

HOW TO LEARN ENGLISH EFFECTIVELY

by following these simple rules by
TheUsefulEnglishPage.com

STUDY PHRASES, NOT WORDS



This helps to make words stick in the brain. It's not easy to remember words, and as it often isn't your first language, that if you hear these words a number, they're bound to stay in your mind forever.

DON'T STUDY GRAMMAR

it does do your progress!

Use your phrases, unless you really need them. You can learn grammar, but it's not the best way to learn. You can learn grammar, but it's not the best way to learn. You can learn grammar, but it's not the best way to learn.

LEARN WITH YOUR EARS



Place your ear to listen those words. You can learn grammar, but it's not the best way to learn. You can learn grammar, but it's not the best way to learn. You can learn grammar, but it's not the best way to learn.

STUDY ENGLISH DEEPLY



LEARN GRAMMAR BY POINT-OF-VIEW



Listen to short stories that are told in various ways. Sometimes they may sound silly, but thanks to this, they become easier to remember.

SEARCH FOR AUTHENTIC MATERIALS



LISTEN AND ANSWER



You should answer the questions asked by the teacher instead of mindlessly repeating his words. If you practice listening with a partner or a video, pause it every 10 - 20 seconds and reproduce what has been said.

IMPROVING ENGLISH SKILLS (INTERMEDIATE LEVEL)



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IMPROVING ENGLISH SKILLS

Intermediate Level

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PREFACE

Purpose of the Course Book

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

Course Book Components

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

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

1. Unit Introduction

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

2. Expression examples

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

3. Reading texts and reading comprehension questions

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

4. Brain box and exercises

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

5. Listening

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

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

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UIN SUNAN AMPEL
S U R A B A Y A

Unit 1

Family Life

Introduction

Family and friends are two things that always surround us on regular basis. We cannot separate our lives from their existence. Therefore, being able to express and talk about them in English is necessary. This unit offers learning materials and activities related to family life and friends. Students will be able to understand common phrases and vocabulary to talk about family and friends. They will learn how to ask and answer questions using correct and appropriate question words. Several new verb-collocations about friendship will also be introduced to enrich and expand their vocabulary.

Language Functions

- Introductions & responses
- Asking for information

Grammatical Features

- Hi, I'm Novi, and this is Silvy, my little sister.
- Do you know (Silvy)?
- Nice to meet you.
- It's nice to see you here.
- We've met before, haven't we?
- I'm sorry, I've forgotten your name
- Who are they?
- Is she your sister?
- Are you married?

Key Vocabulary & Useful Phrases

- Family :*sibling, daughter, husband, wife, mother-in-law, cousin, niece, uncle, aunt, son-in-law, grandfather, granddaughter, etc.*
- Friends :*colleague, neighbor, best friend, close friend, roommate, classmate, etc.*
- Verb collocations (friendship): *get along with, make a friend, keep in touch.*



UIN SUNAN AMPEL
S U R A B A Y A

How many siblings do you have?



Lesson 1: Vocabulary - Family & Friends

Match the words in the left column to the definitions in the right column!

No.	Words	Definitions
1	Best friend	A person who live very near to your house
2	Colleague	A friend occupying the same room with you
3	Cousin	Your parents' children
4	Grandfather	A person you work with
5	Roommate	Your closest friend
6	Mother-in-law	Your aunt's or your uncle's child
7	Neighbor	Your mother's or your father's brother
8	Sibling	Your parents' father
9	Uncle	Your children's mother
10	Wife	Your wife's mother

Lesson 2: Speaking

Introduce yourself to your friends sitting next to you. Tell them about your family members as well as relatives that you often visit.

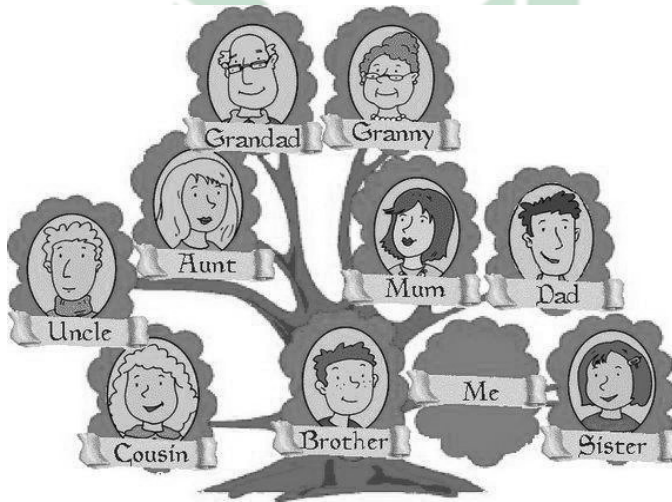
Lesson 3: Writing & Speaking

Work in pairs. Write the names of three people who are important to you. Then, tell your partner as much as possible about these people. You can follow the activity by having questions and answers about these people.

For example:

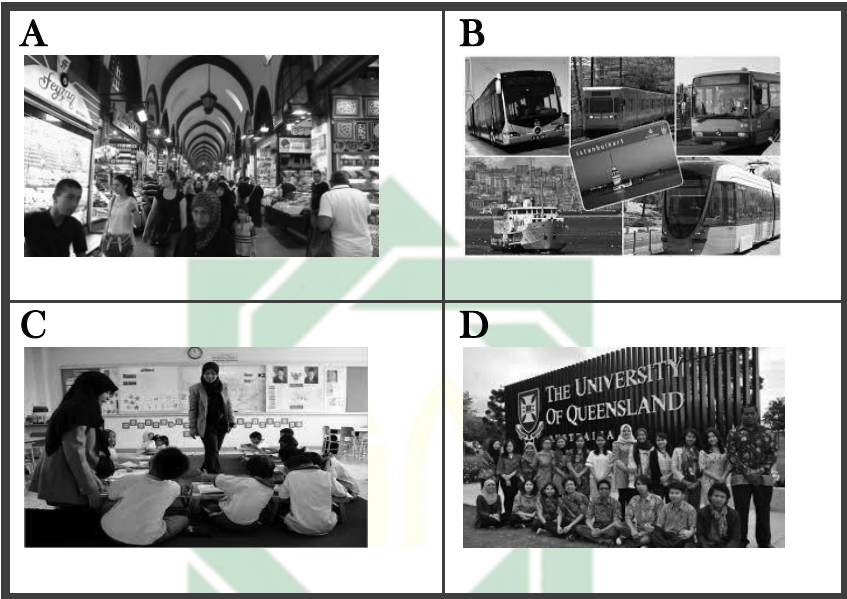
Bagus is my best friend. His house is close to mine. We always go to school together by motorcycle. He's smart and handsome, but he's a shy boy. He never

Write your sentences here:



Lesson 4: Reading Comprehension

Read the article 'Blending Family'. And match the pictures A-D to the stories.



Blending Family

Karina was born in 1980 in a small and beautiful village in the north of Surabaya city, East Java. Her mother worked as a teacher in Islamic Junior High School and her father was a car mechanic. He worked in his own workshop near his house. Therefore, he didn't have to travel to get to his workplace. Every morning at around 06.00 a.m., Karina and her mother left their house to go to school by motorcycle. She dropped her mother at her workplace and then continued her trip to Surabaya. It took for about 45 minutes to reach her campus.

Karina was a student in one of state universities in Surabaya. She studied in English department and graduated from the university in 2002. A year after her graduation, she got a fully funded scholarship to continue her postgraduate study in Australia.

When she studied at the University of Queensland, she met her future husband, Omer Mumtaz, for the first time. Omer was an international student from Turkey and he was Karina's classmate. The couple got married in 2006 and lived happily for three years in Karina's hometown. When they had their first daughter, LilianaGuzela, they decided to move and live in Istanbul Turkey.

Istanbul is the second most populated city in Europe. Safety is priority in Istanbul. It is not very safe in the night though, just like other big cities in the world. But it's a very nice and well-developed city. Transportation system is very advanced and convenient in Istanbul. There are buses, minibuses, trams, sea taxis, ferries, and subways. Taxi is relatively cheaper than it is in most metropolitans. People could do just fine in Istanbul without owning a car.

Generally speaking, Istanbul is the perfect combination of old and new, rich and poor, historic and futuristic. The people are great; everyone everywhere is helpful and open-minded. Neighbors look out of one another, and people on the streets generally stop any kind of rude or aggressive behaviors. In Turkey, there is always a hero in the crowd. People are brave enough to step up and speak out to help the weaks or the offended ones. Karina and her husband are very blessed and lucky to have a blending family, a combination of different cultures and family backgrounds.

Lesson 5: Reading Comprehension

Read the passage again and answer the following questions!

1. Where was LilianaGuzela born?
2. Where did Karina's mother work?
3. Where is Karina's husband from?
4. Is Karina's husband's a car mechanic?
5. When did they get married?
6. How's the transportation system in Istanbul?
7. Is taxi in Istanbul more expensive than it is in most metropolitan cities?
8. Is Istanbul multicultural city?
9. What are Istanbul people like?
10. How does Karina feel about her family now?

