

IMPROVING ENGLISH SKILLS

Basic Level

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PREFACE

Purpose of the Course Book

The purpose of this book is to prepare students for a more advanced English language course and English language test (English Proficiency Test). It is designed so that the topics include an integrated syllabus, covering academic topics, language structures, and reading skills. The authentic and interesting nature of the reading passages are expected to stimulate the expression of ideas in both controlled and free discussions. It follows that the lessons focus on both the process and the product of language learning.

Course Book Components

Along with exercise and games, this book includes a vocabulary list to provide students with the opportunity to review all vocabulary items they have learned during the semester. Some links to videos and audio recordings are also available so that the learners can benefit in developing their pronunciation, intonation, and stress.

Each unit in this course book consists of a reading passage and a number of activities which each has a central theme. Activities are divided into 5 parts:

1. Unit Introduction

This part provides an introduction to the content of the unit which includes theme, language functions, grammatical features, key vocabulary, and useful phrases.

2. Expression examples

This section contains examples of how a particular language function is used. There are also some dialogues that give the students some written examples of the use of the language.

3. Reading texts and reading comprehension questions

A reading text, some of its vocabulary, as well as some comprehension questions related to the text and the theme are available in this section.

4. Brain box and exercises

This small section, provided in small boxes in each unit, contains explanations of the language functions and grammatical items related to the reading text and the language expression of the unit. This section is followed by exercises, either written or oral, which encourage students to practice the language.

5. Listening

This section is provided in almost every unit of this course book. This section provides examples of how the language is spoken by the native speakers, offering the students some exposure to the natural use of the English language.

The authors would like to emphasize that this book is not devoid of flaws, so we would highly appreciate it if ELT practitioners would send their comments on any aspects of the textbook to the corresponding author:

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UIN SUNAN AMPEL
S U R A B A Y A

Unit 1

Greetings & Introductions

Introduction

English has many expressions to welcome or say *hello* to people in different situations. In this unit students will be introduced to the most common expressions used to greet friends or family members in casual ways (informal situations) and to greet people in official ways (formal situations). Furthermore, students will also learn how to say good-bye when they are parting or at the end of a conversation with friends.

Language Functions

- Greeting expressions for formal and informal situations
- Responding appropriately to various greetings
- Farewell and saying good bye

Grammatical Features

- Hi, how are you?
- What's your name please?
- How have you been?
- It's nice to see you
- I'm glad to meet you; I'm pleased to meet you
- Good morning/ afternoon/ evening/ night
- Good bye; see you later; see you soon
- Thank you

Key Vocabulary & Useful Phrases

- Formal greetings : Good morning/ evening; It's nice to meet you
- Informal greetings : Hi, Hey, Hello, What's up? How's everything?
- Farewell phrases : See you again, see you later, I must go now, good bye
- Adjectives : Glad, good, happy, pleased, formal, informal, casual

UIN SUNAN AMPEL
S U R A B A Y A

Hello, how are you?

Greetings and introductions



Lesson 1: Greeting expressions

Look at the table below and tick (✓) the appropriate column for each expression!

Greeting expressions	Formal/ polite	Informal/ casual	Someone new	Someone you know
<i>How are you?</i>				
<i>How's it going?</i>				
<i>How's everything? Or How's life?</i>				
<i>How's your day?</i>				
<i>Good morning; Good afternoon; or Good evening</i>				
<i>Hi, Hello, Hey man!</i>				
<i>It's good to see you; Pleased to meet you; Nice to see you!</i>				
<i>How have you been?</i>				
<i>How do you do?</i>				
<i>What's up? What's new? What's going on?</i>				

Lesson 2: Work with a friend and decide if the following statements are true or false!

1. "How's it going?" is a casual way to ask "How are you?" to new people.
2. "Hello" can be used in both formal and informal situation.
3. "Pleased to meet you" is used in informal situation to greet someone new.
4. "Howdy?" is a very informal abbreviation for "How do you do" that is commonly used in some parts of Canada and U.S.
5. "How have you been?" is used to greet someone new in formal situation.
6. "How do you do?" is a very formal greeting used by someone new.
7. "Are you OK?" is a casual way of asking "Hello/ How are you" in Britain.
8. "Good night" is only used to say "good bye" in the evening/ at night.



Lesson 3: Greetings & Responses

Greeting Expressions	Responses
Good morning!	Good morning!
How are you?	Fine, thanks. And you?
How have you been?	I'm very well, Thanks. And you?
How's life?	It's good/ Not too bad, thanks.
What's up? Or What's going on?	Nothing/ Not too much!
How do you do?	How do you do/ I'm doing well.
Hi, are you Ok? Or You alright?	Yeah, I'm alright, thanks.
It's nice to see you	Nice to see you too, thanks.
It's a pleasure to meet you again	Yeah... me too.
How's it going?	It's going well/ Not bad at all.

Lesson 4: Listen & Practice

- Listen and repeat your teacher after saying the greeting expressions and responses in lesson 3.
- Practice with a friend next to you. You say the greetings and your friend is responding to your greetings.
- Take turns with your friends in your classroom.

Lesson 5: Listen & Repeat (T1.4 & T1.5)

Note: The audio was taken from Soars, Liz and John Soars. (2000). *New Headway English Course. Beginners. Students' Book.* Oxford University Press. U1. P8.

T.14



T1.5



Lesson 6: Introduction – Listen & Check (T1.6 & T1.7)

Note: The audio was taken from Soars, Liz and John Soars. (2000). *New Headway English Course. Beginners. Students' Book.* Oxford University Press. U1. P9.

Complete the following conversations and check with the audio afterwards.

T1.6



A: Hello, _____ name's Anna.
_____ your name?

B: Ben

T1.7



B: _____, Anna. _____ are you?

A: Fine, thanks, Ben. _____ ?

B: _____ well, thanks.



C: My _____ Carla.
What's _____ name?

D: _____ name's David.



D: Hi, Carla. _____ are _____?

C: _____, thanks. _____ ?

D: OK, _____.


Lesson 7: Greetings Vs. Goodbyes

Greeting

is used to welcome or greet people when meeting at the first moment or at the beginning of a conversation.

Goodbye

is used to express good wishes when two people are parting or at the end of a conversation.

<p style="text-align: center;">Greetings</p> 	Hi!
	Hello...
	How are you?
	Nice to meet you
	How's life?
	Good morning
<p style="text-align: center;">Goodbye</p> 	Good evening
	Goodbye!
	Bye! Bye-bye
	I must go now.
	See you again/ soon/ later.
	See you tomorrow
	I'm leaving now
Good night!	

Lesson 8: Useful Phrases

Complete the dialogues with the words and phrases in the box!

Bye Nice to meet you How are you See you
 Not too bad I'm very well Good morning

1. Ben : Hello, Carla!

Carla : Hi Ben, _____ ?

Ben : _____ Thanks.

Sorry, I'm in a hurry!

Carla : Oh.. Ok, _____ !

Ben : _____

2. Jimmy : _____ I'm Jimmy.

Cindy : _____, Jimmy. I'm Cindy.

Jimmy : Nice to meet you too, Cindy. And this is my friend, David.

Cindy : Hallo David. How are you?

David : _____ Thanks.

Unit 2

Giving Personal Information

Introduction

This unit focuses on languages used for asking about and giving responses to personal information. It includes information about a person's name, age, marital status, job, address, phone number, etc. Students will learn and practice how to ask with 'Wh/How' questions and the verb 'to be'. These questions are important and needed when providing formal information (e.g., at schools, banks, hotel) or even in daily informal conversation with friends or colleagues. In addition, students will also learn how to pronounce English alphabets correctly. Such skill is necessarily needed by beginners, especially for those who are not yet familiar with English sounds.

Language Functions

- Asking personal information
- Responding to questions about personal information
- Talking about oneself or others
- English alphabets & word spelling

Grammatical Features

- What's your name?
- Excuse me, are you Samantha?
- Where are you from?
- What do you do for a living?
- How old are you?
- Are you married?
- How do you spell your name?
- What was that again?
- Excuse me/ pardon me!

Key Vocabulary

- Question words : What, where, how old
- Verb 'to be' : Is, am, are
- Verbs : Spell, repeat, ask, live, work, do
- Pronouns : I, you, they, he, she, it
- Adjectives : Old, young, married, single, divorced, separated
- Nouns : Full name, surname, last name, family name, nickname, address, job, home, lecture, teacher, parents, housewife, husband, wife, friend, classmate, etc.

What's your name, please?



Lesson 1: Match the English questions on the left column with the Indonesian on the right column.

English	Indonesian
What's your full name?	Bagaimana ejaan namamu?
How old are you?	Kamu berasal dari mana?
What's your address?	Berapa nomor teleponmu?
Where are you from?	Berapa umurmu?
Are you married?	Dimana alamat rumahmu?
What's your email address	Apa alamat emailmu?
What's your surname	Apakah kamu seorang pelajar?
What's your phone number?	Siapa nama keluargamu?
What's your postcode?	Siapa nama lengkapmu?
Are you a student?	Apakah kamu sudah menikah?
How do you spell your name?	Berapa nomer kode posmu?
What do you do for a living?	Apa pekerjaanmu?

Lesson 2: Listen & Repeat (CD 1 Track 21)

Listen and repeat what you have heard from the tape!!

Note: The audio was taken from Oxenden, Clive and Christina Latham-Koenig. (2004). *New English File. Elementary. Students' Book*. Oxford OX2 6DP: OUP. U1. P111.

Lesson 3: Asking & Giving Personal Information

Complete the following conversations with the words and phrases in the box!

Surname	How old are you?	Yes, I am
Your address	Postcode	I'm from Surabaya
e-mail address	Married	You're welcome

Receptionist: What's your full name?

You : Hasan Hamdani

Receptionist: What's your _____ ?

You : Hamdani

Receptionist: How do you spell it?

You : H (eitc) – A (ei) – M (em) – D (di:) – A (ei) – N (en) – I (ai)

Receptionist: Where are you from?

You : _____.

Receptionist: Are you a student?

You : _____.

Receptionist: _____ ?

You : I'm 20 (twenty) years old

Receptionist: Are you _____ ?

You : No, I'm not.

Receptionist: What's _____ ?

You : Dr. Soetomo street No.117 Surabaya

Receptionist: What's your _____ ?

You : 62374 (six – two – three – seven – four)

Receptionist: What's your _____ ?

You : hasan569@gmail.com

Receptionist: Thank you, Hasan.

You : _____

Lesson 4: Change Roles - Act out the conversations!



Now you are as the receptionist. Ask your friend the questions above and write the answers in a piece of paper.

Lesson 5: Alphabet Pronunciation – Read & Practice
Repeat after your teacher!

Alphabet Pronunciation		
A = ei	J = jei	S = es
B = bi:	K = kei	T = ti:
C = si:	L = el	U = yu
D = di:	M = em	V = vi:
E = i:	N = en	W = dablyu
F = ef	O = ou	X = eks
G = ji	P = pi:	Y = wai
H = eic	Q = kyu	Z = zi:
I = ai	R = a:	

Lesson 6: Ask 10 people in your class to spell their names and write them on the space provided.

What's your name, please? And how do you spell it?	
(1) David = di: - ei - vi: - ai - di:	(6)
(2) S U R A B A Y A	(7)
(3)	(8)
(4)	(9)
(5)	(10)

Lesson 7: Reading Personal Information

Hi, My name's Sintiya Pramono. You can call me Sintia. My surname is Pramono. I'm 20 years old. I'm still single and I'm a college student. I'm from Jakarta but I live in Surabaya. My address is Jl. Rungkut Jaya No. 67 Surabaya.










I have two best friends: Santi and Ferry. Santi is from Gresik and Ferry is from Malang. Santi is 22 years old and Ferry is 25 years old. She's married to Ferry last month. Santi and Ferry are my classmates. They are nice couples. And we are always happy together.



Lesson 8: Grammar Spot – Pronouns & Verb “To be” (am, is, are)

Pronouns (I, He, She, It, You, They)	To be (am, is, are)	Sentences
I	am	<ul style="list-style-type: none"> • I am (<i>I'm</i>) a student. • I am (<i>I'm</i>) 20 years old.
He/ She/ It	is	<ul style="list-style-type: none"> • He is (<i>He's</i>) my classmate. • She is (<i>She's</i>) my classmate. • My address is at Jl. Pelita No.8 Gresik.
You/ They	are	<ul style="list-style-type: none"> • They are (<i>You're</i>) my friends. • You are (<i>You're</i>) my teacher.

Lesson 9: Pronouns – Singular & Plural

Personal Pronouns	
Singular (I; You; He; She; It)	Plural (We; You; They)
 <p>I am Antonio. I'm a student.</p>	 <p>We are siblings.</p>
 <p>You are Jerry. You're my friend.</p>	 <p>You are my cousins.</p>
 <p>He is Andre. He's my brother.</p>	 <p>They are my school friends.</p>
 <p>She is Dina. She's my sister.</p>	 <p>They are Dewi, Rani and Santi.</p>
 <p>It is (it's) a chair.</p>	<p>Note:</p> <ul style="list-style-type: none"> • Singular pronoun = kata ganti tunggal (I, you, he, she, it) • Plural pronoun = kata ganti jamak/ banyak (We, you, they)

Exercise 1: Complete these sentences with *am, is, or are!*

- 1. How _____ you?
- 2. I _____ fine. Thanks.
- 3. How old _____ you?
- 4. I _____ 20 years old.
- 5. _____ you married? No, I _____ not.
- 6. Who _____ they? They _____ my parents.
- 7. Where _____ your mother from? She _____ from Gresik.
- 8. _____ your father a teacher? Yes, he _____.
- 9. Where _____ your address? It _____ at Airlangga street No. 25 Surabaya.
- 10. She _____ my sister. And he _____ my brother. We _____ siblings.

Lesson 10: Writing Personal Information.

Write 2 paragraphs in the following space. Tell about your name, age, marital status, and address in the first paragraph. In the second paragraph, you can tell about your best friends' personal information. See **Lesson 7** as an example.

My personal information

Unit 3

Asking And Telling Time In English

Introduction

Students are likely involved in many activities that rely on their schedules, programs, timetables and clocks. Therefore, being able to ask and talk about the time appropriately is needed to support their communicative skill in English. Students will be exposed to some expressions of telling the time and dates.

Language Functions

- Saying and writing cardinal numbers from 1 - 100
- Asking and responding to questions about the time
- Telling habitual or occasional actions

Grammatical Features

- What's the time now?
- What time is it?
- It's a quarter to nine (08.45); It's half past seven (07.30)
- When did you come?
- When will you go?
- How long does it take?
- What time do you go to sleep?

