Make sentences from the following words and develop the main ideas by yourself.

1. Boss :
2. Evening :
3. To call :
4. To sleep :
5. Peaceful :



UNIT 10

TRANSPORTATION

Reading Comprehension

THE RAILROAD STATION

They *got off* the Oimachi train at Jiyugaoka Station, and Mother took Totto-chan by the hand to lead her through the ticket gate. She had hardly ever been on a train before and was reluctant to give up the precious ticket she was clutching.

"May I keep it!" Totto-chan asked the ticket collector. "No, you can't," he replied, taking it from her. She pointed to his box filled with tickets. "Are those all yours?" "No, they belong to the railroad station," he replied, as he snatched away tickets from people going out.

"Oh." Totto-chan gazed longingly into the box and went on, "When I grow I'm going to sell railroad tickets!" The ticket collector glanced at her for the first time. "My little boy wants a job in the station, too, so you can work together."

Totto-chan stepped to one side and took a good look at the ticket collector. He was plump and wore glasses and seemed rather kind.

"Hmm." She put her hands on her hips and carefully considered the idea. "I wouldn't mind at all working with your son," she said. "I'll think it over. But I'm rather busy just now as I'm on my way to a new school."

She ran to where Mother waited, shouting, "I'm going to be a ticket seller!" Mother wasn't surprised, but she said, "I thought you were going

to be a spy?

As Totto-chan began walking along holding Mother's hand, she remembered that until the day before she had been quite sure she wanted to be a spy. But what fun it would be to be in charge of a box full of tickets!

"That's it!" A splendid idea occurred to her. She looked up at Mother and informed her of it at the top of her voice, "Couldn't I be a ticket seller who's really a spy!"

Tetsuko Kuroyanagi
-Totto-chan-

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Got off	Arrive	Sampai, tiba
2.			
3.			
4.			
5.			

Answer The Questions!

1. In what country do you think the story happened?
2. Why did Totto-chan reluctant to give the ticket?
3. How was the ticket collector look like?
4. Where will Mother and Totto-chan go?
5. What did Totto-chan finally decide about what she wants to be?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

Y/N QUESTIONS AND W/H QUESTIONS

There are many types of questions in English. The easiest are questions that can be answered "yes" or "no." A yes-no question can be formed from a statement and these are the rules:

To form a question from a statement, first count the number of verbs. If there is one verb in the statement and the verb is a form of be, simply switch the positions of the subject and verb.

Statement	Question
Firdaus is a doctor.	Is Firdaus a doctor?
The students are here.	Are the students here?

If there are two verbs or more, simply switch the positions of the subject and first verb.

Statement	Question
Fatima is eating dinner.	Is Fatima eating dinner?
Karyo has rented an apartment.	Has Karyo rented an apartment?
Irna has been living here since 1969.	Has Irna been living here since 1969?

If there is one verb, and the verb is not a form of be, the process is more complex.

1. Add Do to the beginning of the sentence.

His family live in that house.	Do his family live in that house?
--------------------------------	-----------------------------------

2. If the main verb "carries" a third person singular s, move the s to Do, making it Does.

Rio drives a car.	Does Rio drive a car?
-------------------	-----------------------

3. If the main verb "carries" past tense, move the past tense to Do, making it Did.

Roni played basketball last night.	Did Roni play basketball?
------------------------------------	---------------------------

Exercise

Make yes-no questions to the following sentences. Be careful with tenses.

1. They arrived yesterday.
2. You have heard about it.
3. You like coffee.
4. I may speak to him.
5. He didn't have to speak to her.
6. I have to buy some books.
7. She won't fall down.
8. I am very late.
9. She has come very late.
10. She has lunch at 12 o'clock.

Wh- Questions allow a speaker to find out more information about topics. They are as follows:

When?	Time
Where?	Place
Who?	Person
Why?	Reason
How?	Manner
What?	Object/Idea/Action

The "grammar" used with wh- questions depends on whether the topic being asked about is the "subject" or "predicate" of a sentence. For the subject pattern, simply replace the person or thing being asked about with the appropriate wh-word.

(Someone catches my basketball.)	Who catches my basketball?
(Something is bothering you.)	What is bothering you?

For the predicate pattern, wh- question formation depends on whether there is an "auxiliary" verb in the original sentence. Auxiliary or "helping" verbs are verbs that precede main verbs. Auxiliary verbs are italicized in the following sentences.

I can do it.	I have eaten my lunch.
--------------	------------------------

They are leaving.

I should have finished my homework.

To make a question using the predicate pattern, first form a yes/no question by inverting the subject and (first) auxiliary verb. Then, add the appropriate wh- word to the beginning of the sentence.

You will leave some time.	When will you leave?
He is doing something.	What is he doing?
They have been somewhere	Where have they been?

If there is no auxiliary and the verb is "be," invert the subject and verb, then add the appropriate wh- word to the beginning of the sentence.

He is someone.	Who is he?
The meeting was some time.	When was the meeting?

If there is no auxiliary and the verb is not "be," add do to the beginning of the sentence. Then add the appropriate wh-question word. Be sure to "transfer" the tense and number from the main verb to the word do.

You want something.	What do you want?
You went somewhere.	Where did you go?
She likes something.	What does she like?

Exercise

Put the appropriate question words to the following questions.

1. ___ is the name of the President of Indonesia?
2. ___ is our Independence Day?
3. ___ did Neil Armstrong say when he first landed on the moon?
4. ___ do you live? - I live in London.
5. ___ is that girl? - She's my sister.
6. ___ do you go to school? - By bus.
7. ___ do banks open? - At eight O'clock.
8. ___ are you wearing that coat? - Because it's hot!
9. ___ did he first land?
10. ___ did the Americans drop the atomic bomb on Hiroshima?

Conversation

Here are conversations between two people about Muslim.

- Jhony : Assalamualaikum
Jean : Wa'alaikum salam
Jhony : I haven't met you for along time. Where have you been lately?
Jean : I have been home lately
Jhony : Btw, have you ever gone to Rail road station?
Jean : Yes, sure, once I've gone there. Why do you ask me like this?
Jhony : Yes, if you don't mind I want to invite you to go to Madiun by train.
Jean : Okey, it's wonderful.

Exercise

Students should be in group of four. They make a description about Sydney or compared with other countries. Then, the result of the discussion is presented in front of the class.

1. Which town do you like to visit?
2. Do you understand the cross cultural understanding among countries?
3.
4.

Let's Write

Make a description as if you were in the road rail station, write down in not more than 4 paragraph. You can use all patterns of tense you've studied.



INDONESIAN CULTURE

Reading Comprehension

REOG PONOROGO

Reog is a traditional dance that becomes the main identity for Ponorogo regency. Because of this, Ponorogo is also known as Reog city, isn't it? This theatre has been known widely in Indonesian even *foreign* tourists. National Festival is held every year along the anniversary of Ponorogo regency and Grebeg Suro celebration. Reog dance is also staged full moon nightly in paseban, Ponorogo Town Square. Reog told about the struggle for a prince who will propose to a lovely pretty princess. This dance is staged about 25 - 40 dancers and the musician. The interesting of Reog is his main leading figure named Singo Barong. The dancers of Singo Barong bear the mask about 30 - 40 kg weight and supported by the strength of their teeth. He is very strong, isn't he? The other leading figures in Reog are Kelono Sewandono, Bujang Anom, Jatil and Warok. The visitors can enjoy this traditional dance only in Ponorogo, East Java - Indonesia. The only area that has REOG dance is Ponorogo, not in other country, doesn't it?

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Foreign	Strange	Asing
2.			

No	Difficult Word	Synonym	Meaning
3.			
4.			
5.			

Answer The Questions!

1. What is Reog?
2. Where is it from?
3. When is it held?
4. Mention the figures in Reog!
5. What story does inspire Reog?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

QUESTION TAG

A **tag question** is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called a "question tag".

A "tag" is something small that we add to something larger. For example, the little piece of cloth added to a shirt showing size or washing instructions is a tag.

Example: Are you a student, aren't you?
She lives in Surabaya, doesn't she?

They didn't go to Semarang, did they?

The Key Notions

- Expressions
 - Imperatives
To show a command.
e.g. *Open the door, will you?*
 - Requests
To ask for help.
e.g. *You couldn't lend me a pound, could you?*
 - Suggestions
To give a suggestion with "let".
e.g. *Let's have a party, shall we?*
 - Fact
To show the fact with "there".
e.g. *There is something wrong, isn't there?*

Exercise 1

Type the question tag in the boxes below.

1. She is reading a novel, _____?
2. They studied Math last night, _____?
3. Student must prepare the experiment in the laboratory, _____?
4. I have told you, _____?
5. You don't mind, _____?
6. He never denies the fact, _____?
7. Santi is not going to apply the job, _____?
8. We did not plan to reduce the quantity of the liquid, _____?
9. Have you sent the letter, _____?
10. Are you ready for the test, _____?

Exercise 2

Use question tag in the following blank spaces!

Last year, I picked up a student from French, _____? She was a girl from France, _____? I met her for the first time at the airport, _____? She was a kind of a silent girl, _____? Meanwhile, I am a talk active person, _____?

Actually she was a nice girl but I made a big mistake by asking her for a date, ____? She was angry and I got a slap from her.

Conversation

Study the following dialogue and develop using your own words:

Who are you?
I'm a student.
Who is that over there?
He's a student too.
Is that lady a student?
No, she isn't. She is a nurse.
Am I your teacher?
Yes, you are.
That man is a teacher, isn't he?
Yes, he is.
Who are those people?
Maybe they're farmers.
Aren't they students?
I really don't know.

In a group of 4-5 people, make a dialog on one of these following questions and practice it in front of the class!

1. If you become a student of the Student Exchange, what country will you choose?
2. If you meet French, what will you ask him/her?
3. If you go to France, what kind of food you will eat?
4. If you go to France, what merchandise will you bring home?
5. Imagine you are in France, what tourism places will you visit?

Let's Write

Make sentences from the following words

1. Traditional :
2. Identity :
3. To dance :
4. To enjoy :
5. Country :

Exercise

Arrange the following sentences in proper order. Then write your answer in paragraph form. The bold sentence is the first sentence.

- Yeah, it sure is. I love sunny, warm weather.
- **The weather is beautiful today, isn't it?**
- I hope I find enough time to go hiking in the mountains. Summer is almost over, so we should make the most of it, shouldn't we?
- Yeah. Catch you later.
- Me too. I'm going to the lake after school for a swim.



