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Sufi Ikrima Sa'adah



3 KEYS to Study English

Reading A Lot
Memorizing Sentences
Particing Everyday



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SUFU IKRIMA SA'ADAH

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Practicing Everyday



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Reading A Lot, Memorizing Sentences, Practicing Everyday

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PREFACE

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

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

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

This book will give students on a particular area of their need. We offer only focused intensive electives, not unproductive 'activities', 'self access' or 'videos'. We will include activities such as these for

free, after class, if they need, in our clubs program at Language Centre they can plan.

Finally, the writer hopefully needs this book "3 Keys in Studying English" to be so useful for students at State Institute for Islamic Studies specially and everyone who need to encourage themselves to study English in general. We hope there will be someone who gives contribution in correcting the content of the book.

Surabaya, 15 September 2010

Mohammad Kurjum
Sufi Ikrima Sa'adah

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GENERAL OBJECTIVES FOR THE WHOLE MATERIALS :

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

DEVELOPING QUESTIONS

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

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

LESSON 1

◆ Reading Comprehension

SYDNEY

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

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

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

NEW VOCABULARIES

Over (Adv.)	: lebih dari, lagi, selesai
Space (N)	: ruang, tempat, jangka waktu
Released (V)	: bebas, lepas,
Diverse (Adj)	: Beraneka ragam
Consist of: (V)	: Terdiri dari

ANSWER THE QUESTIONS!

1. In which country is Sydney?
2. What is the name given to early natives of Australia?
3. Which country outside of Australia contributed to large

- population of Sydney?
4. What do you think the picture at the top of the passage represents?
 5. When it is the Summer season in North America, what season is it in Sydney?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Over thirty thousand native people of Australia called Aborigines live in Sydney.
2. In the late 1700s Britain sent ships of convicted prisoners to Sydney to help free up space in overcrowded jails.
3. The Sydney Opera House is the centerpiece of the city.
4. Many live performances of ballet, opera, and classical music take place there.
5. The beautiful architecture seen in the Opera House has helped it gain international fame.

◆ Grammar Understanding

A OR AN?

A or **An** can precede only singular count nouns. They mean one. They can be used in a general statement or to introduce a subject which has not been previously mentioned.

Example: A baseball is round.
 (general-means all baseballs)
 I saw a boy in the street.
 (we don't know which boy)

An is used before words that begin with vowel sound. **A** is used before words that begin with a consonant sound.

Example: A house A university
 An hour An umbrella

The is used to indicate something that we already know about or something that is common knowledge.

Example: The boy in the corner is my friend.
 (the speaker and the listener know which boy)
 The earth is round.
 (there is only one earth)

Exercise 1

Type a or an in the boxes below.

- | | |
|--------------------------|--------------------------|
| 1. ___ sad person | 11. ___ good day |
| 2. ___ good teacher | 12. ___ excellent result |
| 3. ___ expensive house | 13. ___ big desk |
| 4. ___ bad day | 14. ___ happy boy |
| 5. ___ fast car | 15. ___ job |
| 6. ___ English book | 16. ___ house |
| 7. ___ umbrella | 17. ___ egg |
| 8. ___ student | 18. ___ easy question |
| 9. ___ orange | 19. ___ flat |
| 10. ___ friendly cat | 20. ___ computer |

Exercise 2

Use a/an or the in the following. (use the when a noun is mentioned for the second time.)

Yesterday I saw dog and cat. dog was chasing cat. cat was chasing mouse. mouse ran into hole, but hole was very small. cat couldn't get into hole, so it ran up tree. dog tried to climb tree too, but it couldn't.

◆ Conversation

GREETINGS = SALAM.

1. Hello.	Halo.
2. Good morning.	Selamat pagi.
3. Are you Bill Jones?	Apakah kamu bernama Bill Jones?
4. I'm John Smith.	Saya bernama John Smith.
5. Yes I am.	Ya, saya bernama Bill Jones
6. How are you?	Bagaimana kabar anda?
7. Fine, thanks.	Baik-baik saja.
8. How is Helen?	Bagaimana kabar Helen?
9. She's very well, thank you.	Dia sehat-sehat walafiat, terima kasih.
10. Good afternoon Mr. Green.	Selamat sore, Tuan Green.
11. Good evening Mrs. Brown.	Selamat malam, Nyonya Brown.
12. How are you this evening?	Apa kabar kamu malam ini?
13. Good night, John.	Selamat tidur, John.
14. Good-bye, Bill.	Selamat jalan, Bill.
15. See you tomorrow.	Sampai ketemu besok.

◆ Let's Write

TIME SEQUENCE

One way of developing a paragraph is to present the ideas and facts in chronological order, that is, in the sequence of time in which the events happened. It is simply a matter of stating the first thing first, the second thing next, and so on, in a logical development.

Exercise

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

Prof. Ober lives in Chicago.

His classes meet on Mondays, Wednesdays, and Fridays.

He reads about life in the sea.

Every day he teaches and he works in his office.

He talks with his students.

On Tuesdays and Thursdays, he studies in his office and in the library.

He has lived there for many years.

He reads every day for pleasure and relaxation.

He lives on a street near his university.

Answer:

◆ Reading Comprehension

TIFFANY'S COOKIES

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

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

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

NEW VOCABULARIES

Started baking (Vp)	: Mulai bikin
Reached (V)	: Mencapai
Beg (V)	: Meminta, Mengemis
Picked up (V)	: Disiarkan
Refused (V)	: Menolak

ANSWER THE FOLLOWING QUESTIONS!

1. When did Tiffany begin to bake cookies?
2. What cookie recipe was Tiffany's most famous for?
3. What news story really leads to her big success?
4. What company purchased some of Tiffany's recipes?

5. How much money did Tiffany make from selling two of her recipes?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Tiffany started baking cookies when she was in fifth grade.
2. By the time she reached seventh grade, her cookies were locally famous.
3. All of her friends would beg her to make her famous chocolate chip cookies almost every week. Then one day a local reporter wrote a story about her and her famous cookies.
4. The story was later picked up by National Television news.
5. The story talked about the number of different recipes tiffany could make and how tasty her cookies were.

◆ Grammar Understanding

PLURALS

To make most nouns plural, add **-s**

Example: one bird two birds

Add **-es** to nouns ending in **-sh**, **-ch**, **-ss**, and **-x**.

Example: one dish two dishes
 one match two matches
 one class two classes
 one box two boxes

If a noun end in a consonant + **-y**, change the **-y** to **-i** and add **-es**.

Example: one baby two babies

If **-y** is preceded by a vowel, add only **-s**

Example: one key two keys

Exercise 1

Write the plural form of the noun.

- | | | |
|--------------|---------------|----------------|
| 1. key : | 11. wife : | 21. man : |
| 2. potato : | 12. door : | 22. child : |
| 3. hat : | 13. watch : | 23. tooth : |
| 4. class : | 14. window : | 24. woman : |
| 5. student : | 15. teacher : | 25. fish : |
| 6. book : | 16. box : | 26. foot : |
| 7. bus : | 17. pen : | 27. person : |
| 8. boy : | 18. city : | 28. sheep : |
| 9. lady : | 19. dress : | 29. mouse : |
| 10. cat : | 20. pencil : | 30. category : |

◆ **Conversation**

CLASSROOM EXPRESSIONS = PEMBICARAAN DALAM KELAS

- | | |
|------------------------------------|------------------------------|
| 1. Come in, please. | Silahkan masuk. |
| 2. Sit down. | Duduklah. |
| 3. Stand up, please. | Silahkan berdiri. |
| 4. Open your book, please. | Silahkan, buka buku kalian. |
| 5. Close your book, please. | Silahkan, tutup buku kalian. |
| 6. Don't open your book. | Jangan buka buku kalian. |
| 7. Do you understand? | Apakah kamu mengerti? |
| 8. Yes, I understand. | Ya, saya mengerti. |
| 9. No, I don't understand. | Tidak, saya tidak mengerti. |
| 10. Listen and repeat. | Dengarkan dan tirukan. |
| 11. Now read, please. | Sekarang bacalah. |
| 12. That's fine. | Baiklah. |
| 13. It's time to begin. | Sudah waktunya untuk mulai. |

14. Let's begin now.

Marilah kita mulai sekarang.

15. This is lesson one.

Ini pelajaran pertama.

◆ Let's Write

TIME SEQUENCE (PART 2)

As previously mentioned, presenting ideas and facts in time sequence is one means of developing paragraph. The order of development is to state first things first, second things next, and so on. This means of development is suitable for recounting daily routine and historical events. It is also useful in discussing or describing processes.

Exercise

Answer the following questions using your own words. Then write your answer in paragraph form.

My Routine

When do you get up in the morning? What time do you have breakfast? When do you study or go to work? How long do you study or work? When do you stop for lunch? How long does the lunch last? When do you return to study or work in the afternoon? Until when do you study or work? When do you leave for home? How do you go home? How long does the trip take?

Answer:

LESSON 3

◆ Reading Comprehension

MY ROCKET SHIP

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

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

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

NEW VOCABULARIES

Fall asleep (V)	: Tertidur
Destination (N)	: Tempat Tujuan
Jump(V)	: Melompat
Avoid (V)	: Menghindar

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. If I had a rocket ship, my first destination would be the Earth's moon, which is called Luna.
2. When I got to Luna I would jump all around.
3. Because there is little gravity I would be able to jump very high.
4. After I finished jumping all over the moon, I would fly to Saturn and travel around Saturn's beautiful rings.
5. On my way to Saturn, I would try to avoid a number of Asteroids.
6. Asteroids are large pieces of rocks and minerals.

◆ Grammar Understanding

PRONOUNS

A pronoun refers to a noun. It is used in place of a noun.

Example: **Kate** is married. **She** has two children.

Subject pronouns occur in the subject position of a sentence or after the verb be. They are: **I, you, he, she, it, we,** and **they**

Example: **I** am going to college everyday.
It was **she** who called you. (after the verb be)

Object pronouns occur in the object position or after preposition unless the preposition introduces a new clause. They are: **me, you, him, her, it, us,** and **them.**

Example: Kate is my friend. I know **her** very well.
Mary is going to class with **me.** (after preposition)

Possessive adjectives are not the same as possessive pronouns. These simply modify, rather than replace, noun. Possessive forms indicate ownership. These adjectives are: **my, your, his,**

her, its, our, and their.

Example: Simon is eating **his** dinner.
She forgot **her** homework this morning.

Possessive pronouns cannot precede a noun. They are pronouns and thus replace the noun. The noun is understood from the context and is not repeated. The pronouns are: **mine, yours, his, hers, its, ours, and theirs.**

Example: This is my book. This is mine.
(mine = my + noun, eg. My book)

Exercise

Choose the correct words in brackets.

1. Mrs. Lee wrote a note to my paper. (She / Her) wanted to talk to (I / me) after class.
2. Betsy and (I / me) had dinner with Nick tonight.
3. Nick ate dinner with the Robertsons and (we / us).
4. Between you and (I / me), I think Brian made a bad decision when he quit his job. Brian and (I / me) see things differently.
5. Children should obey (his / their) parents.
6. Excuse me. Is this (my / mine) dictionary or (your / yours)?
7. This one is (my / mine). (Your / Yours) is on (your / yours) table.
8. Paula has to drive my car to work. (Her / Hers) had a flat tire.
9. Julie fell off her bicycle and broke her / hers) arm.
10. The bird cleaned (its / it's) feathers with (its /it's) beak.

◆ **Conversation**

IDENTIFYING OBJECTS (PART I)= MENGENAL
BARANG-BARANG.

1. What's this?	Apa ini?
2. That's a book.	Itu sebuah buku.
3. Is this your book?	Apakah ini bukumu?
4. No, that's not my book.	Bukan, itu bukan buku saya.
5. Whose book is this?	Milik siapa buku ini?
6. That's your book.	Itu bukumu.
7. And what's that?	Dan apa itu?
8. Is that a book?	Apakah itu sebuah buku?
9. No, it isn't.	Bukan, itu bukan sebuah buku.
10. It's a pencil.	Itu adalah sebuah pensil.
11. Is it yours?	Apakah itu milikmu?
12. Yes, it's mine.	Ya, itu milik saya.
13. Where's the door.	Dimana pintunya?
14. There it is.	Itu disana.
15. Is this book his?	Apakah buku ini miliknya?

◆ Let's Write

SEQUENCE EXPRESSIONS

There are certain expressions that are frequently used to indicate order or sequence of events. They are especially useful in developing a paragraph according to time sequence. The following are some useful examples: *first, first of all, in the first place, to begin with, second, next, afterwards, later, after a few days, at the same time, immediately, presently, now, last of all, finally, in the end, at last.*

Note the use of such expressions in the following paragraph

Everything Happens to Me

My luck has been bad lately. For example, *last week* my father send me a check. I lost it. *A few days ago*, my grandmother gave me a present. I broke it. *Next*, Prof. Stein gave an examination. I failed it. *Then*, he assigned a special project. I didn't understand it. *Finally*, Lou introduced a good friend of his to me. She didn't speak English!

Exercise

Write a paragraph about a series of good or bad events in your life. Pay attention to the time sequence. Use some of the previously mentioned sequence expressions.

Answer:

◆ Reading Comprehension

OUT TO LUNCH

All morning, all that Ted could think about was eating lunch. He got up late and did not get a chance to eat breakfast before the school bus arrived.

Ted was hoping to have a Ham sandwich. Ham is Ted's favorite lunchmeat. Ted also enjoys apples, but doesn't like the yellow or green ones.

At lunchtime Ted ran to the cafeteria. When he got in line he asked for Ham sandwich, but they only had Tuna and Turkey. Ted is allergic to Tuna, so he asked for the Turkey. He ate the sandwich so fast that he gave himself the hiccups.

NEW VOCABULARIES ;

Eating Lunch (VP)	: Makan siang
Got up late (NP)	: Bangun terlambat
Arrived(V)	: Tiba
Ask for(V)	: Meminta
Hiccups (N)	: Kecegukan, ketegukan

ANSWER THE QUESTIONS!

1. Why is Ted so hungry for lunch?
2. What is Ted's favorite lunch meat?
3. What color apple might you find in Ted's lunch box?
4. Which lunch item should Ted never eat?
5. Why did Ted give himself the hiccups?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. He got up late and did not get a chance to eat breakfast before the school bus arrived.
2. Ted was hoping to have a Ham sandwich.
3. Ham is Ted's favorite lunchmeat.
4. Ted also enjoys apples, but doesn't like the yellow or green ones.
5. At lunchtime Ted ran to the cafeteria.
6. When he got in line he asked for Ham sandwich, but they only had Tuna and Turkey.

◆ Grammar Understanding

VERB TENSE: SIMPLE PRESENT

The simple present expresses:

- a. Daily habits, example: Ann **takes** shower every day.
- b. Usual activities, example: I usually **eat** lunch at the cafeteria.
- c. General statement of fact, example: the earth **revolves** around the sun.

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

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

Non progressive verbs

Hear	believe	be	own	need
like	forget	See	think*	exist
have*	want	love	remember	
understand	possess	prefer	hate	know
belong				

**sometimes think and have are used in progressive tenses.*

Exercise 1

Do/Does

Type Do or Does in the blanks below.

1. you like chocolate?
2. he go to the beach very often?
3. we have any pens?
4. she know you?
5. it close at 6.30 pm?
6. they smoke?
7. I look funny in these jeans?
8. Bill and Anne like each other?
9. she speak German?
10. you want to go to the movies?

Exercise 2

"Wh" questions

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

1. cooks dinner every day?
2. much does it cost?
3. do you feel now? Well, thanks.
4. time does class begin?
5. does the shop open in the morning?
6. photo do you like best?
7. other languages do you speak?
8. often do you go to the movies?
9. do you live?
10. does it take you to drive home?

◆ Conversation

IDENTIFYING OBJECTS = MENGENAL BARANG-BARANG.

1. What are these?	Apa ini?
2. Those are books.	Itu adalah buku-buku.
3. Where are the books?	Dimana buku-buku itu?
4. There they are.	Disana buku-buku itu.
5. These are my pencils.	Ini adalah pensil-pensil saya.
6. Where are your pens?	Dimana pena-penamu?
7. They're over there.	Pena-pena itu ada disebelah sana.
8. Are these your pens?	Apakah ini pena-penamu?
9. Yes, there are.	Ya, pena-pena itu milikku.
10. Those are mine.	Itu milik saya.
11. These are your books, aren't they?	Ini buku-bukumu, kan?
12. No, they aren't.	Bukan, buku-buku itu bukan milik saya.
13. They're not mine.	Itu bukan milik saya.
14. These are mine and those are yours.	Ini milikku dan itu milikmu.
15. Those aren't your pens, are they?	Itu bukan pena-penamu, kan?