Key Vocabulary

- Numbers : one, two, three, four, five, eleven, twelve, twenty, thirty, fifty seven, sixty nine, a hundred, etc.
- Adverbs of time : Always, usually, often, sometimes, never
- Clock vocabulary : past/to, half past/to, quarter past/to, o'clock, second, minute, hour, morning, noon/midday, afternoon, evening, midnight, night, clock, watch, clock hands, clock face, digital clock, analogue clock.
- Verbs : Start/begin, end/finish, study, go, come, leave
- Adjectives : Late, early, fast, on time, slow, after, before

What's the time?



Lesson 1: Look and say the numbers (1 to 12)
Listen & Repeat after your teacher says!

Numbers & Words	Say it	Numbers & Words	Say it
1 One	[wan]	7 Seven	[seven]
2 Two	[tu:]	8 Eight	[eit]
3 Three	[tri]	9 Nine	[nain]
4 Four	[for]	10 Ten	[ten]
5 Five	[faif]	11 Eleven	[ileven]
6 Six	[siks]	12 Twelve	[twelve]

Lesson 2: Listening & Writing

Work with a partner – Write a number. Your partner says it (any numbers).

Complete 10 numbers in the columns and write the words afterwards!

Numbers	Words	Numbers	Words

Lesson 3: Look and say the numbers (13 -100)

Listen & repeat after your teacher says!

Numbers & Words	Say it	Numbers & Words	Say it
13 Thirteen	[thər'ti:n]	40 Forty	[forti]
14 Fourteen	[forti:n]	45 Forty five	[forti faif]
15 Fifteen	[fifti:n]	50 Fifty	[fifti]
18 Eighteen	[eiti:n]	60 Sixty	[siksti]
20 Twenty	[twenty]	90 Ninety	[nainti]
30 Thirty	['θərti]	100 A hundred	[ə'həndrid]

Lesson 4: Complete the numbers and the words in the tables!

Table 1		Table 2	
Numbers	Words	Numbers	Words
-----	Thirteen	100	-----
21	-----	-----	Fifteen
-----	Eleven	78	-----
12	-----	-----	Seventy two
-----	Thirty eight	63	-----
31	-----	-----	Ninety three

Lesson 5: Reading - Simple Clock Times

		
<p>This is a clock. The time on the clock is four o'clock in the morning. I always wake up early in the morning at 4 o'clock everyday.</p>	<p>This is a digital clock. The time on the clock is 12.47 PM. It's almost one o'clock in the afternoon. It's time to have a rest for a short time in the office.</p>	<p>This is a watch. The time on the watch is 10.08 PM. It is eight past ten in the evening I usually go to bed at 10 o'clock.</p>

Lesson 6: Brain Box - Clock & Time expressions

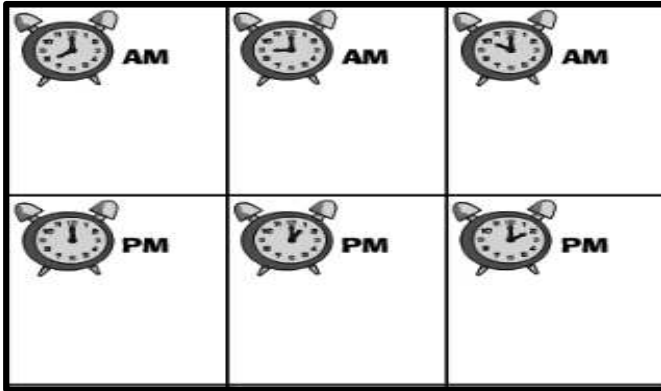
Read the following information and discuss it with your teacher and friends.

Describing times of day	
English version	Indonesian version
<ul style="list-style-type: none"> It's 2.00 AM (It's two o'clock in the morning) It's 2.00 PM (It's two o'clock in the afternoon) 	<ul style="list-style-type: none"> Jam 2.00 (Pukul 2 dini hari) Jam 14.00 (Pukul 2 siang hari)
<ul style="list-style-type: none"> AM (Ante Meridiem)= from 24.00 midnight till 11.59 afternoon. PM (Post Meridiem)= from 12.00 midday till 23.59 midnight. 	<ul style="list-style-type: none"> AM = digunakan pada pagi dini hari sampai jam 12 siang (mulai jam 24.00 – 11.59) PM = digunakan pada siang, sore, dan malam hari (mulai jam 12.00 – 23.59)
<ul style="list-style-type: none"> An hour [ən ouər] = 60 minutes Half [haf] = 30 minutes Quarter ['kwɔrtər] = 15 minutes A minute [ə'minit] = 60 seconds Past/ to 	<ul style="list-style-type: none"> Satu jam = 60 menit Setengah jam = 30 menit Seperempat jam = 15 menit Satu menit = 60 detik Lebih/ kurang
<ul style="list-style-type: none"> It's 4:45 PM It's quarter to five It's four-forty five It's 7:30 AM It's half past seven It's seven-thirty 	<ul style="list-style-type: none"> Jam 16:45 sore Jam lima kurang seperempat Jam empat-empat lima Jam 7.30 pagi Jam tujuh lebih tigapuluh Jam setengah delapan Jam tujuh-tigapuluh
<p>Catatan penting:</p> <ul style="list-style-type: none"> Ada perbedaan dalam penyebutan angka jam dan menit antara bahasa Inggris dan bahasa Indonesia: Inggris = menyebutkan angka menit dulu sebelum angka jamnya. Indonesia = menyebutkan angka jam dulu baru kemudian angka menitnya. Contoh : It's 9.10 AM Inggris = It's ten <i>past</i> nine Indonesia = Jam sembilan <i>lebih</i> sepuluh menit 	

Lesson 7: What time is it?

Match the clocks in the words with the clocks in the pictures!

- | | |
|---|--------------------------------------|
| 1. It's nine o'clock in the morning | 4. It's two o'clock in the afternoon |
| 2. It's twelve o'clock in the afternoon | 5. It's one o'clock in the afternoon |
| 3. It's eight o'clock in the morning | 6. It's ten o'clock in the morning |



Lesson 8: Draw the hands of the clocks based on the times provided and write the words below each time!

 It's 4.15 AM _____	 It's 7.30 AM _____	 It's 6:45 PM _____
 It's 10.10 PM _____	 It's 13.20 PM _____	 It's 8.50 PM _____

Unit 4

Days Of The Week & Months Of The Year

Introduction

Names of the days and months are absolutely important to be learned by all English learners regardless to their level of language competence. Students must be familiar with these names effortlessly as this knowledge is commonly used and needed in any situation and activities students dealing with. Some useful expressions of how to ask and tell the dates and months (spoken and written) will be clearly taught in this unit.

Language Functions

- Telling dates and months in English
- Saying and writing ordinal numbers from 1st - 12th
- Planning and predicting future activities or experiences
- Sequencing: describing order of days and months

Grammatical Features

- What date is it/today?
- What day was yesterday?
- What's the first/the last month of the year?
- It's Monday; yesterday was Sunday; Tomorrow will be Tuesday
- How many days in a week?
- What are you going to do this weekend?
- What are you doing on Monday?

Key Vocabulary

- Nouns : day, week, weekend, month, year, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, April, May, June, July, August, September, October, November, December
- Adverbs : today, yesterday, tomorrow, this week, last month, next year, two days ago
- Prepositions: in, on, at

Thanks God, it's Friday!!



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Lesson 1: Days Of The Week

Repeat after your teacher and practice saying the days with your friends!

English		Indonesian
Sunday	[sandeɪ]	Minggu
Monday	[mandeɪ]	Senin
Tuesday	[tyuzdeɪ]	Selasa
Wednesday	[wenzdeɪ]	Rabu
Thursday	[θɜːzdeɪ]	Kamis
Friday	[fraideɪ]	Jumat
Saturday	[satərdeɪ]	Sabtu

Lesson 2: After & Before (Sesudah & Sebelum)

Complete the sentences with 'after' or 'before'!

1. The day _____ Monday is Tuesday.
2. The day _____ Tuesday is Wednesday.
3. Thursday is _____ Wednesday.
4. _____ Friday is Thursday.
5. Monday is _____ Sunday.
6. The two days _____ Sunday are Monday and Tuesday.
7. The two days _____ Friday are Thursday and Wednesday.
8. _____ Friday is Saturday.
9. Three days _____ Saturday is Wednesday.
10. Three days _____ Thursday is Sunday.

Lesson 3: Brain Box – Key Vocabulary

English	Indonesian
Day	Hari
Week	Minggu
Month	Bulan
Year	Tahun
Everyday Today Tomorrow Yesterday The day after tomorrow	Setiap hari Hari ini Besok Kemarin Lusa
Once a week Twice a week Three times a week	Sekali seminggu Dua kali seminggu Tiga kali seminggu
Daily Weekly Monthly Yearly/Annually	Harian Mingguan Bulanan Tahunan
This week Next week First week Second week Last week	Minggu ini Minggu depan/ yang akan datang Minggu pertama Minggu kedua Minggu terakhir
Two days ago Next two days Previous days	Dua hari yang lalu Dua hari yang akan datang Beberapa hari yang lalu

Lesson 4: Months Of The Year

Read the table and repeat after your teacher!

Ordinal Numbers	Months in a year	
First (1 st)	January	[ˈjanyu,eri]
Second (2 nd)	February	[ˈfebyu,eri]
Third (3 rd)	March	[ma:rch]
Fourth (4 th)	April	[ˈeiprəl]
Fifth (5 th)	May	[mei]
Sixth (6 th)	June	[ju:n]
Seventh (7 th)	July	[julai]
Eight (8 th)	August	[ôˈgæst]
Ninth (9 th)	September	[sepˈtembər]
Tenth (10 th)	October	[ækˈtōbər]
Eleventh (11 th)	November	[nōˈvembər]
Twelfth (12 th)	December	[diˈsembər]

Lesson 5: Complete the sentences with correct names of ‘day’ or ‘month’!

1. The first day of the week is _____
2. The day before Tuesday is _____
3. The day after Sunday is _____
4. _____ is the last day of the week.
5. The tenth month of the year is _____
6. _____ is the last month of the year.
7. The month after June is _____
8. The month before September is _____
9. _____ is the month after December.
10. _____ is the fourth month of the year

Lesson 6: Speaking – Practice the conversations with your friends!

You may change the underlined words with appropriate word (days or months) as you like.

- A: How many days are there in a week?
 B: There are seven days.
- A: If today is Monday, what day is tomorrow?
 B: It's Tuesday.
- A: What is the first month of the year?
 B: It's January.
- A: What day is it before Friday?
 B: It's Thursday.

What day is it today?

Thanks God, it's Friday!!

Lesson 7: Reading a school timetable

Period/ Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	06.00 – 07.30	Intensive English Class	Intensive English Class	Intensive Arabic Class	Intensive Arabic Class	Qur'an Reading Class
2	08.00 – 09.30	History of Literature	Islamic Studies	Grammar-1	English-1	Ulumul Hadits
3	09.45 – 11.15	Basic Natural Studies	Tafsir Al-Qur'an	---	Syntax-1	Arabic-1
4	11.30 – 12.30	English – Indonesian Translation	---	Stylistics of Al-Qur'an	Morphology	---
5	13.00 – 14.30	Indonesian Language	Free Composition-1	History of Islamic Culture	---	Theology
6	14.45 – 16.15	---	Linguistics	Basic Social Studies	Basic Research Methods	Islamic Laws

Lesson 8: True Or False Statements

Tick the true or false column based on the timetable in Lesson 7.

No.	Statements	True	False
1	No class on Saturday and Sunday.		
2	Intensive Language Classes are started at 6.00 PM.		
3	History of Literature starts at 08.00 AM on Tuesday.		
4	No class on Wednesday from 9.45 – 11.15 AM.		
5	Linguistics is on Tuesday afternoon.		
6	Intensive English Class is four times a week.		
7	Islamic Studies is on Thursday morning.		
8	Stylistics of Al-Quran is on Wednesday.		
9	Qur'an Reading Class is once a week every Friday.		
10	Everyday classes ends at 16.15 PM.		

Lesson 9: Brain Box – Prepositions: *on, in, at*

Preposition (= kata depan) adalah kata yang digunakan untuk menunjukkan tempat, waktu, atau letak dimana suatu benda itu berada.	
Preposition	Examples
Preposition 'on' is used to show: day and address without number.	<ul style="list-style-type: none">• I have English class on Thursday.• I live on Jl. Soekarno Surabaya.
Preposition 'in' is used to show: month, year, and name of city.	<ul style="list-style-type: none">• I was born in October 1990.• My family live in Medan.
Preposition 'at' is used to show: time and address with its number (specific place)	<ul style="list-style-type: none">• I wake up every day at 4.00 AM.• My address is at Jl. Pelita Raya No.78 Jogjakarta.

Lesson 10: Complete the sentences with correct preposition *on, in, or at*.

1. Arabic class is _____ Friday.
2. My class begins _____ 7.00 AM everyday.
3. I was born _____ 24th July 1998.
4. The school exam is _____ Tuesday next week.
5. Indonesian's Independence Day is _____ August.
6. I have no class _____ Saturday and Sunday.
7. Istiqlal mosque is _____ Jakarta.
8. UINSA campus is _____ Jl. Ahmad Yani No. 117 Surabaya.
9. Ramadhan or fasting month this year is _____ July.
10. My little sister was born _____ 2005.

Unit 5

A Typical Day

Introduction

This unit deals with activities that people usually do in the house. Students will be able to mention and tell possible activities they usually do as their routines. In addition, some useful vocabulary related to household things and rooms around the house will also be introduced.

Language Functions

- Telling daily routines
- Expressing frequent activities

Grammatical Features

- What does your mother do in the kitchen?
- How often do you clean your bedroom?
- Do you tidy up your bedroom everyday?

Key Vocabulary

- Verbs : clean, cook, paint, help, prepare, tidy up, take a bath, take a rest, eat, drink, feed, make
- Adverbs of frequency: everyday, every week, daily, always, usually, never, sometimes, regularly, etc.
- Auxiliary verbs: Do/don't, does/does

UIN SU
S U R

N AMPEL
B A Y A

I clean my bedroom everyday

MY DAILY ROUTINE



Lesson 1: Writing Your Daily Routine

Fill in the table with activities that you usually do from morning till evening!

My daily routine	
Time	Activities
Early morning (from 3.00 – 6.00 AM)	• • •
Morning (from 7.00 – 11.00 AM)	• • •
Afternoon (from 12.00 – 17.00 PM)	• • •
Evening (from 18.00 – 23.00 PM)	• • •

Lesson 2: Match the Indonesian phrases with the pictures on the tables!

- | | |
|------------------------|-------------------------|
| 1. Pergi ke sekolah | 7. Makan pagi (sarapan) |
| 2. Mengeringkan rambut | 8. Makan siang |
| 3. Mencuci muka | 9. Bangun tidur |
| 4. Belajar | 10. Berbelanja |
| 5. Berangkat tidur | 11. Membersihkan rumah |
| 6. Menyisir rambut | 12. Menggosok gigi |

Daily Routine Pictures

 go shopping	 dry your hair	 brush your teeth
 go to school	 wash your face	 go to bed
 study	 have breakfast	 brush your hair
 have lunch	 clean the house	 wake up

Lesson 3: Make your own sentences using the phrases in the pictures.