Lesson 6: Brain Box – Grammar: questions with verb *to be* (*am, is, are*) or *does/do* and *Wh*-questions

Kinds of Questions	
<p>There are two kinds of questions in English: question with verb <i>to be</i> (Yes/No questions) and question with <i>Wh/How</i>-question (statement questions).</p>	
Questions with verb <i>to be</i> (<i>am, is, are</i>) or <i>does/do</i> (Yes/No Questions)	Questions with <i>Wh/How</i> -questions (Statement questions)
<ul style="list-style-type: none"> ➤ Yes/No question is a question that requires a short answer started with Yes/No. ➤ We make Yes/No questions by putting <i>the verb to be</i> or <i>do/does</i> before the subject. ➤ Examples: <ul style="list-style-type: none"> • <i>Is</i> she your mother? Yes, she is/ No, she isn't. • <i>Are</i> they your friends? Yes, they are/ No, they aren't. • <i>Do</i> you live in a big city? Yes, I do/ No, I don't. • <i>Does</i> your father work in a school? 	<ul style="list-style-type: none"> ➤ Statement question is a question that requires a clear explanation of something or facts being asked. ➤ We make statement question by putting the <i>Wh/How question word</i> before the verb. ➤ Examples: <ul style="list-style-type: none"> • <i>What</i> is your daughter's name? Her name's LilianaGuzela. • <i>How</i> is she like? She's cute and beautiful. • <i>Where</i> do you live? I live in Gresik, East Java. • <i>What</i> do you do after

Yes, he does/ No, he doesn't.	school? I help my mother with cooking and study my lessons afterwards.
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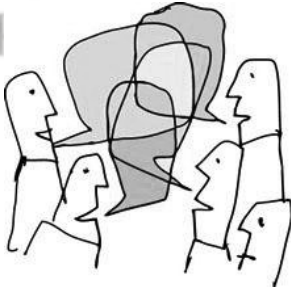
Lesson 7:

Match the questions on the left side with the correct short answers on the right side.

- | | |
|-----------------------------------|--------------------------------|
| 1. Are you married? | a. Yes, I do. |
| 2. Do you live with your parents? | b. No, I'm not. |
| 3. Is your mother a good cook? | c. I was born in 1990. |
| 4. What time do you go to school? | d. Yes, she is. |
| 5. When were you born? | e. I go to school at 6.30 a.m. |
| 6. Do you have a blending family? | f. No, he isn't. |
| 7. How old is your little sister? | g. No, I don't. |
| 8. Is your family from this town? | h. He works in a company. |
| 9. Where does your father work? | i. She's twelve years old. |
| 10. Is your father a journalist? | j. Yes, it is. |

Lesson 8: Speaking

Practice the questions and answers from Lesson 7 with your partner. You can take turn one after another and may add or make some changes to the questions and answers that are appropriate to your real information!



Lesson 9: Vocabulary – Verb collocations (Friendship)

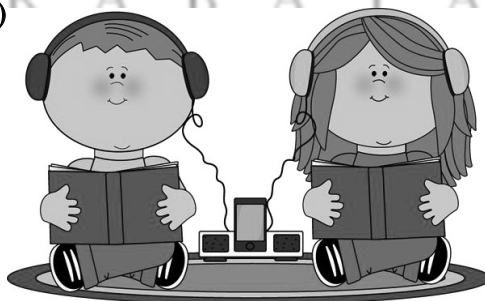
Match the collocations with their correct meanings in Indonesian

English	Indonesian
1. Make a friend	a. Mempunyaibanyakkesamaan
2. Get on/ along well with	b. Tetapberkomunikasi
3. Keep in touch	c. Berteman/ bersahabat
4. Has/ have a lot in common	d. Salingbertemu
5. See each other	e. Berteman/ berhubunganbaik (akrab)

Put the text in the correct order	
	each other very often, but we keep
	good friends. We come from similar
1	David is one of my oldest
	backgrounds and we have a lot
	friends. We were at college together. We didn't get
	in common. He lives in Spain now, so we don't see
	in touch by phone and email.
	on well at first, but later we became

Lesson 10: Listening – Listen to the recording (U1-1.2) to check your answers!

(The audio was taken from: Philip Kerr. 2005. *Straightforward Pre-intermediate*. Pg. 8)



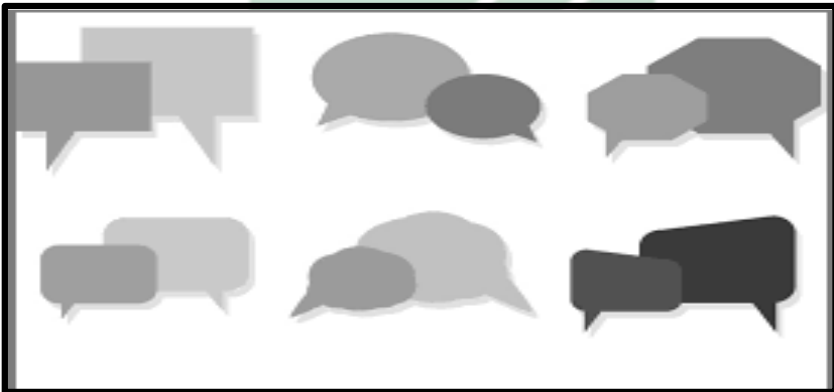
Lesson 11:

Complete the questions with a correct word of verb collocations from Lesson 9.

1. What kinds of people do you _____ on well with?
2. How often do you and your best friend _____ each other?
3. Do you _____ a lot in common with your sister? What?
4. How do you _____ in touch with friends in other towns or countries?
5. Do you like _____ friends with any new comers in you surrounding?

Lesson 12: Works in pairs – Act the questions out!

Ask and answer the questions in Lesson 11.



Unit 2

School Days

Introduction

This unit focuses on languages used for telling stories in the past. It emphasizes on the stories from the school days. Students will be introduced to some of regular and irregular verbs to express activities in the past.

Language Functions

- Telling stories about school days
- Recalling memories from the past

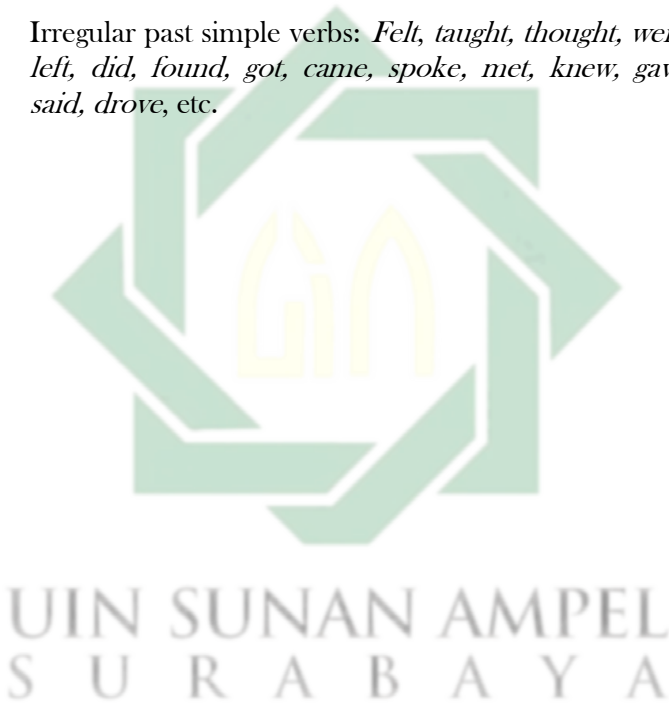
Grammatical Features

- My favorite subjects were English, Science, and Islamic History.
- I used to go to school on foot everyday.
- I was never interested in Mathematics and Physics.
- I was never worried about my grades.
- What did you like to do with your friends after school?
- Did you like your school days? Why and why not?

Key Vocabulary

- Levels of education: *Kindergarten, Junior high school, Senior high school, Islamic boarding school, College, University, Vocational school, Undergraduate study, Postgraduate study.*
- School facilities: *Language laboratory, School health center, Computer room, Cafeteria, Sport center, Students dormitory, Internet access, Library.*

- Adjectives + preposition: *Interested in, fond of, keen on, terrible at, good at, bored with, afraid of, and worried about.*
- Regular past simple verbs: *Worked, hated, learned, loved, talked, listened, tried, cried, studied, enjoyed, stayed, etc.*
- Irregular past simple verbs: *Felt, taught, thought, went, left, did, found, got, came, spoke, met, knew, gave, said, drove, etc.*



What did you like when you were a schoolchild?



Lesson 1: Speaking – Work in pairs.

Tell your school days with your partner about the following things:

- Your favorite subjects
- Your favorite activities
- Your favorite teacher
- Your best friend at school

You can begin your story with these phrases:

- *My favorite subjects were*
- *I used to like having activities likeand But now I don't like them anymore, because*
- *One of my favorite teachers when I was at school was I liked him/her because*
- *When I was at Junior high school, I had a best friend named*

Lesson 2: Listening (U2-1.16 – 1.18)

adapted from: Philip Kerr. 2005. *Straightforward Pre-intermediate*. Pg. 16.

Listen to three people talking about their school days. Match the speakers 1-3 to the topic a-d below!

- a) My favorite subject (Speaker _____)
- b) My favorite teacher (Speaker _____)
- c) My best friend (Speaker _____)
- d) My problems at school (Speaker _____)

Lesson 3: Vocabulary - Adjectives with prepositions

Change the bold adjectives in the sentences with their meanings in the box! Number 1 has been done for you.

Extremely unpleasant (__)	Having poor quality (<u>1</u>)	
Lacking interest (__)	Feeling fear/ frightened (__)	
Like (__)	Having concern (__)	Smart (__)
Having/showing enthusiasm (__)	Feeling upset/ anxiety (__)	

1. I was **bad at** Mathematics when I was in junior high school.
(**Bad at** = having poor quality)
2. I was **bored with** my school days.
3. I was **interested in** science and technology.
4. I was **worried about** my grades.
5. I was **keen on** reading and writing literatures.
6. I was **afraid of** speaking in front of public.
7. I was **fond of** my English and Arabic teachers.
8. I was **terrible at** being punctual for school.
9. I was **good at** English and social sciences.