UNIT 12

JAVANESE CULTURE

Reading Comprehension

SLAMETAN

Slametan as a type of communal feast is quite special for the Javanese people. This ritual practice is *inseparable* from the process of Islamization in Java. People can conduct the *slametan* in response to birth, marriage, sorcery, death, moving house, bad dreams, harvest, name-changing, opening a factory, illness, circumcision, starting off a political meeting, and other occasions.

The *slametan* consists of three principle elements namely *ujub* (invocation), *donga* (Arabic prayer) and the meal. *Ujub* is a statement of intent which is delivered by the host to welcome the guests. In *ujub*, he explains the purpose of the *slametan*, and names spirits who have been invited and to whom the meal has been dedicated. The number of spirits ranges from the Prophet Muhammad, the nine *walis*, the spirits of host's ancestors, and other important spirits. Thus, the invocation of these spirits is to identify as many sources of blessing as possible. After *ujub* is completed, it is followed by a *donga* (Arabic prayer). While the *modin* (the official village religious specialist) is reciting the *donga*, all the guests must shout *amin*. By saying *amin*, the individual recitation is transformed into collective prayer. The guests validate the reiterate intentions of the host and as participants in the prayer. After the *Donga* is finished, the guests may enjoy the meal.

There are a number of *slametan* dishes, but two merit special considerations; *apem* and rice. In Java, *apem* is considered to be sacred. The

deceased, like the living, need to eat and *apem* is regarded as their favorite food. Similar to *apem*, yellow rice cones (*sekul kuning tumpang*) are also served. This kind of rice is cooked in coconut milk which a substitute for a dish of rice and oil that was one of the prophet Muhammad's favorite foods. The *slametan* as a ritual practice is believed to transcend the earthly realm or move upward to beg for God's blessing.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Feast	Party, banquet	Pesta, perayaan
2.	Inseparable	Indivisible, integral	Menyatu, tidak terpisahkan
3.			
4.			
5.			

Answer The Questions!

1. In what occasions do Javanese people organize *slametan*?
2. What are the elements of *slametan*?
3. What is *Ujub*?
4. Why *amin* of the guests is important for the host?
5. What is the favorite food of the Prophet Muhammad?
6. Have you and your family organized *slametan*?
7. What spirits are invited in your *slametan*?
8. What do you recite in your *slametan*?
9. Could you mention the kind of dishes that used to be served in *slametan*?
10. What do you recite about yellow rice cones?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____

5. _____

Grammar Understanding

MODALS

The verbs in the list below are called modal auxiliaries. They are helping verbs that express a wide range of meaning (ability, possibility, necessity, permission, etc.) Most of the modals have more than one meaning.

- Expressing ability: **CAN** and **COULD**
Example: People can conduct the slametan.
Our son could talk when he was two years old.
- Expressing possibility: **MAY/MIGHT** and **COULD**
Example: It may/might rain tomorrow.
Look at those dark clouds. It could start raining any minute.
- Expressing permission: **MAY** and **CAN**
Example: the guests may enjoy the meal.
She can have a little rest after this.
- Asking for permission: **MAY I, COULD I, and CAN I**
Example: May I borrow your pen, please?
Could I bring this book?
Can I call you later?
- Asking for assistance: **WOULD YOU, COULD YOU, WILL YOU, and CAN YOU**
Example: Would you please open the door?
Could you pass the salt, please?
Will you marry me?
Can you do this by yourself?
- Expressing advice: **SHOULD, OUGHT TO, and HAD BETTER**
Example: Your room is messy. You should clean it.

The test is tomorrow. I ought to study tonight.
You had better sleep earlier if you don't want to wake up late.

- Expressing necessity: **HAVE TO, HAVE GOT TO, and MUST**
Example: All the guests must shout amin.
Rene has got to go to the bank.
You must learn how to speak English well.
- Making logical conclusion: **MUST**
Example: Nancy is yawning. She must be sleepy.

Exercise 1

Choose the correct modals

1. *May/Can/Have* you speak any foreign languages?
2. Lilik *has to/must/should* get tired of her job. It is so boring.
3. Where's Ni'mah? She *might/mustn't/is* to be in her room.
4. Take an umbrella. It *has to/need/might* rain later.
5. Zainul *must/had to/need* go to hospital yesterday.
6. You look tired. You *should/ought/are to* go to bed.
7. You *must not/need not/ought not* do it. I've already done it.
8. Indonesia will be the champion of FIFA's World Cup of 2014. *Must/May/Can* it be true?
9. *Will/Would/Shall* we stay or leave?
10. Irfan was so tired. He *should/must/need* have worked days and nights.
11. I have no time. I *should/may/must* leave now or I *would/will/shall* miss the bus.
12. She looks tired; she *shouldn't/should/might* take some days off.
13. Judy is not at home. She *might/could/will* have gone to Madrid, I don't know.
14. Tom *can/could/must* play Badminton quite well. I usually play with him every weekend.
15. I haven't decided yet where I *will/won't/would* go in my next holidays. I think I *must/can/might* go to Lombok.

Exercise 2

Complete the sentences with the modals **CAN, CAN'T, COULD, COULDN'T**.

1. When Mardi was 16, he was a fast runner. He *Can/Could/Can't/ Couldn't* run 200 metres in 22 seconds. I'm afraid I *Can/Could/ Can't/ Couldn't* come to your party next Saturday.
2. I'm not in a hurry. I've got plenty of time. I *Can/Could/Can't/ Couldn't* wait.
3. I was feeling terribly sick yesterday. I *Can/Could/Can't/ Couldn't* eat anything.
4. Can you speak loudly, please? I *Can/Could/Can't/ Couldn't* hear you very well.
5. "You look exhausted." "Yes, I *Can/Could/Can't/ Couldn't* sleep last night.

Conversation

Study the following simple dialogue and memorize them.

What day is today?

Today is Monday.

What day was yesterday?

Yesterday was Sunday.

What day is tomorrow?

What month is this?

This is January.

Last month was December, wasn't it?

Yes, it was.

What month is next month?

I was in the hospital for several weeks.

Where were you on Tuesday?

You were here in February, weren't you?

No, I wasn't.

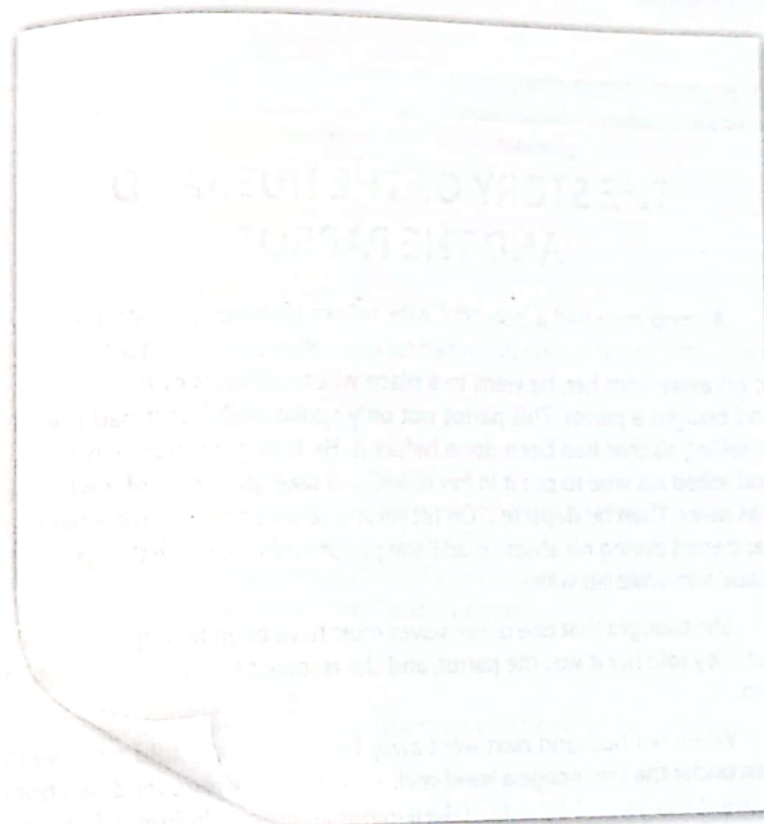
Your friend was here a week ago, wasn't he?

Share your experience with your friend about a slametan which you or your family had organized in the past. Tell your friend why did your family

organize that slametan, how was the Ujub, who led the donga, what the meal was, and who was invited in that slametan.

Let's Write

Write about slametan in relation to Islamic teaching with some reasons. Use some 'modals' in your writing. The length of your writing is no less than 4 paragraphs.





THE STORY OF PET

Reading Comprehension

THE STORY OF THE HUSBAND AND THE PARROT

A good man had a beautiful wife, whom he loved passionately, and never left if possible. One day, when he was obliged by important business to go away from her, he went to a place where all kinds of birds are sold and bought a parrot. This parrot not only spoke well, but it had the gift of telling all that had been done before it. He brought it home in a cage, and asked his wife to put it in her room, and take great care of it while he was away. Then he departed. On his return he asked the parrot what had happened during his absence, and the parrot told him some things which made him scold his wife.

She thought that one of her slaves must have been telling tales of her, but they told her it was the parrot, and she resolved to revenge herself on him.

When her husband next went away for one day, she told on slave to turn under the bird's cage a hand-mill; another to throw water down from above the cage, and a third to take a mirror and turn it in front of its eyes, from left to right by the light of a candle. The slaves did this for part of the night, and did it very well.

The next day when the husband came back he asked the parrot what he had seen. The bird replied, "My good master, the lightning, thunder and

rain disturbed me so much all night long, that I cannot tell you what I have suffered."

The husband, who knew that it had neither rained nor thundered in the night, was convinced that the parrot was not speaking the truth, so he took him out of the cage and threw him so roughly on the ground that he killed him. Nevertheless he was sorry afterwards, for he found that the parrot had spoken the truth.

Andrew Lang
Arabian Nights

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer The Questions!

1. What did he ask his wife to do?
2. Why did the wife resolve to revenge herself on him?
3. Why did the man finally feel sorry?
4. Whom do you think is the liar? The wife or the parrot? Why?
5. What can we learn from the story above?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

PASSIVE VOICE

The **passive voice** is a structure that allows you to make a statement without knowing who performed the action of the sentence: *The house was destroyed.* Or the person who performed the action is placed in a **passive position** in the sentence: *The house was destroyed by soldiers.*

An **active sentence** is commonly structured **subject + verb + direct object**. A **passive sentence** changes that structure to **direct object** used as the **subject + to be + past participle + by + subject** used as the **object of the preposition**. Let's compare the two structures:

Active Sentences	Passive Sentences
Kim finds the dog.	The dog is found by Kim.
We buy his car.	His car is bought by us.
The girls stole the purse.	The purse was stolen by the girls.
They solved the problem.	The problem was solved by them.