Examples:
<ul style="list-style-type: none"> • I <i>go shopping</i> every Sunday morning. • I <i>brush my teeth</i> twice a day.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.




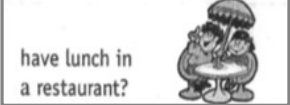


Lesson 4: Brain Box – Adverb of Frequency

Adverb of Frequency = kata keterangan waktu yang menjelaskan tentang kapan atau seberapa sering suatu kegiatan atau aktivitas dilakukan.	
Definite Adverb of Frequency (keterangan waktu terbatas/ tertentu):	Indefinite Adverb of Frequency (keterangan waktu tak terbatas):
<i>Daily</i> (harian), <i>weekly</i> (mingguan), <i>monthly</i> (bulanan), <i>hourly</i> (setiap jam), <i>everyday</i> (stiap hari), <i>twice a week</i> (dua kali seminggu), etc.	<i>Always</i> (selalu), <i>sometimes</i> (kadang-kadang), <i>usually</i> (biasanya), <i>regularly</i> (secara teratur), <i>rarely</i> (jarang), <i>often</i> (sering), <i>never</i> (tidak pernah), etc.
<ul style="list-style-type: none"> • I go to school <i>everyday</i>. • I brush my teeth <i>twice a day</i>. • My mother goes shopping <i>weekly</i>. 	<ul style="list-style-type: none"> • I <i>always</i> wake up at 4.00 AM. • I <i>sometimes</i> go to bed at 11.00 PM. • I <i>never</i> watch TV in the morning.

Lesson 5: Speaking – Interviewing a friend

Take turns with your partner (student A & student B). Ask your partner about his/ her daily activities using the question and phrases in the pictures. Tick (✓) the answer in the right columns. Write in the Extra column if you find more information about your friend.

Daily Life Interview	Student A				
Ask your partner: “Do you?”	Yes, always	Yes, usually	Yes, some times	No, never	Extra information
<div style="border: 1px solid black; padding: 5px;"> get up before 8 o'clock?  </div>					
<div style="border: 1px solid black; padding: 5px;"> have coffee for breakfast?  </div>					
<div style="border: 1px solid black; padding: 5px;"> walk to school/work?  </div>					
<div style="border: 1px solid black; padding: 5px;"> have lunch with friends?  </div>					
<div style="border: 1px solid black; padding: 5px;"> read a newspaper?  </div>					
<div style="border: 1px solid black; padding: 5px;"> go to sleep after midnight?  </div>					

Daily Life Interview	Student B				
Ask your partner: "Do you?"	Yes, always	Yes, usually	Yes, some times	No, never	Extra information
 <p>watch television in the morning?</p>					
 <p>drink tea with milk?</p>					
 <p>come here by bus?</p>					
 <p>have lunch in a restaurant?</p>					
 <p>read in bed?</p>					
 <p>go to sleep very quickly?</p>					

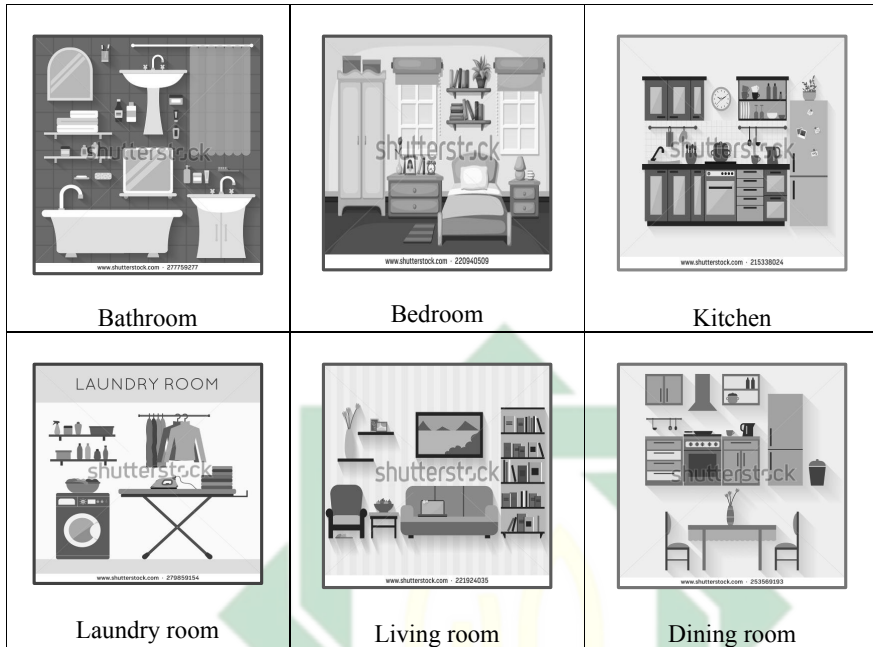
Lesson 6: Writing & Retelling

Write your friend's daily activities and tell the class about him/ her!

Examples:

- He/ she always *gets up* before 8.00 AM.
- He/ she sometimes *watches* TV in the morning.
- He/ she usually *walks* to school by bus.
- He/ she never *goes* to sleep after midnight.

Lesson 7: Vocabulary Spot – Rooms In a House



Exercise 1: Match the room on the left column with the definition on the right column!

Rooms	Definitions
1) Kitchen	----- a room in a house for general and informal everyday use.
2) Living room	----- a room for sleeping in.
3) Bedroom	----- a room where food is prepared and cooked.
4) Laundry room	----- a room in a house where meals are eaten.
5) Bathroom	----- a room in a house where clothes are washed or ironed.
6) Dining room	----- a room containing a bathtub or a shower and usually also a sink and a toilet.

Exercise 2: Speaking – “What do you do in this room?”

Ask your friends these questions. You can take turns asking and answering the questions. You can also change the adverb of frequency as you like.

1. What do you **usually** do in the living room?
2. What do you **regularly** do in the kitchen?
3. What do you **always** do in the bedroom?
4. What do you **sometimes** do in the laundry room?
5. What do you **never** do in the bathroom?
6. What do you **often** do in the dining room?

Lesson 8: Grammar Spot – Present Simple Tense (Verb + s/es; Don’t/doesn’t; Do/ does)

Positive sentences (Verb +s/es)	Negative sentences (Don’t/ doesn’t)	Interrogative sentences (Do/ does)
Pronouns: I, You, They, We		
• I get up at 4.00 in the morning.	• I don’t get up at 4.00 AM everyday.	• Do you get up at 4.00 AM everyday?
• We go to school by bus everyday.	• We don’t go to school by bus everyday.	• Do we go to school by bus everyday?
Pronouns: He, She, It		
• He gets up at 4.00 in the morning.	• He doesn’t get up at 4.00 in the morning.	• Does he get up at 4.00 in the morning?
• She goes to school everyday.	• She doesn’t go to school everyday.	• Does she go to school everyday?
Notes: Don’t = do + not Doesn’t = does + not		

Exercise 1: Complete these sentences with correct form of verbs in the brackets!

1. Mary _____ not go shopping everyday. (do/does)
2. Danisa and Mira _____ lunch at the restaurant. (has)
3. The sun _____ in the east every morning. (rise)
4. Anton _____ football three times a week. (play)
5. My mother _____ in the kitchen. (cook)
6. _____ your mother cook everyday? (do/does)

- | | |
|---|-----------|
| 7. We _____ not have class on Sunday. | (do/does) |
| 8. I _____ not always tidy up my bed every morning. | (do/does) |
| 9. _____ Sandra and Santi study every evening? | (do/does) |
| 10. Monica sometimes _____ her mother cooking. | (help) |
| 11. You never _____ late to school everyday. | (come) |
| 12. The moon doesn't _____ so brightly tonight. | (shine) |

Exercise 2: True Or False?

Find out the grammatical mistakes in each sentence below. Make correction for the mistake you've found!

1. Santi and Rani doesn't like watching TV. (True/ False)

2. My mother likes cooking very much. (True/ False)

3. She don't like washing and ironing. (True/ False)

4. Does you like playing football? (True/ False)

5. I does not like reading newspaper. (True/ False)

6. My father always go to work by motorcycle. (True/ False)

7. He do not like going by public transportation. (True/ False)

8. Diana and Raisa are my best friends. (True/ False)

9. I always wakes up early in the morning at 4.00 AM. (True/ False)

10. Do you go to school everyday? (True/ False)

Unit 6

Family Members

Introduction

This unit focuses on the introductions of new vocabulary related to names of family members. Students will be exposed to examples and exercises on how to use demonstrative pronouns and possessive pronouns to introduce their family members to their friends. There will be some explanations and exercises on plural and singular nouns that can be discussed with the students when the teacher considers the students ready.

Language Functions

- Using demonstrative pronouns in sentences.
- Using possessive pronouns in sentences.
- Introducing family members using both demonstrative and possessive pronouns

Grammatical Features

A. Nominal sentence - Simple Present tense

1. This is my father. His name is Nasrul.
2. That is my mother.
3. Those are my brothers.

B. Possessive adjective

1. This is my pen.
2. These are your books.
3. Those are his students.

C. Possessive pronouns

1. The pen is hers.
2. The bicycle is my brother's.
3. The bag is his.
4. The papers are the headmaster's.

Key Vocabulary

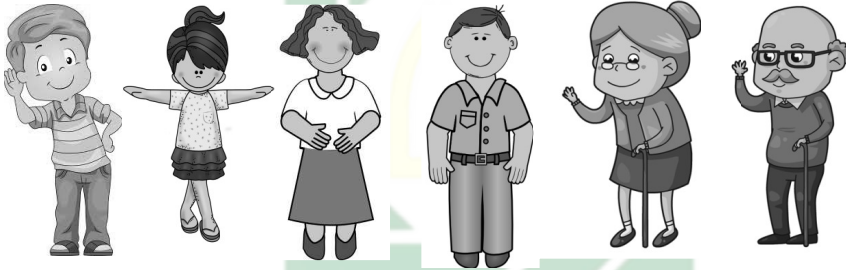
- Noun : sister, mother, father, grandfather, grandmother, uncle, aunt, brother
- Possessive Adjective: my, your, his, her, their
- Possessive Pronouns: mine, yours, his, hers, theirs.

My Family



Lesson 1: Vocabulary Spot

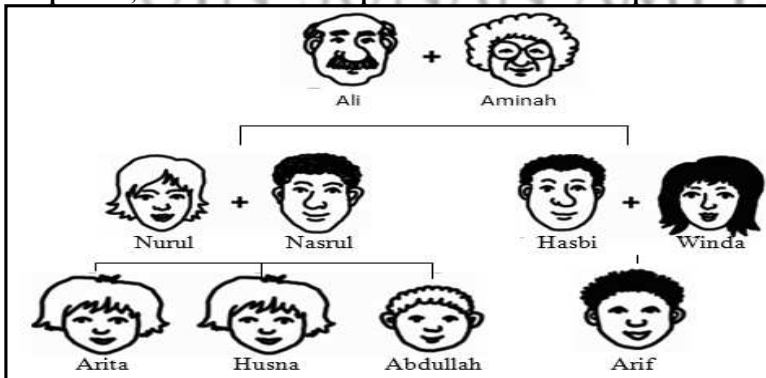
Activity 1: Video 6.1 - Watch the video and match the picture on the left with the words in the box.



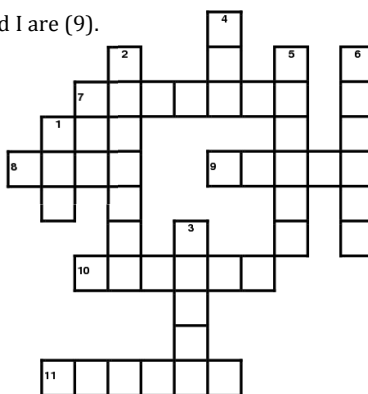
sister brother mother grandmother grandfather father

Activity 2: Pair up – Family Tree

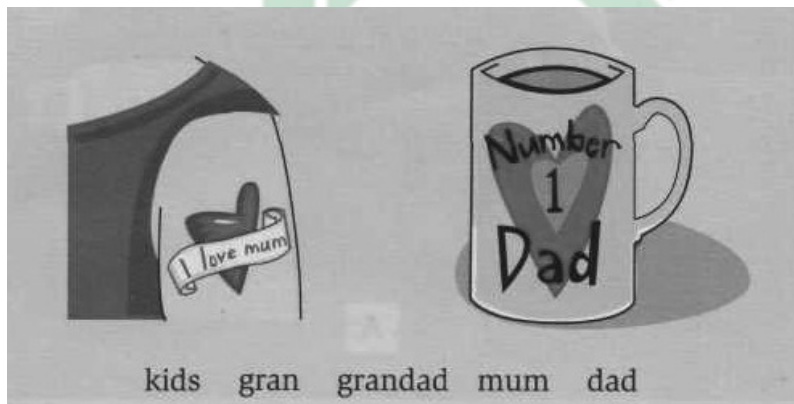
With a partner, fill in the crossword puzzle based on the clues provided.



Hello, my name is Arita. My (5) is big.
 I have a (1). Her name is Nurul.
 I have a (4). His name is Nasrul.
 I have a (11). Her name is Husna. Husna and I are (9).
 I have a little (2). His name is Abdullah
 I have a (7). His name is Ali.
 I have a (10). Her name is Aminah.
 I have a (3). His name is Hasbi.
 I have a (8). Her name is Winda.
 I have a (6). His name is Arif.







Activity 3: Tape 6.3 Listen to these informal family words. What do they mean?



Write about your family members.













My mother is She is -----

Lesson 2: Grammar Spot – Demonstrative Pronouns

Singular	 This is an apple.	 That is an apple.
	 These are apples.	 Those are apples.

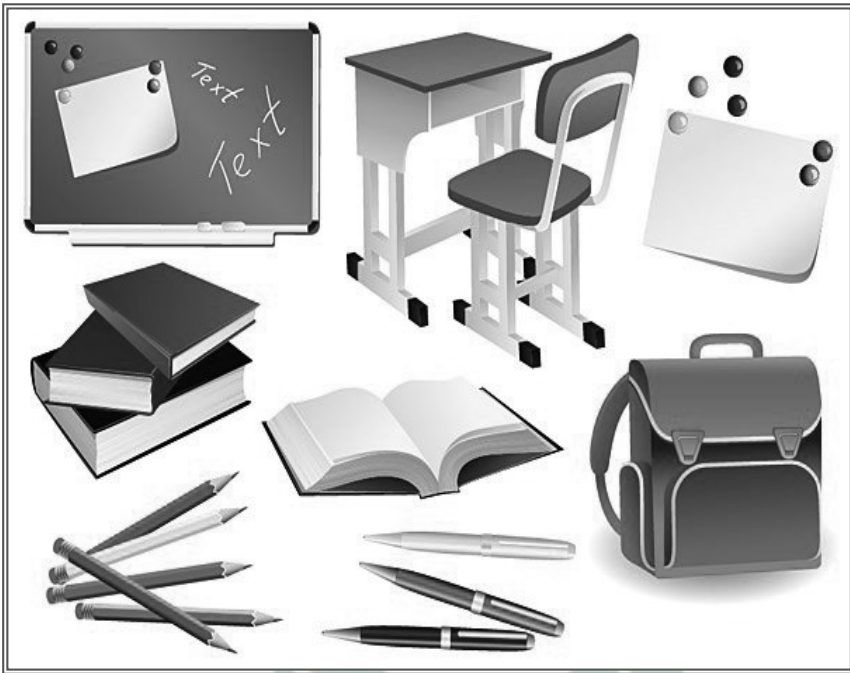
	Near	Far
Singular	This	That
Plural	These	Those

Activity 1: Look at the pictures below. Then, write a question and its correct answer by using the demonstratives as corresponds. Share your answers with a classmate.