◆ Let's Write

REVIEW

(Time Sequence and Sequence Expression)

Make a paragraph that discusses or describes the following

processes. (choose one of the titles)

1. How to Make My Favorite Food
2. How to Borrow A Book from The Library
3. How to Get Here from Your Place

Answer:

LESSON 5

◆ Reading Comprehension

CREDIT CARDS

America's 78 million credit cardholders carried an average balance of \$7,564 last year. The cost in interest and fees amounted to more than \$1,000 for the typical budget. If you just said, "Budget - what budget?," you know what I mean. Truth is, most of us go on spending sprees from time to time.

But, when power shopping creates the illusion of success, even as debts spiral out of control, it has become a weakness. Some obvious signs that spending is out of control include making minimum payments on your credit cards, late fees, bounced checks, lack of a budget and loss of sleep over money worries.

Answer the question using the information from the paragraph. Give evidence if needed.

NEW VOCABULARIES

Cardholder (V) : pemegang kartu

Average (N) : rata-rata

Go on(V) : melangsungkan

Payment (N) : pembayaran

ANSWER THE QUESTIONS!

1. How many people in America have credit cards? On the average how much do they put on their cards?
2. Why does the author seem to think we go on big shopping sprees?
3. What indicates you may be shopping more than you should?
4. Do you feel as if the author may feel that shopping is bad for our health? Explain.

5. Counting all of the credit card holders in America, how much do Americans spend just on interest?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. The cost in interest and fees amounted to more than \$1,000 for the typical budget.
2. If you just said, «Budget - what budget?,» you know what I mean.
3. Truth is, most of us go on spending sprees from time to time.
4. Power shopping creates the illusion of success.
5. Some obvious signs that spending is out of control include making minimum payments on your credit cards.

◆ Grammar Understanding

VERB TENSE: PRESENT PROGRESSIVE

The present progressive expresses an activity that is in progress right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.

Example: It is lunchtime. **I am eating** lunch at the cafeteria right now.

Form: Subject + (am/is/are) + verb + ing
Subject + (am/is/are) not + verb + ing
(Am/Is/Are) + Subject + verb + ing?

Exercise 1

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

Washing cooking playing building
swimming Snowing having watching
coming doing

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

Exercise 2

Simple Present or Present Progressive

Enter the correct verb form.

Example:

You can go outside now. The sun _____ (shine).

You can go outside now. The sun is shining.

1. I can't help you now. I (have) a shower.
2. It always (rain) here in summer.
3. I (think) I should go now.
4. It (rain). Take your umbrella with you.
5. Listen! Somebody (make) a noise.
6. I'm tired. I (want) to go now.
7. Where are you? I'm in the kitchen. I (cook).
8. I (not/watch) the TV. You can turn it off.
9. Excuse me! You (stand) on my foot.
10. George (watch) TV at the moment.

◆ Conversation

IDENTIFYING PEOPLE BY OCCUPATION = MENGENAL ORANG BERDASARKAN PEKERJAANNYA

1. Who are you?	Siapa kamu?
2. I'm a student.	Saya seorang mahasiswa.
3. Who is that over there?	Siapa disebelah sana itu?
4. He's a student too.	Dia adalah seorang mahasiswa juga.
5. Is that lady a student?	Apakah wanita itu seorang mahasiswa?
6. No, she isn't.	Bukan, dia bukan seorang mahasiswa.
7. Those men aren't students, either.	Orang-orang lelaki itu bukan mahasiswa juga.
8. Am I your teacher?	Apakah saya guru anda?
9. Yes, you are.	Ya, anda guru saya.
10. That man is a teacher, isn't he?	Orang laki-laki itu seorang guru, bukan?
11. Yes, he is.	Ya, dia seorang guru.
12. Who are those people?	Siapa orang-orang itu?
13. Maybe they're farmers.	Mungkin mereka para petani.
14. Aren't they students?	Bukankah mereka mahasiswa?
15. I really don't know.	Saya sungguh tidak tahu.

◆ Let's Write

GENERAL STATEMENT AS TOPIC SENTENCES

Another method of paragraph development is to begin with general statement and then support the statement with a

number of sentences giving particular details or additional information. Study the following paragraph. The first sentence is an example of a general statement. This sentence, called topic sentence, is the subject or the theme of the paragraph. Notice that the other sentences give more information about the topic sentence.

Air travel terrifies me. It scares me about everything. Airports make me nervous. I worry about arriving on time at the airport. I often imagine that I will lose my ticket. Sometimes I think the plane will leave ahead of time and leave me behind. The plane makes me uneasy too. The engines make alarming noises. The flight attendants talk too calmly. Are they just concealing their own fright? I worry about my suitcases. I imagine they are lost. I get more nervous and worried minute by minute.

Exercise

Write a paragraph about something you like or dislike. Use the above paragraph as a model.

Answer:

◆ Reading Comprehension

CHICAGO

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

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

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

NEW VOCABULARIES

Live (V)	: tinggal
Skyscraper (N)	: pencakar langit
Construct (V)	: membangun
Find (V)	: menemukan
Annual (Adj)	: tahunan

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Chicago is the third largest city in the United States.
2. Over three million people live in the two hundred and twenty five mile area of Chicago.
3. The world's first skyscraper was constructed in Chicago in 1885.
4. Today, some of the world's tallest and most famous skyscrapers are found in the city.
5. Located in the heart of the city is the one hundred and ten story Sears Tower, which is among the most famous skyscrapers ever built.

◆ Grammar Understanding

VERB TENSE: SIMPLE PAST

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

Most simple past verbs are formed by adding the final **-d** or **-ed** to the verbs.

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

Some verbs have irregular past form.

Example: Mary **ate** sandwich yesterday.

Form: Subject + Verb2
Subject + did not + verb
Did + Subject + verb?

Exercise 1

What is the past form of the following irregular verbs?

- | | | | | | |
|-----------|---|-----------|---|------------|---|
| 1. find | : | 16. build | : | 31. make | : |
| 2. stand | : | 17. go | : | 32. begin | : |
| 3. catch | : | 18. win | : | 33. eat | : |
| 4. write | : | 19. sleep | : | 34. fly | : |
| 5. bring | : | 20. say | : | 35. run | : |
| 6. tell | : | 21. buy | : | 36. sing | : |
| 7. see | : | 22. pay | : | 37. swim | : |
| 8. do | : | 23. come | : | 38. cut | : |
| 9. leave | : | 24. get | : | 39. ride | : |
| 10. speak | : | 25. take | : | 40. drive | : |
| 11. fall | : | 26. have | : | 41. fight | : |
| 12. sell | : | 27. think | : | 42. ring | : |
| 13. lose | : | 28. read | : | 43. forget | : |
| 14. hear | : | 29. drink | : | 44. give | : |
| 15. meet | : | 30. break | : | 45. teach | : |

Exercise 2

Type the negative in the boxes below.

(eg. I spoke to Alice but I didn't speak to Robert.)

1. They swam on Saturday but they on Sunday.
2. I went to work on Monday but I to work on Tuesday.
3. He bought a new car. He a second-hand car.
4. She learnt French in high school. She French in primary school.
5. We got up early this morning. We early yesterday.
6. They did Science at school but they Science at University.
7. He slept well last night but he well the night before.
8. I ate spaghetti for dinner but I anything for lunch.
9. You saw Helen but you Celia.
10. They lived in Fairfield. They in Cabramatta.

◆ Conversation

INTRODUCTIONS AND COURTESIES = PERKENALAN DAN KERAMAHAN

1. What's your name?	Siapa nama kamu?
2. My name is Jones.	Nama saya adalah Jones.
3. What's your first name?	Siapa nama pertama kamu?
4. My first nama is Bill.	Nama pertama saya adalah Bill.
5. How do you spell your last name?	Bagaimana kamu mengeja nama terakhir kamu?
6. Jones. J. O. N. E. S.	Jones. Jei-ow-en-i-es
7. What's your friend's name?	Siapa nama teman kamu?
8. His name is John Smith.	Namanya adalah John Smith.
9. John and I are old Friends.	John dan saya teman lama.
10. Are you John's brother?	Apakah anda saudara laki-laki John?
11. No, I'm not.	Bukan, saya bukan kakak John.
12. This is Mr. Jones.	Ini adalah Tuan Jones.
13. How do you do?	Apa kabar?
14. Mrs. Jones, this is Mr. John Smith.	Nyonya Jones, ini Tuan John Smith.
15. Very pleased to meet you.	Senang sekali saya berkenalan dengan anda.

◆ Let's Write

DEVELOPING TOPIC SENTENCES BY ENUMERATION

A related way of organizing writing is to make a general statement (the topic sentence) and then to list reasons. This

method may be called organization by listing or enumeration.
Observe the following example:

General statement :
basketball is popular in many countries.

Listing of reasons :
basketball is inexpensive
A ball and a hoop are all you need.
It is exciting
There is always lots of action.
It is a healthful sport that both men and women can play. It
is both an indoor and an outdoor game.
In warm countries the game is played outdoors all years.
In cold countries, it is a winter game.
In such countries basketball is usually played indoors.

Exercise

Interview your friend about his/her hobby. Ask also their reason why they like it. Write their answer as the general statement and list their reasons. Use the above example as the model.

Answer:

General statement :

Listing of reasons :

LESSON 7

◆ Reading Comprehension

CARPENTERS

Carpenters are involved in the construction of many different types of structures such as bridges or large buildings. Some carpenters change employers each time they finish a construction job. The duties of a carpenter differ just about each time they accept employment. In most cases, carpenters work in many different locations hundreds of miles away each year.

Carpentry is a very strenuous outdoor profession. Carpenters endure climbing, bending, and heavy laborious work. Often they put themselves at risk of injury working with sharp tools and they work in areas where it is all too easy to fall or slip.

ANSWER THE QUESTIONS!

1. What things may a carpenter do in a normal day of work?
2. What is unique about a Carpenter's job?
3. What is one skill that would be handy to have if you were a Carpenter?
4. Write three words that describe a Carpenter:
 - a. _____
 - b. _____
 - c. _____

NEW VOCABULARIES

- Involve (V) : melibatkan
Duties (N) : tugas

- Construct (V) : membangun
Endure (V) : sabar
Sharp (Adj) : tajam

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Carpenters are involved in the construction of many different types of structures such as bridges or large buildings.
2. Some carpenters change employers each time they finish a construction job.
3. The duties of a carpenter differ just about each time they accept employment.
4. In most cases, carpenters work in many different locations hundreds of miles away each year.
5. Carpentry is a very strenuous outdoor profession

◆ Grammar Understanding

VERB TENSE: PAST PROGRESSIVE

The past progressive expresses an activity that was in progress at a point of time in the past or at the time of another action.

Time markers:

when (at the time), **while** (during the time)

Example: **When** the phone rang, I was sleeping
 I was sleeping **when** the phone rang
 While I was sleeping, the phone rang
 The phone rang **while** I was sleeping

Form: Subject + (was/were) + verb + ing
 Subject + (was/were) not + verb + ing
 (Was/Were) + Subject + verb + ing?

Exercise 1

Complete the jokes by using was, were, wasn't or weren't!

1. A young man standing on a bus. He chewing gum. An old man sitting opposite him. After five minutes the old man shouted at him, "It's no good talking to me. I'm deaf."
2. Two cannibals walking along the road when they saw a long line of people at a bus stop. One said to the other, "Oh, look, do you fancy a barbeque?"
3. On the ferry to France a green-faced passenger leaning over the side of the boat. "Would you like your lunch out here, Sir?" asked a steward from the ship's restaurant. The passenger feeling very well and said, "Just throw it over the side and save me the trouble."
4. two very drunk men trying to find their way home, but they were lost. They V staggering along a railway line. "This is a very long staircase," said the first one. "My legs are killing me!" The second drunk holding his back. "And the handrail is so low, my back is killing me"

Exercise 2

Complete the sentences using simple past or past progressive.

1. At 6:00 P.M, Bob sat down at the table and began to eat. At 6:05, Bob (eat) dinner.
2. While Bob (eat) dinner, Ann (come) through the door.
3. in other words, when Ann (come) through the door, Bob (eat) dinner.
4. While I (study) last night, Fred (drop by) to visit me.
5. My roommate's parents (call) him last night while we (watch) TV.

◆ Conversation

DAY AND MONTH OF THE CALENDER = HARI DAN BULAN KALENDER

1. What day is today?	Hari ini hari apa?
2. Today is Monday.	Hari ini hari Senin.
3. What day was yesterday?	Kemarin hari apa?
4. Yesterday was Sunday.	Kemarin hari Minggu.
5. What day is tomorrow?	Besok hari apa?
6. What month is this?	Ini bulan apa?
7. This is January.	Ini bulan Januari.
8. Last month was December, wasn't it?	Bulan lalu Desember, kan?
9. Yes, it was.	Ya, betul.
10. What month is next month?	Bulan depan bulan apa?
11. I was in the hospital for several weeks.	Saya masuk rumah sakit selama beberapa minggu.
12. Where were you on Tuesday?	Pada hari Selasa yang lalu kamu ada dimana?
13. You were here in February, weren't you?	Bulan Pebruari yang lalu kamu ada disini, kan?
14. No, I wasn't.	Tidak, saya tidak berada disini.
15. Your friend was here a week ago, wasn't he?	Seminggu yang lalu teman kamu ada disini, kan?

◆ Let's Write

DEVELOPING TOPIC SENTENCES BY ENUMERATION (PART 2)

Sequence expressions are very useful in this type of organization too; for example, in the first place, first of all, second, additionally, also, furthermore, finally, last of all. Notice how these expression are used in the following paragraph.

Basketball is popular in many countries. One reason for this is that it is inexpensive. A ball and a hoop are all you need. Moreover, it is exciting. There is always lots of action. Additionally, it is a healthful sport that both men and women can play. Furthermore, it is both an indoor and an outdoor game. In warm countries the game is played outdoors all years. In cold countries, it is a winter game. In such countries basketball is usually played indoors.

Exercise

Write a paragraph from your answer in Let's Write Chapter 6. Don't forget to use sequence expressions.

Answer:

◆ Reading Comprehension

MARTIN THE MONKEY

Martin The Monkey lives in an oak tree at Cragmore Park in Bananaville. He works for the Banana telephone company. He is the best employee they have because he can climb the telephone poles twice as fast as everyone else.

On Saturdays, Martin pitches for Cragmore Craters Baseball team. The Caters are a semiprofessional team. Martin has become extremely famous for what he calls his "Primate Pitch." The "Primate Pitch" is thrown straight up. The pitch then comes straight down and travels directly over home plate at over one hundred miles per hour.

On Wednesday nights, Martin takes painting lessons with Sarah Able. She is a famous oil painter who lives in the same town as Martin. Martin is one of the only artists in the area that paints with his tail.

NEW VOCABULARIES

Climb(V)	: memanjat
Extremely (Adv)	: sangat
Painting (N)	: lukisan
Tail(N)	: bagian akhir, corak

ANSWER THE QUESTIONS!

1. In what town does Martin live in?
2. What company does Martin work for?
3. Why does Martin become the best employee?
4. What semiprofessional baseball team does martin play for?
5. What position does Martin play on his baseball team?
6. Where can you find Martin on Wednesday nights?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Martin The Monkey lives in an oak tree at Cragmore Park in Bananaville.
2. He works for the Banana telephone company.
3. He is the best employee they have because he can climb the telephone poles twice as fast as everyone else. On Saturdays, Martin pitches for Cragmore Craters Baseball team.
4. The Caters are a semiprofessional team.
5. Martin has become extremely famous for what he calls his "Primate Pitch".
6. "The Primate Pitch" is thrown straight up.
7. The pitch then comes straight down and travels directly over home plate at over one hundred miles per hour.

◆ Grammar Understanding

VERB TENSE: PRESENT PERFECT

The present perfect expresses:

- a. activities or situations that occurred (or did not occur) "before now," at some unspecified time in the past.