The verb **to be** in the passive sentences is conjugated in the same tense as the verb in the active sentences. Look how the various tenses appear in the passive:

Tense	Passive Sentences
Present	The house is destroyed by the soldiers.
Past	The house was destroyed by the soldiers.
Present Perfect	The house has been destroyed by the soldiers.
Past Perfect	The house had been destroyed by the soldiers.
Future	The house will be destroyed by the soldiers.
Future Perfect	The house will have been destroyed by the soldiers.

Only in the present and past tenses is there a difference between the habitual form of the conjugation and the conjugation for an action in progress or incomplete:

the house is destroyed/the house is being destroyed
 the house was destroyed/the house was being destroyed

Exercise 1

Rewrite the passive sentences below as an action in progress. Keep the same tense.

- Glenda is kissed by Stuart.
- She was spoiled by her parents.
- My eyes are tested in the clinic.
- They were arrested for a crime.
- Monique is awarded a medal.
- The treasure was buried on an island.
- The dog is punished again.
- Was the old barn burned down?

Exercise 2

Rewrite the following active sentences as passive sentences. Keep the same tense.

- A storm destroyed the cottage.
- Did Columbus discover the New World?
- They will buy our house.
- My grandmother has baked the cakes.
- Phil is cutting the bread.
- Sergio was selling the newspapers.
- Has Iris taken the money?
- She will kiss the baby.
- Is Max building the fence?
- Her brother forgot the map.

Conversation

Study the following simple dialogue and memorize.

Do you have a book?
 Yes, I do.
 You have a radio, don't you?
 No, I don't.
 I don't have a phonograph, either.
 Does this radio belong to you?
 Yes, I think it does.
 How many sisters and brothers do you have?

Don't you have my hat?
Yes, I have both your hat and your coat.
Does John have a yellow pencil?
Yes, he does.
He has a radio, doesn't he?
No, he doesn't have one.
He already has a phonograph, but he doesn't have a radio yet.

Exercise

Students should be a group of five then they have to discuss about their own family dealing with their job.

Let's Write

You must have ever been told a story when you were a child. Now write a review on your favourite story. Pay attention to the use of passive voice in your sentences.

Story's title : _____
Main characters : _____
Plot (story) : _____

Comments : _____



INDONESIAN CULTURAL HERITAGE

Reading Comprehension

WAYANG KULIT

The Wayang Kulit is a leather puppet shadow play in Indonesia. It is popular especially in Java and Bali. The Wayang Kulit is a form of entertainment as well as the bearers of culture. The Wayang Kulit reflects the culture of Indonesia since the plays act as a carrier of myth, morality play, and form of religious experience rolled into one. Every aspect of the Wayang Kulit has mystical overtones, symbolism, and esoteric meanings. The basic thought behind all plays is the portrayal of good and evil, with good always triumphing, although evil is never destroyed.

There is no the Wayang Kulit without a master puppeteer (*dalang*). He operates the shadow puppets along with a gong orchestra (*gamelan*). The *dalang* is a man with versatile talents. He at least must have a repertory of hundreds of stories, play the music, and have an elan for showmanship. The *dalang* with the help of the shadow puppets narrates the story line and beautifies the universal themes. The UNESCO denominated Wayang Kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on November 7, 2003. However, the changing economic and social structure of Indonesia has led to a decreased interest in and demand for wayang performances.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Puppet	Pawn, doll	Boneka
2.			
3.			
4.			
5.			

Answer The Questions!

1. In which region the Wayang Kulit is popular?
2. What is the function of the Wayang Kulit?
3. What is the main theme behind the play of Wayang Kulit?
4. Who is dalang?
5. What happened to the Wayang Kulit in November 2003?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

PREPOSITION: IN, AT, ON

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. They never change their form, regardless of the case, gender etc. of the word they are referring to. A preposition is followed by a "noun". It is never followed by a verb.

By "noun" we include:

- **noun** (dog, money, love)
- **proper noun** (name) (Bangkok, Mary)
- **pronoun** (you, him, us)
- **noun group** (my first job)
- **gerund** (swimming)

Some prepositions tell about time: in, at, and on

English	Usage	Example
on	days of the week	on Monday
in	months / seasons	in August / in winter
	time of day	in the morning
at	year	in 2006
	after a certain period of time (when?)	in an hour
	for night	at night
	for weekend	at the weekend
	a certain point of time (when?)	at half past nine

Some prepositions tell about location

English	Usage	Example
In	room, building, street, town, country	in the kitchen, in London
	book, paper etc.	in the book
	car, taxi	in the car, in a taxi
	picture, world	in the picture, in the world
At	meaning next to, by an object	at the door, at the station
	for table	at the table
	for events	at a concert, at the party
on	place where you are to do something typical (watch a film, study, work)	at the cinema, at school, at work
	attached	the picture on the wall

for a place with a river	London lies on the Thames.
being on a surface	on the table
for a certain side (left, right)	on the left
for a floor in a house	on the first floor
for public transport	on the bus, on a plane
for television, radio	on TV, on the radio

Exercise

Complete the sentences with *in*, *at*, or *on*.

1. It gets very cold ___ winter.
2. Desi doesn't have money ___ the moment.
4. He flew from Jakarta. He's probably ___ Denpasar now.
5. Would you like to go out to dinner ___ Friday night?
9. I'll see you ___ two weeks time.
10. She was born ___ 1961.
11. The doctor will see you ___ 10:00.
12. ___ the age of ten I wanted to be a pilot.
13. My mother gave me a wonderful present ___ my birthday.
15. My pen is ___ my pencil case.
16. He's gone to work. He's probably ___ work now.
17. He lives ___ Ambon.
18. ___ my opinion you should buy the blue shirt.
19. I'll be taking my holiday ___ Idul Fitri this year.
20. Buy some bread and milk ___ your way home.

Conversation

Study this dialogue and practice it.

What's the date today?

Today is November first, nineteen sixty-three.

When were you born?

I was born on November first, nineteen thirty-five.

Today is my birthday.

My sister was born in nineteen thirty-eight.

I don't know what the exact date.

Where were you born?

I was born in a little town not far from here.

What do you know about the tenth century?

I don't know anything about that.

Let's talk about something else.

Where were you during the month of April last year?

I don't remember where I was then.

Where will you be next year at this time?

Exercise

In a group of 4-5 people, discuss one of the following issues!

1. If your grandfather ask you to watch Wayang Kulit, what will you respond to him?
2. What is the role of younger generation like us preserve Indonesian cultural heritage like Wayang, Batik and Reog?
3. You do not like wayang kulit show, but your close neighbour organizes that show tonight. What will you do?
4. What is the most valuable cultural heritage of Indonesia? Discuss with your friends!

Let's Write

Make sentences consisting of the following words.

1. Culture
2. In Ramadhan month
3. Performance
4. On Fridays
5. Talent



CITY IN THE UNITED STATES

Reading Comprehension

CHICAGO

Chicago is the third largest city in the United States. Over three million people live in the two hundred and twenty five mile area of Chicago.

The world's first skyscraper was constructed in Chicago in 1885. Today, some of the world's tallest and most famous skyscrapers are found in the city. Located in the heart of the city is the one hundred and ten story Sears Tower, which is among the most famous skyscrapers ever built.

Chicago is often called "The Windy City". It is assumed that this is due to the City's weather, but in the 1990s 11 major U.S. cities outranked Chicago for average annual wind speed.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer the questions!

1. How many cities in the United States are larger than Chicago?
2. How many of people (in millions) live in Chicago?
3. What is one of Chicago's most famous skyscrapers?
4. Why is Chicago often called "The Windy City"?
5. Write three things you learned about Chicago.

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

DEGREES OF COMPARISON

○ The Comparative Form

To compare two people or things, use the comparative form of an adjective. The comparative form is usually made by adding -er to the adjective.

adjective	comparative form	adjective	comparative form
dark	darker	hard	harder
poor	poorer	tall	taller

Note: The word than is often used to compare two things or people.
 For example: Mr. Lee is taller **than** Philip.
 A car is faster **than** a bike.

○ The Superlative Form

When you compare three or more people or things, use the superlative form of an adjective. The superlative form is usually made by adding est to the adjective.

adjective	superlative form	adjective	superlative form
dark	darkest	hard	hardest
poor	poorest	tall	tallest

Note: The word *the* is often used before the superlative form.

For example:

A bee is a small insect. A ladybird is smaller, but an ant is the **smallest**.

- If the adjective ends in *e*, add *r* to form the comparative and *st* to form the superlative.

adjective	comparative	superlative
nice	nicer	nicest
close	closer	closest

- If the adjective is a short word that ends in a consonant and has a single vowel in the middle, double the consonant and add *er* to make the comparative and *est* to make the superlative.

adjective	comparative	superlative
thin	thinner	thinnest
big	bigger	biggest

- If the adjective has two syllables and ends in *y*, change the *y* to *i* and add *er* to make the comparative and add *est* to make the superlative.

adjective	comparative	superlative
easy	easier	easiest
funny	funnier	funniest

- Use *more* and *most* to compare most other two-syllable adjectives. You will also use *more* and *most* with all adjectives that have more than two syllables.

adjective	comparative	superlative
handsome	more handsome	most handsome
beautiful	more beautiful	most beautiful

- Irregular Comparative and Superlative Forms
A few adjectives don't form their comparative and superlative forms in any of the usual ways. The comparative and superlative forms of these adjectives are different words, called irregular forms.

adjective	comparative	superlative
good	better	best
bad	worse	worst
little	less	least
many	more	most
far	farther or further	farthest or furthest

For example:

My painting is good, Melanie's painting is better, but Andrew's painting is the best.

Exercise 1

Use each set of words to write a sentence. Make a comparison using *than*. (You may use different forms of the words listed.)

Example: Maurice/Ingrid/speak/loudly
Maurice speaks louder than Ingrid.

- cats/dogs/run/fast
- my brother/your sister/write/beautiful
- you/I/learn/quick
- Rashad/Steven/sell/many cars
- New York/Chicago/big
- Ginger/Fred/dance/well
- lake/sky/look/blue
- our team/your team/play/capable
- the husband/the wife/seem/jealous
- Mr. Espinosa/Ms. VanDam/have/little money

Exercise 2

Read the following passage. Write the correct comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.