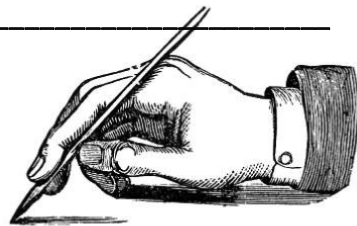
Lesson 4: Speaking & Writing Activities

Think about your experience of your school days. Write and make some changes to the sentences in Lesson 3 so that they are true for you. Tell your friends about them afterwards!

Write down your sentences in the spaces below:

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

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Lesson 5: Brain Box - Grammar: Past simple - Regular & Irregular Verbs

Past simple	
<p>We use <i>past simple</i> to talk about past actions (activities) and states; The actions and states are done and finished. For examples:</p> <ul style="list-style-type: none"> • I graduated from school in 2014. Then I went to University in 2015. • I liked rock music when I was in senior high school. 	
Time expressions for past simple	
<p>We usually use a time expression in past simple sentences. For examples: <i>yesterday, two days ago, last month, last year, in 1997</i>, etc.</p> <ul style="list-style-type: none"> • I met Linda in campus two days ago. • I went to Jakarta in 2012, but I didn't go to Monas. 	
Regular & Irregular past simple verbs	
Regular verbs	Irregular verbs
<p>We usually add <i>-ed</i> to the infinitive verbs in the affirmative/ positive sentences. For examples:</p> <ul style="list-style-type: none"> • <i>Talk</i>→<i>talked</i> • <i>Hear</i>→<i>heard</i> • <i>Paint</i>→<i>painted</i> • <i>Learn</i>→<i>learned</i>, etc. 	<p>There isn't any specific rule to form irregular past simple verbs. You have to know or recognize the changes considerably and learn them by heart.</p> <ul style="list-style-type: none"> • <i>am/is, are</i>→<i>was, were</i> • <i>do/ does</i>→<i>did</i> • <i>eat</i>→<i>ate</i>; <i>take</i>→<i>took</i> • <i>go</i>→<i>went</i>; <i>see</i>→<i>saw</i>; etc.

Three exceptions of forming regular past simple verbs:

1. When the verb ends in *-e*, we add *-d*.
Examples: *like*→*liked*; *love*→*loved*; *live* → *lived*
2. When the verb ends in *-y* after a consonant, we change the *-y* to *-ied*.
Examples: *cry*→*cried*; *try*→*tried*; *study*→*studied*
3. When the verb ends in a consonant, we double the consonant before adding *-ed*.
Examples: *plan*→*planned*; *stop*→*stopped*;

Negative & Interrogative Sentences in past simple form:

1. We make negative sentences by adding *didn't (did not) + infinitive verb*.
Example: I *didn't want* to leave you
2. We make questions by adding *did + subject + infinitive verb*.
Example: Where *did you go* yesterday?
Did you go to school yesterday?

Lesson 6:

Complete the following conversations with correct past simple verbs in the brackets

Conversation 1:

- A : When (1) you graduate from? (do)
B : I (2) from Islamic senior high school in 2015.
(graduate)
A : What did you (3) from that school? (like)

B : The teachers (4) excellent and professional. They (5) their students and (6) us what to do wisely. (are; love; teach)

Conversation 2:

A : What (7) your favorite subject when you're in high school? (is)

B : I (8) social sciences very much. I (9) foreign languages very well. I (10) good marks for those entire subjects. (like; learn; get)

A : Why did you like learning languages? What was so interesting about it?

B : I (11) it was so great because different languages come with different cultures and (12) me to different countries as well. (think; bring)

Conversation 3:

A : Did you enjoy your school days?

B : No, I (13) not. Not really (14) many friends because my family didn't stay long in one place. We had to move from one place to another to suit my father's job. I (15) one school after sixth months. (do; have; leave)

Lesson 8: Pronunciation - Irregular past simple verbs

Underline the word in the groups 1 -4 below which has a different sound from the other words in the group!

1. Bought - caught - found - thought
2. Came - gave - made - said
3. Broke - drove - lost - spoke
4. Felt - knew - met - went

Lesson 9: Listening -

Listen to the recording (U2-1.22) to check your answers!

*(The audio was taken from: Philip Kerr. 2005. **Straightforward Pre-intermediate**. Pg. 19)*

Unit 3

Urban Vs. Rural Life

Introduction

People often compare two things be it intentionally or unintentionally. They like to compare what they have such as, their belongings, behaviors, conditions or even their physical appearances with other people. For instance, people who live in big cities tend to compare their live with those who live in the rural areas; they like to compare the weather in the city and the weather in the countryside; compare their ways of life or even their styles and behaviors. Hence, it is important to learn the language of comparison in English. In this unit, students will learn how to express comparison, similarities, and differences. Students will also learn how to form comparative and superlative adjectives correctly.

Language Functions

- Comparing between the two things
- Expressing similarities & differences

Grammatical Features

- Comparative adjectives
The weather in the city is **hotter than** in the country.
Living in the city is **more dangerous** than in the country.
The neighborhood in the country is **quieter than** in the city.
People in the country are **friendlier** than those in the city.

- Superlative adjectives
The biggest temple in Indonesia is Borobudur Temple.
The most expensive car is Lamborghini.
The fastest public transportation is airplane.

Key Vocabulary

- City and country life: *high-rise buildings, river, bridge, mosque, garden, house, statue, shop, forest*
- Weather, climate & seasons: *cloud, thunder storm, sunny, rainy, warm, cold, hot, windy, snowy, semi-arid, desert, dry*
- Adjectives of place and situation: *dirty, clean, big, small, fast, dangerous, noisy, modern, unfriendly, expensive, cheap, slow, friendly, quiet, old, safe*



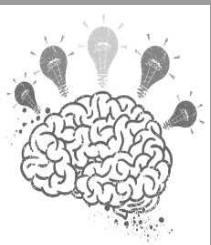
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City Life Vs. Country Life



Lesson 1: Brainstorming – Urban Vs. Rural Life

Work in pairs – Think about adjectives to properly describe about urban and rural live. An example has been done for you and put the rest of your answers in the correct columns.

	City Life	Rural Life
	Crowded;	Spacy;

Lesson 2: Speaking

Interview one or two of your friends to get their ideas about living in the city and the rural area. You can refer to language notes to express your ideas.

Examples:

Q : *What do you think about living in a big city?*

A : *It's more expensive, I don't really like it!*

Q : *What about the public transportations?*

A : *Of course, public transportations in cities are more comfortable than in small*

Brain Box - Comparative and Superlative adjectives

Comparative adjectives

We can compare the two things by following these patterns:

- (1) Adding “-er than” at the end of one or two syllables-adjectives.

Examples:

- A motorcycle is faster than a bicycle.
- Buildings in the city are bigger than those in the countryside.

- (2) Adding “more than” for adjectives with more than two syllables.

Examples:

- Living in the city is more expensive than in the countryside.
- Transportations in big cities are more punctual than those in the small cities.



Superlative adjectives

If we want to say that a thing is super and no comparison for it, we can use these patterns:

- (1) Adding “-est” at the end of one or two syllables-adjectives and put “the” in front of the adjectives.

Examples:

- A plane is the fastest public transportation ever.
- Istiqlal is the biggest mosque in Jakarta.

- (2) Adding “the most” in front of adjectives with more than two syllables.

Examples:

- Adriana is the most beautiful girl in the class.
- Jakarta is the most modern city in Indonesia.

Exercise 1: Complete the conversations below with correct form of comparative adjectives!

1. X: Is Surabaya _____ than Jakarta? (big)
Y: Yes, Jakarta is much _____. (small)
2. X: The air in the city is _____ in the country.
(dirty)
Y: Yes, you can feel the air _____ in the country.
(clean)
3. X: Do you think that living in the city is _____ than in the country? (safe)
Y: No, I don't think so. I think living in the city is _____. (dangerous)
4. X: I like living in the country because I can buy anything much _____. (cheap)

Y: Yeah, I agree with you. Living in the country is much _____ . (expensive)

5. X: Living in the country is _____ in the city. Everybody now is using technology to help their work. (fast)

Y: You can say that again. People in my country still do everything traditionally. So, it is much _____ than in the city. (slow)

Exercise 2: Complete these sentences with correct form of superlative adjectives!

1. What is the _____ high-rise building in the world? (tall)
 - a. BurjKhalifa, Dubai
 - b. Shanghai Tower, Shanghai
 - c. Abraj Al-Bait Tower, Mecca

2. What is the _____ river in the world? (long)
 - a. Yellow River, China
 - b. Nile, Africa
 - c. Amazon, South America

3. What is the _____ mosque in the world? (old)
 - a. Al-Aqsa Mosque, Palestine
 - b. Huaiheng Mosque, China
 - c. Masjid Al- Haram, Saudi Arabia

4. What is the _____ city in the world? (dangerous)
 - a. Cape Town, South Africa
 - b. Caracas, Venezuela
 - c. New Orleans, U.S.A

5. What is the _____ place in the world? (cold)
 - a. Vostok, Antarctica
 - b. Eismitte, Greenland
 - c. Oymyakon, Russia

6. What is the _____ statue in the world? (high)
 - a. Statue of Liberty, USA
 - b. Great Buddha of Thailand, Thailand
 - c. Spring Temple Buddha, China

Lesson 3: Listening (U3-3.1) - Weather Forecast

(The audio was taken

from:<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/weather-forecast>)

Complete the sentences below while you're listening to the recording!