Example: Jim **has** already **eaten** lunch.

- b. Activities that were repeated several or many times in the past. The exact times are unspecified.

Example: Pete **has eaten** at that restaurant many times.

- c. Situations that began in the past and continue in the future by using since or for.

Example: Erica **has lived** in this city **since 1990**.
Erica **has lived** in this city **for twenty years**.

Form: Subject + (has/have) + verb3
Subject + (has/have) not + verb3
(Has/Have) + Subject + verb3?

Exercise 1

Complete the sentences. Use the words in brackets.

1. (*I, meet*) Ann's husband.
I met him at party last week.
2. (*They, know*) Bob and Jane are old friends.
..... They know each other for a long time.
3. (*She, fly*) Ms. Parker travels to Washington DC frequently. many times.
4. (*It, be*) I don't like this weather.
..... Cold and cloudy for the last three days.
5. (*You, learn*) your English is getting better.
..... a lot of English since you came here.
6. (*I, write, not*) my sister a letter in a long time should write her soon.
7. (*He, finish, not*) Greg is working on his composition, but it yet. He'll probably finish it in a couple of hours.
8. (*Linda, be, not*) in class for the last couple of days. I hope she's okay.
9. (*Ron, never, be*) in Hongkong, but he would like to go there someday.
10. (*Alice, go, never*) to the museum of Science and Industry in Chicago, but she would like to.

◆ Conversation

TALKING ABOUT OBJECTS = BICARA TENTANG BENDA-BENDA.

1. Do you have a book?	Apakah kamu punya buku?
2. Yes, I do.	Ya, saya punya.
3. You have a radio, don't you?	Kamu punya radio, kan?
4. No, I don't.	Tidak, saya tidak punya.
5. I don't have a phonograph, either.	Saya juga tidak punya gramofon.
6. Does this radio belong to you?	Apakah radio ini milikmu?
7. Yes, I think it does.	Ya, saya kira begitulah.
8. How many sisters and brothers do you have?	Berapa orang saudara laki-laki dan perempuan kamu?
9. Don't you have my hat?	Tidakkah kamu membawa topi saya?
10. Yes, I have both your hat and your coat.	Ya, saya bawa topi dan jas kamu dua-duanya.
11. Does John have a yellow pencil?	Apakah John punya pensil kuning?
12. Yes, he does.	Ya, punya.
13. He has a radio, doesn't he?	Dia punya radio, kan?
14. No, he doesn't have one.	Tidak, dia tidak punya radio.
15. He already has a phonograph, but he doesn't have a radio yet.	Dia sudah punya gramofon, tapi dia belum punya radio.

◆ Let's Write

REVIEW

(Developing Topic Sentences by Enumeration)

Write a paragraph based on one of the following titles.

1. My Idol
2. My Favorite Sport
3. My Hobby

Before writing the paragraph, write the general statement first then make the listing of reasons.

Answer:

General statement : _____

Listing of reasons : _____

Paragraph:

LESSON 9

◆ Reading Comprehension

NASREDDIN AND THE SMELL OF SOUP

One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell. Then he ate the bread.

The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time. Nasreddin thought about the case for a little while.

Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise.

"What was that?" asked the restaurant owner.

"That was payment for you," answered Nasreddin.

"What do you mean? That was just the sound of coins!" protested the restaurant owner.

"The sound of the coins is payment for the smell of the soup," answered Nasreddin. "Now go back to your restaurant."

(Story courtesy of John and Muriel Higgins)

NEW VOCABULARIES

One piece(V) : sepotong

Past (V) : melewati

Pocket (N)	: dompet
Smell(Adj)	: bau, mencium bau
Think (V)	: berfikir

ANSWER THE QUESTIONS!

1. What food did the poor man have? What kind of food did he see in the restaurant?
2. Why did he hold the bread over the soup?
3. Why did the restaurant owner take the poor man to Nasreddin?
4. What did Nasreddin do with the coins?
5. What was the payment for the smell of the soup?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant.
2. There was a large pot of soup on the table.
3. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell.
4. The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup.
5. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time.

◆ Grammar Understanding

VERB TENSE: PAST PERFECT

The past perfect expresses an activity that occurred (completed) before a particular time in the past.

Example: I was not hungry at 1:00 PM. I had already eaten.

Form: Subject + had + verb 3
Subject + had not + verb 3
Had + Subject + verb 3?

Exercise 1

Complete the sentences with the words in brackets. Use the **present perfect** or the **past perfect**.

1. I am not hungry. I (eat, already)
2. I was not hungry. I (eat, already)
3. Last night I went to bed at ten o'clock. I (finish, already)
4. It's ten o'clock. I (finish, already) my homework, so I'm going to go to bed.
5. I was late. The party (start, already) by the time I got there.

Exercise 2

Complete the sentences with the words in brackets. Use the **past progressive** or the **past perfect**.

1. When I left for school this morning, It (rain) so I used my umbrella.
2. Before class was over this morning, the rain (stop) so I didn't need my umbrella anymore.
3. last night I started to study at 7:30. dick came at 7:35. I (study) when Dick came.
4. last night I started to study at 7:30. I finish studying at 9:00. dick came at 9:30. before Dick came, I (finish) my homework.
5. 1before I walked into the kitchen after dinner, my husband (wash, already) the dishes and (put) them away.

◆ Conversation

TELLING TIME = MENYEBUTKAN WAKTU.

1. What time is it?	Jam berapa sekarang?
2. It's two o'clock.	Sekarang jam dua.
3. It's a few minutes after two.	Sekarang jam dua lewat beberapa menit.
4. My watch is fast and your watch is slow.	Jam saya cepat dan jam kamu lambat.
5. Excuse me, can you tell me the correct time?	Maaf, dapatkah kamu mengatakan pada saya waktu yang tepat?
6. No, I can't.	Tidak, saya tidak dapat.
7. I don't know what time it is.	Saya tidak tahu ini jam berapa.
8. I don't think it's four o'clock yet.	Saya kira sekarang masih belum jam empat.
9. It must be about three thirty.	Sekarang tentu sekitar jam tiga tiga puluh.
10. I get up before six o'clock every day.	Saya bangun sebelum jam enam setiap hari.
11. The restaurant doesn't open until seven forty-five.	Restoran itu tidak buka sebelum jam tujuh empat puluh lima.
12. Will you be here at ten o'clock tomorrow?	Apakah kamu akan ada disini besok jam sepuluh?
13. Yes, I will.	Ya, saya bersedia.
14. We'll be on time, won't we?	Kita akan tepat waktu, kan?
15. I hope so.	Saya harap begitulah.

◆ Let's Write

DESCRIPTION

It is time to consider another basic and important type of writing: description. Description gives sense impressions – the feel, sound, taste, smell, and look of things. Emotion may be describes too – feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or imagination. The paragraph below is the example of describing somenoby's physical appearance.

Rainsford's first impression was that the man was singularly handsome; his second was that there was an original, almost bizarre quality about the general's face. He was a tall man past middle age, for his hair was a vivid white; but his thick eyebrows and pointed military mustache were as black as the night from which Rainsford had come. His eyes, too, were black and very bright. He had high cheek bones, a sharp-cut nose, a spare, dark face, a face of a man used to giving orders, the face of aristocrat...

*Richard Connell
The Most Dangerous Game*

Exercise

Write a description about your classmate who sits next to you. Write about his/her physical appearance. Use the above paragraph as a model.

Answer:

◆ Reading Comprehension

BASKETBALL

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

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

NEW VOCABULARIES

Spiking(V)	: mengenai, melukai
Elevate (V)	: mengangkat, memperbaiki
Improve (V)	: memperbaiki
Exercise(N)	: latihan
Develop (V)	: meningkatkan, mengembangkan

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

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

◆ Grammar Understanding

ADJECTIVE VS ADVERB

Adjectives modify nouns, pronouns and linking verbs. They normally precede the nouns they modify, or follow the linking verbs.

Example: **pretty** girl I **feel** **bad**

Adverbs modify verbs (except linking verbs), adjectives or other adverbs.

Example:

Rita is reading **carefully**. (modifies the verb)

John drank **too** much coffee. (modifies adjective much)

I don't play tennis **very** well (modifies other adverb well)

Many adjectives can be changed to edverbs by adding **-ly** to the adjective base.

Example: bright – brightly careful – carefully quiet – quietly

Exercise 1

Type the opposites of the bold words in the boxes below.

1. My house isn't **big**. It's
2. He doesn't have **short** hair. He has hair.
3. We like **good** movies. We don't like movies.
4. You're **beautiful**. You aren't
5. It's an **old** pen. It isn't a pen.
6. They have a **slow** computer. I have a computer.
7. He's **short**. She's
8. It's **hot**. It isn't
9. They're **rich**. They aren't
10. He's **fat**. He isn't

Exercise 2

Adjectives/Adverbs

Choose one of the two words (adjective or adverb).

1. He drives very **careful/carefully**.
2. They speak English **quick/quickly**.
3. Isabel is working **hard/hardly**.
4. Dean left **sudden/suddenly**.
5. This is a library. Please be **quiet/quietly**.
6. I didn't hear Adam leave. He shut the door **quiet/quietly**.
7. The teacher speaks **clear/clearly**.
8. It's a good day for a picnic. The sky is **clear/clearly**.
9. The teacher explained that **bad/badly**.
10. Brad is a **careful/carefully** driver.

◆ Conversation

TALKING ABOUT DATES = BICARA TENTANG TANGGAL.

1. What's the date today?	Hari ini tanggal berapa?
2. Today is November first, nineteen sixty-three.	Hari ini tanggal satu Nopember, sembilan belas enam puluh tiga.
3. When were you born?	Kapan kamu lahir?
4. I was born on November first, nineteen thirty-five.	Saya lahir pada tanggal satu Nopember, sembilan belas tiga puluh lima.
5. Today is my birthday.	Hari ini adalah hari ulang tahun saya.
6. My sister was born in nineteen thirty-eight.	Saudara perempuan saya lahir pada tahun sembilan belas tiga puluh delapan.
7. I don't know what the exact date.	Saya tidak tahu tanggal pastinya.
8. Where were you born?	Di mana kamu lahir?
9. I was born in a little town not far from here.	Saya lahir di suatu desa kecil tidak jauh dari sini.
10. What do you know about the tenth century?	Apa yang kamu ketahui tentang abad kesepuluh.
11. I don't know anything about that.	Saya tidak tahu apapun tentang itu.
12. Let's talk about something else.	Mari kita bicara mengenai sesuatu yang lain.
13. Where were you during the month of April last year?	Kamu ada dimana selama bulan April setahun yang lalu?
14. I don't remember where I was then.	Saya tidak ingat dimana saya berada ketika itu.
15. Where will you be next year at this time?	Kamu akan berada dimana tahun depan pada waktu seperti sekarang?

◆ Let's Write

DESCRIPTION (PART 2)

Good description requires careful observation and organization. Listed below are some of the steps that may be followed in writing a description:

1. Establish the point of view. Make it clear to the reader where the writer is in relation to the thing being described.
2. Give the general overall view or impression.
3. Give the details of the description in a logical sequence. One kind of logical sequence is space sequence:
From near to far or from far to near.
From left to right or from right to left.
From high to low or from low to high.

Description can also be oriented from the general to specific or from specific to general.

In the valley of Rociada, the biggest river runs south from high hills, then turns to the east. Where it turns is the village of Rociada. A few miles above that is Upper Rociada. Each village has about twenty adobe houses, a church, a store and a dancehall, built around a center square. Since adobe is not painted, the villages look like the earth around them, from which they are built.

- Oliver La Farge

Exercise

Write a paragraph describing a place/a building/a street that you know. Use the above paragraph as a model.

LESSON 11

◆ Reading Comprehension

AUTUMN

Autumn is traditionally harvest time when the farmers would cut their crops to prepare them for storage or to sell. When I was a kid we lived on a dairy farm and this was always a busy time of year as we cut harvested our crops and prepared the farm for winter.

Farmers use many pieces of large and small equipment to take care of their farm. Before winter they make sure everything is working like it should and they repair anything that needs it.

A lot of farmers plow their fields in the fall so it will give them a headstart for the spring. September is also the time that farmers plant winter wheat. It grows until it gets cold and then it goes dormant, which means it stops growing, until spring when it starts growing again.

Most farm animals love corn, but it has to be picked at just the right time so the farmers can have a supply all winter long. Most corn today is picked with a picker-sheller or a combine, both machines shell the corn off the cob and then the farmer dumps it in a gas batch dryer which dries it to a certain hardness, otherwise it will get moldy in storage. Some farmers still just pick the whole ear with a regular corn picker and store it in a corn crib, if they are going to just pick it, they leave it in the field longer so it will dry. They test the moisture by shelling the corn off the cob and putting a handful into a moisture tester.

NEW VOCABULARIES

- Harvest(N) : panen
To prepare (V) : mempersiapkan
Equipment (N) : perlengkapan

Supply(N) : persediaan
Leave (V) : meninggalkan

ANSWER THE QUESTIONS!

1. Why do farmers harvest in the Autumn season?
2. What do farmers traditionally plant in September?
3. What does "dormant" mean?
4. What is the purpose for a gas batch dryer?
5. How do the farmers test the moisture of the corn?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Most farm animals love corn, but it has to be picked at just the right time so the farmers can have a supply all winter long.
2. Most corn today is picked with a picker-sheller or a combine,
3. Both machines shell the corn off the cob and then the farmer dumps it in a gas batch dryer which dries it to a certain hardness.
4. Otherwise it will get moldy in storage.
5. Some farmers still just pick the whole ear with a regular corn picker and store it in a corn crib, if they are going to just pick it, they leave it in the field longer so it will dry.
6. They test the moisture by shelling the corn off the cob and putting a handful into a moisture tester.

◆ Grammar Understanding

COMPARISON

Comparison indicate degrees of difference with adjectives and adverbs, and may be equal or unequal.

Equal comparison indicates that the two entities are (are not if negative) exactly the same.

Form1: subject + verb + as + adjective/adverb + as + noun/

pronoun

Example: Peter is as tall as I
John sings as well as his sister.

Form2: subject + verb + the same + noun + as + noun/ pronoun

Example: my house is the same height as your house.

Unequal comparison

comparative degree implies that the entities are comparable in a greater or lesser degree. The rules are:

- a. Add *-er* to the adjectives base of most one and two syllable adjectives. (thick-ticker, cold-colder, quiet-quieter)
- b. Use the form *more* + adjective for most three syllable adjectives.
- c. Use the form *more* + adjective for adjectives ending in the following suffixes: *-ed, -ful, -ing, -ish, and -ous*.
- d. Double the final consonant of one syllable adjectives which end in a single consonant (except w, x, and z) and are preceded by a single vowel. (big-bigger, red-redder)
- e. When an adjective ends in a consonant +y, change the y to i and add *-er* (happy-happier)

Form:

Subject + verb + (adj/adv + er) + than + noun/pronoun

Subject + verb + (more/less + adj/adv) + than + noun/ pronoun

Example: Today is hotter than yesterday
This chair is more comfortable than the other

Superlative degree compares three or more entities, one of which is superior or inferior to the others.

Form:

Subject + verb + the + (adj/adv + est) + (in + singular count noun/of + plural count noun)

Subject + verb + the + (most/least + adj/adv) + (in + singular count noun/of + plural count noun)

Example: Patrick is the tallest boy in the family.
Lucy is the shortest of the three sisters.

Exercise 1

Type the comparatives in the boxes for the words below.

- | | | | |
|-----------|---|-----------------|---|
| 1. Hot | : | 16. interesting | : |
| 2. big | : | 17. warm | : |
| 3. pretty | : | 18. cold | : |
| 4. hard | : | 19. large | : |
| 5. bright | : | 20. heavy | : |
| 6. small | : | 21. bad | : |
| 7. thick | : | 22. good | : |
| 8. tired | : | 23. expensive | : |
| 9. short | : | 24. old | : |
| 10. sweet | : | 25. cool | : |
| 11. happy | : | 26. young | : |
| 12. sad | : | 27. intelligent | : |
| 13. thin | : | 28. long | : |
| 14. fat | : | 29. fast | : |
| 15. quick | : | 30. busy | : |

Exercise 2

Type the superlatives in the boxes for the words below.