Paul likes playing football. He's a very good player, but his friend Sal-

ly is abetter..... (good) player. She's the (good) player in the whole school. She is (fast) and (strong) than all the boys, even the boys who are (old) and (big) than her. That's why Paul likes her. Paul thinks all games are exciting, but football is the (exciting) game and it's (noisy) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Sally gets (dirty) and (wet) than everyone else.

Conversation

Study this dialogue and practice.

What do you want?
I want a cup of coffee.
What would you like to eat?
Please give me a piece of pie.
Which one would you like, this one or that one?
It doesn't matter to me.
I'd like to talk with Mr. Jones or Mr. Smith.
I'm sorry, but both of them are busy right now.
Wouldn't you like some coffee?
I'd rather have some tea, if you don't mind.
Do you know any of those people?
Two or three of them look familiar.
All of those people are friends of mine.
Which one of those men is Mr. Taylor?
Is he the tall man on the left?

Exercise

Make a description about having journey to abroad and discuss with your friends in group.

Let's Write

Write a paragraph describing one of the cities in Indonesia. You may use the reading text above as a model. Pay attention to the use of adjectives and the comparative or superlative forms.





UNIT 16

A BIG CITY

Reading Comprehension

SURABAYA

Surabaya is the site of a legendary *battle* between a shark (*sura*) and crocodile (*baya*). This is also how the city got its name. Now, they are *represented* the symbol of the city. The two face each other while circling the city's monument, the Tugu Pahlawan (Heroes' monument). It is also called the City of Heroes. People named it because of its role in the nation's independence struggle for Indonesia. The city takes important role in economic prosperity of Indonesia. It served for over half a millennium as trading port for the inland empires of Java. The history was started at the mouth of the Brantas River, when in 1423 the king of Majapahit Kingdom, the most glorious empire in Indonesia at that time, founded Surabaya.

Today, Surabaya is the commercial and administrative capital of East Java, a thriving business and industrial centre and the province's main *port*. Second only to Jakarta in size and importance, the city has a population of around 2.5 million *residents*. Surabaya is a progressive capital undergoing a rapid change. Surabaya Now enjoys the reputation of the cleanest big cities in Indonesia, the sparkling Surabaya.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Battle	War, fight	Pertarungan, pertempuran
2.	Represent	Symbolize	Mewakili
3.	Port	Haven, harbor	Pelabuhan
4.	Resident	Population, inhabitant	Penduduk
5.			
6.			
7.			
8.			
9.			
10.			

Answer the questions!

Answer The Questions!

1. How did Surabaya get its name?
2. Why Surabaya is called the City of Heroes?
3. How old is Surabaya in 2011?
4. Name 3 things you like about Surabaya! Why?
5. Name 3 things you hate about Surabaya! Why?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

QUANTIFIERS

Quantifiers are expressions used to measure the quantity or amount of both count noun and non-count noun.

a. Some and any

Some is used to talk about a restricted quantity or amount. It is usually used in affirmative sentence.

Example: I have got some very nice friends. I am very lucky.

Any is used when the quantity or amount is unrestricted. It is usually used in negative or in interrogative sentence.

Example: He doesn't have any friends. He's so difficult.
Do you know any person who lives here?

b. Many and much

Many is used with count nouns.

Example: I bought many apples yesterday.

Much is used with non-count nouns.

Example: I need much sugar to make this cake.

c. A few and a little

A few is used with count nouns.

Example: We sang a few songs at the party.

A little is used with non-count nouns.

Example: I need a little more time to finish this job.

d. A lot of

A lot of is used for either count noun or non-count noun.

Example: I took a lot of pictures in my last holiday.
You can get a lot of information from this book.

Exercise 1

Complete the jokes by some or any.

1. Waiter, I'd like coffee. Why isn't there on the menu?

> Because I wiped it off.

2. Do you have holes in your socks?

> Of course not.

Then how do you get your feet into?

3. There aren't flies in the kitchen today. How did you manage that?

> Easy! I put the rubbish bin in the living room!

4. Doctor, I need advice I seem to get fat in certain places. What can I do?

> Stay a way from those places!

5. There will be no ice cream until you wash your hands.

> But I did wash my hands.

You didn't use soap or water.

> Well, haven't you heard of dry cleaning?

Exercise 2

Complete the jokes by much, many or a lot of.

1. We don't have beautiful women in our town.

> Why do you say that?

Well, we had a beauty contest and nobody won!

2. How money do you have in the bank?

> I don't know. I haven't shake it recently.

3. What do you take for a headache?

> I drank beer the night before.

4. How do you know about 18th century English scientist?

> Nothing. They're all dead!

5. Why are artists Italians?

> I don't know.

Because they were born in Italy.

Exercise 3

Complete the jokes by a few or a little.

1. Doctor! Help me quickly! I think I'm shrinking..

- > Well, first you will have to learn to be patient!
2. Why is there only honey in Brazil?
> Because there is only one "B" in Brazil.
 3. That will be £20, sir.
> That's a lot of money for a haircut, especially as I'm going bald and I only have hairs.
That's the trouble, Sir. It's the time I spent finding the hairs that cost the money!
 4. This match won't light.
> Why? What's wrong with it?
I don't know. It was all right minutes ago.
 5. Who is bigger, Mr. Bigger, Mrs. Bigger or baby Bigger?
> Mr. Bigger, I suppose.
No, the baby. Because it's Bigger.

Conversation

Practice the following dialogue and develop by yourself.

Do you speak English?
Yes, a little.
Does your friend speak English?
Yes, he speaks English perfectly.
What's his native language?
I don't know what his native language is.
How many languages do you speak?
My friend reads and writes several languages.
How well do you know French?
He speaks French with an American accent.
My parents speak English fluently.
Mr. Jones can read French pretty well.
Sometime I make mistakes when I speak English.
I have a lot of trouble with pronunciation.
How is her accent in French?

Exercise

Have a conversation with your class mate about Surabaya. It could be about its people, tourist attractions, food, weather, or others.

Let's Write

Write about one thing you like of Surabaya. Make sure to use quantifiers in your writing. The length of your writing is 4-6 sentences.



A STORY

Reading Comprehension

DOWN THE RABBIT-HOLE

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually TOOK A WATCH OUT OF ITS WAISTCOAT POCKET, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Lewis Carroll
-Alice's Adventure in Wonderland-

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer The Questions!

1. Why was Alice beginning to get very tired?
2. What did the hot day affect her?
3. What did the White Rabbit take?
4. What did Alice do after the rabbit hurried on?
5. How was the rabbit hole?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

CONJUNCTIONS

Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *subordinating conjunctions*.

- Coordinating conjunctions** link similar words or word groups. There are seven coordinating conjunctions: *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*. Notice how they can combine words, phrases, or complete sentences.

Examples:

The house is warm and comfortable.

He works quickly but neatly.

You can have a soda or lemonade.

I tell my parents and my best friend all my secrets.

I'm older than Anna but younger than Jack.

Is it quicker to go by train or by car?

Sam is playing football. Eric is reading a book.

Sam is playing football *and* Eric is reading a book.

Meera phoned her friend Anna. She wasn't at home.

Meera phoned her friend Anna, *but* she wasn't at home.

Would you like to go to the movies? Shall we go for a burger?

Would you like to go to the movies *or* shall we go for a burger?

- Correlative conjunctions** also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions: *both ... and*, *either ... or*, *neither ... nor*, and *not only ... but also* (sometimes stated as *not only ... also*).

Examples:

Both Yoko *and* Marco have problems.

Either you work hard *or* you leave.

Neither the boys *nor* the girls wanted to end the game.

You are *not only* a poor loser *but also* a bad soccer player.

- Subordinating conjunctions** link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most often used subordinating conjunctions:

after	before	since	until
although	even though	so that	when
as if	how	than	whenever
as long as	if	that	where
as though	now that	though	wherever
because	once	unless	while

Let's look at some example sentences:

After she arrived, Alberto was the first to greet her.

Although he was tired, he continued to run.

I just don't know *how* you do it.

If you don't pay your rent, you'll have to move.

Bob doesn't know *where* she lives.

Exercise 1

Combine each pair of sentences with the appropriate coordinating conjunction: *and*, *but*, *or*, *nor*, *for*, *so*, or *yet*.

- That's my brother. The woman next to him is his wife.
.....
- We ran into the tent. Our clothes were already soaked by the storm.
.....
- Should we watch TV tonight? Should we go see a movie?
.....
- She began to cry. The book ended so sadly.
.....
- I hurried as fast as I could. I arrived home late as usual.
.....
- The red car was already sold. Kim bought the blue one.
.....
- Our dog likes to play in the yard. Our cat prefers to stay in the house.
.....
- Milo lives on Oak Street. His brother lives nearby.
.....

9. Their credit was very poor. They decided to buy a piano any way.
10. I love the snowy beauty of winter. I hate the heat of summer.

Exercise 2

Fill in the blanks with the appropriate correlative conjunctions: both... and, either... or, neither... nor, or not only... but also.

1. Maribeth I will ever visit them again.
2. I want to buy a new blouse a new skirt.
3. They were already introduced to Carol her mother.
4. You work too little spend too much money.
5. Father Mother became ill during the cruise.
6. She wants your help your advice.
7. Reggie broke his leg bruised both arms.
8. It's always too hot too cold for you.
9. the kitchen the bathroom need to be cleaned.
10. Cary Kelly showed up at the party.

Conversation

Study the following dialogue and practice.

What time do you get up every day?
 I usually wake up early.
 I get up at 6 o'clock every day.
 My brother gets up later than I do.
 After I get dressed, I have breakfast.
 Usually, I have a big breakfast.
 I have juice, cereal, toast and coffee for breakfast.
 I leave the house at eight a.m. each day.
 I get to work at nine o'clock every morning.
 I work hard all morning.
 I go out for lunch at about 12:30.

I finish working at 5:45 p.m.
 I eat dinner at about 7 o'clock.
 Before I eat dinner, I read the newspaper for a while.
 I usually go to bed at about midnight.

Exercise

Make a dialogue using the above simple story or you can find another one and practice in front of the class.

Let's Write

Imagine that you are a cook. Someday you are asked to explain how to cook your favourite menu. Below is the paragraph where you can write down the steps to cook your favourite meal. Pay attention to the use of conjunction in your writing.

My Favourite Meal

My favourite meal is

.....

.....

.....

.....

.....



THE STORY OF COOKIES

Reading Comprehension

TIFFANY'S COOKIES

Tiffany started baking cookies when she was in fifth grade. By the time she reached seventh grade, her cookies were locally famous. All of her friends would beg her to make her famous chocolate chip cookies almost every week.