1. Welcome to the _____ forecast. Now, let's see what the weather is like today.
2. In the north of the country it's very _____ and _____. There is a chance of some rain, too.
3. The _____ is around 10 degrees centigrade.
4. In the east it's _____ all day today. I'm afraid. There may be a _____ in the afternoon. The temperature is a bit higher, at around 13 degrees.
5. In the west and middle of the country the weather is _____ but _____.
6. The south of the country has the best weather today. It's cloudy most of the time but _____ this afternoon.

Lesson 4: Vocabulary – Adjectives of Climates and Weathers

Exercise 1: *Arrange the jumbled words by finding their correct definitions 1- 8 below the box!*

- a) ldoc b) tosym c) nynus d) yogfg
- e) yanir f) marw g) yinwd h) synwo

1. A fairly or comfortably high temperature = _____
2. A low temperature = _____
3. Bright weather full of sunlight = _____
4. Having a great deal of rainfall = _____
5. A weather characterized by strong winds, thunder, rain, and lightning = _____
6. A weather characterized by a strong wind = _____
7. A weather characterized by snowfalls = _____
8. A weather full of thick and dark cloud = _____

Exercise 2: Match the adjectives from Lesson 2 with the correct pictures below!

	
1. _____	2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

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Lesson 5: Brain Box –Expressing Similarities and Differences

There are many ways to express similarities and differences in English. The following are examples of various sentences used to express similarities and differences:

Similarities	Differences
(1) We can use adjectives	
My idea and your idea are the <u>same</u> .	My shoe size and yours are <u>different</u> .
These houses are <u>alike</u> .	This building and that building are <u>unlike/not alike</u> .
These houses are <u>similar</u> .	These buildings are <u>dissimilar</u> .
(2) We can use adverbs	
These two essays are written <u>similarly</u> .	This building is built <u>differently</u> from that building.
(3) We can use prepositions	
This house <u>is like</u> my house in the city.	The buildings big cities are <u>unlike</u> those in the countryside.
(4) We can use adjective/ verb/ noun phrases	
The weather in the city is <u>as hot as</u> the weather in the countryside.	The weather in the countryside is <u>not as hot as</u> the weather in the city.
This house <u>looks like</u> that one in the city.	
This book has <u>the same outline and layout as</u> the previous one.	Modern people have <u>different way of thinking from</u> traditional people.
(5) We can use paired conjunction	
<u>Both</u> this building <u>and</u> that building are new.	This building <u>in contrast to</u> that building is new.
<u>Neither</u> this building <u>nor</u> that building is new.	This building is new <u>in contrast to</u> that building which is old.

<p>(6) We can use transition words (<i>similarly, likewise, whereas/ while, on the contrary, in contrast</i>) with a coma after it to begin a sentence.</p>	
<p>The weather in the city is unpredictable. <u>Similarly</u>, the weather in the countryside is always changing.</p>	<p>The housing in big cities is crowded. <u>In contrast</u>, the one in the countryside is spacy.</p>
<p>People in big cities are friendly. <u>Likewise</u>, people in the rural area are sociable and pleasant.</p>	<p><u>While</u> people in the city are always busy, people in the countryside are more relaxed.</p>

Exercise 1: Circle the word that best completes the sentences to express similarities and differences!

1. Food in North Sumatra is different (to, from) food in South Sulawesi.
2. The climate in Indonesia is similar (as, to) the climate in Malaysia.
3. (Both, as well as) East Java and Central Java have “Joglo” as the typical of traditional house.
4. The department stores in this city are (alike, like).
5. The air in the village is (different, differently) from the air in the city.
6. The climate in the monsoon season is (similar, same) in Jakarta and Surabaya.
7. Neither Bali (nor, or) Madura has railway.
8. Friendly people are outgoing and pleasant. (In contrast, likewise), hostile people are intimidating and judgmental.

9. (As, while) Javanese women wear Kebaya, Papua women do not.
10. Some people think that watermelon is always red. (On the contrary, similarly) the watermelon is also yellow.

Lesson 6: Reading Comprehension

Read the text below and answer the questions.

Australia



Australia is the continent in the south-east of Indonesia. Its neighboring countries include Indonesia, Papua New Guinea and East Timor to the north, the Solomon Island and Vanuatu to the north-east, and New Zealand to the south-east. It is one of the wealthiest country in the world, with the world’s 12th largest economy. There are 24 million people who mostly populate in eastern states and on the coast. For about 50,000 years ago, Australia was inhabited by indigenous Australians who spoke approximately 250 languages.

Australia has six states, they are New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia. Also, it has two major mainland territories, they are the Australian Capital Territory and the Northern Territory. It has various landscapes due to its size, they are tropical rainforests in the north-east, mountain ranges in the south-east, south-west and east, and dry desert in the center. It is the flattest continent, with the oldest and least fertile soils. Moreover, the largest portion of land is dominated by desert or semi-arid land. Also, it is the driest inhabited continent which the annual rainfall averaged over continental area is less than 500 mm.



Recently, the highest percentage of Australian immigrants are dominated by English (36.1%) and the lowest are Dutch (1.7%). The Indigenous population, Aborigines and Torres Strait Islanders, was counted at 548,370 (2.5% of the total population) in

2011. Although, Australia has no official language, Australian English is the language used by the majority of its population. Additionally, vegemite, pavlova, lamingtons and meat pies are regarded as iconic Australian foods. Australian wine is produced mainly in the southern, cooler parts of the country.

Taken from <https://en.wikipedia.org/wiki/Australia>

Exercise 1: Answer these questions based on the text above!

1. Which country that is located in southeast of Australia?
2. Why is Australia called as one of the wealthier country in the world?
3. Where are people mostly inhabited?
4. How is the landscape of Australia?
5. Why is Australia called as the driest populated continent?
6. What is the type of land that dominates the largest portion of Australia?
7. What is the highest and lowest proportion of Australian immigrant?
8. Do Aborigines and Torres Strait Islanders has a big percentage of the total population?
9. Mention the popular food in Australia!
10. Where is Australian wine manufactured?

Lesson 7: Speaking

Tell to your partner about your town or country based on these questions!

Name of the Town/Country	Question
Population	How many people live there? (crowded, quiet, busy)

Location	How far is it from the sea, the park, the capital, or the border? (north, south, east, west)
Landscape	Are there mountains, hills, forests, lakes, rivers, beaches?
Weather	What are the average, minimum, and maximum temperatures? (cold, cool, warm, hot, windy, sunny, snowy, rainy)
Public Transport	What is the public transport like? (trains, buses, cycle paths)
Tourist Attractions	Is the town famous? Are there any famous sights, places, buildings, museums, galleries?
Things to Do	Where can you go? (parks, theaters, cinemas, museums, department stores)
Cost	How much is a portion of meal, a cup of coffee, a local bus ride, renting or buying accommodation?



Unit 4

Sports & Leisure

Introduction

Talking about sports and leisure is interesting for students. They can share with their friends about favorite activities, the way they spend their leisure time and any other accomplishments that they possibly do for leisure. This unit focuses on how to say various kinds of sports with the special verbs (*play, go, or do*). Also, students will learn about simple present tense and present progressive tense. By the end of this unit, students are expected to recognize different kinds of sports and tell their leisure activities through various tasks of listening, reading, writing and speaking with their friends.

Language Functions

- Expressing interest
- Talking about priorities

Grammatical Features

Simple Present Tense

- (+) Anto does taekwondo every Sunday morning.
- (-) Anto does not do taekwondo every Sunday morning.
- (?) Does he do taekwondo every Sunday morning?

Present Progressive Tense

- (+) Sinta is going canoeing with her friends right now.
- (-) Sinta is not going canoeing with her friends right now.
- (?) Is Sinta going canoeing with her friends right now?

Key Vocabulary

- Kinds of sports and leisure activities: *golf, gymnastics, canoeing, volleyball, tennis, karate, hiking, cycling, soccer, archery, boxing, swimming, basketball, surfing, martial arts, judo, and jogging.*
- Verbs of sports: *play, go, do, shoot, trot, dive, punch, wrestle, run, lift, fence, sail, sprint, dribble, serve, and ride.*
- Adverbs of frequency: *all the time, always, every day, every month, every week, never, often, rarely, sometimes, usually, most of the time, now, at present, at the moment, right now, and today.*



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Sports & Leisure



Lesson 1: Vocabulary of Sports

Choose and write the correct name of sports for each picture in the boxes!

Golf	Gymnastics	Canoeing	Volleyball
	Tennis	Karate	Hiking
Cycling	Soccer	Archery	Boxing
	Swimming	Basketball	Surfing Kung Fu



1. _____



2. _____



3. _____












4. _____



5. _____



6. _____

 <p>7. _____</p>	 <p>8. _____</p>	 <p>9. _____</p>
 <p>10. _____</p>	 <p>11. _____</p>	 <p>12. _____</p>
 <p>13. _____</p>	 <p>14. _____</p>	 <p>15. _____</p>

Lesson 2: Verbs for Sports

There are particular verbs attached to certain type of sports

<p>Do</p>	<p>We use 'do' if:</p> <ul style="list-style-type: none"> • The sport is type of martial arts (karate, judo) • You can do the sport in group <p>Examples: <i>do yoga, do taekwondo, etc.</i></p>
<p>Go</p>	<p>We use 'go' if:</p> <ul style="list-style-type: none"> • The sport is noun ending with “-ing” • You can do the sport alone <p>Examples: <i>go jogging, go cycling, etc.</i></p>

Play

We use 'play' if:

- The sport is noun
- The sport is competitive (you play it to win)

Examples: *play football, play tennis*, etc.