1. This is the (high) mountain in Australia.
2. That's the (poor) country in the world.
3. They're the (beautiful) flowers I've ever seen.
4. George is the (slow) runner in the race.
5. Anne is the (young) in class.
6. That's the (difficult) exercise I've ever done.
7. This is the (busy) restaurant I know.
8. The room at the back is the (quiet).
9. Who has the (fast) car?
10. Your pillow is the (soft).

◆ Conversation

TALKING ABOUT OBJECTS AND PEOPLE = BICARA TENTANG BENDA DAN ORANG

1. What do you want?	Kamu mau apa?
2. I want a cup of coffee.	Saya mau secangkir kopi.
3. What would you like to eat?	Kamu ingin makan apa?
4. Please give me a piece of pie.	Berilah saya sepotong pastel.
5. Which one would you like, this one or that one?	Yang mana yang kamu inginkan, yang ini atau yang itu?
6. It doesn't matter to me.	Tidak menjadi soal buat saya.
7. I'd like to talk with Mr. Jones or Mr. Smith.	Saya ingin bicara dengan Tuan Jones atau Tuan Smith.
8. I'm sorry, but both of them are busy right now.	Maaf, tapi mereka dua-duanya sedang sibuk saat ini.
9. Wouldn't you like some coffee?	Kamu tidak ingin kopi?
10. I'd rather have some tea, if you don't mind.	Saya lebih suka minum teh, jika kamu tidak keberatan.
11. Do you know any of those people?	Apa ada yang kamu kenal diantara orang-orang disitu?
12. Two or three of them look familiar.	Dua atau tiga orang diantara mereka sudah tidak asing lagi.
13. All of those people are friends of mine.	Semua orang itu adalah teman-teman saya.
14. Which one of those men is Mr. Taylor?	Yang mana diantara pria-pria itu yang bernama Tuan Taylor?
15. Is he the tall man on the left?	Apa ia pria yang tinggi disebelah kiri itu?

◆ Let's Write

REVIEW (Description)

Write a paragraph in which you describe one of the following subject. The first sentence of your paragraph should state the dominant impression.

1. My Faculty Building
2. My Bedroom
3. My House

Answer:

LESSON 12

◆ Reading Comprehension

NASREDDIN AND THE BEGGAR

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.

"What do you want?" asked Nasreddin.

"Come down and I'll tell you," called the man.

Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground.

"What do you want?" he asked, when he reached the ground.

"Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute.

Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar.

"No," he said.

(Story courtesy of John and Muriel Higgins)

NEW VOCABULARIES

Roof(N)	: atap
Be pleased(Adj)	: merasa senang
Polite (Adj)	: sopan
Put down(V)	: menaruh
Beggar (N)	: Pengemis

ANSWER THE QUESTIONS!

1. Why was Nasreddin on the roof of his house?
2. Who was the old man?
3. Why was Nasreddin angry?
4. Why did Nasreddin go down the ladder?
5. Why did Nasreddin make the beggar climb up the ladder?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day, Nasreddin was up on the roof of his house, mending a hole in the tiles.
2. He had nearly finished, and he was pleased with his work.
3. Suddenly, he heard a voice below call "Hello!"
4. When he looked down, Nasreddin saw an old man in dirty clothes standing below.
5. Nasreddin was annoyed, but he was a polite man, so he put down his tools.
6. Carefully, he climbed all the way down to the ground.

◆ Grammar Understanding

PREPOSITION OF TIME: IN, AT, AND ON

The prepositions **in**, **at**, and **on** are used in time expressions as follows:

Please be on time in the future. I usually watch TV in the evening.	<i>In the past, in the present, in the future, in the morning, in the afternoon, in the evening</i>
We sleep at night. I was asleep at midnight. I fell asleep at 9:30. He's busy at present. Please call again.	<i>At noon, at night, at midnight At + clock time At present, at the moment, at the present time</i>

<p>I was born in July. I was born in 1982. I was born in the twentieth century. The weather is hot in (the) summer.</p>	<p><i>In + a month/a year/a century/a season</i></p>
<p>I was born on July 04, 1982. I went to a movie on Monday. I have class on Monday morning(s)</p>	<p><i>On + a date</i> <i>On + weekday</i> <i>On + weekday morning(s), afternoon(s), evening(s)</i></p>

Exercise 1

Complete the sentences with **in**, **at**, or **on**. All of the expressions contain time expressions.

1. History is the study of events that occurred the past.
2. newspaper report events that happen the present
3. Ms. Walker can't come to the phone right now. She's in a meeting the moment.
4. I usually take a walk the morning before I go to work.
5. Our children always stay home night.
6. I moved to this city September.
7. I moved here 2000.
8. I moved here September 2000.
9. I moved here September 4, 2000.
10. Wednesday morning, I have an English class

◆ Conversation

TALKING ABOUT LANGUAGES = BICARA TENTANG BAHASA-BAHASA.

1. Do you speak English?	Apakah kamu paham berbahasa Inggris?
2. Yes, a little.	Ya, sedikit-sedikit.
3. Does your friend speak English?	Apakah teman kamu paham berbahasa Inggris?
4. Yes, he speaks English perfectly.	Ya, dia berbahasa Inggris dengan sempurna.
5. What's his native language?	Apa bahasa aslinya?
6. I don't know what his native language is.	Saya tidak tahu apa bahasa aslinya.
7. How many languages do you speak?	Kamu paham/bicara berapa bahasa?
8. My friend reads and writes several languages.	Teman saya membaca dan menulis dalam beberapa bahasa.
9. How well do you know French?	Sampai seberapa pandainya kamu berbahasa Perancis?
10. He speaks French with an American accent.	Dia berbahasa Perancis dengan logat Amerika.
11. My parents speak English fluently.	Orang tua saya dua-duanya lancar berbahasa Inggris
12. Mr. Jones can read French pretty well.	Tuan Jones dapat membaca bahasa Perancis baik sekali.
13. Sometime I make mistakes when I speak English.	Kadang-kadang saya membuat kesalahan bilamana saya berbicara dalam bahasa Inggris.
14. I have a lot of trouble with pronunciation.	Saya banyak kesulitan dengan ucapan.
15. How is her accent in French?	Bagaimana logatnya dalam berbahasa Perancis.

◆ Let's Write

BUSINESS LETTER

There are several different common types of business letters. They are letter of order, request, application, and recommendation.

All business letters have the following components: heading, inside address, salutation, body, closing, and signature.

a. Heading

The heading of a letter gives the writer's address: street, city, state, and country (if necessary), and the date. The heading goes in the upper right-hand corner of the first page. The heading may be blocked or indented. The punctuation used in the following examples is accepted everywhere and is recommended.

Blocked: 7819 Woodland Ave.
 Puyallup, Washington 98371
 May 15, 2010

Indented: 7819 Woodland Ave.
 Puyallup, Washington 98371
 May 15, 2010

b. Inside address

The inside address is the name of the company or business the letter is being written to. It includes the street address, city, state, zip code, and country. It is the same address that appears on the envelope. Envelopes are not kept in business files; the letter must carry all pertinent information.

Example: Olson's Hardware
 12 Sixth Street
 Boise, Idaho 83710

c. Salutation

The greeting part of a business letter is more formal than that of a personal letter. The salutation is followed by a

colon. These are suitable salutations.

Dear Madam:

Dear Mrs. Itgen:

Dear Sir:

Dear Mr. Modian:

Dear Sir/Madam:

Dear Ms. Wartsky:

- d. Body**
- e. Closing**
- f. Signature**

Exercise:

Write a heading, inside address and the salutation in the following form.

LESSON 13

◆ Reading Comprehension

THE BIG RUN

Mary likes to run. Ever since she was in third grade she has been training to run long distances. Now that she was in eighth grade, her parents agreed to let her run in the Banana Classic. The Banana Classic is a ten kilometer run. It takes place every year in Mattydale. The winners get a lifetime supply of peanuts and fruit juice from Paul's Peanut Stand.

Mary practiced by running for ten kilometers twice a day. On the average run, she would finish in thirty minutes. Last year's winner finished the race in twenty-six minutes and ten seconds.

On the day of the race, Mary ran faster than she ever had in past. As she came across the last kilometer she was in fourth place. She picked up the pace and quickly leaped into second place, just as she could see the finish line. She ran fast as should in a mad dash to the finish line, but she just wasn't fast enough to get ahead of leader.

NEW VOCABULARIES

Distance(N)	: jarak
Agreed(Adj)	: sepakat
Race(Adj)	: Perlombaan

ANSWER THE QUESTIONS!

1. About how many years have past since Mary began training for long runs and when she ran in the Banana Classic?
2. How long of a run is the Banana Classic?
3. Where is the Banana Classic held?
4. While training, what was the average amount of time it took Mary to complete a run the same distance as the Banana

Classic?

5. What place did Mary finish in the Banana Classic?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Mary likes to run. Ever since she was in third grade she has been training to run long distances.
2. Now that she was in eighth grade, her parents agreed to let her run in the Banana Classic.
3. The Banana Classic is a ten kilometer run.
4. It takes place every year in Mattydale.
5. The winners get a lifetime supply of peanuts and fruit juice from Paul's Peanut Stand.
6. Mary practiced by running for ten kilometers twice a day.
7. On the average run, she would finish in thirty minutes.
8. Last year's winner finished the race in twenty-six minutes and ten seconds.

◆ Grammar Understanding

MODALS

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

Expressing ability: **CAN** and **COULD**

Example: Bob **can** play guitar.
Our son **could** talk when he was two years old.

Expressing possibility: **MAY/MIGHT** and **COULD**

Example: It **may/might** rain tomorrow.
Look at those dark clouds. It **could** start raining any minute.

Expressing permission: **MAY** and **CAN**

Example: You **may** have a cookie after dinner.
She **can** have a little rest after this.

Asking for permission: **MAY I**, **COULD I**, and **CAN I**

Example: **May I** borrow your pen, please?
Could I bring this book?
Can I call you later?

Asking for assistance: **WOULD YOU**, **COULD YOU**, **WILL YOU**, and **CAN YOU**

Example: **would you** please open the door?
Could you pass the salt, please?
Will you marry me?
Can you do this by yourself?

Expressing advice: **SHOULD**, **OUGHT TO**, and **HAD BETTER**

Example: Your room is messy. You **should** clean it.
The test is tomorrow. I **ought to** study tonight.
You **had better** sleep earlier if you don't want to wake up late.

Expressing necessity: **HAVE TO**, **HAVE GOT TO**, and **MUST**

Example: I **have to** study tonight.
Rene **has got to** go to the bank.
You **must** learn how to speak English well.

Making logical conclusion: **MUST**

Example: Nancy is yawning. She **must** be sleepy.

◆ Conversation

TALKING ABOUT ACTIVITIES = BICARA TENTANG KEGIATAN

1. What are you doing?

Kamu sedang apa?

2. I'm reading a book.	Saya sedang membaca buku.
3. What's your friend doing?	Teman kamu sedang apa?
4. He's studying his lesson.	Dia sedang mempelajari pelajarannya.
5. I'm not doing anything right now.	Saya tidak sedang mengerjakan apa-apa sekarang ini.
6. Where are you going?	Kamu mau pergi kemana?
7. I'm going home.	Saya mau pulang.
8. What time are you coming back?	Jam berapa kamu akan kembali?
9. I'm not sure what time I'm coming back.	Saya tidak yakin jam berapa saya akan kembali.
10. What are you thinking about?	Kamu sedang memikirkan tentang apa?
11. I'm thinking about my lesson.	Saya sedang memikirkan tentang pelajaran saya.
12. Who are you writing to?	Kamu sedang menulih surat pada siapa?
13. I'm writing to a friend of mine in South America.	Saya sedang menulis surat pada seorang teman saya di Amerika Selatan.
14. By the way, who are you waiting for?	Ngomong-ngomong, siapa yang sedang kamu tunggu?
15. I'm not waiting for anybody.	Saya tidak menunggu siapa-siapa.

◆ Let's Write

BUSINESS LETTER (PART 2)

- a. **Heading**
- b. **Inside address**
- c. **Salutation**
- d. **Body**

The business is discussed in the body of the business letter. It should be brief, well stated, and easy to read. It

also must be succinct and to the point.

e. Closing

The closing is followed by comma. The first word is capitalized. Here are some useful closing expressions

Sincerely,	Yours truly,
Sincerely yours,	Yours respectfully,
Very truly yours,	

f. Signature

The sender's name should be written the way the company is to address the return letter. If the sender wishes to be addressed by a personal or professional title, it should be written after the name, usually in parentheses: (M.D.), (Ph.D.), (Mrs.), (Miss), (Ms.), etc.

Exercise:

Write a heading, inside address, salutation, closing and signature in the following form.

◆ Reading Comprehension

NASREDDIN THE FERRY MAN

Nasreddin once had an old boat, which he used to ferry people across the river. One day, he was taking a university professor to the other side.

"What is the square root of 9?" asked the professor.

"I don't know," answered Nasreddin.

"How do you spell *elephant*?" asked the professor.

"I have no idea," replied Nasreddin.

"Didn't you study anything at school?" demanded the professor, surprised.

"No," said Nasreddin.

"Then you wasted half your life," said the professor.

Nasreddin was silent for a little while. Then he said:

"Can you swim?"

"No," said the professor.

"Then you wasted ALL of your life," said Nasreddin. "We are sinking."

(Story courtesy of John and Muriel Higgins)

NEW VOCABULARIES ;

Once(Adv)	: pernah
To repply (V)	: menjawab, membalas
To waste (V)	: menyia-nyiakan, menghabiskan

ANSWER THE QUESTIONS!

1. What was Nasreddin's job?
2. What kind of question did the professor ask him first?
3. What kind of question did he ask second?
4. Why didn't Nasreddin know any of the answers?

5. Which man was probably able to swim?
6. Who had the most useful knowledge?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Nasreddin once had an old boat, which he used to ferry people across the river.
2. One day, he was taking a university professor to the other side.
3. "How do you spell elephant?" asked the professor.
4. "I have no idea," replied Nasreddin.
5. "Didn't you study anything at school?" demanded the professor, surprised.
6. "No," said Nasreddin.
7. "Then you wasted half your life," said the professor.
8. Nasreddin was silent for a little while.

◆ Grammar Understanding

TAG QUESTIONS

A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question. Observe the following rules:

1. Use the same auxiliary verb as in the main clause. If there is no auxiliary, use do, does or did.
2. If the main clause is negative, the tag is positive; if the main clause is positive, the tag is negative.
3. Don't change the tense.
4. Use the same subject in the main clause and the tag. The tag must always contain the subject form of pronoun.

Example:

You talked to the professor yesterday, **didn't you?**

It's raining now, **isn't it?**

You have two children, **don't you?**

They have been in Mexico, **haven't they?**

Exercise 1

Tag Questions - Positive

Type the correct word in the boxes below.

isn't	aren't	don't	doesn't
-------	--------	-------	---------

1. He's rich, he?
2. These are your glasses, they?
3. You live in Fairfield, you?
4. It's a lovely day, it?
5. I'm late, I?
6. You smoke, you?
7. They walk to work, they?
8. Bill likes chocolate, he?
9. Those flowers are beautiful, they?
10. Anna is from Sweden, she?

Exercise 2

Tag Questions - Negative

Type the correct word in the boxes below.

am	is	are	do	does
----	----	-----	----	------

1. This isn't your pen, it?
2. You don't want this book, you?
3. This food isn't very nice, it?
4. He doesn't work, he?
5. They aren't happy, they?
6. I'm not good at this, I?
7. You don't like shopping, you?
8. We aren't late, we?
9. She doesn't smoke, she?
10. It isn't a very nice day, it?

◆ Conversation

ASKING ABOUT AGE = BERTANYA TENTANG UMUR

1. How old are you?	Berapa umur kamu?
2. I'm twenty-one years old.	Umur saya dua puluh satu tahun.
3. My brother is not quite twenty-five.	Saudara laki-laki saya belum sampai dua puluh lima tahun.
4. John is not forty-five yet, is he?	John belum empat puluh lima tahun, kan?
5. Mr. Smith is still in his fifties.	Tuan Smith umurnya masih lima puluhan.
6. I'm two years older than you are.	Saya dua tahun lebih tua daripada kamu.
7. My brother is two years younger than I am.	Saudara laki-laki saya dua tahun lebih muda daripada saya.
8. How many are there in your family?	Dalam keluarga kamu ada berapa orang?
9. There are seven of us altogether.	Kami semua bertujuh.
10. My sister is the oldest.	Saudara perempuan saya yang tertua.
11. I'm the youngest.	Saya yang bungsu.
12. Guess how old I am.	Coba tebak berapa umur saya.
13. I'd say you're about twenty-three.	Saya taksir umur anda sekitar dua puluh tiga.
14. I was thirty on my last birthday.	Saya berumur tiga puluh pada ulang tahun saya yang terakhir.
15. I'm going to be sixty-one next Tuesday.	Saya akan mencapai umur enam puluh satu pada hari Selasa mendatang.