Then one day a local reporter wrote a story about her and her famous cookies. The story was later picked up by National Television news. The story talked about the number of different recipes Tiffany could make and how tasty her cookies were. Upon seeing the story, Coco Cookie Company called Tiffany to see if she would sell them her famous cookie recipe.

Tiffany sold them her oatmeal raisin recipe for twenty thousand dollars and her pudding cookie recipe for fifty thousand dollars, but she refused to sell them her chocolate chip recipe. She decided to keep this recipe and start her own company. On August 2002, she started Tiffany Boom Cookies Inc.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			

No	Difficult Word	Synonym	Meaning
2.			
3.			
4.			
5.			

Answer The Questions!

- When did Tiffany begin to bake cookies?
- What cookie recipe was Tiffany's most famous for?
- What news story really leads to her big success?
- What company purchased some of Tiffany's recipes?
- How much money did Tiffany make from selling two of her recipes?

Developing Questions!

Based on the text above, please make questions using your own sentence!

-
-
-
-
-

Grammar Understanding

GERUND AND INFINITIVE

Gerunds look like present participles: a verb plus an *-ing* ending (*running, looking, buying, etc.*). But gerunds are different from present participles. Present participles are used to form an action in progress or incomplete: *I was running, she is speaking, they are helping.* And as a participle they can be used as adjectives. But a gerund is used as a noun. Look at these examples:

Present Participle
She was baking cookies.
I am living alone.
We have been relaxing at home.
He was spelling the new words.

Gerund
Baking takes a lot of time.
I don't like living alone.
Relaxing will help relieve the tension.
Spelling is my best subject.

An **infinitive** is a verb form that is preceded by **to**: to read, to jump, to be, to hop. Infinitives can function as nouns, adjectives or adverbs. Pay attention to the following examples:

To run would be cowardly. (infinitive as noun, i.e. subject of the sentence)
We came here to thank you. (infinitive as adverb, explains why we came)
He is the man to trust. (infinitive as adjective, modifies man)

Exercise 1

Look at each sentence and decide how the italicized word is used. Then write verb, adjective, or noun in the blank provided.

- _____ Running water is a modern convenience.
- _____ We are taking the family on a picnic.
- _____ This is a continuing problem.
- _____ Playing in the street is dangerous.
- _____ I don't like skiing.
- _____ Do you prefer jogging or tennis?
- _____ The laughing clown was very funny.
- _____ We've been driving all day.
- _____ The beginning of the story was quite sad.
- _____ He was arrested for speeding.

Exercise 2

Look at each sentence and decide how the infinitive is used. Then write noun, adverb, or adjective in the blank provided.

- _____ I bought the car to make you happy.
- _____ He doesn't like to run after a big dinner.
- _____ The book to read is Moby Dick.
- _____ She gave me a gift to show her gratitude.
- _____ To pay taxes is a privilege.

Conversation

Study the following dialogue and develop using your own words

What are you doing?
I'm reading a book.
What's your friend doing?
He's studying his lesson.
I'm not doing anything right now.
Where are you going?
I'm going home.
What time are you coming back?
I'm not sure what time I'm coming back.
What are you thinking about?
I'm thinking about my lesson.
Who are you writing to?
I'm writing to a friend of mine in South America.
By the way, who are you waiting for?
I'm not waiting for anybody.

Exercise

Based on the text above, make the description about how to make your favorite food (it will be based on every student's hobby)

Let's Write

Fill in the following form then write about yourself in a paragraph based on the information given in the form. Pay attention to the use of gerund and infinitives.

Name : _____

Age : _____

My Family : _____

I live : _____

I like : _____

I don't like : _____

Pets : _____

I collect : _____

Favourite sport : _____

My favourite star : _____

My ambition is : _____

Paragraph : _____



UNITY IN DIVERSITY

Reading Comprehension

BHINNEKA TUNGGAL IKA

The national motto, *Bhinneka Tunggal Ika*, is an old Javanese expression usually translated as "unity in diversity." The nation's official ideology, first formulated by President Sukarno in 1945, is the Pancasila, or Five Principles: belief in one supreme God; just and civilized humanitarianism; Indonesian unity; popular sovereignty governed by wise policies arrived at through deliberation and representation; and social justice for all Indonesian people. Indonesia was defined from the beginning as the inheritor of the Netherlands East Indies. Though West Papua remained under the Dutch until 1962, Indonesia conducted a successful international campaign to secure it. Indonesia's occupation of the former Portuguese East Timor in 1975, never recognized by the United Nations, conflicted with this founding notion of the nation. After two decades of bitter struggle there, Indonesia withdrew.

Since 1950 the national anthem and other songs have been sung by children throughout the country to begin the school day; by civil servants at flag-raising ceremonies; over the radio to begin and close broadcasting; in cinemas and on television; and at national day celebrations. Radio and television, government owned and controlled for much of the second half of the twentieth century, produced nationalizing programs as diverse as Indonesian language lessons, regional and ethnic dances and songs, and plays on national themes. Officially recognized "national heroes" from

diverse regions are honored in school texts and biographies and with statues for their struggles against the Dutch; some regions monumentalize local heroes of their own.

Adapted from a part of Clark E. Cunningham's article on <http://www.everyculture.com/Ge-It/Indonesia.html>

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.	Diversity	variety	Keragaman
2.			
3.			
4.			
5.			

Answer the Questions!

1. What is the national ideology of Indonesia?
2. What does *Bhinneka Tunggal Ika* mean in English?
3. What is the name of Island which Indonesia succeeded in conducting an international campaign to secure in 1962?
4. Since when the national anthem and other songs have been sung by children to begin the school day?
5. What do you recite about the singing of national anthem for education?

Developing Questions

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Understanding

TYPE OF SENTENCES

(Simple, Compound, and Complex Sentences)

- A simple sentence is made up of one complete subject and one complete predicate. It can be short or long.

Example:

- Sholeh goes.
- The national motto, *Bhinneka Tunggal Ika*, is an old Javanese expression.

- A compound sentence is made up of two or more independent clauses (simple sentences). These independent clauses are joined by a comma and a conjunction.

Example:

- Fatimah invited me to the party, and I said yes.
- Harun is a good student, but his brother is a naughty boy.

Conjunctions that join independent clauses are called **coordinating conjunctions (coordinators)**. The coordinators are as follows: *for, and, nor, but, or, yet, so*. But the three that used most often are *and, or, and but*.

- A complex sentence contains an independent clause and joined by one or more dependent clauses. A complex sentence always has a subordinator (a subordinating conjunction) such as *because, since, after, although, or when* or a relative pronoun such as *that, who, or which*.

Example:

- a. *When* he handed in his homework, he forgot to give the teacher the last page.
- b. The teacher returned the homework *after* she noticed the error.
- c. The students are studying *because* they have a test tomorrow.
- d. *After* they finished studying, Juan and Maria went to the movies.
- e. Jusuf and Maria went to the movies *after* they finished studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced listeners of English will often hear a slight pause there. In sentence E, however, there will be no pause when the independent clause begins the sentence.

Exercise 1

Directions: Identify the following sentences as simple, compound, or complex based on your reading of the material about simple, compound, and complex sentences.

1. The teacher walked into the classroom, greeted the students, and took attendance.
 - a. Simple
 - b. Compound
 - c. Complex
2. Juan played football while Juanita went shopping.
 - a. Simple
 - b. Compound
 - c. Complex
3. Juan played football, yet Sonia went shopping.
 - a. Simple
 - b. Compound
 - c. Complex
4. Although Mexico has the better football team, it lost.
 - a. Simple
 - b. Compound
 - c. Complex
5. The island was filled with many winding trails, a small lake, and dangerous wild pigs.

- a. Simple
- b. Compound
- c. Complex

Exercise 2

Please try to make at least 3 sentences for each simple, compound and complex sentence!

Simple sentences

1.
2.
3.

Compound sentences

1.
2.
3.

Complex sentences

1.
2.
3.

Conversation

If you want to ask about the age of someone, you can use the following simple dialogue.

How old are you?

I'm twenty-one years old.

My brother is not quite twenty-five.

John is not forty-five yet, is he?

Mr. Smith is still in his fifties.

I'm two years older than you are.

My brother is two years younger than I am.

How many are there in your family?

There are seven of us altogether.
My sister is the oldest.
I'm the youngest.
Guess how old I am.
I'd say you're about twenty-three.
I was thirty on my last birthday.
I'm going to be sixty-one next Tuesday.

Exercise

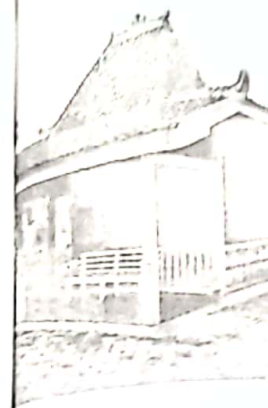
Students should be in group of 3-4. Then discuss about the unity in Indonesia (some topics can be discussed, i.e. politics, economy, religion or others).

Let's Write

Now imagine that you are in the seaside. You are very excited with the beach and want to share your experience with your best friend. Write a letter or post card that tells how the beach is like and your feeling. Use simple, compound, and complex sentences in your writing.

Dear _____,

Sincerely yours,
.....



LIFE PLACE

Reading Comprehension

URBANISM, ARCHITECTURE, AND THE USE OF SPACE

Javanese princes long used monuments and architecture to magnify their glory, provide a physical focus for their earthly kingdoms, and link themselves to the supernatural. In the seventeenth through nineteenth centuries the Dutch reinforced the position of indigenous princes through whom they ruled by building them stately palaces. Palace architecture over time combined Hindu, Muslim, indigenous, and European elements and symbols in varying degrees depending upon the local situation, which can still be seen in palaces at Yogyakarta and Surakarta in Java or in Medan, North Sumatra.

Dutch colonial architecture combined Roman imperial elements with adaptations to tropical weather and indigenous architecture. The Dutch fort and early buildings of Jakarta have been restored. Under President Sukarno a series of statues were built around Jakarta, mainly glorifying the people; later, the National Monument, the Liberation of West Irian (Papua) Monument, and the great Istiqlal Mosque were erected to express the link to a Hindu past, the culmination of Indonesia's independence, and the place of Islam in the nation. Statues to national heroes are found in regional cities.

Residential architecture for different urban socioeconomic groups was

built on models developed by the colonial government and used throughout the Indies. It combined Dutch elements (high-pitched tile roofs) with porches, open kitchens, and servants quarters suited to the climate and social system. Wood predominated in early urban architecture, but stone became dominant by the twentieth century. Older residential areas in Jakarta, such as Menteng near Hotel Indonesia, reflect urban architecture that developed in the 1920s and 1930s. After 1950, new residential areas continued to develop to the south of the city, many with elaborate homes and shopping centers.