Exercise 1: *Put the correct sport names from Lesson 1 in the right column, there are five sport names for each column!*

Do	Go	Play

Exercise 2: *Complete these sentences with 'Play', 'Go', or 'Do'!*

1. He always _____ jogging every morning with his wife.
2. This summer, Tim is going to _____ horseback riding.
3. Sonya often _____ aerobics in the gymnastic center.
4. We like to _____ snowboarding, even though it is still difficult for us.
5. Where do you usually _____ badminton?
6. You can _____ yoga at IALF Bali every Saturday morning. It is free of charge.
7. Boys like to _____ soccer after school.
8. Learning how to _____ karate well takes a lot of time.



Lesson 3: Listening (U4-4.1) – Sport Club

(The audio was taken

from: <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/free-time>)

Exercise 1: *Fill in this registration form while you're listening to the tape.*

BROWNTON SWIMMING POOL REGISTRATION FORM	
Name:	Tyrone
Surname:	1. _____
Age:	2. _____
Interested in (sport):	3. _____

Exercise 2: *Listen again to the tape (U4-4.1) and decide whether the statements below are True (T) or False (F).*

1. There are four different age groups that play water polo.
2. Tyrone wants to join the under 14s club.
3. The under 16s water polo team train three times a week.
4. The under 16s train on Monday and Thursday.
5. Water polo matches are played on Saturdays.
6. You have to pay to join the water polo classes for under 18s.
7. You need to bring a photo to register at the swimming pool.
8. Training for the water polo team starts this week.

Lesson 4: Speaking

Talk to your friend next to you about these questions!

1. Are you a member of any sports club?
2. What sports do you play?
3. When do you start playing that sport?
4. With whom do you usually play that sport?
5. Do you like watching sports? Why/Why not?
6. Do you have favorite athletes? Who is she/he?
7. Which one do you like, watching sports games on TV or live?
8. Have you ever joined sports competition?

Lesson 5: Brain Box - Simple Present Tense & Present Continuous Tense

Simple Present Tense		
Functions	It is used for: <ol style="list-style-type: none">1. Repeated or regular action in the present time (now).2. General facts or truth.3. Talking about habitual activities or actions.4. Things that are always/ generally true.	Examples <ul style="list-style-type: none">• The fitness center opens eight hours everyday.• The sun rises from the east every morning.• I get up early in the morning everyday.• Jakarta is a city in Indonesia.
Patterns	<ol style="list-style-type: none">1. Affirmative sentence (+) $S + V-s/es + O$ $S + To\ be\ (am/is/are) + O$2. Negative sentence (-)	

	<p><i>S + do not/does not + V + O</i> <i>S + am/is/are + not + O</i></p> <p>3. Interrogative sentence (?) <i>Do/does + S + V + O?</i> <i>Am/is/are + S + O?</i></p>
Time signals	<i>Always, all the time, everyday, every month, every week, sometimes, never, often, rarely, s, usually, most of the time.</i>

Present Continuous/ Progressive Tense		
Functions	<p>It is used for:</p> <ol style="list-style-type: none"> 1. Describing someone who is doing something at the moment of speaking. 2. Telling something that is still happening at the moment and the action has started but hasn't finished. 3. Talking about something that is happening around the time of speaking but not necessarily at that exact moment. 	<p>Examples</p> <ul style="list-style-type: none"> • Sarah is cleaning her room now. • My mother's praying. So please, be quiet! • Alex is exercising a lot to prepare for the wrestling competition.
Patterns	<ol style="list-style-type: none"> 1. Affirmative sentence (+) <i>S + To be (am/is/are) + V-ing + O</i> 2. Negative sentence (-) <i>S + am/is/are + not + V-ing + O</i> 3. Interrogative sentence (?) <i>Am/is/are + S + V-ing + O?</i> 	
Time signals	<i>Now, at present, at the moment, right now, today, Look! Watch out!</i>	

Exercise 1: Fill in the blanks with correct form of tenses using the verb in the brackets. Decide which one is simple past tense and simple progressive tense!

Example: The marathon runners are running (run) that race right now.

1. The weightlifter _____ (lift) weights for three hours every day.
2. Look! Those guys _____ (fence) with swords!
3. In archery, an archer _____ (shoot) at a target with a bow and arrow.
4. When the weather is good, I usually _____ (sail) on my sailboat.
5. The runners who _____ (sprint) the fastest always win the race.
6. The basketball player _____ (dribble) the ball and running at the same time.
7. The horses _____ (trot) now, while they wait for the race to start.
8. To start the game, a tennis player _____ (serve) the ball.
9. I _____ (ride) my mountain bike at present in the mountain bike race.
10. Sometimes children _____ (wrestle) with each other to play.

11. Wow! That diver _____ (dive) from a 32-foot platform!
12. Boxers _____ (punch) with their fists.

Exercise 2: Change each sentence above into Negative and Interrogative sentences!

Lesson 6: Reading comprehension

There are 5 parts of sentences missing from the text. Read the whole text and complete gaps 1 - 5 with sentences A - F below the text. There is one extra sentence that you do not need.

Extreme Sports

Extreme sports (also called action sports and adventurous sports) is a popular term for certain activities perceived as having a high level of danger. These activities often involve speed, height, a high level of physical exertion, and highly specialized gear. There are more than forty kinds of extreme sports.



© Can Stock Photo

The definition of an extreme sport is not (1) _____, but it gained popularity in the 1990s when it was picked up by marketing companies to promote the X Games (The X Games is a sports event, controlled and arranged by the U.S., which focuses on extreme sports.) and the Extreme Sports Channel and Extreme.com launched.

While use of the term "extreme sport" has spread far and wide to describe a multitude of different activities, exactly which sports are considered 'extreme' is debatable. There are, however, several characteristics common to most extreme sports. (2) _____; however, they tend to have younger followers. Extreme sports tend to be more solitary than traditional sports. (Rafting and paintballing are a notable exception, as they are done in teams.) In addition, beginning extreme athletes tend to work on their craft without the



guidance of a coach (though some may hire a coach later).

Activities categorized by media as extreme sports differ from traditional sports due to the higher number of naturally uncontrollable variables. These environmental variables are frequently weather and area, (3) _____. Because these natural phenomena cannot be controlled, they inevitably affect the outcome of the given activity or event.

In a traditional sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled sporting event such as X Games, there are environmental variables that cannot be held constant for all athletes. (4) _____ for snowboarders, rock and ice quality for climbers, and wave height and shape for surfers.

Whilst traditional sporting judgment criteria (5) _____ (distance, time, score, etc.), extreme sports performers are often evaluated on more subjective and aesthetic criteria. This results in a tendency to reject unified judging methods, with different sports employing their own ideals and indeed having the ability to evolve their assessment standards with new trends or developments in the sports.

Adapted from en.wikipedia.org/wiki/Extreme_sport site

- A. between an extreme sport and a conventional one
- B. may be adopted when assessing performance
- C. exact and the origin of the term is unclear
- D. extreme sports are considered to be the domain of the youth
- E. for example, wind, snow, water and mountains
- F. examples include changing snow conditions

Lesson 7: Writing

Write about your activity in leisure time. You can use the list of questions below to guide you!

1. How much leisure time do you have in a week?
2. How do you spend your leisure time?
3. What are your favorite leisure activities?
4. With whom do you spend your leisure time?

For example:

My name is Fida. I have two days to spend my leisure time every week. It is on weekend, they are Saturday and Sunday. In the morning, I like to go jogging at 06.00 with my friends. Moreover, there is a car free day every Sunday morning from 06.00 to 09.00 in the town square. I am very happy at the moment because after going jogging, I am doing selfie with friends of mine then we are playing badminton.

After going jogging, I come home and have a cup of white coffee to drink. Absolutely, it makes me feel relax and comfy. It's like I don't need to think about work during the weekend. Then, I watch my favorite movie on my laptop.

My Leisure Activities

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Unit 5

Public Transportations

Introduction

Public transportation is one of the popular topics discussed in our daily news, not to mention in English language learning. It is interesting topic as it occurs in our real live and everybody has different experiences about it. In this unit, students will learn about various kinds of public transportations. Students are taught how to express commuting from one place to another. Students will also learn about certain prepositions, which are used for talking transportations. Language functions, exclamatory sentences and future plans, are introduced to support their learning about public transportation topic.

Language Functions

- Exclamations with *what* and *how*
- Exclamations: to get people's attentions

Grammatical Features

Future plans and intentions (*be going to + verb*)

We are going to have a party this weekend. (+)

We are not going to have a party this weekend. (-)

Are we going to have a party this weekend? (?)