◆ Let's Write

TYPES OF BUSINESS LETTERS

a. the order letter

probably the most common use of the business letter is to order goods and materials. It is important that the letter clearly state the exact name of the merchandise, the price, and the amount of payment being sent. Study the following

	27A Adly Street Abdin District Cairo, Egypt May 13, 2010
Ms. K. Hutchinson Beller Company, Inc. 424 Park Avenue New York, New York 10021	
Dear Ms. Hutchinson:	
Thank you for sending your catalog so promptly. It arrived within a few days of my request.	
Please send me the following items by parcel post:	
1 copy Emnet and Mullen, High School Algebra @ \$ 7.50	\$ 7.50
25 copies Pinehurst, Plane Geometry @ \$8.75	\$ 218.75
	Total \$ 226.25
I am enclosing a money order for \$ 226.25. if there are additional charges, please let me know.	
Please mail the books to the address given above.	
	Very truly yours, Abdul Rahman Farouki

b. letter of request

Sarmiento 702
Buenos Aires,
Argentina
August 22, 2010

Matthew-Nessen Publishing Company
139 West 50th street
New York, New York 10020
USA

Dear Sir/Madam:

A recent notice in Education News indicated that your firm has established a textbook division.

If you plan to publish elementary schoolbooks dealing with geography, I would be interested in having my name placed on your mailing list for catalogs and for notices of other educational materials.

Sincerely yours,

Gabriel Pabon

◆ Reading Comprehension

NASREDDIN'S VISITORS

One day a visitor came to Nasreddin's house. "I am your cousin from Konya," he said, "and I have brought you a duck to celebrate the visit." Nasreddin was delighted. He asked his wife to cook the duck, and served the visitor a fine dinner.

The next day another visitor arrived. "I am the friend of the man who brought you the duck," he said. Nasreddin invited him in and gave him a good meal. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck. Again Nasreddin invited him in for a meal. However, he was getting annoyed. Visitors seemed to be using his house as a restaurant.

Then another visitor came, and said he was the friend of the friend of the friend of the man who had brought the duck. Nasreddin invited him to eat dinner with him. His wife brought some soup to the table and the visitor tasted it. "What kind of soup is this?" asked the visitor. "It tastes just like warm water." "Ah!" said Nasreddin, "That is the soup of the soup of the soup of the duck."

(Story courtesy of John and Muriel Higgins)

NEW VOCABULARIES ;

Once(Adv)	: pernah
To reply (V)	: menjawab, membalas
To waste (V)	: menyia-nyiakan, menghabiskan

ANSWER THE QUESTIONS!

1. How many visitors came to see Nasreddin?
2. How many of the visitors brought a duck?
3. Did Nasreddin know the first visitor?

4. Why did Nasreddin get angry?
5. How did Nasreddin solve the problem?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day a visitor came to Nasreddin's house.
2. I am your cousin from Konya.
3. I have brought you a duck to celebrate the visit.
4. Nasreddin was delighted.
5. He asked his wife to cook the duck, and served the visitor a fine dinner.
6. The next day another visitor arrived.
7. I am the friend of the man who brought you the duck.
8. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck.
9. Again Nasreddin invited him in for a meal.

◆ Grammar Understanding

SIMPLE SENTENCES

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

Rule 1:

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

Example: **John laughed.**

Rule 2:

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

Example:

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

Rule 3:

Simple sentences can be **declarative** or **interrogative**.

Example:

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

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

Rule 4:

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

Example:

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

My friend shopped at the mall last weekend. (*past*)

My friend will shop at the mall next weekend. (*future*)

You shop at the mall every weekend. (indicative)

Shop at the mall this weekend! (imperative; subject is "you" understood)

The next player at bat hit the baseball into left field. (active)

The baseball was hit into left field by the next player at bat. (passive)

Rule 5:

Simple sentences can have a **compound subject**.

Example:

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

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

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

Rule 6:

Simple sentences can have a **compound predicate**.

Example:

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

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

Rule 7:

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

Example:

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

Exercise

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

1. Will you go to the store with me to buy some groceries?
2. According to the nutrition magazine, watermelon and tomatoes contain major amounts of a chemical called lycopene and are good for you.
3. Because of the wind and the rain, the trees danced back and forth, threw up their leafy arms, and sang to the sky above.
4. Don't forget to take your vitamins in the morning with a full glass of water.
5. The tennis ball was served across the net, hit back and

forth several times, and then dropped in the mud puddle at the back of the court.

6. Have you brushed your teeth, combed your hair, and eaten your breakfast yet?
7. Marianne laughed heartily, crossed her eyes like a crazy person, and stuck her tongue out at me.
8. Place the pens, pencils, erasers, and pads of paper in the top drawer of your desk.
9. His favorite rock group had a new CD for sale at the record store on Main Street.
10. Didn't she love to eat pizza, ice cream, and brownies as a little girl?

◆ Conversation

TALKING ABOUT DAILY ACTIVITIES : *BICARA* *TENTANG KEGIATAN SEHARI-HARI.*

1. What time do you get up every day?	Jam berapa kamu bangun setiap hari.
2. I usually wake up early.	Saya biasanya terjaga dinihari
3. I get up at 6 o'clock every day.	Saya bangun jam 6.00 setiap hari.
4. My brother gets up later than I do.	Saudara laki-laki saya bangun belakangan daripada saya.
5. After I get dressed, I have breakfast	Setelah saya berpakaian, saya sarapan.
6. Usually, I have a big breakfast.	Biasanya, makan pagi saya banyak.
7. I have juice, cereal, toast and coffee for breakfast.	Saya sarapan sari buah, makanan dari biji-bijian, roti panggang dan minum kopi.
8. I leave the house at eight a.m. each day.	Saya berangkat meninggalkan rumah pada jam delapan setiap hari.
9. I get to work at nine o'clock every morning.	Saya mulai kerja pada jam sembilan setiap pagi

- | | |
|--|--|
| 10. I work hard all morning. | Saya bekerja keras sepanjang pagi. |
| 11. I go out for lunch at about 12:30. | Saya keluar makan siang sekitar jam 12:30 |
| 12. I finish working at 5:45 p.m. | Saya selesai kerja pada pukul 5:45 sore. |
| 13. I eat dinner at about 7 o'clock. | Saya makan malam sekitar jam 7:00 |
| 14. Before I eat dinner, I read the newspaper for a while. | Sebelum saya menyantap makan malam, saya membaca surat kabar sebentar. |
| 15. I usually go to bed at about midnight. | Saya biasanya pergi tidur sekitar tengah malam |

◆ Let's Write

TYPES OF BUSINESS LETTERS (PART 2)

c. letter of application

	175 Mission Lane Ogden, Utah 84402 August 18, 2010
<p>Dr. Francesco Gomes Chairman, Department of Chemistry University of Colorado at Denver Denver, Colorado 80202</p>	
<p>Dear Dr. Gomes:</p> <p>I have read the announcement of the scholarship in chemistry that the University of Colorado is offering, and I would like to submit my application.</p> <p>The enclosed application form for admission to the graduate school of your university will give my educational history. However, I would like to point out that I have just received an M.S. degree in chemistry with highest honors. For one semester I acted as teaching assistant in chemistry, working with Professor Saramna.</p>	

My thesis involves polymer chemistry, which I understand is a specialty at the University of Colorado. I would like to concentrate in that field for my advanced studies.

If you should require further information, I shall be happy to provide it. I would welcome the opportunity to have a personal interview.

Sincerely yours,

Diane Valente

d. letter of recommendation

115 Lanyard Street
Elyria, Ohio 44035
July 24, 2010

Mr. Richard Tron
Director of Personnel
Family Insurance Company
986 38th Street
Cleveland, Ohio 44102

Dear Mr. Tron:

Ms. Suzanne Rogers has requested that I write to you in connection with her application for employment with your company.

Ms. Rogers and I were colleagues for two years, and I can testify regarding her work performance and qualifications. She started as a secretary and within one year was promoted to office manager. During the time that I worked with her, she never missed a single hour of work. She is characteristically punctual, careful and efficient. She is also highly dependable.

Ms. Rogers has a pleasant, easygoing personality which has won her many friends here among our other colleagues. I know she is leaving her present position of her own volition in order to seek advancement. I will miss her as a colleague, but it is a pleasure and an honor to recommend her to you.

Yours truly,

Gregory Papas

LESSON 16

◆ Reading Comprehension

THE RAILROAD STATION

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

"May I keep it!" Totto-chan asked the ticket collector.

"No, you can't," he replied, taking it from her.

She pointed to his box filled with tickets. "Are those all yours!"

"No, they belong to the railroad station," he replied, as he snatched away tickets from people going out.

"Oh." Totto-chan gazed longingly into the box and went on, "When I grow I'm going to sell railroad tickets!"

The ticket collector glanced at her for the first time. "My little boy wants a job in the station, too, so you can work together."

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

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

She ran to where Mother waited, shouting, "I'm going to be a ticket seller!"

Mother wasn't surprised, but she said, "I thought you were going to be a spy."

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

"That's it!" A splendid idea occurred to her. She looked up at

Mother and informed her of it at the top of her voice, "Couldn't I be a ticket seller who's really a spy!"

Tetsuko Kuroyanagi
-Totto-chan-

NEW VOCABULARIES

Took by the hand (V.Phr.)	: menuntun
gate (N)	: gerbang
reluctant (Adj.)	: enggan
clutching (V)	: mencengkeram
snatched (V)	: mengambil
gazed (V)	: menatap
longingly (Adv.)	: (dengan) penuh keinginan
glanced (V)	: melihat sekilas
splendid (Adj.)	: sangat baik
hips (N)	: pinggul

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. They got off the Oimachi train at Jiyugaoka Station, and Mother took Totto-chan by the hand to lead her through the ticket gate.
2. She had hardly ever been on a train before and was reluctant to give up the precious ticket she was clutching.
3. "May I keep it!" Totto-chan asked the ticket collector.
4. "No, you can't," he replied, taking it from her.

5. She pointed to his box filled with tickets. "Are those all yours!"
6. "No, they belong to the railroad station," he replied, as he snatched away tickets from people going out.

◆ Grammar Understanding

QUANTIFIERS

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

a. **Some** and **any**

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

Example:

I have got **some** very nice friends. I am very lucky.

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

Example:

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

b. **Many** and **much**

Many is used with count nouns.

Example: I bought **many** apples yesterday.

Much is used with non-count nouns.

Example: I need **much** sugar to make this cake.

c. **A few** and **a little**

A few is used with count nouns.

Example: We sang **a few** songs at the party.

A little is used with non-count nouns.

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

d. **A lot of**

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

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

Exercise 1

*Complete the jokes by **some** or **any**.*

1. Waiter, I'd like coffee. Why isn't there on the menu?
> Because I wiped it off.
2. Do you have holes in your socks?
> Of course not.
. Then how do you get your feet into?
3. There aren't flies in the kitchen today. How did you manage that?
> Easy! I put the rubbish bin in the living room!
4. Doctor, I need advice I seem to get fat in certain places. What can I do?
> Stay a way from those places!
5. There will be no ice cream until you wash your hands.
> But i DID wash my hands.
You didn't use soap or water.
> Well, haven't you heard of dry cleaning?

Exercise 2

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

1. We don't have beautiful women in our town.
> Why do you say that?
Well, we had a beauty contest and nobody won!.
2. How money do you have in the bank?
> I don't know. I haven't shake it recently.
3. What do you take for a headache?
> I drank beer the night before.

4. How do you know about 18th century English scientist?
> Nothing. They're all dead!
5. Why are artists Italians?
> I don't know.
Because they were born in Italy.

Exercise 3

Complete the jokes by a few or a little .

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

◆ **Conversation**

TALKING ABOUT YESTERDAY'S ACTIVITIES = BICARA TENTANG KEGIATAN KEMARIN.

- | | |
|---|---|
| 1. What time did you get up yesterday morning? | Jam berapa kamu bangun kemarin pagi? |
| 2. I woke up early and got up at 6 o'clock. | Saya terjaga dinihari dan bangun pada jam 6:00 |
| 3. My brother got up earlier than I did. | Saudara laki-laki saya bangun lebih awal daripada saya. |

4. Did you get dressed right away?	Apakah kamu langsung berpakaian?
5. Yes, I got dressed and had breakfast.	Ya, saya berpakaian dan sarapan.
6. What kind of breakfast did you have?	Apa macam sarapan kamu?
7. What time did you get to work yesterday morning?	Jam berapa kamu mulai kerja kemarin pagi?
8. I left the house at 8 o'clock and got to work at 8:30.	Saya berangkat meninggalkan rumah pada jam 8:00 dan mulai kerja pada jam 8:30.
9. Did you work all day?	Apakah kamu bekerja seharian?
10. Yes, I worked from early morning until late at night.	Ya, saya bekerja dari pagi sekali hingga larut malam.
11. At noon I had lunch with a friend of mine.	Tengah hari saya makan siang bersama seorang teman saya.
12. I finished working at 5:30 and went home.	Saya selesai kerja jam 5:30 dan pergi pulang.
13. After dinner I read a magazine and made some telephone calls.	Setelah makan malam saya membaca majalah dan menelpon beberapa kali.
14. I went to bed at 11:30 p.m.	Saya pergi tidur pada jam 11:30 malam.
15. I went to sleep immediately and slept soundly all night.	Saya langsung pergi tidur dan tidur nyenyak sepanjang malam.

◆ Academic Writing (part 1)

Writing as a process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy? Writing can be very enjoyable as long as we have the ideas and the means to achieve it. This chapter will lead you to a very pleasant journey where you can experience the process of writing academically.

There are three basic principles, namely, content, register, and topic, which need to be considered in a piece of academic

writing. Referring to content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

1. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

a. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretations should be avoided. The following example demonstrates clarity, so that the reader knows for sure what the discussion will be about.

Example:

In this thesis, I propose to analyze the symbolism in The Pilgrim's Progress with regard to religious allusion.

Exercise :

Write down two paragraph dealing with the explanation above.

◆ **Reading Comprehension**

THE STORY OF THE HUSBAND AND THE PARROT

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

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

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

The next day when the husband came back he asked the parrot what he had seen. The bird replied, "My good master, the lightning, thunder and rain disturbed me so much all night long, that I cannot tell you what I have suffered."

The husband, who knew that it had neither rained nor thundered in the night, was convinced that the parrot was not speaking the truth, so he took him out of the cage and threw him so roughly on

the ground that he killed him. Nevertheless he was sorry afterwards, for he found that the parrot had spoken the truth.

Andrew Lang
-Arabian Nights-

NEW VOCABULARIES

passionately (Adv.)	: dengan penuh gairah
obliged (V)	: mengharuskan
parrot (N)	: burung beo
gift (N)	: karunia
departed (V)	: berangkat
scold (V)	: menghardik
slaves (N)	: budak
resolved (V)	: menetapkan hati
hand-mill (N)	: kilang tangan
suffered (V)	: menderita

ANSWER THE QUESTIONS:

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. A good man had a beautiful wife, whom he loved passionately, and never left if possible.
2. One day, when he was obliged by important business to go away from her, he went to a place where all kinds of birds are sold and bought a parrot.
3. This parrot not only spoke well, but it had the gift of telling all that had been done before it.

4. He brought it home in a cage, and asked his wife to put it in her room, and take great care of it while he was away.
5. On his return he asked the parrot what had happened during his absence, and the parrot told him some things which made him scold his wife.

◆ Grammar Understanding

AND, BUT, AND OR.

When **and** is used to connect only two items within a sentence, no commas are used. When **and** connects three or more items in a series in a sentence, commas are used.

Example:

I saw a *cat* **and** a *mouse*.

I saw a cat, a *mouse*, **and** a *rat*.