1. What is that? That's a notebook.	2. What is _____? It is a _____.	3. What _____? They _____.
		
4. _____?	5. _____?	6. _____?
		
7. _____?	8. _____?	9. _____?
		
10. _____?	11. _____?	12. _____?
		

Activity 2: Speaking

Work in small groups. One student points to an object on the page or in the class. Ask “What’s this/that in English?” Another student answers.



Lesson 3: Grammar Spot – Possessive Pronouns

Possessive Adjectives		Possessive Pronouns	
	my		mine.
	your		yours.
	his		his.
This is	her	Whose pen is this?	hers.
	its	It's	-
	our		ours.
	your		yours.
	their		theirs.

EL
A

Activity 1: Write complete sentences using the words provided in each number.

Ex: This / be / dress / Mary
This is Mary's dress.



1. This / be / magazine / David.

2. That / be / flat / Duncan

3. This / be / pen / George



4. Those / be / books / Brenda

5. These / be / Cds / Thomas



6. This / be / house / Sam

7. That / be / computer / Ann



8. Those / be / shoes / Robert

9. This / be / classroom / Kate

10. That / be / satchel / Diana



Activity 2: Choose the pronoun that correctly completes each sentence.

1. Ants use (theirs, their) antennae for touch and smell.
2. That nest under the tree is (theirs, their).
3. An ant has two stomachs in (its, our) abdomen.
4. The house with purple trim is (my, mine).
5. This is (mine, my) cat that chases ants.
6. The dog hurt (its, it's) paw.
7. The barking dog is (their, theirs).
8. This ant farm is (our, ours).
9. My family and I sometimes get ants in (our, hers) house.
10. Don't have (your, theirs) picnics next to an ant colony

Language Note:

- Use *my, your, her, our,* and *their* before nouns.
- Use *mine, yours, hers, ours,* and *theirs* alone.
- *His* and *its* can be used both before nouns and alone.
- Do not use an apostrophe with possessive pronouns.

Fill in with the correct possessive adjective.

1. I've got a ruler. **It's my ruler.**
2. You've got a car. It is.....car.
3. John's got a CD. It's.....CD.
4. We've got a pet. It's.....pet.
5. Pam's got a pen. It's.....pen.
6. She's got a glue. It's.....glue.
7. I've got crayons. They're crayons.
8. They've got a house. It's house.
9. Tom and I have got new friends. They are.....friends.
10. Maria's got a desk. It'sdesk



Sources:

- Video 6.1 <https://www.youtube.com/watch?v=GiRUF7hvWuM>
Video 6.2 https://www.youtube.com/watch?v=oEWXE_V4Mqw
Puzzle <http://img.docstoccdn.com/thumb/orig/117155656.png>

Unit 7

How Old Are You?

Introduction

This unit focuses on ways to ask other people's age and birthdays, and how old an item is. Question words to ask someone's or something's age are discussed and practiced. Reading skill and speaking skill will be focused on in this unit, but the application of the teaching and learning process is expected to be an integration of other skills as well. This unit will also cover an introduction to names of days in a week, month of the year, in addition to some probable new adjectives.

Language Functions

- Asking about age or birthday and formulating questions using "How old" and "How many".
- Answering questions related to age (of person and things) and birthdays.
- Using adjectives, names of days, and names of months in statements.

Grammatical Features (Sentence Structure)

1. How old are you, Lisa?
2. I'm twenty years old.
3. Lisa is twenty years old.
4. How old is the house?
5. The house is fifty years old

Key Vocabulary

- Nouns : birthday, birthday party, balloon, cake, candles
- Verbs : get, have
- Adjectives : young, old, perfect, happy

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S U R A B A Y A

BIRTHDAY PARTY



Lesson 1: Vocabulary and Listening (Tape 7.1) Listen and repeat

<i>eleven</i>	11	<i>sixteen</i>	16	
<i>twelve</i>	12	SEVENTEEN	17	
	THIRTEEN	13	<i>eighteen</i>	18
<i>fourteen</i>	14	NINETEEN	19	
<i>fifteen</i>	15	<i>twenty</i>	20	

Lesson 2: Vocabulary and Listening (Tape 7.2) Match the words to the numbers

<i>twenty-one</i>	<i>fifty-six</i>							
<i>thirty-five</i>	FOURTY-TWO							
<i>seventy</i>	SIXTY-THREE							
<i>ninety-nine</i>	<i>eighty-eight</i>							
	<i>one hundred and one</i>							
56	70	99	35	63	88	101	42	21

Lesson 3: Birthday Vocabulary

Match the pictures below with the words in the box.

- | | |
|--------------|-------------|
| 1. Balloons | 5. Card |
| 2. Cake | 6. Candles |
| 3. Hat | 7. Presents |
| 4. Ice cream | 8. Friends |



--	--	--	--



--	--	--	--

Lesson 4: Fajar's Birthday

Answer the questions below based on your experiences.

1. Have you ever celebrated your birthday with your friends or family?
2. Have you got presents on your birthday?

Read the text below.

Fajar's birthday

Today is Fajar's birthday. His friends are in Fajar's garden. There is a birthday party in the garden. There is a table. There are six chairs. The birthday cake with nine candles is on the table. They are for Fajar. There are some birthday hats on the table as well. Fajar's mother puts some balloons for decorations. There are also some birthday cards and presents from Fajar's friends. Fajar and his friends eat ice cream. Fajar is very happy. This is a perfect birthday.

Activity 1: True or False. Put a tick (✓) into the correct place.

Sentence	True	False
1. Tomorrow is Fajar's birthday.		
2. Fajar's friends are in the garden.		
3. The birthday party is in the living room.		
4. There is one table in the garden.		
5. There are six chairs in the house.		
6. The birthday hats are on the chairs.		
7. Fajar's father puts the balloon for decorations.		
8. Fajar is now nine years old.		
9. Fajar gets presents and cards from his friends.		
10. Fajar is very happy.		

Activity 2: Speaking



Read the text again.

Then think about your birthday: do you celebrate your birthday, who usually are there on your birthday celebration, what do you get for your presents on your birthday. You can use the text to help you.

In pairs (or in small groups), share your experience with your friends.

Language Note:

January
July

February
August

April
September

May
October
December

June
November

Monday

Tuesday

Wednesday

Thursday

Friday
Sunday

Saturday



Lesson 4: Language Function – Talking About Age

+ How old are you?



+ How old is Fajar?



- I am twenty years old.

- Fajar is nine years old.

+ How old is your house?



+ How old is your cat?



- It's twenty years old

- It's 9 months old

Activity 1: Practice

Make short conversations (each a question and an answer) based on the pictures below.

1.



6 months

2.



9 months

3.



2 years

4.



4 years

5.



25 years

6.



65 years

Work in pairs. Ask each other questions with “How old ...” or “How old is your ...”



LANGUAGE NOTE



Use *He* for a male person
Fajar is nine years old.
He is nine years old.

Use *She* for a female person
 animals, or things
Anisa is twenty years old.

Use *it* for things and animals
The cat is nine months old.
It is nine months old.

Use *they* for groups of people,
Fajar and Toni are nine years

Read each sentence and circle the right pronoun.

He/She is kicking the ball.



This is my/their hat.



It/They are dancing.



You/It is a blue bag.



He/She is standing up.



I/It is eating grass.



REVIEW

1 Can you spell?

COLOURS (missing vowels)

R _ D

Y _ LL _ W

GR _ _ N

BL _ CK

_ R _ NG _

WH _ T _

BL _ E

P _ R PL _

BR _ WN

GR _ _



2

Can you spell?

NUMBERS (missing vowels)

_ N _

TW _

THR _ _

F _ _ R

F _ V _

S _ X

S _ V _ N

_ _ GHT

N _ N _

T _ N

E

O

y

_ N _

TW _

THR _ _

F _ _ R

F _ V _

S _ X

S _ V _ N

_ _ GHT

N _ N _

T _ N

O

u

3

Can you spell?

GREETINGS (missing vowels)

H _ LL _

H _

H _ W _ R _ _ _ _ ?

G _ _ D M _ RN _ NG

G _ _ D B _ E

S _ _ _ _ L _ T _ R

i

4

Can you spell?

WEEKDAYS (missing vowels)

M _ N D _ _

T _ _ S D _ _

W _ D N _ S D _ _

i

TH _ RSD _ _
FR _ D _ _
S _ T _ RD _ _
S _ ND _ _

M _ _
J _ N _ A
J _ L _
_ _ G _ ST

B _ D _
H _ _ D
B _ CK
F _ _ T

5 Can you spell?

MONTHS (missing vowels)

J _ N _ _ R _
F _ BR _ _ R _
M _ R CH
_ PR _ L

i

N _ V _ MB _ R

D _ C _ MB _ R

y

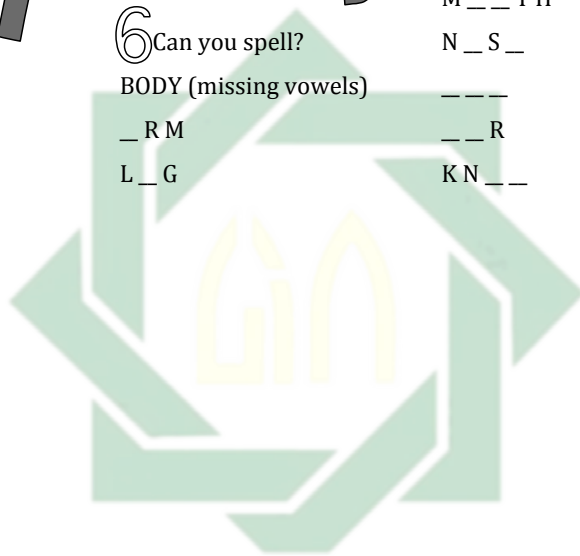
H _ ND
CH _ ST
F _ C _
M _ _ TH
N _ S _

6 Can you spell?

BODY (missing vowels)

_ R M
L _ G

_ _ _
_ _ R
KN _ _



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Unit 8

Classroom and School

Introduction

This unit introduces students to the things that are commonly found in a classroom. Students will also learn about the use of articles (*a, an, the*) to modify things/ objects. They will know how the article is used in words beginning with vowel and consonant. They also learn to identify the location of the things around the class using correct preposition of place (*in, on, at, under, in front of, behind, etc.*)

Language Functions

- Discovering things in the classroom
- Definite and indefinite Articles
- Preposition of Place

Grammatical Features

- What's on the table? It's a book
- Where's the bathroom? It's next to the kitchen
- The clock is on the wall.
- The book is in the bag.

Key Vocabulary

- Nouns : teacher, eraser, seat/chair, pencil, pen, students, teacher assistant, notebook, calculator, notebook paper, clock, chalk tray, book, loudspeaker, eraser, flag, graph paper, map, pencil sharpener, ruler, chalk, (move) screen, globe, computer, thumbtack, TV, overhead projector, movie projector, teacher's desk, desk, board, bulletin board, bookshelf slide, projector
- Preposition of place: above, behind, between, in, in front of, next to, on, on the left, on the right, under
- Verbs : wear, explain, wave, have, go, play, write, bring, draw, come, pass, see, put

Excuse me, do you have an eraser?



Lesson 1: Classroom Vocabulary

Work in groups of five students. Look at the classroom picture and try to match the words in the box with the correct numbers in the picture!

Teacher	Teacher's Desk	Seat/chair	Pencil	Pen
Students	Teacher assistant	Notebook	Calculator	Clock
Chalk Tray	Notebook Paper	Book	Loudspeaker	Eraser
Graph Paper	Pencil Sharpener	Flag	Map	Ruler
Chalk	(Move) Screen	Globe	Computer	Thumbtack
Eraser	Overhead Projector	Board	Desk	Projector
Board	Movie Projector	Bulletin	Bookshelf Slide	TV

Lesson 2: Practice – Listen & Repeat

- Listen to your teacher saying the classroom vocabulary and repeat afterwards!
- Practice with your friends!

Lesson 3: Brain Box - Articles

Articles (a, an, the)

“A” and “An” are called Indefinite Articles. They are used to modify non-specific or non-particular nouns.

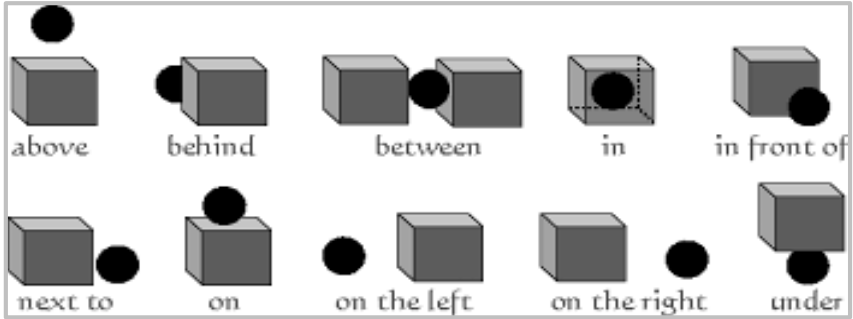
“The” is called Definite Articles. It is used to refer to specific or particular nouns.

1. We use **“A”** before words that begin with a consonant and a singular noun beginning.
Example: *a blackboard* *a globe* *a clock* *a book shelf*
2. We use **“An”** before words that begin with a vowel sound.
Example: *an eraser* *an umbrella* *an apple* *an iron*
3. We use **“The”** when we know that there is only one of a particular thing or to refer to a specific or particular thing.
Example: *the world* *the moon* *the sun* *the sky*

Fill in the blanks with correct articles: *a, an, or the!*

1. Dina wears ____ cap on her head.
2. ____ flag waves on the sky in Monday morning.
3. Bobby, do you have ____ eraser?
4. My father goes to school by driving ____ car.
5. Boys play football in ____ school-yard.
6. The teacher writes ten questions in ____ blackboard.
7. Rini always bring ____ umbrella when rainy season comes.
8. Each students should bring ____ pencil for doing the test.
9. Putri draws ____ English map for Geography assignment.
10. Rudy is doing ____ mathematic task about Algebra.