Key Vocabulary

- Kinds of means of transports: *motorbike, sailing boat, car, tram / street car, double-decker, truck / lorry, ship, bus, helicopter, airplane, taxi, train, ferry, coach, bicycle, hot air balloon.*

- Adverbs of time: *tomorrow, tomorrow morning, next Friday, on Thursday, in 5 days, next Tuesday afternoon, next month, on October 31st, in 2011, 5 days from now, at noon tomorrow, on Eid Al-Fitr Day.*
- Prepositions: *by, in, on.*



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Public Transports



Lesson 1: Brainstorming

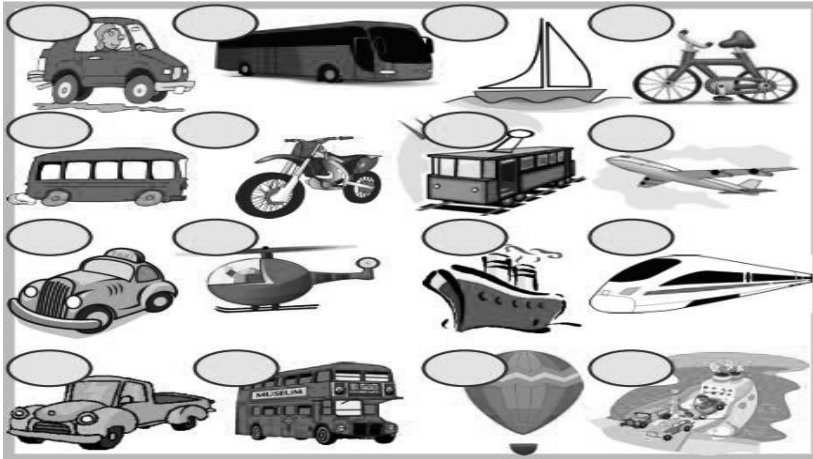
Introduction to Public Transportations

- On your own, think about different ways of transporting people, objects, things, materials, substances, or anything that are familiar in your country, hometown, neighboring countries, or even in other countries that you happened to visit them before.
- Share what you've found with your friends in the class! You can change partners and spend no more than 5 minutes per person to exchange information about common public transportations.

Lesson 2: Vocabulary of public transportations

Match the words to the pictures!

- | | | |
|------------------|----------------|-----------------------|
| 1. Motorbike | 6. Truck/lorry | 11. Taxi |
| 2. Double-decker | 7. Airplane | 12. Bicycle |
| 3. Helicopter | 8. Coach | 13. Tram / street car |
| 4. Ferry | 9. Car | 14. Bus |
| 5. Sailing boat | 10. Ship | 15. Train |
| | | 16. Hot air balloon |



Lesson 3: Brain Box - Prepositions of Transportations: By, In, On

By	<p>It is used to say how someone travels and with general means of transportations. For examples:</p> <p><i>By car/ by train/by plane/by boat/by bus/ by bicycle, etc. By road, by rail, by air, by sea, by subway.</i></p> <ul style="list-style-type: none"> • I go to school by motorcycle. • Which one do you prefer, travelling by air or by train? <p>Exception: Don't say "<i>I go to work by foot</i>", instead we should say "<i>I go to work on foot</i>"</p>
In	<p>It is used for vehicles that are small and enclosed. You use '<i>in</i>' when you are constrained and cannot get up and move around. These vehicles are usually private transportation, such as car and taxi.</p> <ul style="list-style-type: none"> • I'm in my car on the way to my office. • He is in the taxi which is heading to the airport.

On

It is used for unenclosed means of transportation where you can stand or sit on it. For examples: on a bicycle, on a horse, etc.

- She's been **on a bicycle** from this morning.
- The man is riding **on a horse** to the jungle.

It is also used for vehicles that are big and enclosed. You use 'on' to talk about vehicles that are big enough for you, where you can get up and move around as much as you like.

For examples:

- I am **on the bus** with my friend right now.
- They are **on the train** for 10 hours to Jakarta.

Exercise 1: Complete the sentences with a correct preposition of transportations!

1. Zahra usually goes to campus _____ bus.
2. I saw Fikri this morning. He was _____ the car.
3. I decide not to go _____ car. I go _____ my bike instead.
4. They go to school _____ foot every day.
5. How long does it take to across Bali Strait _____ boat?
6. Mr. Ahmad is always _____ the taxi to go to campus.
7. "Leaving _____ the Jet Plane" is one of my favorite song.
8. How did you get there? Did you get there _____ taxi?
9. We like travelling _____ road to enjoy our journey.
10. My brother is very excited _____ a jet ski as his hobby.

Lesson 4: Listening (U5-5.1) - Transportations

(The audio was taken

from:<http://www.123listening.com/transport.php>)

Pre-listening:

- Look at the various means of transportations in the box.
- Pronounce the words correctly. Repeat after your teacher!

Whilst listening:

- Write the correct name of transportations while you're listening to the tape!

Taxi	Rocket	Bus	Airplane	Submarine
Bike	Boat	Truck	Motorcycle	Helicopter
UFO	Ambulance	Train	Police car	Fire truck

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

Lesson 5: Language Function - Exclamation with *What* and *How*

Exclamatory sentence is used to express surprise or shock or a strong emotion about something. To get people's attention, you can also use this type of sentences. In exclamatory sentences we use "What" to describe nouns, and "How" to describe adjectives and adverbs. Remember, the sentences are ended by exclamation mark (!)

What (a) + noun	How + Adjective/Adverb
What a clean bus station it is!	How clean the bus station is!
What a beautiful country it is!	How beautiful the country is!
What a young pilot he is!	How young the pilot is!
What pretty stewardesses they are!	How pretty the stewardesses are!

Exercise 1: Choose “What” or “How” to fill in these blanks

1. _____ a diligent boy Farid is!
2. _____ cold it is today!
3. _____ a big jet plane it is!
4. _____ a bright sun it is!
5. _____ happy the passengers are!
6. _____ brightly the moon shines!
7. _____ high the birds fly in the sky!
8. _____ beautiful flowers they are!
9. _____ green your homeland is!
10. _____ a large airport it is!

Exercise 2: Change the types of exclamatory sentences!

No	Example: What a hot day it is!	How hot the day is!
1.	.....	How careful she drives!
2.	What a tall girl Annisa is!	.....
3.	.....	How hard the driving lesson is!
4.	What a fast motorbike is!	.....
5.	.....	How handsome the boys are!
6.	What an expensive car it is!	.....
7.	.....	How high the mountains are!
8.	What smart students they are!	.....



Lesson 6: Brain Box - Expressing Future Plans & Intentions

<p>There are many ways to express our plans and intentions in English. The plans are actually not happening yet, but we intent to do it next time sooner or in a long time in the future. Learn the table below to see how to form correct future plans sentences in English.</p>	
<p>Patterns</p>	<p>1. Affirmative sentence (+) <i>S + to be (is/am/are) + going to + V1 + O</i></p> <ul style="list-style-type: none"> I'm going to continue my study abroad next two years. <p>2. Negative sentence (-) <i>S + to be (is/am/are) + not going to + V1 + O</i></p> <ul style="list-style-type: none"> She's not going to visit her mother this holiday. <p>3. Interrogative sentence (?) <i>To be (is/am/are) + S + going to + V1 + O?</i></p> <ul style="list-style-type: none"> Are you going to return to your hometown this year?
<p>Time signals</p>	<p><i>Tomorrow, tomorrow morning, next Friday, on Thursday this week, on October 31st 2045, in 5 days, next Tuesday afternoon, next month, 5 days from now, at noon tomorrow, on Eid Al-Fitr this year.</i></p>

Exercise: Change these sentences into correct future plans sentences.

1. I (fly) to London by airplane next Tuesday.

2. She (finish) her driving course on July 29th.

3. They (build) some new bus stops on New Year's Eve.

4. You (receive) all information about your holiday through email tomorrow afternoon.

5. We (have) a long journey to Madagascar at noon tomorrow.

6. I (be) there by train in 10 hours.

7. He (go) to Car Free Day at town square on foot.

8. They (arrive) to the harbor at 06.00 o'clock in the evening.

9. The committee (re-arrange) the departure schedule tomorrow.

10. The government (announce) new tariff for public transport next week.

Lesson 7: Reading comprehension

The Wheel

Getting about in cars, trains, or planes is a very modern method of transport. It has taken us a very long time to invent these forms of convenient transport. Other than using our legs or riding animals such as elephants, camels, donkeys or horses, hundreds of years ago that was the only way to get from one place to another until the wheel was invented.

Wheels today are on all sorts of vehicles from planes to cars, from bikes to skateboards. We believe that the first wheels invented were to help move objects that were very heavy. Humans discovered that something heavy was more easily moved by something round and by rolling it. Eventually wheels were developed for carts and wagons.

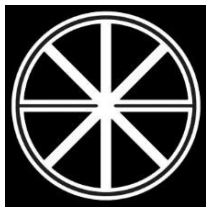
The wheel is probably the most mechanical invention of all time. Wheels with spokes are thought to have first appeared in Egypt on chariots around 2000 BC. Just try and imagine the world today without the wheel, not only in transportation but also in technology. Important applications include the water wheel, the cogwheel, and the spinning wheel. More modern applications include the jet engine, the propeller, and the turbine.

Exercise: Read the passage above and answer the questions!

1. Name five types of transport that have wheels on them!

2. In which country were wheels first thought to have appeared on chariots?

3. Look at the spokes on this wheel and then answer the questions below.



- a. If 2 carts each had 4 wheels, how many spokes would there be altogether? _____
 - b. If 10 carts each had 4 wheels, how many spokes would there be altogether? _____
4. Unscramble these animals below that can be used to transport people.
 - a. p e l h e t n a : _____
 - b. k o n d y e : _____
 - c. m e c l a : _____
 - d. r o s h e : _____

Lesson 6: Writing

Write down your journey to campus. What it is like and how you get there.

Example:

I live in North West London and work in central London so it takes me about an hour to go to work.

First I walk to the tube station and take the train. I change trains at Euston. I change from the Northern Line to the Victoria Line and I get off at Victoria and walk to the college where I work. In the morning I set off quite early so the trains aren't crowded and I can usually sit down, but in the evening the trains are very crowded and everybody's squashed together and in the summer it's really terrible.

Lesson 7: Speaking

Read all the following questions and use them to begin a conversation with your partner.