The majority of people in many cities live in small stone and wood or bamboo homes in crowded urban villages or compounds with poor access to clean water and adequate waste disposal. Houses are often tightly squeezed together, particularly in Java's large cities. Cities that have less pressure from rural migrants, such as Padang in West Sumatra and Manado in North Sulawesi, have been able to better manage their growth.

Traditional houses, which are built in a single style according to customary canons of particular ethnic groups, have been markers of ethnicity. Such houses exist in varying degrees of purity in rural areas, and some aspects of them are used in such urban architecture as government buildings, banks, markets and homes.

Traditional houses in many rural villages are declining in numbers. The Dutch and Indonesian governments encouraged people to build "modern" houses, rectangular structures with windows. In some rural areas, however, such as West Sumatra, restored or new traditional houses are built by successful urban migrants to display their success. In other rural areas people display status by building modern houses of stone and tile, with precious glass windows. In the cities, old colonial homes are renovated by prosperous owners who put newer contemporary-style fronts on the houses. The roman columns favored in Dutch public buildings are now popular for private homes.

Adapted from Clark E. Cunningham's article on <http://www.everyculture.com/Ge-It/Indonesia.html>

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer The Questions:

1. What are the functions of monument and architecture for Javanese princes?
2. Where are some places architecture over time combined Hindu, Muslim, indigenous, and European elements and symbols which can still be seen up to now?
3. What kinds of building were built around Jakarta under President Sukarno?
4. What area reflects the urban architecture developed in the 1920s and 1930s?
5. Why are the traditional houses in many rural villages declining in numbers?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1. _____
2. _____
3. _____
4. _____
5. _____

SIMPLE SENTENCES

Simple sentences are independent clauses. They contain a subject and a predicate.

Rule 1:

Simple sentences can be very short, consisting of only one word (a noun) for the subject and one word (a verb) for the predicate. The noun is called the simple subject, and the verb is the simple predicate.

Example:

John laughed.

Rule 2:

Simple sentences can be long, although they still consist of one subject (a noun and modifiers) and one predicate (a verb and other elements). The noun is called the simple subject, and the verb is the simple predicate.

Example:

The tall, good-looking boy with the curly blond hair laughed uproariously at his best friend's suggestion.

Rule 3:

Simple sentences can be declarative or interrogative.

Example:

You can shop at the mall on the weekend. (*declarative*)

Can you shop at the mall on the weekend? (*interrogative*)

Rule 4:

Simple sentences can have a verb in any tense (*past, present, future*), mood (*indicative or imperative*), or voice (*active or passive*).

Example:

My friend shops at the mall on the weekend. (*present*)

My friend shopped at the mall last weekend. (*past*)
My friend will shop at the mall next weekend. (*future*)
You shop at the mall every weekend. (*indicative*)
Shop at the mall this weekend! (*imperative; subject is "you" understood*)
The next player at bat hit the baseball into left field. (*active*)
The baseball was hit into left field by the next player at bat. (*passive*)

Rule 5:

Simple sentences can have a compound subject.

Example:

Simon and Garfunkel recorded an album that year. (*compound subject*)

America's best known novelists, journalists, and editors attended a conference in New York last week. (*compound subject*)

Yellow-throated warblers, red-breasted robins, and flightless rails were pictured in her new bird identification guide. (*compound subject; nouns separated by modifiers*)

Rule 6:

Simple sentences can have a compound predicate.

Example:

Marianne sang, danced, and played the violin with equal competence, passion, and enthusiasm. (*compound predicate*)

In her last semester in school, the brilliant student received top marks on all her final exams, graduated with honors, and was interviewed for a junior faculty position at the university. (*compound predicate; verbs separated by modifiers*)

Rule 7:

Simple sentences can have both a compound subject and a compound predicate.

Example:

The mashed avocado, minced garlic, olive oil, balsamic vinegar, mayonnaise, and lemon-flavored pepper should be blended thoroughly, whipped briefly for a light consistency, and served with warm tortillas. (*compound subject and compound predicate*)

Exercise

Identify the subject and the predicate in these different types of simple sentences. Circle the noun (or compound nouns) in the subject and underline the verb (or compound verbs) in the predicate.

1. Will you go to the store with me to buy some groceries?
2. According to the nutrition magazine, watermelon and tomatoes contain major amounts of a chemical called lycopene and are good for you.
3. Because of the wind and the rain, the trees danced back and forth, threw up their leafy arms, and sang to the sky above.
4. Don't forget to take your vitamins in the morning with a full glass of water.
5. The tennis ball was served across the net, hit back and forth several times, and then dropped in the mud puddle at the back of the court.
6. Have you brushed your teeth, combed your hair, and eaten your breakfast yet?
7. Marianne laughed heartily, crossed her eyes like a crazy person, and stuck her tongue out at me.
8. Place the pens, pencils, erasers, and pads of paper in the top drawer of your desk.
9. His favorite rock group had a new CD for sale at the record store on Main Street.
10. Didn't she love to eat pizza, ice cream, and brownies as a little girl?

Conversation

Study the following dialogue and practice

Where do you live?

I live on Washington Street

What's your address?

I live at 1203 Washington Street.

I'm Mr. Smith's next door neighbor.

You live here in the city, don't you?

I'm from out of town.

How long have you lived here?

I've lived here for five years.

He's known me for over ten years.

I've spoken English all my life.

I've already read that book.

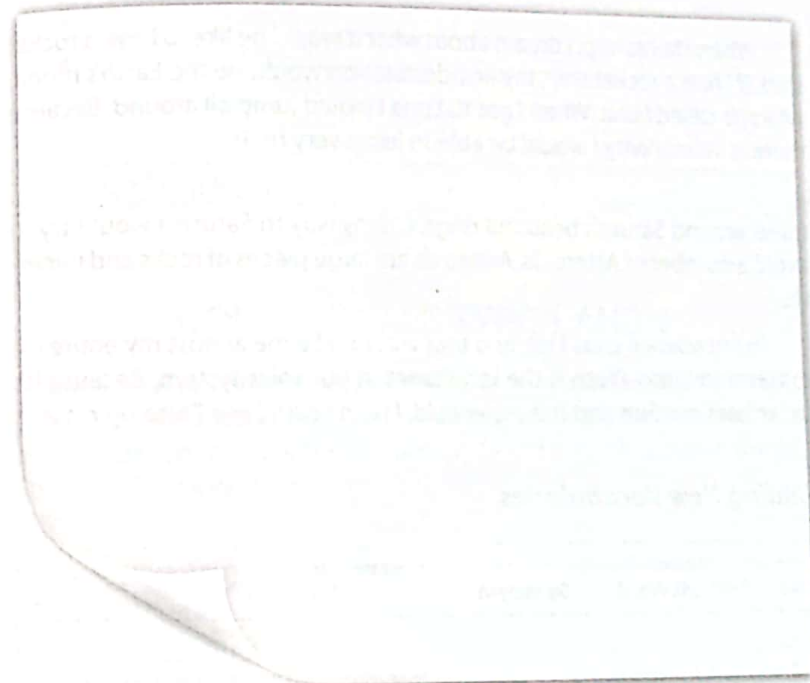
Has he studied French very long?

Have you had breakfast already?

Yes, I had breakfast two hours ago.

Let's Write

Describe about things dealing with the topic from the reading of this chapter





MY DREAM

Reading Comprehension

MY ROCKET SHIP

When I fall asleep, I dream about what it would be like to have a rocket ship. If I had a rocket ship, my first destination would be the Earth's moon, which is called Luna. When I got to Luna I would jump all around. Because there is little gravity I would be able to jump very high.

After I finished jumping all over the moon, I would fly to Saturn and travel around Saturn's beautiful rings. On my way to Saturn, I would try to avoid a number of Asteroids. Asteroids are large pieces of rocks and minerals.

In my science class I learned that would take me almost my entire life to travel to Pluto. Pluto is the last Planet in our solar system. Because it's so far from our Sun that it is super cold. I wish I could see Pluto up close.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			

No	Difficult Word	Synonym	Meaning
5.			

Answer The Questions!

1. What is the name of Earth's Moon?
2. What is a unique feature of Saturn?
3. What are asteroids made of?
4. Why is Pluto a cold planet?
5. Which planet does think is furthest from our Sun?

Developing Questions!

Based on the text above, please make questions using your own sentence!

1.
2.
3.
4.
5.

Grammar Understanding

CONDITIONALS TYPE 1 AND 2

A conditional sentence typically consists of an -if clause (which presents a condition) and a result clause. A conditional sentence is often used to talk about situations that are true or contrary to fact in the future or in the past. Study the following form.

Situation (type)	If-clause	Result clause
True/possibly true in the present/future (type 1)	Simple present	Will/can + simple form
Contrary-to-fact in the present/future (type 2)	Simple past	Would/could + simple form

Contrary-to-fact in the past (type 3)	Past perfect	Would have/could have + Past participle
---------------------------------------	--------------	---

Example:

- Type 1 : If I find your wallet, I will tell you.
 Type 2 : If I found a wallet in the street, I would take it to the police.
 Type 3 : If I had found your wallet, I would have told you.

Exercise

Put the verb into the correct form.

Example:

They would be rather offended if I didn't go to see them. (not/go)
 If you took more exercise, you would feel better. (feel)

- If I was offered the job, I think I — it. (take)
- I'm sure Amy will lend you the money. I'd be very surprised if she —. (refuse)
- If I sold my car, I — much money for it. (not/get)
- A lot of people would be out of work if the factory —. (close down)
- What would happen if I — that red button? (press)
- Liz gave me this ring. She — very upset if I lost it. (be)
- Mark and Carol are expecting us. They would be disappointed if we —. (not/come)
- Would Tim mind if I — his bicycle without asking him? (borrow)
- If somebody — in here with a gun, I'd be very frightened. (walk)
- I'm sure Sue — if you explained the situation to her. (understand)

Conversation

Study the following dialogue and practice.

Where were you yesterday afternoon?

I was at home all afternoon.

I was writing some letters to friends of mine.

What were you doing at about 4 o'clock yesterday afternoon?

I was listening to the radio.

What were you doing when I called you on the telephone?

When you called me, I was eating dinner.

When I saw Mr. Jones, he was talking with John Smith.

While you were writing letters, I was reading a book.

While we were having breakfast, John was talking on the telephone.

Can you guess what I was doing this morning?