Lesson 4: Preposition of Place



Complete the sentences with correct preposition of place as shown in the box!

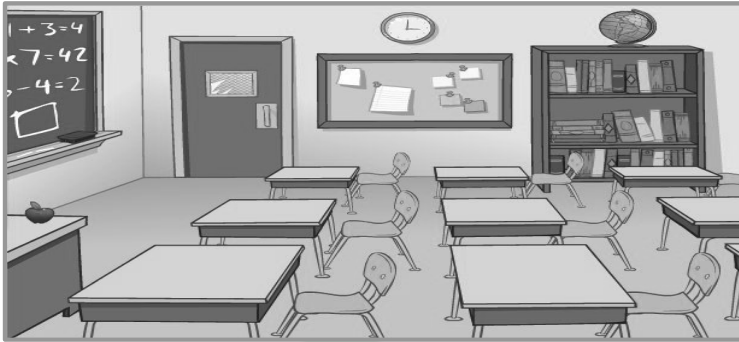
a) The tree is . . the house.
 b) The boy is . . the tree.
 c) The cock is . . the tree.
 d) The horse is . . the house.
 e) The monkey is . . the house.

Speaking – Look at the picture carefully. Ask your partner the following questions!

a) Where is the tree ?
 b) Where is the monkey ?
 c) Where is the cat ?
 d) Where is the dog ?
 e) Where is the girl ?
 f) Where is the car ?

Lesson 5: Reading & Speaking

Read the text about my classroom. And ask your friend the following questions afterwards!



This is my classroom. When you enter the classroom, you will see the door near the blackboard. The blackboard is in front of the class. My teacher usually puts an eraser on the blackboard. Her table is next to the blackboard. On the table, there is a plastic apple. She likes to put the apple on it because the apple is actually her pencil sharpener.

In the classroom, there are several desks and chairs for students. In the corner, there is a bookshelf with many books in it. There is a globe on the bookshelf. You can see the world clearly from the globe. Next to the bookshelf is a wall magazine. The wall magazine is very useful for us to put our assignments during teaching and learning process in the classroom. There is also a clock above the wall magazine. We can look at it anytime to check the time during the class sessions. My classroom is clean and neat.

Ask your friend these questions based on the text!

1. Where is the blackboard?
2. Where is the teacher's table?
3. What is it on the teacher's table?
4. Where are the desks and the chairs?
5. What is in the corner of the class?
6. What are there in the bookshelf?
7. Where is the globe?
8. How many chairs can you see in the picture?
9. How many desks can you see in the picture?
10. What can you put in the wall magazine?

Lesson 6: Speaking – Classroom Exploration

Tell your partner about the things you can find in the classroom picture. You can use the following questions to help you explore the classroom:

- Who are in the classroom?
- How many students are there in the classroom?
- How many boys and girls in the classroom?
- What things are there in the classroom?
- How many chairs are there?
- How many students are sitting on the chairs?
- How many students are standing in the classroom?
- What things are there on the classroom wall?



Lesson 7: Rearrange these jumbled sentences into correct order.

Examples:

- Students – five – standing – are – the classroom – in – there.
 - ✓ There are five students standing in the classroom.
1. The students – are – and – the teacher – in – the classroom.
 2. The teacher – standing – the classroom – is – in front of.
 3. There – a television – is – the wall – on.
 4. The blackboard – in front of – is – the classroom.
 5. There – four students – are – the classroom – sitting – in.
 6. The boy – painting – is – on – the canvas – an animal.
 7. There – a clock – above – is – the classroom door.
 8. There – five – red chairs – are – in – the classroom.

Unit 9

Healthy Soul And Healthy Body

Introduction

This unit focuses on asking and giving advice. First, students learn about parts of body, illness, and the way to cure the illness. Then, they are explained about asking and giving advice to solve their problem health. They can use modal auxiliary to build the sentence about this topic such as *should, had better, would, etc.* This helps them to practice in daily life about the healthy problem.

Language Functions

- Asking advice about health problems
- Giving advice to solve health problems

Grammatical Features

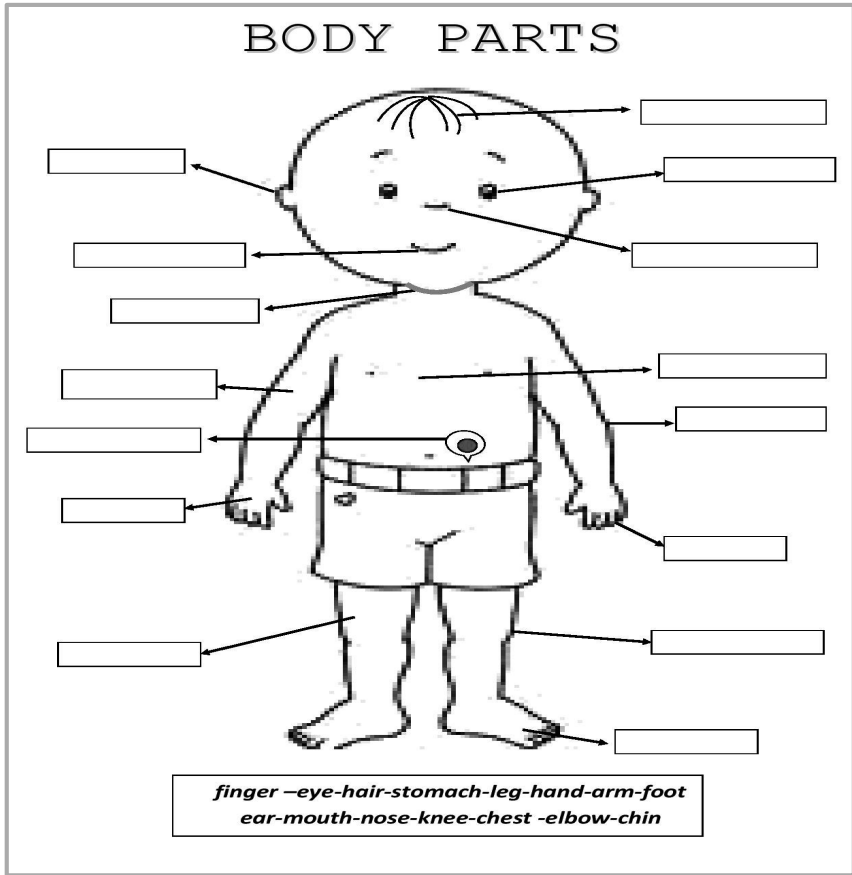
- What do you think I should do?
- What should I do?
- What do you suggest?
- You had better/ you'd better....
- You should...
- Your only option is to....

Key Vocabulary

- Nouns : eye, ear, head, hair, nose, mouth, finger, stomach, hand, feet, leg, elbow, chest, knee, chin, a toothache, the flu, a headache, chicken pox, a broken leg, pimples, a sore throat, an allergy, pink eye, a cough , a sprained ankle, a stomachache, a cut, a fever, a nose bleed
- Verbs : see, hear, walk, eat, drink, feel, write, kick, smell
- Modal auxiliary: should, would, had better, ought, must

UIN SUNDAH AMPEL
SURABAYA

You Must Take Care of Your Health!



Lesson 1: Vocabulary – Parts of the body

- Fill in the box in the picture with correct names of body parts. You can use a dictionary to consult the meaning!
- Check your answer with your teacher. Listen and repeat what you hear from your teacher.

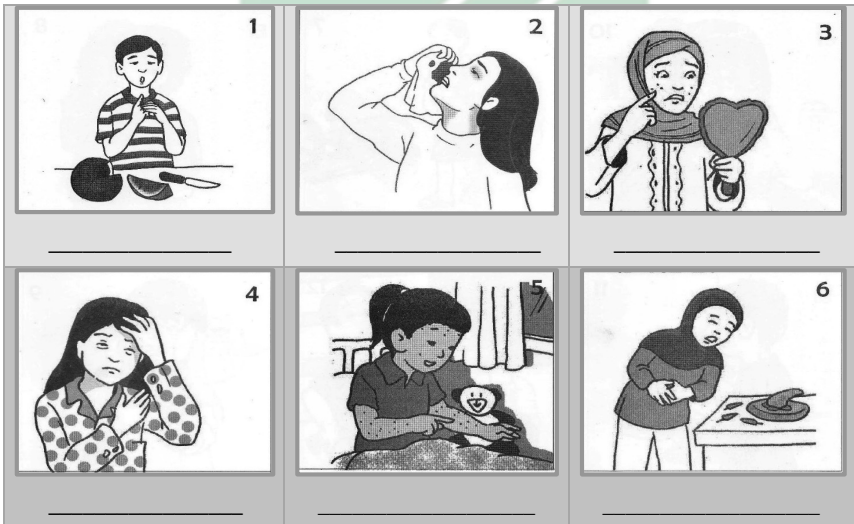
Fill in these blanks with the suitable parts of body!

1. I use my _____ to write.
2. We can see with our _____
3. John kicks the ball with his _____
4. She smells the flower with her _____
5. I can hear your voice with my _____
6. Bella has a long black _____ on her head.
7. You can use your _____ when raising your hand.
8. We can eat and drink with our _____
9. You feel your _____ so full after having breakfast.
10. We walk through the street with our _____

Lesson 3: Illnesses Vocabulary

Name the illnesses in the pictures. You can find the answers in the illnesses box!

A toothache	The flu	A headache	Chicken pox
A broken leg	Pimples	A sore throat	An allergy
Pink eye	A cough	A sprained ankle	A stomachache
A cut	A fever	A nose bleed	





Lesson 4: Match the illnesses and the treatment!

Name of Illnesses	Treatment
1. A cut	a. Put a cotton pad in the nostril and leaning the head forward!
2. A nose bleed	b. Take a cajuput oil!
3. Pimples	c. See the Orthopedist!
4. Stomachache	d. Clean with alcohol and take an Iodine!
5. A broken leg	e. Take a cough syrup!
6. A sore throat	f. See the Dentist!
7. A toothache	g. Take facial foam or cream for anti-acne!
8. A pink eyes	h. Take an eye drops!
9. A cough	i. Take a Paracetamol!
10. A fever	j. Gargle with warm water and take lozenges!

Lesson 5: Asking and Giving Advice

If you have any problems, you ask advice from someone to solve your problem. These are the ways to ask and give advices concerning the health problems.

Asking for Advice	Giving Advice
What do you think I should do?	If I were you I would/wouldn't....
What should I do?	If I were in your shoes/position I would...
What do you suggest?	You had better/ you'd better.....
What do you advise me to do?	You should...
If you were me what would you do?	Your only option is to....
What ought I to do?	Why don't you...?
Do you think that I should...?	Have you thought about...?
	Have you tried...?

Example 1:

Rudy : Hi Sonia, you look so bad. What's the matter?

Sonia : Ouhhh... I've got a very bad flu.

Rudy : Oh my God. I'm sorry to hear that. Have you seen the doctor?

Sonia : That's so terrible. I'm so afraid to see doctor. ***What should I do?***

Rudy : ***I think you should take a medicine and have a rest.*** It can help you to be better soon.

Example 2:

Dessy : Hi John. What's up?

John : Hi dessy. I'm not ok. I've got a bad headache.

Dessy : Oh John. That's very painful.

John : ***What do you think I should do?***

Dessy : ***Have you tried to take an aspirin?*** It can help you feel better.

Lesson 6: Writing Dialogues

Work with a partner. Make short conversations for each of the picture below. You can use some phrases and languages in Lesson 5 about asking and giving advices on health problems!

Conversation 1



Conversation 2



Conversation 3



Conversation 4



S U R A B A Y A

Lesson 7: Speak up

Act out the conversations with your friends. You can change roles with friends from other groups!!

Unit 10 Holiday

Introduction

This unit focuses on expressing ideas and experiences using simple past tense. The topic of the unit is about Islamic holiday (Eid al Fitr) and thus provides the students with vocabulary on this Islamic feast. This unit also covers some differences and examples on regular and irregular verbs that largely used in simple past tense. In addition, some modes of transportations that can be used to go to places on holidays are provides along with examples and pictures. Examples and exercises on regular and irregular verbs are also available.

Language Functions

- Using simple past tense to tell one's experiences orally or in written.
- Regular vs. Irregular verbs; examples and exercises
- Modes of transportation

Grammatical Features (Simple Past Tense)

- I ate breakfast this morning.
- We celebrated Eid al Fitr last month.
- We wanted to go to the beach

Key Vocabulary

- Noun : cart, train, motorcycle, truck, taxi, plane, helicopter
- Verb : celebrate, fast, pray
- Adjective : greater, smaller, fast, slow, favorite
- Regular verbs : wanted, walked, called, celebrated, prayed, etc.
- Irregular verbs : had, ate, went, made, took, came, etc.

UIN SUNAN AMPEL
S U R A B A Y A

Eid al Fitr



Lesson 1: Speaking

1. Individually, think about your experiences during Ramadan and Eid al Fitr. Answer these questions:
 - What did you do during this year's Ramadan and Eid al Fitr?
 - Are there any special things that people in your area usually do to celebrate Ramadan and Eid al Fitr?
2. In small groups, share your experience and stories to your friends.

Lesson 2: Reading Comprehension

Taken from: http://www.myenglishpages.com/site_php_files/reading-eid-al-fitr.php

EID al-FITR

Eid al-Fitr is a Muslim holiday that marks the end of Ramadan, the Islamic holy month of fasting (*sawm*). *Eid* is an Arabic word meaning "festivity", while *Fitr* means "to break fast"; and so the holiday symbolizes the breaking of the fasting period. It is celebrated after the end of the Islamic month of Ramadan, on the first day of Shawwal.

Eid al-Fitr is sometimes also known as the "Smaller Eid" as compared to the Eid al-Adha that lasts three days following the *Hajj* (the pilgrimage to Mecca) and is casually referred to as the "Greater Eid"

At the end of Ramadan every Muslim is required to pay *Zakat al-Fitr* (a special fast breaking alms) as a token of thankfulness to God for having enabled him or her to observe the obligatory fast.

Typically, on the day of the *al eid* Muslims generally greet each other have a small breakfast before attending a special *Eid prayer* that is performed in congregation at mosques or open areas like fields, squares etc. Muslims are encouraged to dress in their best clothes (new if possible) for the occasion.

Choose the right option based on the reading text above.

	True	False
1. Eid al-Fitr is celebrated at the beginning of Ramadan		
2. Eid al Fitr is also called the Greater Eid.		
3. Muslims fast on the Eid al Fitr.		
4. Muslims perform a special prayer on the day of the celebration.		

Lesson 3: Vocabulary Spot - Means of Transportation

Activity 1: Number the picture with the right name of transportation.