1. Which type of transport do you think is the most/the least dangerous? Make some notes, then share it with your friends in your class. You can use comparative structures.
2. Can you ride a horse? A bicycle? A motorbike? A car? Which do you think is more difficult to learn to do? Explain your answer!
3. How old do you have to be to drive in your country? Do you think this age limit is right? Why/why not?
4. Are there enough car parks in your country? How difficult is it to find parking spaces in cities? What do you think the government should do to reduce parking problems?
5. Which annoying habits of other drivers annoy you the most? Why?
6. Do you think that motor racing (e.g. Formula One, motorbike racing etc.) encourages people to drive faster? Why/Why not?

7. Do you prefer to travel by public transport or to use your car? Why?
8. Do you enjoy travelling by boat? Why/why not? Do you prefer small boats or large ships?
9. Would you like to fly in a hot air balloon? Why/why not?
10. What types of transport do you think will become more important in the future?



UIN SUNAN AMPEL
S U R A B A Y A

Unit 6 BREAKING THE RULES

Introduction

This unit focuses on asking for and giving suggestion and how to respon it. First, students will learn about vocabulary related to problem both good and bad manner. Then, they are explained about giving suggestion, thanking and the respon. Moreover, they can use modal auxiliary to build the sentence about this topic, such as *must, musn't, can and can't*. This material helps them practice in daily life on how to practice the good and bad manner for daily activities.

Language Functions

- Expressing permission and obligation
- Asking and giving suggestion
- Responding for thanking people

Grammatical Features

- Can I?
- Could I..... ?
- May I?
- I have to
- I must
- Thank you very much for
- Thanks for







Key Vocabulary

- Question words : What, where, how old
- Verb 'to be' : Is, am, are
- Verbs : swear, pick, talk, hold, run
- Pronouns : I, you, they, he, she, it

Mind Your Manner, please!



Lesson 1: Look at the following pictures carefully. Draw a smiley face (☺) under each picture if it is a good manner, and give frown face (☹) if it is bad!

 <p>Say hello</p> <p>.....</p>	 <p>Napkin on lap</p> <p>.....</p>	 <p>Shoes off in the class</p> <p>.....</p>
 <p>Picking your nose</p> <p>.....</p>	 <p>Using Tissue</p> <p>.....</p>	 <p>Holding the door open</p> <p>.....</p>

Lesson 2: *Try to ask 10 of your friends on what things on the pictures above that they usually do during their day. Then, ask them also on how often they do it.*

Lesson 3 : Grammar Spot

“Must and Have to”

Must

We can use 'must' to show that we are certain something is true. We are making a logical deduction based upon some clear evidence or reason. We also use 'must' to express a strong obligation. When we use 'must' this usually means that some personal circumstance makes the obligation necessary (and the speaker almost certainly agrees with the obligation.)

Have to

“Have to” serves to convey the idea of necessity. “Have to” can also be used to strongly recommend that someone do or try something. We can also use 'have to' to express a strong obligation. When we use 'have to' this usually means that some external circumstance makes the obligation necessary.

- **I must** buy flowers for my mother.
(It's her birthday and **I** decide to do that.)
- **I have to** buy flowers for my mother-in-law.
(It is not my decision - **my husband asked me** to do it.)
- "You **must** take more exercise" says the doctor.
(The doctor thinks it is necessary.)
- **I have to** take more exercise.
(The doctor says it is necessary.)
- **I must** ask my secretary to book a flight for me.
(It is important **for me** not to forget.)
- **I have to** call the travel agency.
(My boss asked me to book a flight.)

- "Dogs **must** be kept on a lead."
(Written on a sign in the park = a rule which must be obeyed.)
- I **have to** keep my dog on a lead.
(That's what the sign tells me to do.)

In the negative form:

1. You **mustn't** tell George (It's important not to tell George or Don't tell George)
2. You **don't have to** tell George (You can tell George if you like, but it isn't necessary)

Note:

Must and have to both express obligation.
However, they are used differently depending on **who** imposes the obligation.

<u>MUST</u>	<u>HAVE TO</u>
The speaker thinks it is necessary.	Someone else thinks it is necessary.

Lesson 4. In a pair, discuss the following topic: How perfect people must be. Then, in two big groups, present your ideas with other pairs!

Perfect People



A good friend must.....

A good friend mustn't



A good teacher must.....

A good teacher mustn't



A good classmate must.....

A good classmate mustn't



A good brother or sister must.....

A good brother or sister mustn't



A good neighbour must.....

A good neighbour mustn't.....



A good shop assistant must.....

A good shop assistant mustn't.....



A good politician must.....

A good politician mustn't.....

Lesson 5

Listen to the audio, then complete the missing lyrics below!

Don't forget toyour manners
....., say "Thank You" please
Don't forget

And cover (achoo) when you sneeze!

Don't forget the toilet
Wash and use a towel
..... what you've been taught and
Usenow!

Don't forget your jacket
Look when you go out
And try not

Don't and don't shout!

Lesson 6: Listen once more to the audio, then sing it together!



Lesson 7: Reading Comprehension

ROAD SAFETY

Road safety is the prevention and protection of road accidents by using all the road safety measures. It is to secure people while traveling on the roads. It is to make safe all the road users such as pedestrians, two-wheelers, four-wheelers, multi-wheelers, and other transport vehicle users. Practicing road safety measures is very good and safe to all people all through the life. Everyone should respect others while driving or walking on the road and take care of their safety.



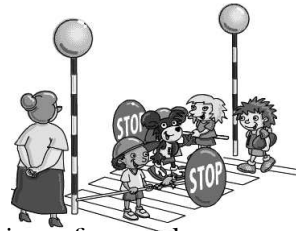
People safety on the road is one of the most important aspects in order to avoid road side accidents, injury, and death. We can judge the importance of road safety on the basis of national statistical data about total reported accident and death. Almost 42% cases

involve pedestrians and one way road users.

There are various methods of creating awareness among common public such as seminars, workshops, students education by adding basic road-safety lesson to syllabus. Making people aware about green cross code means stop, look, listen, think, and then cross. Learning of traffic lights, understanding of road sign, etc. following all the road safety measures help a lot to protect all the road problems. Some effective measures of road safety are like basic awareness about vehicle. Defensive driving according to weather and road conditions, use of vehicle lights, and horn, wearing seat belt, well use of vehicle mirrors, avoid over-speeding, understanding road lights, maintaining distance of vehicle on road, proper understanding of handling crisis situation, telecast of awareness documentaries on TV, etc.

Questions:

1. What is Road safety?
2. Who are road users?
3. What are the effects if people do not obey the safety on the road?
4. Mention the various methods of creating safety roads awareness among common public!
5. Explain about green cross code!



Brain Box: Expression of Permission and Obligation

No	Permission	Obligation
1	Can I borrow a pen?*	I have to work on Saturday. **
2	Could I open the window?*	They have to wear their uniforms at school. **
3	May I ask a Question?*	I must hand in my thesis tomorrow. **
4	May I spend my weekend in the village?*	I really must call my parents. **

* “Can” is most often used to ask for or give permission but “May” and “Could” are possible even though they are not used as often as “Can”.

** “Have to” and “must” are both used to express obligation.

“Have to” shows the obligation comes from someone else, not the speaker. This is usually referring to a rule or law. “Must” shows us that the obligation comes from the speaker.

No	Thanking People	Responding to Thanks
1	Thank you so much for your directions. You’ve tremendous help.	It was my pleasure.
2	Thank you for taking the time to explain it to me. I hope it wasn’t too much of a bother.	Not at all, it was the least I could do.

3	Thanks for your help. I really appreciate it.	You're welcome. Good luck.
4	Thanks a million!	Forget it/Don't worry about it.
5	Thank you so much for lending me your bicycle.	Don't mention it. Let me know if you need it again.

Lesson 8: Make dialog in pair about permission, obligation, thanking people and responding to thanks! Then, perform it in front of the class!

Lesson 9: Writing Simple Sentences

Simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a complement.

e.g. Joe waited for the train.

The train was late.

Mary and Samantha took the bus.

I looked for Mary and Samantha at the bus station.

Make these words below as simple sentences!

1. Secure

5. Involve

9. Maintain

2. Pedestrians

6. Awareness

10. Telecast

3. Respect

7. Traffic lights

4. Injury

8. Vehicles



Unit 7

JOB AND PROFESSIONS

Introduction

This unit focuses on asking for and giving advice and how to respond to it. First, students learn about vocabulary related to problems with jobs and professions. Then, they are explained about asking for, giving and declining advice. The students will also learn the expression of responding to these advice expressions. They can use modal auxiliary to build the sentence about this topic, such as *must*, *mustn't*, *can* and *can't*.

Language Functions

- Asking for, giving and declining advice
- Responding to advice expressions
- Talking about profession

Grammatical Features

- What should I do?
- What ought I to do?
- What's your advice?
- If you were me what would you do?
- If I were you, I would go to the dentist.
- Why don't you go to the dentist?
- What is your job?
- How many jobs do you know?
- Do you like your job?

Key Vocabulary

- Noun : Shop, restaurant, hotel, office, doctor, chef, engineer, nurse
- Verb : Cook, buy, see, sell, read, write, examine

JOBS AND PROFESSIONS



Lesson 1: Vocabulary

Match the pictures with the names of the jobs!



A. Product manager	E. Stocker	I. Salesperson
B. Graphic designer	F. Typewriter	J. Architect
C. Cashier	G. Labourer	K. Receptionist
D. Waiter	H. Chef	

A. Match the jobs to the correct industry!

1. Hospitality = chef,.....
2. Building =
3. Retail =
4. Advertising =

1. EVERYDAY EXPRESSION

ASKING AND GIVING ADVICE

Read the conversation below! Then practice with a partner!

Hi Nisa, What's the matter?