I *opened* the door **and** *walked* into the room.

I *opened* the door, *walked* into the room, **and** *sat down* on my desk.

Our flag is *red* **and** *white*.

Their flag is *red*, *white*, **and** *green*.

When **and** connects two sentences, a comma is usually used.

Example:

I talked. He listened = I talked, **and** he listened.

But and **or** are used in the same way as **and**. **But** expresses contrary while **or** expresses option.

Example:

I went to bed **but** couldn't sleep.

Is a lemon sweet **or** sour?

Did you order coffee, tea, **or** milk?

Commas are used when **but** or **or** connects two complete sentences.

Example:

I dropped the vase. It didn't break = I dropped the vase, **but** it didn't break.

Exercise 1

Add **and**, **but**, or **or**. Add *COMMAS* if necessary.

1. I washed my shirt it didn't get clean.
2. I washed my face brushed my teeth took a shower.
3. Jennifer invited the Carters to dinner they couldn't come.
4. You can have chicken fish beef for dinner.
5. Who called whom? Did Bob call you did you call Bob?
6. It began to rain I didn't have my umbrella with me.
7. Golf tennis are popular sports.
8. The flight attendants served dinnerI didn't eat.

Exercise 2

Add *COMMAS*, *PERIODS*, and *CAPITAL LETTERS* as appropriate.

1. Cats are mammals turtles are reptiles.
2. Cows are farm animals but zebras are wild animals.
3. Cars buses and trucks use roads but trains run on track.
4. Most vegetables grow above the ground but some are roots and grow aunder the ground corn beans and cabbage grow above the ground but carrots and beets grow under the ground.
5. A good office has midern equipment such as computers intercoms and copying machines but the most important part of good office is the people who work there.

◆ Conversation

TALKING ABOUT LAST YEAR'S ACTIVITIES = BICARA TENTANG KEGIATAN TAHUN LALU.

1. What time did you use to get up last year?	Tahun lalu kamu biasanya bangun jam berapa?
2. I used to wake up early and get up at 7 o'clock.	Saya dulu biasanya terjaga dinihari dan bangun pada jam 7:00.
3. I used to set my alarm clock for exactly 7 a.m.	Saya dulu biasanya menyetel jam weker saya tepat pada jam 7:00 pagi.
4. I never used to oversleep.	Saya dulu biasanya tidak pernah kesiangan.
5. I used to get dressed quickly every morning.	Saya dulu biasanya cepat berpakaian setiap pagi.
6. I always used to leave for work at 8:30.	Saya dulu biasanya selalu berangkat kerja pada jam 8:30
7. I used to start working at 9 o'clock every day.	Saya dulu biasanya mulai kerja pada jam 9:00 setiap hari.
8. I used to have lunch every day at the same time.	Saya dulu biasanya makan siang pada waktu yang sama setiap hari.
9. I used to work until nearly 6 o'clock each day.	Saya dulu biasanya bekerja sampai hampir jam 6:00 setiap hari.
10. I used to have dinner at 7:30 and go to bed early.	Saya dulu biasanya makan malam pada jam setengah delapan dan pergi tidur lebih awal.
11. My brother and I used to go a lot of places together.	Saudara laki-laki saya dan saya dulu biasanya pergi bersama-sama ke banyak tempat.
12. We used to go to the movies about once a week.	Kami dulu biasanya pergi menonton ke bioskop kira-kira sekali seminggu.
13. We used to have a lot of interesting friends.	Kami dulu biasanya punya banyak teman yang mengasyikkan/menarik hati.
14. My brother used to speak French to me all the time.	Saudara laki-laki saya dulu biasanya berbahasa Perancis terus pada saya.

15. I always used to ask him a lot of questions.

Saya dulu selalu biasanya mengajukan banyak pertanyaan kepadanya.

◆ Academic Writing (Part 2)

B. Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that the writer means to convey. The following example states specifically what will be the focus of the discussion.

Example:

There are several reasons why a strike happens in a company; however, in this article I will focus only on labour disputes with management.

c. Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.

Example:

I will include Sociolinguistics to support my analysis, giving specific examples from advertisements.

Exercise :

Write down two paragraphs dealing with the explanation above.

◆ Reading Comprehension

OWL POST

Harry Potter was a highly unusual boy in many ways. For one thing, he hated the summer holidays more than any other time of year. For another, he really wanted to do his homework but was forced to do it in secret, in the dead of night. And he also happened to be a wizard.

It was nearly midnight, and he was lying on his stomach in bed, the blankets drawn right over his head like a tent, a flashlight in one hand and a large leather-bound book (A History of Magic by Bathilda Bagshot) propped open against the pillow. Harry moved the tip of his eagle-feather quill down the page, frowning as he looked for something that would help him write his essay, "Witch Burning in the Fourteenth Century Was Completely Pointless discuss."

The quill paused at the top of a likely-looking paragraph. Harry pushed his round glasses up the bridge of his nose, moved his flashlight closer to the book, and read:

Non-magic people (more commonly known as Muggles) were particularly afraid of magic in medieval times, but not very good at recognizing it. On the rare occasion that they did catch a real witch or wizard, burning had no effect whatsoever. The witch or wizard would perform a basic Flame Freezing Charm and then pretend to shriek with pain while enjoying a gentle, tickling sensation. Indeed, Wendelin the Weird enjoyed being burned so much that she allowed herself to be caught no less than forty seven times in various disguises.

J.K. Rowling

-Harry Potter and the Prisoner of Azkaban-

NEW VOCABULARIES

the dead of night (Phr.)	: kegelapan malam
propped (V)	: menopang
quill (N)	: pena bulu
frowning (V)	: mengerutkan dahi
medieval (Adj.)	: (abad) pertengahan
witch or wizard (N)	: penyihir
pretend (V)	: berpura-pura
shriek (V)	: menjerit
gentle (Adj.)	: lemah-lembut
disguises (N)	: penyamaran

ANSWER THE QUESTIONS!

1. What did Harry really want to do?
2. What book did Harry read?
3. What is the title of Harry's essay?
4. What are Muggles?
5. What would the wizards do if they were caught?
6. How many times did Wendelin the Weird let herself be caught?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. It was nearly midnight, and he was lying on his stomach in bed
2. The blankets drawn right over his head like a tent
3. A flashlight in one hand and a large leather-bound book (A History of Magic by Bathilda Bagshot) propped open against the pillow.
4. The quill paused at the top of a likely-looking paragraph.
5. Harry Pushed his round glasses up the bridge of his nose, moved his flashlight closer to the book,

◆ Grammar Understanding

CLAUSES & PHRASES

Clauses are divided into two types: independent clauses and dependent clauses.

- a. **Independent Clauses** are clauses that contain a subject and a verb and they can stand alone as complete sentences.

Example: I met my teacher this morning.

- b. **Dependent Clauses** are clauses that also contain a subject and a verb but they can't stand alone as complete sentences. They must be connected to independent clauses.

Example: who came to my party last night.

Phrases are a group of related words but they don't have any subject and verb.

Example: a beautiful young lady.

Exercise 1

For each of the following, write S on the line if it is a complete sentence. Write Ph if it is a Phrase.

- ___ Long, long ago, in a faraway land.
- ___ There lived a princess named Gretchen.
- ___ The most beautiful girl in the land.
- ___ She was still very unhappy.
- ___ Her 21st birthday was approaching.
- ___ Her twin brother, Prince Reginald, would become king.
- ___ She would have to marry King Jomen of Far Land.
- ___ A very cruel and unkind man.
- ___ She decided to run away and formed an excellent plan.
- ___ The plan required the help of her friends, Grumpy and Happy.

11. ___ They were eager to help, as they did not like the idea of their friend being unhappy for the rest of her life.
12. ___ She disguised herself as a maid and left the palace.
13. ___ Unfortunately, her brother saw her and thought she was being kidnapped.
14. ___ Set out to rescue her.
15. ___ She ran until she reached Near Land.
16. ___ A happy and somewhat silly place full of very silly people.
17. ___ When Prince Reginald reached Near Land.
18. ___ She agreed to go home when he promised that when he became king, he would not make her marry anybody.

Exercise 2

Read the following passage. Identify which one is the independent clause, dependent clause and the phrase.

Horseshoes is an outdoor game played between two people (or two teams of two people) using four horseshoes and two stakes. Players alternate tossing horseshoes at stakes in the ground, which are placed 40 feet apart. The game begins with a coin toss to decide who goes first. The winner of the toss throws both horseshoes; one at a time, at the opposite stake, and then the second player throws both of their horseshoes at their end. Play continues until one player has at least 15 points at the end of a round.

◆ **Conversation**

ASKING ABOUT ADDRESS = BICARA TENTANG ALAMAT.

- | | |
|---------------------------------------|-----------------------------------|
| 1. Where do you live? | Kamu tinggal dimana? |
| 2. I live on Washington Street | Saya tinggal di jalan Washington. |
| 3. What's your address? | Dimana alamat kamu? |

4. I live at 1203 Washington Street.	Saya tinggal di jalan Washington nomor 1203.
5. I'm Mr. Smith's next door neighbor.	Saya tetangga sebelah Tuan Smith.
6. You live here in the city, don't you?	Kamu tinggal di kota ini, kan?
7. I'm from out of town.	Saya dari luar kota.
8. How long have you lived here?	Sudah berapa lama kamu tinggal disini?
9. I've lived here for five years.	Saya sudah tinggal disini selama lima tahun.
10. He's known me for over ten years.	Dia sudah kenal saya selama lebih dari sepuluh tahun.
11. I've spoken English all my life.	Selama hidup saya, saya sudah berbahasa Inggris.
12. I've already read that book.	Saya sudah membaca buku itu.
13. Has he studied French very long?	Apakah dia sudah lama mempelajari bahasa Perancis?
14. Have you had breakfast already?	Apakah kamu sudah sarapan?
15. Yes, I had breakfast two hours ago.	Sudah, saya sarapan dua jam yang lalu.

◆ Academic Writing (Part 3)

REGISTER

Register refers to the style of language and choice of vocabulary used in a particular piece of writing; this could be formal or informal. Academic writing differs from non-academic writing in terms of being formal, to the point, and concise.

a. Formal

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided.

Therefore, the language should be free from grammatical errors, simplistic sentence structure, and casual expressions, including too many idioms or phrasal verbs and contracted forms. In other words, academic writing pays more attention to choice of vocabulary, sentence structure, [and style. When you read the following sentence, notice its use of specific vocabulary and the use of a conjunction to avoid simplistic sentence construction.

Example:

Diabetes treatment strategies should be individualized to match the needs of each patient, but a general guideline may be useful as an initial starting point for management. (*Journal of Pharmacy Practice, 2004*)

b. To the Point

Different from story telling, academic writing should be direct, in the sense that the writer states directly what he or she wants to tell the readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves time and energy. The following statement explicitly gives the purpose of the article.

Example:

This article discusses the important role of Total Quality Management as a strategy to enhance an organization's competitive advantage.

c. Concise

Being concise means being brief or short. Brevity is important in academic writing; long-winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including a good example is also recommended as an illustration of the point being made.

Example:

Learning a second language involves four language skills: listening, speaking, reading, and writing.

Exercise :

Write down two paragraphs dealing with the explanation above.

LESSON 19

◆ Reading Comprehension

ALICE IN WONDERLAND

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

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

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

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

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

NEW VOCABULARIES

bank (N)	: tepi/pinggir sungai
peeped (V)	: mengintip
worth (Adj.)	: bernilai/seimbang
remarkable (Adj.)	: luar biasa
waistcoat (N)	: mantel/jaket setinggi pinggang
curiosity (N)	: keingin tahuan
hedge (N)	: tanaman pagar
pop down (V)	: melompat turun
tunnel (N)	: terowongan
well (N)	: mata air/sumur

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. Alice was beginning to get very tired of sitting by her sister on the bank
2. Once or twice she had peeped into the book her sister was reading
3. So she was considering in her own mind
4. Whether the pleasure of making a daisy-chain would be worth the trouble
5. In another moment down went Alice after it, never once considering how in the world
6. The rabbit-hole went straight on like a tunnel for some way

7. So suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

◆ Grammar Understanding

USING AND + TOO, SO, EITHER, NEITHER

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

And ... too

Form:

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

Example: Alice likes milk, and Tom does too.

And so ...

Form:

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

Example: Alice likes milk, and so does Tom.

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

And ... either

Form:

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

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

And neither

Form:

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

Example: Mary doesn't like milk, and neither does Andy

Exercise 1

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

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

Exercise 2

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

1. wasn't in class yesterday, and neither
2. has dimples, and so
3. has been in class all week, and too.
4. isn't married, and..... either.
5. can't speak Chinese, and neither
6. stayed at home and studied, and so
7. live in a dormitory, and too.
8. doesn't have mustache, and either.

◆ Conversation

ASKING QUESTIONS = MENGAJUKAN PERTANYAAN.

1. Where were you yesterday afternoon?	Kemarin sore kamu ada dimana?
2. I was at home all afternoon.	Saya dirumah saja sepanjang sore.
3. I was writing some letters to friends of mine.	Saya sedang menulis beberapa surat pada teman-teman saya.
4. What were you doing at about 4 o'clock yesterday afternoon?	Anda sedang mengerjakan apa pada sekitar jam 4:00 kemarin sore?
5. I was listening to the radio.	Saya sedang mendengarkan radio.
6. What were you doing when I called you on the telephone?	Kamu sedang mengerjakan apa ketika saya menelponmu?
7. When you called me, I was eating dinner.	Ketika kamu menelpon saya, saya sedang makan malam.
8. When I saw Mr. Jones, he was talking with John Smith.	Ketika saya bertemu Tuan Jones, ia sedang bicara dengan John Smith.
9. While you were writing letters, I was reading a book.	Sementara kamu menulis surat, saya sedang membaca buku.
10. While we were having breakfast, John was talking on the telephone.	Sementara kami sarapan, John sedang bicara di telepon.
11. Can you guess what I was doing this morning?	Dapatkah kamu menebak apa yang sedang saya kerjakan tadi pagi?
12. I can't remember what John was doing yesterday afternoon.	Saya tidak dapat mengingat apa yang John kerjakan kemarin sore.
13. I've forgotten what he said his address was.	Saya sudah lupa ia mengatakan dimana alamatnya.
14. I've forgotten what time he said he had dinner last night.	Saya sudah lupa ia mengatakan jam berapa ia makan malam tadi malam.
15. They called us just as we were having dinner.	Mereka menelpon kami tepat ketika kami sedang makan malam.

◆ Academic Writing (Part 4)

3. Offences

A piece of academic writing should be free from offences, especially plagiarism and sensitive issues. Plagiarism can be in the form of (direct quotations, paraphrases, and specific ideas. On the other hand, sensitive issues are concerned with race, religion, and different social groups.

a. Plagiarism

Plagiarism is generally known as 'academic theft', which means taking other people's ideas without acknowledging their contribution. In other words, the writer does not mention the source from which he or she has taken the ideas, opinions, or specific words. Plagiarism can be in the form of direct quotations, paraphrases, or ideas which are not considered general knowledge.

Direct Quotations

Some writers, consciously or unconsciously, quote the exact words of other people, probably experts in particular fields, without using quotation marks or indenting for longer quotations, or without acknowledging the source of the quotations. Similarly, other writers directly quote from on line information with the assumption that they are free to do so without acknowledging the source of the information.

Paraphrases

In some cases, paraphrase is preferable to a quotation. If, for example, the style of the original text is complicated, it can be simplified to make it clearer. If the text is too long, it can be shortened. The writer still has to identify the source. However, a paraphrase is not a summary. In fact, it is a restatement of the same idea of the original statement. The following two sentences are paraphrases of each other.

Example: He is a bachelor.
 He is unmarried.

LESSON 20

◆ Reading Comprehension

OWLS

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

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

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

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

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

NEW VOCABULARIES

barn (N)	: gudang
fluffy (Adj.)	: halus
hooked (Adj.)	: bengkok
beaks (N)	: paruh
tear apart (V)	: mengoyak
distant (Adj.)	: jarak jauh
tufts (N)	: berkas
superstitions (N)	: takhyul
screech (N)	: bunyi berciut
omens (N)	: pertanda

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

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

◆ Grammar Understanding

NOUN CLAUSES

Verbs are often followed by objects. The objects may be in the form of nouns, noun phrases or noun clauses.