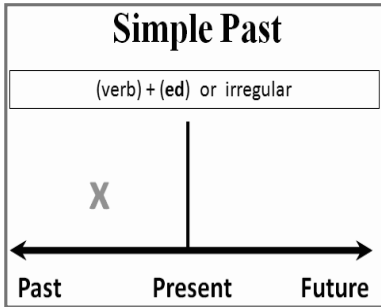
1. Cart
2. Train
3. Motorcycle
4. Truck
5. Bus
6. Ambulance
7. Police car
8. Bicycle
9. Taxi
10. Fire car
11. Helicopter
12. Van
13. Ship
14. Car
15. Plane



Activity 2: True or False?

	True	False
Helicopter has many seats.		
Car runs on the rail		
The horses pull a cart		
A fireman drives a firecar		
Driver drives a police car		
Ship floats on the sea		
Train runs on the road		
Truck carries the stones or sand		

Lesson 4: Grammar Spot – Simple Past Tense



Brain Box:

Simple Past Tense
 Used for an action that happened at a point in time in the past.
 e.g. – I ate breakfast this morning.

Lesson 5: Reading Comprehension

https://en.islcollective.com/resources/printables/worksheets_doc_docx/holiday_adventure_key/past-simple-holidays/18999

Here is a story about a holiday adventure. In small groups, put the texts in the correct order!

A: Jody's family had a nice little holiday home near the coast. The weather was fine and the children went swimming

B: Jody woke up suddenly. She saw water and dolphins all around."How deep!" she thought. Jody wanted to swim, but she couldn't.

C: One day Jody and Joe took a boat from the beach to a small island. It was a nice small rowing boat.

D: "Did you see that! That dolphin saved your life!" shouted Joe when Jody was back in their boat. "I can't believe it",said Jody. And they rowed back to the beach as fast as they could.

E: Jody wanted to row back but she lost her balance and fell into the water. Joe started to cry and didn't know what to do. "Uh!" cried Joe. Jody couldn't swim! "Help! Help!" cried Joe.

F: While they were rowing along the coastline, a strong wind caught the boat and took it out to the open sea.

G: Last summer Jody spent her holidays together with her parents and her little brother Joe. They went to the coast.

H: Her leg was caught in seaweed! Just then, a dolphin quickly came to rescue her. The dolphin took Jody on its mouth and took her up to the boat. It made a loud noise and swam away.

Put the texts in the correct order!

1 = text
 2 = text
 3 = text
 4 = text
 5 = text
 6 = text
 7 = text
 8 = text

Lesson 5: Regular & Irregular Verbs

Activity 1: From the story above, underline any past participles (Simple past verbs) that you can find. You can work with a partner or in small groups. List the verbs below by categorizing them into Regular Verbs and Irregular Verbs.

Regular verbs	Irregular Verbs	Meaning

Activity 2: On your own, write 7 (seven) sentences using the verbs that you have underlined and listed above. Make sure that you use Simple Past Tense.

1.
2.
3.
4.
5.
6.
7.

Lesson 6: Transportation Board Game

https://en.islcollective.com/resources/printables/worksheets_doc_docx/transportation_board_game/transportation-board-game-prea1/12784

1. Group the students into groups of four or five
2. Ask the students to prepare their own token which represents themselves in the game
3. In turns, the students will roll a die and run the token based on the number shown in the die.
4. When the students get to the question box, they need to answer the question in full sentence, but if they get to the picture box, they will have to make their own sentences based on the picture shown.
5. Any adaptation is possible.



Unit 11

Food and Drink

Introduction

This unit focuses on asking and telling about preferences. Preferences are used to ask opinion about something to others. Sometimes, it is used to give advice for people to choose which one is better. Students will learn and practice how to ask and tell about preferences. They can use the words *prefer*, and *like better than*. Teacher may explain about conjunctions (and, but, or) to guide students make the sentences in this topic.

Language Functions

- Asking about preferences and understanding how to formulate the questions.
- Telling about preferences and understanding how to formulate the statements.
- Implementing conjunctions in the topic of food and drink.

Grammatical Features

A. Preferences

1. I prefer to eat Indonesian food.
2. My mother prefers Indonesian to Chinese food.
3. My sister prefers drinking than eating.
4. I like milk better than juice.
5. He likes drinking juice better than eating sandwich.

B. Conjunctions: *and, but, or*

1. My brother buys two kilograms of meat **and** a kilogram of egg.
2. My cousin likes to eat fruits **but** doesn't like to eat vegetables.
3. You can choose sandwich **or** burger for your breakfast.

Key Vocabulary

- Nouns : cheese, eggs, milk, fish, meat, water, sugar, salt, pepper, burger, cake, juice, lemonade, ice-cream, sandwich, tea, breakfast, lunch, dinner, tea time
- Verbs : eat, drink, sit down, stand up, use, clean, lick, breathe, pour, stop, make, cook.
- Adjectives : hot, cold, good, bad, right, delicious

I Like Fruits, I Don't Like Vegetables



Apple, Bread, Banana, Cabbage, Carrot, Cheese, Cake, Doughnut, Grapes, Honey, Ice cream, Meat, Lemonade, Milk, Orange, Pineapple, Tomato, Potato, Rice, Sausage, Strawberry, Vegetables

Lesson 1: Vocabulary Spot

- Open your dictionary and check the meaning of each vocabulary in the box!
- Work with a friend next to you. Rearrange the jumbled letters into correct words!

No	Jumble Letters	Words
1.	r-o-c-t-r-a	
2.	k-i-l-m	
3.	r-a-b-d-e	
4.	e-p-l-a-p	
5.	g-b-a-e-b-a-c	
6.	p-r-g-a-e	
7.	e-r-i-c	

8.	c-m-i-e-c-e-a-r	
9.	m-o-a-t-o-t	
10.	a-e-c-k	
11.	n-l-e-a-d-e-m-o	
12.	r-o-e-n-a-g	
13.	e-s-c-e-h-e	
14.	a-t-e-m	
15.	o-t-a-p-t-o	

Lesson 2: Practice – Listen & Repeat

- Listen to your teacher and check your answers!
- Repeat after your teacher to pronounce the correct vocabulary!

Lesson 3: Etiquette Classification

Choose the correct etiquette strips for eating and drinking and put them in the right column.

Eating and Drinking Etiquettes in Islam

Islam teaches Muslims to have a good manner in doing everything includes eating and drinking. These are the etiquette of eating and drinking based on Islamic teaching.

Eating	Drinking

Say Bismillah.

Use your right hand.

Always sit down

Fill your stomach 1/3 with food, 1/3 with water and leave 1/3 for air.

Clean your plate and lick your fingers.

Do not breathe into the glass/container.

Eat from the food close to you in the plate.

Say Bismillah.

Stop to breathe three times.

Eating should not be done while standing.

Lesson 4: Grammar Spot - Preferences

Preference is an expression used to say choices of the two things.

1. Which one do you prefer, Chinese food or Indonesian food?
 - I **prefer** to eat Indonesian food.
 - My mother **prefers** Indonesian to Chinese food.
 - My sister **prefers** drinking than eating
2. Which one do you like better, milk or juice?
 - I **like** milk **better than** juice.
 - He **likes** drinking juice **better than** eating sandwich.

Exercise 1: Choose the correct answer by circling the choices based on the pictures in the table.

 <p>I prefer eating burger/ sandwich than fried chicken.</p>	 <p>I like orange/ lemonade better than grapes.</p>
 <p>My mother likes cooking cabbage/ carrot better than cooking broccoli.</p>	 <p>My father prefers tea/ coffee than fruit juices.</p>
 <p>My sister likes cake/ Ice cream better than vegetables.</p>	 <p>My Aunty prefers to add salt/ pepper for her cooking.</p>

Lesson 5: Conjunctions – and; but; or

Conjunction is a word used to combine two sentences into one complete sentence.

1. **And** : to add one thing to another
My brother buys two kilograms of meat **and** a kilogram of egg.
2. **But** : to show contrast
My cousin likes to eat fruits **but** doesn't like to eat vegetables.
3. **Or** : to show an alternative or a choice
You can choose sandwich **or** burger for your breakfast.

Exercise 1: Complete these sentences with correct conjunction (*and, but, or*).

1. The crispy mushroom is delicious with chilly sauce _____ mayonnaise.
2. Randy likes ice cream _____ he doesn't like syrup.
3. Can you help me to choose pizza _____ spaghetti for lunch?
4. To make your cooking taste more delicious, you can add sugar _____ salt.
5. You can select tea _____ milk for your breakfast.
6. Drinking water is good _____ drinking too much water is bad for your body.
7. Fish _____ chicken contain a lot of protein that are nice for your growth.
8. Let's eat together _____ don't forget to wash our hands before eating.
9. Fruits _____ vegetables are good to make our body healthy.
10. You can drink warm _____ cold water before and after having meals.

Exercise 2: Speaking - Practice the following questions and answers in pairs!

Question: Do you like black coffee?

Answer : No, I don't. I like tea better than coffee.

Question: Which one do you prefer, hot tea or iced tea?

Answer : I prefer iced tea to hot tea.

Question: What fruits do you like better?

Answer : I like grapes and apple, but I don't like watermelon.

Lesson 6: Conversation - “At the market”

Exercise 1: Look at the picture and answer the following questions before starting the conversation:

- Who are they? Where are they?
- What do they do?



Exercise 2: Read and listen to the conversation between Ria (the seller) and Santi (the buyer). Then, practice with your friend next to you!

Santi : Hi, Ria. How’s life?

Ria : It’s good. Ok, how can I help you?

Santi : Well... I want to buy a kilogram of meat.

Ria : OK wait a moment. Do you want to try salmon?

Santi : Salmon? Hmmm... I don’t think so. My children like meat better than salmon. But, I will try it someday.

Ria : Ok, anything else?

Santi : I need a half kilogram of eggplant, a bunch of spinach, a cabbage, and some chilies.

Ria : Purple or green eggplant?

Santi : I prefer purple to green one.

Ria : Fine, here they are.

Santi : OK, that’s all I need, Ria. How much is it all?

Ria : 45.000 rupiahs altogether!

Santi : OK, here it is. Thank you so much.

Ria : My pleasure.

Unit 12

Free Time

Introduction

This unit focuses on the topic of free time activities. Thus, vocabularies as well as the language function discussed are also related to how people spend their free time. This unit introduces many words on names of activities and hobbies, provides reading and comprehension questions for the students to practice, and bring in the understanding on how to invite people, accept invitation, or how to politely refuse it.

Language Functions

- Asking people how they spend their free time using “How do you ...”
- Inviting people to do something during free time
- Accepting and refusing other people’s invitations

Grammatical Features

A. “How” questions

- How do you usually spend your weekend?
- How about going to the movie?

B. Present Continuous

- I am working.
- They are playing.
- We’re chatting via internet every evening.
- She’s cooking in the kitchen.

Key Vocabulary

- Verbs : play chess, listen to music, ride a bike, go fishing, go swimming
- Adjectives: bored, addicted, tired,

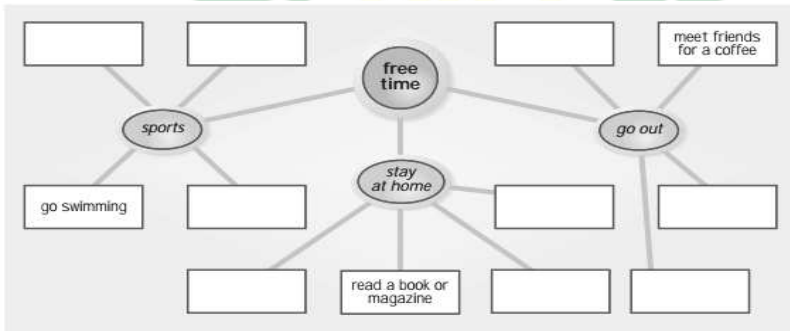
UIN SUNAN AMPEL
S U R A B A Y A

What Do You Do In Your Free Time?



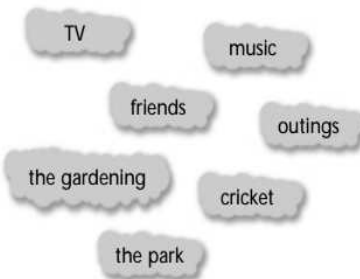
Lesson 1: Vocabulary – Free time activities

Work in pairs. What can people do in their free time? Add as many words as you can to the word web.



Match the verbs (a-g) with the words or phrases on the right.

- a Go on
- b Visit
- c Watch
- d Listen to
- e Do
- f Play
- g Go to



Lesson 2: Reading Comprehension

Read the text below and answer the True or False questions that follow.



LEISURE TIME

Hello! My name's Johnny. I'm thirteen years old and I live in England.

I just want to talk about how my friends and I spend our free time. My best friends are Tom and David. They are in the same class as me.

Teenagers often complain they're bored and have nothing to do. I can't understand them. I'm never bored.

If the weather is nice we go for a walk or we ride our bikes. All of us love rollerblading. We often play football, basketball or Frisbee in the park and when it is rainy we go to the sports centre. Here we usually play table tennis or go swimming. If you play a musical instrument it's a good fun! I play the guitar and practise a lot.

At home I usually listen to music or read magazines and books. Of course as other teenagers I often go on the Internet or play computer games - but not always! It's a pity that a lot of teenagers live their lives on several public sites like Facebook or Twitter! They had better make real friends!

In the evenings I sometimes watch TV. I often invite my friends over for dinner or a cup of tea and we play chess or cards.

At the weekend we go hiking, fishing or sometimes we go to the cinema. We like comedies.

Exercise 1: Are the statements True (T), False (F), or Doesn't say (Ø)?

	T	F	Ø
1. Johnny has a lot of friends.			
2. He is often bored.			
3. He and his friends like doing sports.			
4. At home he helps a lot.			
5. He plays a musical instrument.			
6. He likes listening rock music.			
7. He is addicted to the Internet.			
8. He has a Facebook profile.			
9. In the evenings he's usually at home.			
10. He never goes out at the weekends.			

Exercise 2: Answer the questions based on the text.

1. What do Johnny and his friends do outside?
2. When do they go to the sports centre?
3. What's his opinion about teens who are addicted to the Internet?
4. Who does he invite in the evenings?
5. What kind of films does he like?

Lesson 3: Vocabulary Spot – Leisure Time Activities

Activity 1: Match the pictures to the words.



go on the Internet / hike / play football / play table tennis / play computer games / play frisbee / meet friends / go swimming / ride a bike / go fishing / read a book / play chess / listen to music / go to the cinema / play a musical instrument

Activity 2: Complete the sentences.

1. Teenagers often _____ when they're bored.
2. Lots of them live the lives on _____ sites.
3. It is _____ to make real friends.
4. You can _____ your free time interestingly if you want.
5. You can _____ a lot of things in your free time.

Activity 3: Writing

Write one or two paragraphs about your leisure time. You can use the following questions to compose your writing.



How about you?

What do you usually do in your free time?

Who do you spend your free time with?

Do you have a lot of friends?