I can't remember what John was doing yesterday afternoon.

I've forgotten what he said his address was.

I've forgotten what time he said he had dinner last night.

They called us just as we were having dinner.

Let's Write

Imagine that one night there is an alien walking around in your backyard. Write a paragraph telling what would you do if you met that alien. Use

Blank area for writing the paragraph.



THE MEMORY

Reading Comprehension

December 2001

I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned, about how you can bury it. Because the past claws its way out. Looking back now, I realize I have been peeking into that deserted alley for the last twenty-six years.

One day last summer, my friend Rahim Khan called from Pakistan. He asked me to come see him. Standing in the kitchen with the receiver to my ear, I knew it wasn't just Rahim Khan on the line. It was my past of unatoned sins. After I hung up, I went for a walk along Spreckels Lake on the northern edge of Golden Gate Park. The early-afternoon sun sparkled on the water where dozens of miniature boats sailed, propelled by a crisp breeze. Then I glanced up and saw a pair of kites, red with long blue tails, soaring in the sky. They danced high above the trees on the west end of the park, over the windmills, floating side by side like a pair of eyes looking down on San Francisco, the city I now call home. And suddenly Hassan's voice whispered in my head: *_For you, a thousand times over_*. Hassan the hare-lipped kite runner.

I sat on a park bench near a willow tree. I thought about something

Rahim Khan said just before he hung up, almost as an after thought. *_There is a way to be good again_*. I looked up at those twin kites. I thought about Hassan. Thought about Baba. Ali. Kabul. I thought of the life I had lived until the winter of 1975 came and changed everything. And made me what I am today.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer the questions!

- How old was the writer in the winter of 1975?
- How old was the writer when he wrote the story?
- Who was Rahim Khan?
- What did the writer do after getting the call from Pakistan?
- Where did the writer stay?
- Who was Hasan?

Developing Questions!

Based on the text above, please make questions using your own sentence!

-
-
-
-
-

REPORTED SPEECH

Reported speech refers to reproducing the idea of another's person's words. Not all the exact words are used: verb forms and pronouns may change. Quotation marks are not used.

Example:

Ann said, "I'm hungry." (quoted speech)
Ann said that she was hungry. (reported speech)

When we use reported speech, the main verb of the sentence is usually past (Tom said that ... I told her that... etc.). The rest of the sentence is usually past too:

- * Tom said that he was feeling ill.
- * I told her that I didn't have any money.

You can leave out that:

- * Tom said (that) he was feeling ill.
- * I told her (that) I didn't have any money.

In general, the present form in direct/quoted speech changes to the past form in reported speech:

Direct/quoted speech	Reported speech
<i>am/is</i>	-> <i>was</i>
<i>do/does</i>	-> <i>did</i>
<i>will</i>	-> <i>would</i>
<i>are</i>	-> <i>were</i>
<i>have/has</i>	-> <i>had</i>
<i>can</i>	-> <i>could</i>
<i>want/like/know/go etc.</i>	-> <i>want/liked/knew/went etc.</i>

The past simple (did/saw/knew etc.) can usually stay the same in reported speech, or you can change it to the past Perfect (had done/had seen/had known etc.).

Example:

Quoted : Tom said, "I woke up feeling ill, so I didn't go to work."
Reported : Tom said (that) he woke up feeling ill, so he didn't go to work.

or

Tom said (that) he had woken up feeling ill, so he hadn't gone to work.

It is not always necessary to change the verb when you use reported speech. If you report something and it is still true, you do not need to change the verb.

Quoted : Tom said, "New York is more lively than London."
Reported : Tom said that New York is more lively than London. (New York is still more lively. The situation hasn't changed.)

Note that it is also correct to change the verb into the past:

Example: Tom said that New York was more lively than London.

But you must use a past form when there is a difference between what was said and what is really true. Study this example situation:

You met Sonia a few days ago. She said: 'Jim is ill!' (direct speech)
Later that day you see Jim. He is looking well and carrying a tennis racket.
You say: 'I didn't expect to see you, Jim. Sonia said you were ill. (not 'Sonia said you are ill', because clearly he is not ill.)

SAY AND TELL

Say is followed immediately by a noun clause.

Example : Sonia said that you were ill.

Tell is followed immediately by a (pro)noun object and then by a noun clause.

Example : Sonia told me that you were ill.

Tell/ask somebody to do something

We also use the infinitive (to do/to stay etc.) in reported speech, especially with tell and ask (for orders and requests), example:

- Quoted : "Stay in bed for a few days," the doctor said to me.
Reported : The doctor told me to stay in bed for a few days.
Quoted : "Don't shout," I said to Jim.
Reported : I told Jim not to shout.
Quoted : "Please don't tell anybody what happened," Ann said to me.
Reported : Ann asked me not to tell anybody what (had) happened.
'... said to do something' is also possible:
The doctor said to stay in bed for a few days. (but not "The doctor said me ...")

Exercise

Yesterday you met a friend of yours, Charlie. Here are some of the things Charlie said to you.

1. I'm living in London now.
2. My father isn't very well.
3. Sharon and Paul are getting married next month.
4. Margaret has had a baby.
5. I don't know what Fred is doing.
6. I saw Helen at a party in June and she seemed fine.
7. I haven't seen Diane recently.
8. I'm not enjoying my job very much.
9. You can come and stay at my flat if you are ever in London.
10. My car was stolen a few weeks ago.

Later that day you tell another friend what Charlie said. Use reported speech. Number 1 had been done for you.

1. Charlie said that he was living in London now.
2. He said that
3. He
4.
5.
6.

7.
8.
9.
10.

Conversation

Study the following dialogue and memorize to be your own words.

Are you married?
No, I'm not married. I'm still single.
Your niece is engaged, isn't she?
My sister has been engaged for two months.
My grandfather got married in 1921.
When is your grandparents' wedding anniversary?
How long have they been married?
They've been married for quite a few years.
Who did George marry?
Do they have children?
They had a baby last month.
My son wants to get married in June.
They don't know when the wedding will be.
Their grandchildren are grown up now.
She's a widow. Her husband died last year.



A FAMOUS BIRD

Let's Write

You are a newspaper reporter and you are writing a report on an unusual event happens in a village named Cranford. Write 10 sentences about what is happening in the following articles. You may also quote what the people say about it.

The Village of Cranford is crazy today!

There is a pig on the post box. The pig is reading a newspaper.

.....

.....

.....

.....

.....

.....

.....

Reading Comprehension

OWLS

An owl is a bird. There are two basic types of owls: typical owls and barn owls. Owls live in almost every country of the world.

Owls are mostly nocturnal, meaning they are awake at night. Owls are predators- they hunt the food that they eat. Owls hunt for mice and other small mammals, insects, and even fish. Owls are well adapted for hunting. Their soft, fluffy feathers make their flight nearly silent. They have very good hearing, which helps them to hunt well in the darkness. The sharp hooked beaks and claws of the owl make it very easy to tear apart prey quickly, although owls also eat some prey whole.

Owl eyes are unusual. Like most predators, both of the owl's eyes face front. The owl cannot move its eyes. Owls are far-sighted, which means they can see very well far away... but they can't see up close very well at all. Fortunately, their distant vision is what they use for hunting, and they can see far away even in low light. Owls have facial disks around their eyes, tufts of feathers in a circle around each eye. These facial disks are thought to help with the owl's hearing.

Owls can turn their heads 180 degrees. This makes it look like they might be able to turn their heads all the way around, but 180 degrees is all the owl needs to see what's going on all around him.

Perhaps because of the owl's mysterious appearance, especially its

round eyes and flexible neck, there are a lot of myths and superstitions about owls. Many cultures believe that owls are unusually wise. Because owls are nocturnal, some cultures associate owls with bad omens. The screech of the barn owl is considered by many to sound eerily human, like a person screaming. However, owls probably do not interact with the fates of humans at all. In fact, some owl species may become extinct because of humans.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer the questions!

- Owls are mostly nocturnal. What does nocturnal mean?
- What is the eyesight of the owl used for?
- What animals do owls hunt?
- What are owls' facial disks used for?
- What is a predator?
- Why do owls can't see up close very well?
- Why does it look like an owl can turn its head completely around?
- Why are there a lot of myths and superstitions about owls?

Developing Questions!

Based on the text above, please make questions using your own sentence!

-
-
-
-
-

Grammar Understanding

USING AND + TOO, SO, EITHER, NEITHER

And ... too and and so ... are used with affirmative sentences.

And ... too

Form:

subject 1 + verb + object, AND + subject 2 + aux + TOO

Example:

Alice likes milk, and Tom does too.

And so ...

Form:

subject 1 + verb + object, AND + SO + aux + subject 2

Example:

Alice likes milk, and so does Tom.

And ... either and and neither ... are used with negative sentences.

And ... either

Form:

subject 1 + verb + object, AND + subject 2 + aux + EITHER

Example:

Mary doesn't like milk, and Andy doesn't either.

... and neither

Form:

subject 1 + verb + object, AND + NEITHER + aux + subject 2

Example:

Mary doesn't like milk, and neither does Andy

Exercise 1

Complete the sentences by using the words in parentheses and an appropriate auxiliary.

- (David) Jack has mustache, and so
Jack has mustache, and too.
- (Brian) I didn't study last night, and neither
I didn't study last night, and either.
- (Chloe) Sue can't speak Arabic, and either.
Sue can't speak Arabic, and neither.....
- (Porpoises) Whales are mamals, and so
.....
a. Whales are mamals, and too.
- (Sarah) I have a car, and too.
a. I have a car, and so
- (Erin) Rob won't join us for lunch, and either.
Rob won't join us for lunch, and neither.....

Exercise 2

Complete the sentences by using the names of your classmates and appropriate auxiliaries.

- wasn't in class yesterday, and neither
- has dimples, and so
- has been in class all week, and too.
- isn't married, and..... either.
- can't speak Chinese, and neither
- stayed at home and studied, and so
- live in a dormitory, and too.
- doesn't have mustache, and either.

Conversation

Change the following sentences to be a dialogue.

What color is your book?
My book has a dark blue cover.
How much does that typewriter weigh?
It's not too heavy, but I don't know what the exact weight.
This round table weighs about forty-five Pounds.
What size suitcase do you own?
One of my suitcases is small, and the other one is medium size.
I like the shape of that table.
How long is Jones Boulevard?
That street is only two miles long.
Will you please measure this window to see how wide it is?
This window is just as wide as that one.
The walls are three inches thick.
This material feels soft.
This pencil is longer than that one.