Example:

Susan ate sandwich (*sandwich* is a noun and the object of the verb *ate*)

I know his address (*his address* is a noun phrase and the object of the verb *know*)

I know where he lives (*where he lives* in a noun clause and the object of the verb *know*)

A noun clause can begin with a question word.

Example: I know ***why she was absent.***

A noun clause can begin with **if** or **whether**.

Example: I don't know ***if she married.***

A noun clause can begin with **that**.

Example: I know that ***the world is round.***

Exercise

Complete the sentence by changing the questions to noun clauses.

(*Example: What **did she say?** I don't know **what she said.***)

1. Where did he go?
don't know
2. What time is it?
Could you please tell me
3. Where does she live?
I don't remember
4. What did he say?

- I didn't hear
5. How far is it to Jakarta?
I wonder
 6. When does the semester end?
Can you tell me
 7. What is Suzy talking about?
I don't understand
 8. What does this word mean?
Do you know

◆ Conversation

DESCRIBING OBJECTS = MENGURAIKAN BENDA DENGAN KATA-KATA.

1. What color is your book?	Buku kamu warnanya apa?
2. My book has a dark blue cover.	Buku saya kulitnya biru tua.
3. How much does that typewriter weigh?	Mesin tik itu berapa beratnya?
4. It's not too heavy, but I don't know what the exact weight.	Tidak terlalu berat, tapi saya tidak tahu beratnya yang pasti.
5. This round table weighs about forty-five pounds.	Meja bundar ini beratnya sekitar empat puluh lima pon.
6. What size suitcase do you own?	Kamu punya koper ukuran berapa?
7. One of my suitcases is small, and the other one is medium size.	Satu dari koper-koper saya berukuran kecil dan yang lainnya berukuran sedang.
8. I like the shape of that table.	Saya suka bentuk meja itu.
9. How long is Jones Boulevard?	Jones Boulevard panjangnya berapa?
10. That street is only two miles long.	Jalan itu panjangnya hanya dua mil.

11. Will you please measure this window to see how wide it is?	Maukah kamu mengukur jendela ini untuk mengetahui berapa lebarnya?
12. This window is just as wide as that one.	Jendela ini sama lebarnya dengan yang itu.
13. The walls are three inches thick.	Dinding-dinding itu tebalnya tiga inci.
14. This material feels soft.	Bahan ini terasa empuk.
15. This pencil is longer than that one.	Pensil ini lebih panjang dari yang itu.

◆ Academic Writing (Part 5)

B. Sensitive Issues

There are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. These issues include different races, religions, and social groups.

Race

Racial issues in multiracial countries like Indonesia can be problematic. Therefore, in writing about such issues, special attention should be paid to avoid friction between races, which might only result in social prejudice and unresolved conflicts.

Religion

Since religion is very personal, it is advisable that a theme of a religious nature be written for a particular religious group only. In other words, it is best if it is exclusively written for people of a specific religion without involving other religions, let alone comparing religions or making statements about the shortcomings of other religions. Indicating a particular religious superiority or preference is not recommended at all!

Different Social Groups

Different social groups refer to majority and minority groups, and can highlight social classes and different economic levels. This issue is best avoided, considering that it only causes never

ending conflicts instead of mutual trust or understanding.

Practice 1

Identify "sara" Issue

Study the following paragraphs and underline the words or phrases that contain "sara" issues: The first task is done for you.

Paragraph 1:

In some parts of this archipelago, certain religions are always causing problems. The problems are very complicated as they involve not only religion, but also ethnicity. Some ethnics feel that they are superior to others. Although we are one nation, our appearance can be very different. Some of us have dark skin, brown skin, yellow skin, or even fair skin. And, very often, people judge a person by their appearance.

Now, do it yourself as shown in the above example:

Paragraph 2:

We cannot close our eyes that men are superior to women in many ways. Men are physically stronger than women. Therefore, men are better qualified in many different fields. It is true that women are emotionally more sensitive than men, which means that they can show more affection to their spouses, children, and families. However, women are so emotionally affected that it is very easy for them to panic in certain situations. Many times their emotions are stronger than their rational thinking, so that they become poor decision makers. On the other hand, men are masters of the situation. They can make wiser decisions, even in emergencies.

Paragraph 3:

Urbanization is one of the major problems in our country. From year to year, especially after Idul Fitri people from small villages come to big cities. These people are very uneducated and cannot do anything. Therefore, they only cause problems. It would be wise if the government made a regulation to ban such people from coming to big cities. Without taking firm

action, it is impossible to avoid the exodus of village people to big cities, which eventually will only bring social unrest and mass unemployment to our nation.

Practice 2

Rewrite the Paragraphs

After completing Practice 1, now improve paragraphs 2 and 3; so that, there are no longer any "sara" issues. You do not need to change the tense.

◆ Reading Comprehension

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. I maintain that the Ewells started it all, but Jem, who was four years my senior, said it started long before that. He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out.

I said if he wanted to take a broad view of the thing, it really began with Andrew Jackson. If General Jackson hadn't run the Creeks up the creek, Simon Finch would never have paddled up the Alabama, and where would we be if he hadn't? We were far too old to settle an argument with a fist-fight, so we consulted Atticus. Our father said we were both right.

Harper Lee

-To Kill A Mockingbird-

NEW VOCABULARIES

elbow (N)	: siku
assuaged (V)	: meredakan
self-conscious (Adj.)	: sadar diri
somewhat (Adv.)	: agak
thigh (N)	: paha
punt (V)	: menyepak bola
maintain (V)	: mempertahankan
creek (N)	: anak sungai

paddled (V)	: mengayuh
fist-fight (N)	: Baku hantam

ANSWER THE QUESTIONS

1. How old was Jem?
2. What did Jem fear about of having his arm broken?
3. How was Jem's left arm?
4. What was the writer opinion about the cause of Jem's accident?
5. How old was the writer in the story?
6. What was the idea Dill gave them?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow.
2. When it healed, and Jem's fears of never being able to play football were assuaged,
3. He was seldom self-conscious about his injury.
4. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh.
5. He couldn't have cared less, so long as he could pass and punt.

◆ Grammar Understanding

REPORTED SPEECH

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

Example:

Ann said, **"I'm hungry."** (quoted speech)

Ann said **that she was hungry.** (reported speech)

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

* Tom said that he was feeling ill.

* I told her that I didn't have any money.

You can leave out that:

* Tom said (that) he was feeling ill.

* I told her (that) I didn't have any money.

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

am/is -> was

do/does -> did

will -> would

are -> were

have/has -> had

can -> could

want/like/know/go etc. -> want/liked/knew/went etc.

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

Example:

Quoted : Tom said, "I woke up feeling ill, so I didn't go to work."

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

Or

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

Exercise

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

1. I'm living in London now.
2. My father isn't very well.

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

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

1. Charlie said that he was living in London now.
2. He said that
3. He
4.
5.
6.
7.
8.
9.
10.

◆ Conversation

ASKING PEOPLE TO DO THINGS = MEMINTA ORANG UNTUK BERBUAT SESUATU.

- | | |
|---|---|
| 1. Would you please tell Mr. Cooper that I'm here? | Maukah kamu memberitahukan pada Tuan Cooper, bahwa saya ada disini? |
| 2. Take this books home with you tonight. | Bawa buku-buku ini pulang malam ini. |
| 3. Please bring me those magazines. | Tolong ambillah saya majalah-majalah yang disana itu. |
| 4. Would you help me lift this heavy box? | Maukah kamu menolong saya untuk mengangkat kotak yang berat ini? |

5. Please ask John to turn on the lights.	Tolong suruh John untuk menyalakan lampu-lampu?
6. Put your books down on the table.	Letakkan buku-buku kalian diatas meja.
7. Get me a hammer from the kitchen, will you?	Tolong ambilkan saya martil dari dapur, ya?
8. Hang up my coat in the closet, will you please?	Tolong gantungkan jas saya di lemari gantungan baju, ya?
9. Please don't bother me now, I'm very busy.	Tolong jangan mengganggu saya sekarang, saya sangat sibuk.
10. Would you mind mailing this letter for me?	Maukah kamu memposkan surat ini untuk saya?
11. If you have time, will you call me tomorrow?	Jika kamu ada waktu, maukah kamu menelpon saya besok?
12. Please pick up those cups and saucers.	Angkatilah cangkir-cangkir dan tataknya yang disana itu.
13. Will you do me a favor?	Maukah kamu menolong saya?
14. Please count the chairs in that room.	Tolong hitung kursi-kursi dalam ruangan itu.
15. Please pour this milk into that glass.	Tolong tuangkan susu ini ke dalam gelas itu.

◆ Academic Writing

DEFINITIONS OF 'ESSAY', 'TOPIC', AND 'TITLE'

Study the following definitions of 'essay', 'topic', and 'title'. Which do you think the best definition is for each of them? Why do you think so?

1. An essay is ...
 - a. A piece of writing several paragraphs long, not just one or two paragraphs [Oshima and Hogue, 1991:76].
 - b. a short piece of writing by a student as part of a

- course of study.
 - c. a short piece of writing on a particular subject, written in order to be published.
2. A topic is ...
- a. a subject that we write, talk, or learn about.
 - b. a subject for conversation, talking, writing, etc.
 - c. a particular subject that you write about or discuss.
3. A title is...
- a. a label given to a piece of writing.
 - b. a name given to a book, painting, play, etc.
 - c. the name given to a book or an article by the person who wrote it.

Exercise;

Make an examples dealing with the terms above.

◆ Reading Comprehension

"Mr. Blakey?" the small white man asked.

I had answered the door expecting big Clarence Mayhew and his cousin Ricky. The three of us had a standing date to play cards on Thursday nights. I was surprised even to hear the doorbell because it was too early for my friends to have made it home from work and neither one of them would have rung the bell anyway. We'd been friends since childhood, since my grandparents owned the house.

"My house is your house," I always said to Clarence and Ricky. I never locked the door because we lived in a secluded colored neighborhood way back from the highway. Everybody knows everybody in my neighborhood, so strangers don't go unnoticed. If somebody stole something from me, I'd have known who it was, what kind of car he drove, and the numbers on his license plate before he was halfway to Southampton.

"Yes," I said to the small, bald-headed white man in the dark-green suit. "I'm Blakey."

"You have a stand-up basement, Mr. Blakey," the white man told me.

"Say what?"

"Teddy Odett down at Odett Realty said that you had a basement where a man could stand fully erect, one that has electricity and running water."

"This house isn't for sale, mister."

"Bennet. Anniston Bennet. I'm from Greenwich, Connecticut."

"Well this house isn't for sale, Mr. Bennet." I thought the small man would hunch his shoulders, or maybe give me a mean frown if he was used to getting his way. Either way I expected him to leave.

"Oh yes," he said instead. "I know that. Your family has owned this beautiful home for seven generations or more. Mr. Odett told me that. I know it isn't for sale. I'm interested in renting."

"Renting? Like an apartment?"

Walter Mosley

-The Man in My Basement-

NEW VOCABULARIES

expecting (V)	: mengharapkan
secluded (Adj.)	: terpencil/terpisah
highway (N)	: jalan raya
license plate (N phr.)	: plat nomor kendaraan
bald (Adj.)	: gundul
mean (Adj.)	: jahat

ANSWER THE QUESTIONS:

1. What was the writer's name?
2. Whom did the writer expect to come?
3. Why did the writer never lock his door?
4. What was the white man's name?
5. How long has the writer's family owned the house?
6. What did the white man want from the writer's basement?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. I had answered the door expecting big Clarence Mayhew and his cousin Ricky.
2. The three of us had a standing date to play cards on Thursday nights.
3. I was surprised even to hear the doorbell because it was too early for my friends to have made it home from work and neither one of them would have rung the bell anyway.
4. We'd been friends since childhood, since my grandparents owned the house.
5. "My house is your house, I never locked the door.
6. We lived in a secluded colored neighborhood way back from the highway.
7. Everybody knows everybody in my neighborhood, so strangers don't go unnoticed.

◆ Grammar Understanding

REPORTED SPEECH (2)

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

Quoted:

Tom said, "New York is more lively than London."

Reported :

Tom said that New York is more lively than London.

(New York is still more lively. The situation hasn't changed.)

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

Example:

Tom said that New York was more lively than London.

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

example situation:

You met Sonia a few days ago.

She said: '**Jim is ill.**' (direct speech)

Later that day you see Jim. He is looking well and carrying a tennis racket.

You say: 'I didn't expect to see you, Jim. **Sonia said you were ill.** (not 'Sonia said you are ill', because clearly he is not ill.)

Say and tell

Say is followed immediately by a noun clause.

Example: Sonia said **that you were ill.**

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

Example: Sonia told me **that you were ill.**

Tell/ask somebody to do something

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

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

'... said to do something' is also possible:

The doctor said to stay in bed for a few days. (but not 'The doctor said me ...')

Exercises 1

Here are some things that Ann said to you:

1. Dave is lazy.
2. I don't like fish.
3. I can't drive.
4. Jane is a friend of mine
5. I'm working tomorrow evening.
6. Jane has a very well-paid job.

But later Ann says something different to you. What do you say?

1. Dave works very hard. Your answer: But you said he was lazy.
2. Let's have fish for dinner. Your answer:
.....
3. I'm going to buy a car. Your answer:
.....
4. I've never spoken to Jane. Your answer:
.....
5. Let's go out tomorrow evening. Your answer:
.....
6. Jane is always short of money. Your answer:
.....

Exercises 2

Complete the sentences with say or tell (in the correct form). Use only one word each time.

1. Ann said goodbye to me and left.
2. --- us about your holiday. Did you have a nice time?
3. Don't just stand there! --- something!
4. I wonder where Sue is. She --- she would be here at 8 o'clock.
5. Jack --- me that he was fed up with his job.
6. The doctor --- that I should rest for at least a week.
7. Don't --- anybody what I --- It's a secret just between us.
8. 'Did she --- you what happened?' 'No, she didn't --- anything to me.'
9. George couldn't help me. He --- me to ask Kate.
10. George couldn't help me. He --- to ask Kate.

◆ Conversation

GETTING INFORMATION AND DIRECTIONS = MENDAPATKAN INFORMASI DAN PETUNJUK

- | | |
|--|--|
| 1. Excuse me, Sir. Can you give me some information? | Maaf, Tuan. Dapatkah anda memberi saya sedikit informasi? |
| 2. Can you tell me where peach Street is? | Dapatkah anda mengatakan pada saya , jalan Peach itu dimana? |
| 3. It's two blocks straight ahead. | Ini lurus saja sejauh dua blok. |
| 4. Which direction is it to the theater? | Arah mana jalannya ke gedung pertunjukkan? |
| 5. Turn right at the next corner. | Belok kanan di pojok jalan berikutnya. |
| 6. How far is it to the university? | Berapa jauhnya ke Universitas? |
| 7. It's a long way from here. | Masih jauh jalannya dari sini. |

8. The school is just around the corner.	Sekolahnya pas disekitar pojok jalan itu.
9. The restaurant is across the street from the hotel.	Retoran berada di seberang jalan dari hotel.
10. You can't miss it.	Anda tidak akan tersesat.
11. Do you happen to know Mr. Cooper's telephone number?	Apakah kamu kebetulan tahu nomor telepon Tuan Cooper?
12. Could you tell me where the nearest telephone is?	Dapatkah anda memberitahu saya dimana telepon yang terdekat?
13. Should I go this way, or that way?	Apakah saya harus lewat jalan ini atau jalan itu?
14. Go that way for two bloks, then turn left.	Lewati jalan itu sejauh dua blok, lalu belok kiri.
15. I beg your pardon. Is this seat taken?	Maaf, tempat duduk ini sudah ada orangnya?

◆ Academic Writing

DECIDING ON A TOPIC

When we write an essay, the first thing we have to decide on is a topic. Topic helps us to stay focused on what we write. A general topic gives general coverage of information. This kind of topic is not able to discuss further information if the length of the essay is limited. For essay writing, it is suggested that a specific topic is chosen. This can help us to write more detailed and deeper information, even though the length of our writing is limited in the number of words or pages.