Do you usually spend your free time with some

Lesson 4: Making & Responding To Invitations

Tape 12.1 Read and listen to the dialogue.

- A : Hello
B : Hi. How are you?
A : Fine, thanks. What are you doing?
B : Oh, nothing much.
A : Would you like to have a cup of tea with me?
B : Oh, yes. That would be nice.
A : I know a very good café near here.
B : Good. Let's go.



Exercise 1: Work in pairs. Practice the dialogue.

Language Functions:

Inviting

Do you want to go to the movies tonight?

How about going to the movies?

Would you like to go to the movies tonight?

Accepting

Sure. What time?

I'd love to. Thanks.

That sounds lovely, thank you.

Sure. When should I be there?

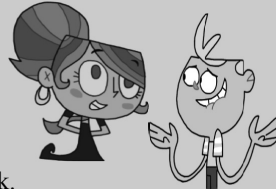
Declining

I'm really sorry, but I have to work.

I'd love to, but I'm already going out to my parents' house.

I'm afraid I'm busy tomorrow.

That's very kind of you, but I have to go somewhere else.



Exercise 2: Accepting and Declining an Invitation. Which of the following answers is NOT appropriate?

1. Wanna come for dinner tonight?
 - a. Sure. What time?
 - b. Why not? When should I be there?
 - c. Why?

2. Want to come over for a quick meal tonight?
 - a. No
 - b. I'd love to, but I have an appointment.
 - c. I'm busy tonight. Can I take a raincheck?

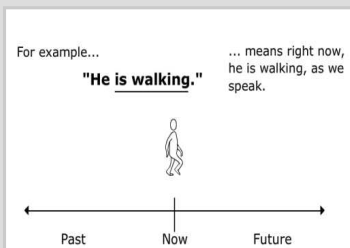
3. My husband and I were wondering if you'd like to come over for dinner this Saturday.
 - a. Thank you very much! I'd be delighted to.
 - b. I'd love to, but I'm afraid I'm busy this Saturday.
 - c. I don't go out on Saturdays.

4. Would you care to join us for dinner tonight?
 - a. Yes, I would.
 - b. Thank you, I'd love to.
 - c. I'm sorry but I already have plans tonight.

5. Do you want me to bring something?
 - a. No, just bring yourself.
 - b. Why? You don't like my cooking?
 - c. OK. Bring some dessert if you want.

Lesson 5: Grammar Spot - Present Continuous

Use the present continuous to talk about things happening now.



Positive

Subject + *to be* + verb + *-ing*

I am driving.

Lisa is running.

Negative

Subject + *to be* + *not (n't)* + verb-*ing*

I'm not working.

Lisa is not running.

Lesson 5: Listening

Tape 12.2. Listen to the sounds and choose the words that represent the activities.

have a shower	talk on the phone
drive	
play guitar	type

Exercise 1: Make a sentence with one of the verbs in the box. Use present continuous.

Example: *He's having a shower*

1. He ...
2. They ...
3. She ...
4. They ...
5. She ...

Exercise 2: Complete the dialogue with the present continuous form of the verbs in brackets.

A : Hello?

B : Hello, darling, it's your mother. How are you?

A : Fine, thanks.

B : What _____ you _____ (do)? What's that noise?

A : I'm at a concert. The band _____ (play). People _____ (dance) and ... it's a bit crazy.

B : Ooh, that sounds nice. When does the concert finish?

A : What?

B : Darling, you _____ (listen).

A : I _____ (listen), Mum, but I can't hear you. John and Liz _____ (talk) at the same time. Quiet, I _____ (use) the phone.

B : Hello? Hello? Oh, dear, his phone _____ (not work) now.

Exercise 3: Listen to Tape 12.3 and check your answers.

Put the words in the correct order to make sentences in Present Continuous.

1. Sara / playing/ Tom/ ball / are/ ?/ the / ball/ with/
.....
2. not / my / living / nice / friends / are/ flat / a / nice/ in/
.....
3. having / party / Sunday / I / on / am / a /
.....
4. ? / Sandy's / studying / brothers / French / at / are / university /
.....

Exercise 4: Make negatives from the given sentences.

1. Sara and Tom are playing squash together now.
.....
2. Jim is not going to school on Monday.
.....
3. I am reading a book and listening to music.
.....

Exercise 5: Give short answers to the given questions.

1. Are you listening to me? Yes,
2. Is Sara doing homework? No,
3. Are your cousins singing? No,
4. Is, Bob playing rugby? Yes,
5. Are you watching a new film? No,
6. Are your parents cooking dinners? Yes,

Unit 13

Describing People

Introduction

This unit focuses on learning the adjectives for describing people. Students may describe people based on their physical appearances and their personalities. For physical appearance students may use the adjectives like *tall, short, long, thin, fat, etc.* As for the personalities, students may use *lazy, smart, friendly, hard working, arrogant, etc.* This can help them to master how to describe someone.

Language Functions

- Describing people: physical appearances and personalities
- Asking about people's appearance and personalities
- Expressing appearances using phrases "*be like*" and "*look like*".

Grammatical Features

- What is your sister like?
- She's like my mother
- What does your father look like?
- He looks like my grandfather
- She is nice, funny, and hardworking.
- He has long, curly red hair.

Key Vocabulary

- Adjectives : nice, shy, hardworking, funny, friendly, smart, quiet, bossy, cool, lazy, serious, energetic, arrogant, cruel, short, long, thin, fat, heavy, strong, good-looking
- Nouns : hair, nose, body, eyes, ears, arm, teeth, women, students, artist, journalist

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What Does Your Sister Look Like?



Lesson 1: Describing people using adjectives of appearances & personalities

Examples

- My older sister is *tall* and *slim*. She has *short hair* and a *pointed nose*. She's *smart* and *friendly*.
- My little sister is *rather thin* and has *long hair*. She's *funny* and *energetic*.




Lesson 2: Adjectives Of Appearances & Personalities

Please, classify these adjectives into correct categories in the tables!

Beautiful, Good-looking, Handsome, Sharp/ pointed nose, Dark skin, Flat nose, Kind, Shy, Straight hair, Curly hair, Light skin, Hardworking, Tall, Funny, Short, Slim, Friendly, Quiet, Thin, Fat, Lazy, Bossy, Smart, Energetic, Cool, Serious, Arrogant, Nice, Cruel, Wavy hair

Adjectives of appearances		Adjectives of personalities	

Lesson 3: Look at these people. What do they look like? Complete the descriptions!

		
<p>Anna is tall and thin. She has short black hair. She is smart and hardworking.</p>	<p>Bob is _____ He has _____ He looks _____ _____</p>	<p>Gina is _____ She has _____ She seems _____ _____</p>

Lesson 4: Listening Activities – Gap Filling & Multiple Choice

Exercise 1: Listen to Aurelia and Hannah’s Conversations. Complete the gaps with correct words while you listening to their conversations!

- Aurelia : Who’s that boy over there, Hannah?
 Hannah : That? Er, that’s my (1) _____, Jem.
 Aurelia : Your brother?
 Hannah : Yes, and that’s his girlfriend, Lucy. The pretty girl with the (2) _____.
 Aurelia : Oh, right. So, you’ve got a brother?
 Hannah : No, I’ve got (3) _____, Jem and Alex.
 Aurelia : Really? And ... how old is Alex?
 Hannah : Alex and Jem are (4) _____, they’re both 15.
 Aurelia : 15, mmm ... and does Alex look like Jem?
 Hannah : They’re exactly (5) _____! They’re both (6) _____. They’ve both got (7) _____ hair, (8) _____ eyes and (9) _____ ears!
 Aurelia : They’re not big. I think they’re (10) _____. And ... has Alex got a girlfriend?

Exercise 2: Listen again to the conversations. Circle the best word to complete these sentences.

1. Aurelia is asking about Hannah’s *boyfriend / brother / friend*.
2. Hannah’s brother, Jem, has long, *brown hair / a girlfriend / a twin sister*.
3. Hannah has *one brother / two brothers / a brother and a sister*.
4. Alex and Jem *look different / look the same / have the same hair but different eyes*.

Lesson 5: Brain Box – Subject & Verb Agreement

Subject – Verb Agreement adalah kesesuaian antara pelaku (subject) dengan bentuk kata kerja (verb) dalam suatu kalimat lengkap (Complete sentence).

- Jika subjeknya *singular* (satu orang), maka kata kerjanya harus dalam bentuk single.
- Jika subjeknya *plural* (lebih dari satu orang), maka kata kerjanya juga harus dalam bentuk plural.

Subject + Verb (singular)	Subject + Verb (plural)
<u>I</u> <u>am</u> a diligent student. S V	<u>They</u> <u>are</u> smart students. S V
<u>You</u> <u>are</u> my funny friend. S V	<u>We</u> <u>are</u> college students. S V
<u>She</u> <u>is</u> a beautiful girl. S V	<u>Rina and Rani</u> <u>are</u> beautiful girls. S V
<u>My sister</u> <u>has</u> long black hair. S V	<u>They</u> <u>have</u> bright blue eyes. S V
<u>My brother</u> <u>looks</u> like my father. S V	<u>They</u> <u>look</u> smart and funny. S V

Lesson 6: Grammar Exercises – writing

Try to describe the people around you (your family or friends). Make sure you use correct form of subjects and verbs in your sentences.

Example:

- My father is fat, but my mother is slim. They have three daughters: Maya, Raisa, and Dina. Maya has long straight hair, but Raisa and Dina have short hair. Maya is hardworking, kind, and serious. Raisa is funny and friendly. Dina is cool and energetic. We are happy family.

Lesson 8: Reading - Read the description of each person below!



Steve, a college student:

Well, he is tall and athletic. He plays different sports: basketball, football, and soccer. He has dark hair and brown eyes. His friends say he is friendly and nice. He is very open. He loves discussing interesting ideas and meeting new friends.

Julie, a journalist:

I am small, but I am strong! Sometimes I am shy around people I do not know. With my friends and family, I am very outgoing. My mom says I have a pretty smile. Do you agree? She also likes my long, curly brown hair. My favorite color is blue, and I am always optimistic. I am youthful, but I am an old soul.



Claudia, an artist

Claudia? Oh, she is special! I like her spontaneous nature. She is slim, young, energetic, and lively; she is beautiful and hardworking. She often wears colorful clothes. Do you see her picture? She wears a peach shirt and her favorite jeans! She has a creative mind: students love her passionate outlook on life.

Exercise 1: After you read the text, find out the appearance and personality of each person and put them into correct tables below.

Name	Appearance	Personality
Steve		
Julie		
Claudia		

Lesson 9: Language Focus – “be like” and “look like” phrases

<p><i>“be like”</i> and <i>“look like”</i> are phrases used to describe about someone’s appearance and personality.</p>	
“be like”	“look like”
What is your brother like?	What does your sister look like?
He is (he’s) like my father. He is tall and handsome. He has curly hair and nice smile.	She looks like my mother. She is beautiful, smart, and funny. She has slim body and bright eyes.

Exercise 1: Look at again the reading texts in Lesson 8. Ask the following questions to your friends in class!

1. What is Steve like?
2. What does Julie look like?
3. What is Claudia Like?
4. Is Steve a journalist?
5. What are the personalities of Julie?
6. Tell me about Claudia’s appearances!

Lesson 10: Speaking – Personality Quiz

What kind of person are you? Take the personality quiz. Circle your answer!

- Which of these colors is your favorite?
 - red
 - green
 - black
- What's your favorite time of day?
 - morning
 - afternoon
 - evening
- Which of these English words do you like best?
 - fantastic
 - stylish
 - sensible
- What kind of sports do you like?
 - team sports
 - individual sports
 - I don't like sports
- What characteristic do you like best in other people?
 - funny
 - intelligent
 - quiet
- What's your favorite kind of music?
 - rock
 - classical
 - traditional
- What's your favorite kind of food?
 - sweet things
 - meat or fish
 - vegetables
- Do you collect things? (stamps, posters, etc)
 - No, I don't
 - Yes, when I was a child not now
 - Yes, I do

Use the information below to compare your scores.

Score: 3 points for every A answer

2 points for every B answer

1 points for every C answer

<p>20-24 Points</p> <p>You're a good team person. You like working with other people. You also like spending some time alone but not too much.</p> <p>You are: SOCIABLE</p>	<p>10-15 Points</p> <p>You enjoy being with other people but only some of the time. Your friends are intelligent and interesting. You don't like too much noise and bright colors.</p> <p>You are: COOL</p>
<p>15-20 Points</p> <p>You have a lot of energy. You like being with other noisy, lively people. You enjoy having a good time with loud music and good food.</p> <p>You are: LIVELY</p>	<p>0-10 Points</p> <p>You prefer being on your own, and doing things your own way. You like serious things, and are not interested in pop music and sports.</p> <p>You are: INDEPENDENT</p>

Unit 14

Shopping

Introduction

This unit focuses on vocabulary and activities related to the topic of shopping. The language function that is emphasized is how to ask for prices of things in stores using the question words “How much is/are ...” Examples and exercises on countable and uncountable nouns as well as the use of “how much” and “how many” to ask the quantity of things are also provided.

Language Functions

- Asking about prices using “How much is/are ...”
- Answering questions asking about price.
- How much and How many to ask about quantity of things.

Grammatical Features

A. Countable and uncountable nouns

- Sarah has many books.
- My English teacher doesn't give much homework.

B. How much and How many

- How much sugar do you need for a cup of tea?
- How many apples do you eat a day?

Key Vocabulary

- Names of places: bookshop, grocery, supermarket, cinema, drugstore, post office.
- Verbs : shop, buy, wear
- Adjectives: expensive, reasonable, cheap

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Places in Town



Lesson 1: Reading

Read below and label the shops on the picture above.

In my neighbourhood there are many shops...
There's a bookshop between a cinema and a grocery store. The cinema is on the corner of the street. Also there is a music store next to a pet shop. And a computer store is between the grocery store and the pet shop. I like my neighbourhood!!!

Complete these sentences.

1. At the _____ you can post letters.
2. You can shop for food at the _____.
3. You can buy sweets at the _____.
4. At the _____ you can buy a bus ticket.
5. You can get money at the _____.



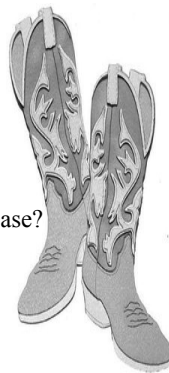
This is Nina.
She wants to go shopping today and will come and join her.
Let's see what she's got.



Lesson 2: Dialogue

IN THE SHOE SHOP

- Shop assistant : Can I help you, please?
Nina : Yes, please. I want a pair of those leather boots.
Shop assistant : What size, please?
Nina : Eight.
Shop assistant : Here you are Ms.
Nina : Can I try them on, please?
Shop assistant : Yes, of course.
Nina : I'll take them. Can I pay by credit card, please?
Shop assistant : Of course!
Nina : How much are they?
Shop assistant : 80 pounds, Ms.
Nina : Here is the credit card.
Shop assistant : Thank you!
Nina : Bye.
Shop assistant : Bye Ms.