Exercise

Students should be formed into groups, then discuss and/or describe on birds around you, how many kinds they are.

Let's Write

Make a short story about "birds life" or other animals around you.



UNIT 24

MY PARENTS

Reading Comprehension

My father has asked me to be the fourth corner at the Joy Luck Club, I am to replace my mother, whose seat at the mah jong table has been empty since she died two months ago. My father thinks she was killed by her own thoughts.

She had a new idea inside her head," said my father. "But before it could come out of her mouth, the thought grew too big and burst. It must have been a very bad idea."

The doctor said she died of a cerebral aneurysm. And her friends at the Joy Luck Club said she died just like a rabbit: quickly and with unfinished business left behind. My mother was supposed to host the next meeting of the Joy Luck Club.

The week before she died, she called me, full of pride, full of life: "Auntie Lin cooked red bean soup for Joy Luck. I'm going to cook black sesame-seed soup."

"Don't show off," I said.

"It's not showoff." She said the two soups were almost the same, chabudwo. Or maybe she said butong, not the same thing at all. It was one of those Chinese expressions that means the better half of mixed intentions. I can never remember things I didn't understand in the first place.

Finding New Vocabularies

No	Difficult Word	Synonym	Meaning
1.			
2.			
3.			
4.			
5.			

Answer the questions!

1. What has the writer's father asked her?
2. Whom does the writer replace?
3. Where does the mah yong game take place?
4. What did the doctor said about the death of the writer's mother?
5. What would the writer's mother cook if she were alive?

Developing Questions!

Based on the text above, please make questions using your own words!

1.
2.
3.
4.
5.

Grammar Understanding

USING WISH

We use wish to say that we regret something, that something is not as we would like it to be. We use the past in the same way after wish (I wish I knew/I wish you were etc.).

Example:

I wish I knew Paul's phone number. (= I don't know it and I regret this)

Do you ever wish you could fly? (you can't fly)

After wish, you can use were instead of was (if I were, I wish it were etc.).

Example:

I wish I were you

We do not normally use would after wish:

Example:

I wish I had something to read. (not 'I wish I would have')
Sometimes wish ... would is possible ('I wish you would listen').

Exercise

Write sentences beginning I wish ...

Example:

I don't know many people (and I'm lonely).
I wish I knew more people.

1. I don't have a key (and I need one). I wish ---
2. Ann isn't here (and I need to see her).
3. It's cold (and I hate cold weather).
4. I live in a big city (and I don't like it).
5. I can't go to the party (and I'd like to).
6. I have to work tomorrow (but I'd like to stay in bed).
7. I don't know anything about cars (and my car has just broken down).
8. I'm not lying on a beautiful sunny beach (and that's a pity).

Conversation

Change the following sentences to be a dialogue between one and another student.

Where did you grow up?

I grew up right here in this neighborhood.

My friend spent his childhood in California.
He lived in California until he was seventeen.
There have been a lot of changes here in the last 20 years.
There used to be a grocery store on the corner.
All of the houses have been built in the last ten years.
They're building a new house up the street from me.
If you buy that home, will you spend the rest of your life there?
Are your neighbors very friendly?
We all know each other pretty well.
A young married couple moved in next door to us.
Who bought that new house down the street from you?
An elderly man rented the big white house.
What beautiful trees those are.

Exercise

Students should be formed into groups, then discuss and/or describe on family around you, how many, how old, and others.

Let's Write

Make a short story about "My Family" or other "Relatives" around you.

LIST OF IRREGULAR VERBS

Infinitive (VI)	Past Tense (VII)	Past Participle (VIII)	Meaning / Arti
abide	abode	abode	berkediaman
awake	awoke	awoke	terjaga (bangun)
am, is, are	was / were	been	(=am, are, is)
bear	bore	borne	menopang, melahirkan
beat	beat	beaten	memukul, mengalahkan
become	became	become	menjadi
begin	began	begun	memulai
bend	bent	bent	menekuk
bet	bet	bet	bertaruh
bite	bit	bitten	menggigit
bleed	bled	bled	berdarah
blow	blew	blown	meniup
break	broke	broken	memecahkan
bring	brought	brought	membawa
build	built	built	membangun
burn	burnt, burned	burnt, burned	membakar
burst	burst	burst	meledak
buy	bought	bought	membeli
cast	cast	cast	melemparkan, memasukkan
catch	caught	caught	menangkap
choose	chose	chosen	memilih
cling	clung	clung	berpegang erat
come	came	come	datang
cost	cost	cost	berharga
creep	crept	crept	merangkak
cut	cut	cut	memotong
deal	dealt	dealt	berurusan
dig	dug	dug	menggali
do	did	done	mengerjakan
draw	drew	drawn	menggambar, menarik
dream	dreamt	dreamt	bermimpi
drink	drank	drunk	minum
drive	drove	driven	menyetir
dwell	dwelt	dwelt	mendiami
eat	ate	eaten	makan

LIST OF IRREGULAR VERBS

Infinitive (Vi)	Past Tense (Vii)	Past Participle (Viii)	Meaning / Arti
fall	fell	fallen	jatuh
feed	fed	fed	memberi makan
feel	felt	felt	merasa
fight	fought	fought	berjuang, bertarung
find	found	found	menemukan
flee	fled	fled	melarikan diri
fling	flung	flung	melontarkan
fly	flew	flown	terbang
forbid	forbade	forbidden	melarang
forget	forgot	forgotten	lupa, melupakan
forgive	forgave	forgiven	memafkan
forsake	forsook	forsaken	meninggalkan
freeze	froze	frozen	membekukan
get	got	got	memperoleh
give	gave	given	memberi
go	went	gone	pergi
grind	ground	ground	menggilas-gilas, menggiling
grow	grew	grown	menanam, tumbuh
hang	hung	hung	menggantung
have	had	had	mempunyai
hear	heard	heard	mendengar
hide	hid	hidden	menyembunyikan
hit	hit	hit	memukul
hold	held	held	memegang, mengadakan
hurt	hurt	hurt	menyakiti
keep	kept	kept	menjaga, menyimpan
kneel	knelt	knelt	berlutut
know	knew	known	mengetahui
lay	laid	laid	meletakkan
lead	led	led	memimpin
lean	leant	leant	bersandar
leave	left	left	meninggalkan
lend	lent	lent	meminjamkan
let	let	let	membiarkan
lie	lay	lain	berbaring

LIST OF IRREGULAR VERBS

Infinitive (Vi)	Past Tense (Vii)	Past Participle (Viii)	Meaning / Arti
light	lit	lit	menyalakan
lose	lost	lost	kehilangan
make	made	made	membuat
mean	meant	meant	berarti
meet	met	met	bertemu
pay	paid	paid	membayar
put	put	put	menaruh
read	read	read	membaca
ride	rode	ridden	naik
ring	rang	rung	membunyikan
rise	rose	risen	bangun
run	ran	run	lari
say	said	said	mengatakan
see	saw	seen	melihat
seek	sought	sought	mencari
sell	sold	sold	menjual
send	sent	sent	mengirimkan
set	set	set	memasang
sew	sewed	sewn / sewed	menjahit
shake	shook	shaken	menggoncang
shed	shed	shed	menumpahkan
shine	shone	shone	menyoroti, bercahaya
shoot	shot	shot	menembak
show	showed	shown	memperlihatkan
shrink	shrank	shrunk	menyusut
shut	shut	shut	menutup
sing	sang	sung	menyanyi
sink	sank	sunk	menenggelamkan
sit	sat	sat	duduk
slay	slew	slain	membunuh
sleep	slept	slept	tidur
slide	slid	slid	meluncur
smell	smelt	smelt	mencium (bau)
speak	spoke	spoken	berbicara
spend	spent	spent	menghabiskan

LIST OF IRREGULAR VERBS

Infinitive (Vi)	Past Tense (Vii)	Past Participle (Viii)	Meaning / Arti
spin	span	spun	berputar
split	split	split	membelah
spread	spread	spread	menyebarkan
spring	sprang	sprung	membocorkan, meretakkan
stand	stood	stood	berdiri
steal	stole	stolen	mencuri
stick	stuck	stuck	menikam
sting	stung	stung	menyengat
stink	stank	stunk	berbau busuk/keras
strike	struck	struck	menabrak
strive	strove	striven	berusaha keras
swear	swore	sworn	bersumpah
sweep	swept	swept	menyapu
swim	swam	swum	berenang
swing	swung	swung	mengayun
take	took	taken	mengambil
teach	taught	taught	mengajar
tear	tore	torn	merobek
tell	told	told	memberitahukan
think	thought	thought	memikirkan
throw	threw	thrown	melemparkan
tread	trod	trodden	menempuh, menginjak
understand	understood	understood	memahami
wake	woke	woken	bangun
wear	wore	worn	mengenakan
weave	wove	woven	menenun
weep	wept	wept	menangis
win	won	won	memenangkan
wind	wound	wound	menggulung
withdraw	withdrew	withdrawn	menarik diri
wring	wrung	wrung	meremas
write	wrote	written	menulis

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General Objectives for The Whole Materials

- a. Learners will know basic principles in studying English materials ; reading comprehension, grammar understanding, conversation, writing, etc.
- b. Learners from any faculties or departments will be able to follow general principles to produce good vocabularies and/or sentences.
- c. Learners will be able to read texts using techniques of speed reading, scanning, and skimming.
- d. Learners will be able to show meaningful reading skills by using techniques of highlighting, underlining and vertical line-marking.
- e. Learners will be able to identify which techniques of meaningful reading skills are appropriate for them personally.
- f. Learners will be able to decide which techniques of meaningful reading skills and note-taking which they are not in the habit of using could be helpful for them to apply.

Developing Ideas

- a. Do you always read every book from beginning to end? What about articles, letters, e-mails, or information from internet? Explain your answer.
- b. If you wish to understand what you are reading on a deeper level, how many times do you read the material? Give details about the way you read for greater understanding.
- c. If you wish to understand what you are reading, do you try to remember all the events and data presented? Explain your answer.
- d. Do you usually catch every sentences on the text and then memorize them? Discuss with your friends in the class.
- e. From the very beginning lesson, try to practice point no.4,

There are many ways to do note-taking when you read texts, and there is no 'best' way. Find the ways which are suitable for you from the various techniques described in every books you read. There are examples and practice exercises for the techniques presented to assist you in gaining experience in identifying and using these techniques. Then, you will be in a better position to choose which techniques could be most helpful for you personally. Then read and read again every text on this book until you can catch many words you have read. The most important thing is that you can improve vocabularies from every text. Don't forget to catch and/or memorize them as many as possible.



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