No.	Topic	
	General	Specific
1	Education	Sex Education at an Earlier Age
2	Reading	Developing a Good Reading Habit
3	Writing	Students' Responses to EssayWriting
4	Games	Online Game Addiction

Deciding on a Title

After a topic has been decided, a title is given to attract readers to read, to inquire, to know about, and to fulfil their curiosity and need. Your title is meaningful only when it catches readers' eyes. Here are some guidelines on how to write a good essay title:

1. A title must be interesting to attract readers. Readers have their own judgment of whether a title is interesting or not. Some of them are interested in a title because they need the information or are curious about it. Some others feel interested in something which is sinister, controversial bombastic, or provocative. There are also readers who are interested in something which is challenging, encouraging, or motivating. You yourself, as the writer, need to be interested in your title. Otherwise, you will not feel motivated to start writing, to find the resources, or to complete the writing of an essay based on your title.

Examples:

- a. Why Are Indonesias is Not Perfect in English? (arouses curiosity)
 - b. Celebrating Differences in an English Literature Class (arouses curiosity)
 - c. Students Hate Punctual Teachers (controversial)
 - d. Is the Pornography Bill Important? (controversial)
2. A title will attract more readers if it is about up-to-date topics. Readers often need the latest information. They do not want to be left behind without knowing new information which the title offers. Being up-to-date is not only related to science and technology, but also other aspects of life or study.

Examples:

- a. How to Combat Corruption in Indonesia (up-to-date)
- b. Marriage Life of Celebrities in Indonesia

- c. World Computer Expo in the Year 2010 (not in the past)
3. It is specific. A specific title helps readers to gain deeper and specific information. It also helps the writer to focus on the most accurate and appropriate information and to drop minor aspects or junk information.

Examples:

- a. The Dreams of Street Kids in Jakarta
 - b. The Life of National Disaster Volunteers
 - c. Some Games for Teaching Vocabulary to Young Learners
4. It is active and powerful. Being active reminds us of children who are restless to do something and who are full of ideas. A powerful title refers to the choice of words. The use of modal auxiliaries makes a title powerless. For example, consider the title: 'Academic Writing Assignments Can Drive Students Crazy'. This is a weak title because of the word 'can'. It does not convince the readers and it also shows that the writer is not confident enough. The title 'Academic Writing Assignments Drive Students Crazy' is more powerful and more convincing for the readers.

Examples:

- a. Smoking May Cause Cancer (not powerful)
- b. Smoking Causes Cancer (powerful)
- c. Online Game Addiction Can be Hazardous (weak)
- d. Online Game Addiction is Hazardous (convincing)

Exercise ;

Make other examples of deciding a topic and a title.

◆ **Reading Comprehension****__ DECEMBER 2001 __**

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

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

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

NEW VOCABULARIES

frigid (Adj.)	: dingin sekali
overcast (Adj.)	: cuaca mendung
precise (Adj.)	: tepat
crouching (V)	: meringkuk
unatoned sins (N phr.)	: dosa tak tertebus
crisp (Adj.)	: segar dan kering
hare (N)	: kelinci

ANSWER THE QUESTIONS!

1. How old was the writer in the winter of 1975?
2. How old was the writer when he wrote the story?
3. Who was Rahim Khan?
4. What did the writer do after getting the call from Pakistan?
5. Where did the writer stay?
6. Who was Hasan?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. One day last summer, my friend Rahim Khan called from Pakistan.
2. He asked me to come see him.
3. Standing in the kitchen with the receiver to my ear, I knew it wasn't just Rahim Khan on the line.
4. It was my past of unatoned sins.
5. After I hung up, I went for a walk along Spreckels Lake on the northern edge of Golden Gate Park.
6. The early-afternoon sun sparkled on the water where dozens of miniature boats sailed, propelled by a crisp breeze.
7. Then I glanced up and saw a pair of kites, red with long blue tails, soaring in the sky.

◆ Grammar Understanding

USING IF

If is often used to talk about situations that are true or contrary to fact in the future or in the past. Study the following form.

Situation (type)	If-clause	Result clause
True (type 1)	Simple present	Will/can + simple form Contrary-to-fact
In the future (type 2)	Simple past	Would/could + simple form Contrary-to-fact
In the past (type 3)	Past perfect	Would have/could have + Past participle

Example:

Type 1: If I find your wallet, I will tell you. If I find it, I'll tell you.

Type 2: If I found a wallet in the street, I would take it to the police.

Type 3: If I had found your wallet, I would have told you.

Exercise

Put the verb into the correct form.

Example:

They would be rather offended if I didn't go to see them. (not/go)

If you took more exercise, you would feel better. (feel)

1. If I was offered the job, I think I --- it. (take)
2. I'm sure Amy will lend you the money. I'd be very surprised if she ---. (refuse)
3. If I sold my car, I --- much money for it. (not/get)
4. A lot of people would be out of work if the factory ---. (close down)
5. What would happen if I --- that red button? (press)
6. Liz gave me this ring. She --- very upset if I lost it. (be)
7. Mark and Carol are expecting us. They would be

- disappointed if we ---. (not/come)
8. Would Tim mind if I --- his bicycle without asking him?
(borrow)
 9. If somebody --- in here with a gun, I'd be very frightened.
(walk)
 10. I'm sure Sue --- if you explained the situation to her.
(understand)

◆ Conversation

TALKING ABOUT FAMILY AND RELATIVES = BICARA TENTANG KELUARGA DAN PARA KERABAT.

1. Are you married?	Apakah kamu sudah menikah?
2. No, I'm not married. I'm still single.	Tidak, saya belum menikah. Saya masih sendiri.
3. Your niece is engaged, isn't she?	Keponakan perempuan kamu sudah bertunangan, kan?
4. My sister has been engaged for two months.	Saudara perempuan saya sudah bertunangan selama dua bulan.
5. My grandfather got married in 1921.	Kakek saya menikah dalam tahun 1921.
6. When is your grandparents' wedding anniversary?	Kapan hari ulang tahun pernikahan kakek-nenek kamu?
7. How long have they been married?	Sudah berapa lama mereka menikah?
8. They've been married for quite a few years.	Mereka menikah sudah ada beberapa tahun.
9. Who did George marry?	George menikah dengan siapa?
10. Do they have children?	Apakah mereka punya anak?
11. They had a baby last month.	Bulan yang lalu mereka punya bayi.
12. My son wants to get married in June.	Anak laki-laki saya mau menikah dalam bulan Juni.

13. They don't know when the wedding will be.	Mereka tidak tahu kapan pernikahan itu akan berlangsung.
14. Their grandchildren are grown up now.	Cucu-cucu mereka sekarang sudah besar.
15. She's a widow. Her husband died last year.	Dia seorang janda. Suaminya meninggal tahun lalu.

◆ Academic Writing

General Topics and Specific Topics

Write specific topics from the general topics given. Add your general topics for numbers 6 and 7, then specific ones too.

No.	Topic	
	General	Specific
1	Education	
2	Crime	
3	Pollution	
4	Sports	
5	Fashion	
6		
7		

LESSON 24

◆ Reading Comprehension

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

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

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

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

"Don't show off," I said.

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

Amy Tan

-The Joy Luck Club-

NEW VOCABULARIES

replace (V)	: menggantikan
burst (V)	: meledak
pride (N)	: kebanggaan
sesame (N)	: wijen
show off (V phr.)	: pamer

ANSWER THE QUESTIONS!

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

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. My father has asked me to be the fourth corner at the Joy Luck Club.
2. I am to replace my mother, whose seat at the mah jong table has been empty since she died two months ago.
3. My father thinks she was killed by her own thoughts.
4. She had a new idea inside her head.
5. The doctor said she died of a cerebral aneurysm.
6. My mother was supposed to host the next meeting of the Joy Luck Club.

◆ Grammar Understanding

USING WISH

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

Example:

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

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

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

Example: I wish I were you

We do not normally use would after wish:

Example:

I wish I had something to read. (not 'I wish I would have')

Sometimes wish ... would is possible ('I wish you would listen').

Exercise

Write sentences beginning I wish ...

Example:

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

I wish I knew more people.

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

◆ **Conversation**

TALKING ABOUT NEIGHBORS AND FRIENDS
= BICARA TENTANG TETANGGA DAN TEMAN-
TEMAN.

1. **Where did you grow up?** Kamu dibesarkan dimana?

2. **I grew up right here in this neighborhood.** Saya dibesarkan di sekitar sini.

3. My friend spent his childhood in California.	Teman saya menghabiskan masa kanak-kanaknya di California.
4. He lived in California until he was seventeen.	Ia tinggal di California sampai ia berumur tujuh belas tahun.
5. There have been a lot of changes here in the last 20 years.	Banyak terjadi perubahan disini dalam 20 tahun terakhir ini.
6. There used to be a grocery store on the corner.	Pernah ada toko keperluan sehari-hari di pojok jalan itu.
7. All of the houses have been built in the last ten years.	Semua rumah disana itu dibangun dalam 10 tahun terakhir ini.
8. They're building a new house up the street from me.	Mereka sedang membangun rumah baru di tanjakan jalan dari rumah saya.
9. If you buy that home, will you spend the rest of your life there?	Jika kamu beli rumah itu, apakah kamu akan menghabiskan sisa hidupmu disana?
10. Are your neighbors very friendly?	Apakah para tetangga kamu bersikap sangat bersahabat?
11. We all know each other pretty well.	Kami boleh dikatakan kenal baik satu sama lain.
12. A young married couple moved in next door to us.	Sepasang suami-istri muda usia pindah ke rumah disebelah rumah kami.
13. Who bought that new house down the street from you?	Siapa yang membeli rumah baru di turunan jalan dari rumahmu?
14. An elderly man rented the big white house.	Seseorang yang sudah agak tua menyewa rumah besar yang putih itu.
15. What beautiful trees those are.	Alangkah indahnya pohon-pohon disana.

◆ Academic Writing

CORRECT THE TITLES

The following titles have problems. Feel free to correct them and change them. Then, write your own versions, showing interesting titles which meet the criteria above. The first one is done for you.

1. UUD 45 Guarantees Freedom of Worship in Indonesia.
This is a sentence instead of a phrase because of the full stop at the end It should be written:
UUD 45 Guarantees Freedom of Worship in Indonesia
2. Respecting other's beliefs to Bring Peace Among Believers
3. Is death Penalty For Terrorists Inhuman
4. Prisons won't be Able to Accommodate Criminals if all are arrested
5. Divorces will Bring bad Impact on Children.
6. How a Golden mairiage Anniversary can be Celebrated
7. Your life is Only Meaningful When Others Need You
8. The Role of Indonesia foi peace in the Middle East
9. Should the Indonesian Government Implement a Regulation on Pornography ?
10. Busy People aie Able to Do More Activities than Other People do

◆ Reading Comprehension

THE ADVENTURE OF THE
THREE GABLES

I don't think that any of my adventures with Mr. Sherlock Holmes opened quite so abruptly, or so dramatically, as that which I associate with The Three Gables. I had not seen Holmes for some days and had no idea of the new channel into which his activities had been directed. He was in a chatty mood that morning, however, and had just settled me into the well-worn low armchair on one side of the fire, while he

had curled down with his pipe in his mouth upon the opposite chair, when our visitor arrived. If I had said that a mad bull had arrived it would give a clearer impression of what occurred.

The door had flown open and a huge negro had burst into the room. He would have been a comic figure if he had not been terrific, for he was dressed in a very loud gray check suit with a flowing salmon-coloured tie. His broad face and flattened nose were thrust forward, as his sullen dark eyes, with a smouldering gleam of malice in them, turned from one of us to the other.

"Which of you gen'l'men is Masser Holmes?" he asked.

Holmes raised his pipe with a languid smile.

"Oh! it's you, is it?" said our visitor, coming with an unpleasant, stealthy step round the angle of the table. "See here, Masser Holmes, you keep your hands out of other folks' business. Leave folks to manage their own affairs. Got that, Masser Holmes?"

"Keep on talking," said Holmes. "It's fine."

"Oh! it's fine, is it?" growled the savage. "It won't be so damn fine if I have to trim you up a bit. I've handled your kind before now, and they didn't look fine when I was through with them. Look at that, Masser Holmes!"

He swung a huge knotted lump of a fist under my friend's nose.

Holmes examined it closely with an air of great interest.

"Were you born so?" he asked. "Or did it come by degrees?"

It may have been the icy coolness of my friend, or it may have been the slight clatter which I made as I picked up the poker. In any case, our visitor's manner became less flamboyant.

Sir Arthur Conan Doyle

-Sherlock Holmes: The Adventure of the Three Gables-

NEW VOCABULARIES

abruptly (Adv.)	: dengan tiba-tiba
chatty (Adj.)	: suka mengobrol
bull (N)	: sapi jantan
comic (Adj.)	: gembira
sullen (Adj.)	: cemberut
malice (N)	: kebencian
languid (Adj.)	: tidak bersemangat

ANSWER THE QUESTIONS!

1. How was Holmes that morning?
2. Who was the visitor?
3. What did the visitor want?
4. How was Holmes reaction towards the visitor's act ?
5. What do you think was Holmes?

◆ Memorizing Sentences

Based on the text above, memorize sentences below and change to be another sentence using your own words ;

1. The door had flown open and a huge negro had burst into the room.
2. He would have been a comic figure if he had not been terrific,
3. He was dressed in a very loud gray check suit with a flowing salmon-coloured tie.
4. His broad face and flattened nose were thrust forward,
5. His sullen dark eyes, with a smouldering gleam of malice in them, turned from one of us to the other.

◆ Grammar Understanding

ERROR ANALYSIS

All of the following sentences contain errors. Find and correct the mistakes

1. Alaska is large than texas.
2. He have been here for two monthths.
3. Mary's dog was died last week.
4. Mr. Wong teach chinese at the university.
5. I am agree with you.
6. when I went downtown, I get lost.
7. my running shoes are more comfortable as my boots.
8. I saw a beauty picture.
9. I had a accident.
10. He is here since June.
11. Last night I very tired.
12. this is belong to me.
13. I am interesting in that subject.
14. We are not agree with him.
15. Goose are larger that ducks.
16. Ted lives with three other university student.
17. music consist of pleasant sound.

◆ Conversation

TALKING ABOUT FUTURE ACTIVITIES = BICARA TENTANG KEGIATAN MENDATANG.

- | | |
|---|--|
| 1. What time are you going to get up tomorrow morning? | Kamu besok pagi mau bangun jam berapa? |
| 2. I'll probably wake up early and get up at 6:30. | Saya mungkin akan terjaga dinihari dan bangun pada jam 6:30. |
| 3. What will you do then? | Lalu apa yang akan kamu lakukan? |
| 4. After I get dressed, I'll have breakfast. | Setelah saya berpakaian, saya akan sarapan. |

5. What will you have for breakfast tomorrow morning?	Kamu akan makan apa untuk sarapan besok pagi?
6. I'll probably have eggs and toast for breakfast.	Untuk sarapan mungkin saya akan makan telur dan roti panggang.
7. After breakfast, I'll get ready to go to work.	Setelah sarapan, saya bersiap-siap berangkat kerja.
8. I'll leave the house at 8:00 and get to the office at 8:30.	Saya akan berangkat meninggalkan rumah pada jam 8:00 dan sampai di kantor jam 8:30.
9. I'll probably go out for lunch at about 12:30.	Saya mungkin akan pergi ke luar makan siang sekitar jam 12:30.
10. I'll finish working at 5:30 and get home by 6 o'clock.	Saya akan selesai kerja pada jam 5:30 dan sampai di rumah menjelang jam 6:00.
11. Are you going to have dinner at home tomorrow night?	Apakah kamu akan makan malam di rumah besok malam?
12. Do you think you'll go to the movies tomorrow night?	Apakah kamu berpikir akan pergi menonton film besok malam?
13. I'll probably stay home and watch television.	Saya mungkin akan tinggal di rumah dan menonton televisi.
14. When I get sleepy, I'll probably get ready for bed.	Bila saya mengantuk, mungkin saya akan siap-siap untuk tidur.
15. Do you think you'll be able to go to sleep right away?	Apakah kamu pikir kamu akan dapat segera pergi tidur?

◆ Academic Writing

WRITE YOUR OWN TITLES

Write 5 essay titles which you think will attract other people. Then, ask your friends if they think the title is interesting.

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

LIST OF IRREGULAR VERBS

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

LIST OF IRREGULAR VERBS

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

LIST OF IRREGULAR VERBS

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

LIST OF IRREGULAR VERBS

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