Answer these questions on the text:

1. Where is Jane?

2. What does she want to buy?

3. Which size is she?

4. Does she try them on?

5. How much are the boots?

6. How does she pay?



Nina bought some other things as well. Here are the prices. What do you think? Are these prices expensive, reasonable, or cheap?

- | | |
|---|--|
| _____ Rp. 75,000,- for a pair of jeans. | _____ Rp. 2,000,- for a pen |
| _____ Rp. 30,000,- for a cup of coffee. | _____ Rp. 120,000,- for a shirt. |
| _____ Rp. 50,000,- for a dress | _____ Rp. 25,000,- for a movie ticket. |

LANGUAGE NOTE:

How much + is + this/that + noun (singular)?

- How much is this mobile phone?*
- How much is that book?*
- How much is that watch?*

How much + are + these/those + noun (plural)?

- How much are these shoes?*
- How much are those trousers?*
- How much are these pens?*



Take the words from the list and put them in the chart:

How much is...	How much are...
this / that	these / those

- | | | | |
|-----------------|-----------------|-------------------|--------------|
| book | jeans | sunglasses | dress |
| computer | necklace | cell phone | |
| pants | | | |
| apples | earrings | cap | ring |
| | pencil | backpack | boots |
| jacket | glasses | shoes | socks |
| | CDs | | |

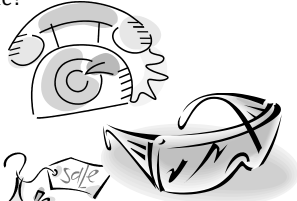
Complete the conversations using *is, are, that, those, one* or *ones*:

1. + Excuse me, how much _____ telephone?
 - Which _____, the white one?
 + No, the black one.
 - _____ Rp. 450,000,-

2. + Hi. How much _____ the sunglasses?
 - The pink _____?
 + No, the yellow ones.
 - _____ Rp. 700,000,-

3. + Look! How much _____ the dress?
 - The green or the brown _____?
 + Actually, the orange _____.
 - Ah, _____ Rp. 350,000,-

4. + I like _____ light blue jeans. How much _____ they?
 - _____ Rp. 500,000,-, mam.
 + I also like _____ T-shirt. How much _____ it?
 - Which _____?
 + The dark grey _____.
 - _____ Rp. 120,000,-



Lesson 3: At the Supermarket

Put a ✓ next to the things you can buy at the supermarket.



FRUIT	FURNITURE
VEGETABLES	BOOKS
ANIMALS	TOYS
MEAT	MEDICINE
DIARY PRODUCTS	BEVERAGES
CARS	CLEANER
CANNED PRODUCTS	PLANTS
CLOTHES	PASTA
SEEDS	DOG FOOD
BEAUTY PRODUCTS	

Look at the picture and write true or false

1. The woman is buying fruit.
2. She has got a coconut in her basket
3. One of the boys is buying butter
4. If you have 2.00 pounds, you can buy two cartons of eggs
5. The chocolate biscuits are cheaper now
6. The boy wearing a light blue t-shirt has got a packet of flour in his hand
7. The boy wearing a red sweater is pointing to the bunch of asparagus
8. If you have 1.00 pound, you can buy a coconut and a packet of biscuits

LANGUAGE NOTE:

Countable

A countable noun is something you can count.

e.g. a book
an apple
an egg

Uncountable







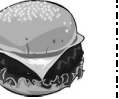














An uncountable noun is something you can't count.

e.g. some sugar
some salt
some food

Look at these rules:

- We use "a" with objects we can count that begin with a consonant (a book)
- We use "some" with object we cannot count (some milk)
- We use "an" with objects we can count that begin with a vowel (an orange)
- We use "many" with objects we can count (many books, many eggs)
- We use "much" with objects we cannot count (much sugar, much money)

Put "C" for countable items and "U" for uncountable items.

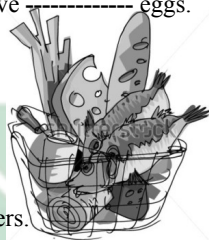
 bun	 bread	 fruit	 apple	 juice	 orange	 burger
 cookies	 meat	 Tomat	 sugar	 carrot	 Flour	 candy
 grapes	 honey	 water	 tea	 peanuts	 cherries	 oil

Circle the correct one.

1. My mother made so **much** – **many** cake that we couldn't finish it.
2. Sarah has **much** – **many** books in her bookcase.
3. **How much** – **how many** people are there in the library?
4. **How much** – **how many** money do we need to buy that house?
5. There aren't **much** – **many** eggs in the fridge to make a cake.
6. There isn't **much** – **many** time to finish the project.
7. **How much** – **how many** water do you need to water the flowers?
8. Are there **much** – **many** papers to type?

Fill in the blanks with “much – many – how much – how many”.

1. I made so ----- mistakes that I failed the test.
2. “----- money did you save last year?” “I didn’t save so ----- money last year.”
3. There are ----- papers to type but I don’t have ----- time to type them.
4. “I want to make a cake but I don’t have ----- sugar.” “----- sugar do you have?”
5. I don’t have ----- butter to make an omelet. But I have ----- eggs.
6. ----- cars are there at the garage?
7. Sam didn’t spend ----- time to build that house.
8. ----- time do you need to get ready?
9. My English teacher doesn’t give ----- homework.
10. Lawrence didn’t find ----- evidence to find the robbers.



Answer the questions.

1. How many people are there in the garden? (**a dozen of people**)
 _____.
2. How much money do you need to buy that car? (**not – so much**)
 _____.
3. Are there many buildings in your neighborhood? (-)
 _____.
4. How many tables are there in your restaurant? (**twenty**)
 _____.
5. Do you need much time to plan your birthday party? (+)
 _____.
6. Are there many cups on the shelves? (-)
 _____.
7. Is there much rice in the bottle? (+)
 _____.
8. How many books have you read so far? (**eleven**)
 _____.



Unit 15

Colorful Garden

Introduction

This unit focuses on learning colors and Gerund (verb-ing form). Students will be introduced to the name of various colors in English. It is expected that students can master the common colors, pronounce them correctly, and use the color as adjective to describe things or objects in their surrounding. Students will also learn about gerund (verb-ing form), functioning as subject, object, after prepositions, and after certain verbs. Teacher explains the materials by giving examples and list of certain verbs followed by gerund. Some exercises will be given to help students practice their knowledge about gerund.

Language Functions

- Using colors as adjective to describe a thing or an object
- Using gerund (verb-ing form) in the position of subject, object, or after a preposition and certain verb in a complete sentence.
- Telling about hobbies and interests.

Grammatical Features

- The flower is red.
- The sky is blue.
- The cloud is white.
- Playing tennis is fun.
- We enjoy playing tennis.
- He's excited about playing tennis.
- Students stop playing football when the bell is ringing.

Key Vocabulary

- Adjectives: red, yellow, green, blue, brown, orange, black, white, purple
- Nouns : flower, sky, garden, dog, plants, rainbow
- Verbs : enjoy, quit, give up, avoid, consider, appreciate, finish, get through, postpone, put off, discuss, mind, stop, delay, mention, keep, suggest, play, drink, eat, clean, come, do have, feed, answer, read

What Color is The Rainbow?



Lesson 1: Colors Brainstorming – The rainbow

Ask the students the following questions. Let them remember and say the colors of the rainbow in their language.

- Have you ever seen a rainbow?
- Where can you find the rainbow?
- What colors are in the rainbow? Share your ideas with the class!

Lesson 2: Open your dictionary. Find the correct names of the colors in the table

No.	Color	English	Indonesian
1.		_____	Merah
2.		Yellow	_____
3.		_____	Hitam
4.		Green	_____
5.		_____	Putih
6.		Orange	_____
7.		_____	Merah muda
8.		Purple	_____
9.		_____	Coklat
10.		Blue	_____

Lesson 2: Listening Activities

Activity 1: Do this exercise while you listen. Write a number (1-10) to put these colors in the order you hear them.

Number	Color	Number	Number
.....	Yellow	.....	Brown
.....	Blue	.....	Purple
.....	Red	.....	Green
.....	White	.....	Pink
.....	Orange	.....	Black

Activity 2: Listen again. While you are listening, write the color you hear.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Lesson 3: Reading “Lia’s Garden”

Read the passage below and answer the questions!



This is Lia’s garden. She loves her garden very much. Her mother also likes gardening. She likes watering the flower in the garden every morning. The garden has many kinds of flowers such as chamomile, chrysanthemum, and lavender. The color of chamomile is white and brown. The chrysanthemums are in white and purple colors. And the lavender is purple. Her father usually helps her mother in gardening. He enjoys giving fertilizer to the flowers every morning and afternoon. Lia also has a dog. Its name is Roger. Lia and Roger always have a good time playing ball in the garden. They can see the blue sky, the white clouds, the green plants, and colorful flowers in the garden. They all love the garden very much.

Answer the following questions!

1. Whose garden is it?
2. Who likes gardening?
3. How many kinds of flower are in the garden?
4. What are the colors of the flowers?
5. What does the father like doing in the garden?
6. When does the mother water the garden?
7. What is the name of Lia’s dog?
8. What does Lia do with her dog in the garden?
9. What can Lia see in the garden?
10. Do you like gardening? Why?

Lesson 4: Grammar Spot – Gerund

Gerund (Verb+ing) = the –ing form of a verb functions as a noun.	
<ul style="list-style-type: none"> • Gerund adalah kata kerja (verb) dengan tambahan –ing yang berfungsi sebagai kata benda (noun). • Gerund bisa berfungsi sama seperti kata benda (noun). Dia bisa terletak pada posisi subjek, objek, setelah kata depan (preposition), atau setelah kata kerja tertentu (specific verbs) dalam sebuah kalimat lengkap. 	
<ul style="list-style-type: none"> • Certain verbs followed by Gerund: Enjoy; quit; avoid; consider; appreciate; finish; postpone; discuss; mind; stop; delay; mention; keep (keep on); suggest; look forward to; like; etc. 	
Gerund as a subject	<ul style="list-style-type: none"> • Reading is a good exercise for human’s brain. • Walking is a good activity for our health.
Gerund as an object	<ul style="list-style-type: none"> • My hobbies are travelling and listening to music. • My sister reads a cooking book.
Gerund after a preposition	<ul style="list-style-type: none"> • I don’t know anything about cooking. • Thank you for giving me your advices.
Gerund after specific verbs	<ul style="list-style-type: none"> • Please, stop running around the class. • I enjoy travelling very much.

S U R A B A Y A

Exercise 1: Match the *gerund-verb* with correct *phrasal-verb* in the table. You can open your dictionary to check the meaning.

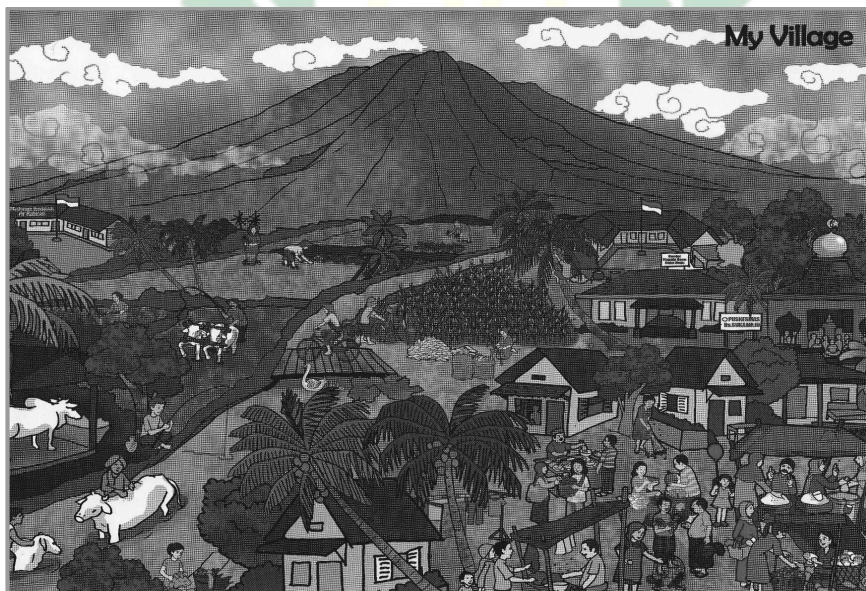
Gerund-verb	Avoid, discuss, enjoy, postpone, finish, consider, delay, quit.
Phrasal-verb	Talk about, stay away from, put off, give up, fond of, think about, hold up, round off.
Example	Avoid = stay away from

Exercise 2: Fill in the blanks with Gerunds (V-ing)!

1. _____ (*drink*) milk is good for our health.
2. I can't stop _____ (*eat*) this delicious cake.
3. Hi, my name is Mira. My hobby is _____ (*read*) novels.
4. We are so tired of _____ (*clean*) this garden.
5. _____ (*plant*) rice is farmer's job every day.
6. They keep on _____ (*do*) Biology assignment in the class.
7. Thank you for _____ (*come*) today and see you next week.
8. The most unforgettable moment with friend is _____ (*have*) a good chit chat each other.
9. I look forward to _____ (*feed*) my cat in the afternoon.
10. Do not avoid _____ (*answer*) my question, Teddy!

Lesson 5: Speaking – Telling About “Going To a Village”

Work in pairs. Tell your friend about your hobby, travelling to a village. You can see this picture as an illustration of the village!



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Authors Biography

Raudlotul Jannah is a passionate and dedicated person who has made a significant impact in her family and career live. Born and raised in a small yet vibrant city called Gresik, she developed a passion for Second Language Learning and Linguistics at a young age and worked hard to turn that passion into a successful career.

After completing her first degree (S1) in Arabic Literature Department of UIN Sunan Ampel (UINSA) Surabaya in 2000, she continued her Master's degree at University of Queensland Australia and graduated as a Master of Applied Linguistics. She began her career as English language teacher and finally gained recognition for ELTIS Master Trainer (English Language Teaching for Islamic Schools) after gaining teaching qualification from Cambridge ICALT Course (In-Service Certificate in English Language Teaching) in 2008.

Her innovative ideas and fresh perspectives in English learning & teaching made her a leader or English Coordinator in UINSA Language Centre for 2 consecutive period of leadership (2015-2022).

Together with her colleagues: **Ana Nurul Laila**, an ELTIS Master Trainer and English Teaching Practitioner in higher education and **Titis Kusuma Dewi**, a postgraduate student in Education from the University of Adelaide Australia, they decided to go back and contribute to the UINSA communities and around. Their passion, hard work, and commitment to excellent have made them dedicated to publishing this book "Improving English Skills-Basic Level" for those who want to learn English as a second language in communicative and meaningful ways. This book is appropriate and was designed for first year university students to prepare them for a more advanced English language course and English proficiency test.



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