I'm broke now Mary. But I need money for school fee. *What do you suggest?*

I see..! Well, I read some advertisements, they need new employees. *Why don't you apply for some?*

That's good idea. *What should I do then?*

If I were you, I'll write letter of application and send it! Oh one thing, don't forget to read the advert for further information



Well, I'll do my best. Thank a lot friend.
You are very helpful

Asking for advice

- *I've got a bad toothache. What do you suggest?*
 - *What do you advise me to do?*
- *What should I do?*
- *What ought I to do?*
- *What's your advice?*
- *If you were me what would you do?*

Giving Advice

- *If I were you, I would go to the dentist.*
- *Why don't you go to the dentist?*
- *You'd better brush your teeth regularly.*
- *You ought to/should avoid eating sweets.*
- *If you take my advice, you'll go to the dentist.*
- *It might be a good idea to brush your teeth on a regular basis.*
- *I advise you to brush your teeth on a regular basis.*
- *Have you thought about seeing a dentist.*

Declining to give advice

- *I don't know what to advise, I'm afraid.*
- *I wish I could suggest something, but I can't.*
- *I wish I could help.*
- *I'm afraid I can't really help you.*

A. Listen and fill in the missing words. Listen again and repeat!

- 1 A : I can't lose weight
B : If, I would eat fewer cakes
and sweets
- 2 A : I feel very tired after work
B : You.....work fewer hours
- 3 A : I can't stand driving in that heavy
traffic every morning
B : You Start cycling to work

B. Work with partners and make role play asking and giving advice! Use the expressions in the box Practice in front of the class!

Brain Box

PRESENT PERFECT TENSE

Rules: we use the present perfect to talk about

1. An action in the past with a result in the present

Example: My feet _____grown

(My feet now are too big for the boots)

2. Experiences up to now

Example:

I've never _____ a real fashion show

(I haven't had that experience up to now)

3. The recent past

Example:

_____ you bought any new clothes recently? (in the time just before)

Affirmative :

a. Subject + has/have+ V3

b. Subject +has/have+been+adj/adv/noun

Negative :

a. Subject + has/have+not+V3

b. Subject +has/have+not+been+adj/adv/noun

Introgative :

a. Has/have+Subject+V3

b. Has/have+Subject+been+V3

Lesson 2: Speaking

Look at the cues. Say what you have and haven't done recently

Example : I've bought some new clothes.

I haven't bought any new clothes

1. Buy some new clothes
2. Have a strange dream
3. Read a magazine
4. Do something exciting
5. See a good film
6. Hear a good joke

Ask and answer with a partner

Example:

- Have you bought any new clothes? Yes, I have/No. I haven't



Lesson 3: Reading

Read what Mel says and discuss her questions



A lot of teenagers in Britain have got part-time jobs. Do teenagers in your country have jobs, too? What sort of things do they do?

Look at the advertisements. Match the pictures to the correct adverts



A

FILM EXTRAS WANTED

Part-time assistants wanted

We need two young people (14-18) to help in the Village Store. The job involves serving customers and putting things on the shelves.

Hour 5-7 evenings or 10-5 Saturday and Sunday

You must be tidy, polite and good at Maths

Write to: Mr and Mrs. Venables, The Village Store,
Framley, BGT 6YG

Have you always wanted to be in the movies? We're making a film in this area during July and August and we're looking for attractive and interesting 14-18 year old as extras

B

£10 a day plus meals

Write to Chas Philips, 21st Century Films, 14 Waldorf Street, London W1B 7HP. Please enclose a recent photograph

HAPPY HOUNDS

A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog-walkers

You must be responsible and reliable. Dogs need exercise whatever the weather.

Jane Harris
Happy Hounds
Coach Road, Framley BG7 9PD

C

NEWSPAPER BOYS/GIRLS

We're looking for young people to deliver newspapers and magazines. We need one person for morning deliveries (7-8 am) and two people for evening deliveries (5-6 am)

You must be at least 13 years old and have your own bicycle

Pay: €12 p.w

Apply to Tony Burton, Milton post Office, High Street, Milton, BG6 9KP

D

E**STYLE'S THE THING**

We're looking for a hard-working and enthusiastic assistant (male or female). Duties will include sweeping the floors, making tea and coffee, washing combs, brushes, etc. And generally helping the hairdressers.

The hours will be 8.30-6.30 every Saturday with a one-hour lunch break.

We'll pay you €2 an hour and we'll give you a free hairstyle once a month, too.

Write to Sharon Sharp, Style's the Thing, Church Street, Milton, BG6 8JM

Exercise 1: *Which job is it? More than one answer is sometimes possible.*

1. You must have your own transport
2. You have to work outdoor
3. You have to send a photograph
4. We don't know how much money you get
5. They need more than one person
6. You get money and something else

Exercise 2: *Some teenagers are looking at the adverts. Which jobs can't they do?*

1. Tina does not like animals
2. Simon plays football on Saturday mornings
3. Zach doesn't like getting up early in the morning
4. Tom is going on holiday in August
5. Louise has not get a bike









6. Roger is 13 years old
7. Astrid goes to dance classes on Wednesdays and Fridays at 5.30 pm
8. Lucy does not like doing housework.

Exercise 3: *Which job(s) couldn't you do? Why? Which one would you choose? Why?*

Lesson 4: LISTENING and SPEAKING (PART-TIME JOBS)
Work with a partner. Label the picture with words from the box

<input checked="" type="checkbox"/> childcare worker	<input type="checkbox"/> convenience store clerk	<input type="checkbox"/> porter	<input type="checkbox"/> tour guide
<input type="checkbox"/> cleaning staff	<input type="checkbox"/> lifeguard	<input type="checkbox"/> server	<input type="checkbox"/> tutor

Part-time jobs for students


	 <i>childcare worker</i>		
			

- A. *Work with your partner. What other part-time jobs do you know? Write as many as you can*
- B. *Now change partners. Take turn reading you words from exercise 2. Write any new words above*

C. Listen. Who are the people below talking to? Write the other people's jobs. (There is one extra job)


<input type="checkbox"/> a childcare worker	<input type="checkbox"/> a lifeguard	<input type="checkbox"/> a server	<input checked="" type="checkbox"/> a tutor
<input type="checkbox"/> a convenience store clerk	<input type="checkbox"/> a porter	<input type="checkbox"/> a tour guide	

1




a tutor


2




3




4



5




6






D. Listen again. Underline the correct information


1. The student has to write a five-page/ten-page paper
2. They're going to drink coffee / tea
3. The woman is buying a newspaper / magazine
4. They're in room 726 / 627
5. The man wants to send a picture to his cousin / sister
6. Michael is a bit tired / hungry

JOB INTERVIEW

E.  Listen. People are interviewing for jobs. Check (✓) the correct information about each job below

<p>1</p>  <p style="text-align: center;">park ranger</p>	<p>2</p>  <p style="text-align: center;">camp counselor</p>
<p>3</p>  <p style="text-align: center;">business intern</p>	<p>4</p>  <p style="text-align: center;">tennis instructor</p>

	experience required	no experience required	full-time	part-time	paid	volunteer
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	yes or no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G.  Listen again. Will the people accept the jobs? Check (✓) yes or no

	Yes	No		Yes	no
1	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>

H. Work with partners. Act out an interview with some of them

Lesson 5: Writing

Formal Letter

1. Look at the letter. Who has written it?
2. Which of the jobs on section is she applying for?

49 Ruskin Road,
Milton,
BG6 4HR

18 September

Tony Burton,
Milton Post Office,
High Street, Milton,
BG6 9KP

Dear Mr. Burton,

I'd like to apply for a job as a newspaper girl.
I'm fifteen years old and I'd like to work in the
mornings, because I go to dance classes after
school two days a week

Your sincerely,
Astrid Townsend

Tony Burton,
Milton Post Office,
High Street,
Milton,
BG6 9KP

Exercise 1: *Find these things in the letter*

- The sender's address
- The sender's signature
- The receiver's name
- The receiver's address
- The date

Exercise 2: *Answer the following questions.*

1. How does Astrid start the letter?

Dear Tony

Dear Mr Tony

Dear Tony Burton

Dear Mr Burton

Dear Mr Tony Burton

2. Why did she start the letter that way?

3. What expression does she use to end the letter?

4. Does Astrid give all the information that Mr. Burton needs?

Exercise 3: *Choose one of the jobs from the reading or listening. Write our own letter of application*

2. EVERYDAY VOCABULARY : Character and personality



- A. What kind of person are you? Take the personality survey. Check (√) T (true) or F (False)
- B. Work with a partner. What personality traits do the statements in Exercise A describe? Match the words from the box with the statements.
- C. Which adjective in A are negative and which are positive? Draw a table like one below and put the words into the correct column

POSITIVE	NEGATIVE

- D. Which adjectives from exercise 1 would you use to describe yourself? Why?

I	consider	myself	to	be
I	would	say	I	was

- E. Read the following guidance on modifying adjectives

1. We can use adverbs like *really* and so before a positive adjective

Example:

She's really outgoing

He was so creative

2. We can use the same adverbs before a negative adjective, but we normally do this only if we do not like the person or are angry with them

Example: *She's so pretty*

3. If we say something negative about someone, e.g. She is impatient, or He is unreliable, it can sound rude or too direct. We often 'soften' negative comments for this reason. Here are two ways of doing this:

- With *can be a bit*

Example: *She can be a bit impatient*

- With *not very + a positive adjective*

Example: *He's not very reliable*

TIP: If you use a character adjective to describe someone, you should expand on it or explain it.

Example:

She is really outgoing and sociable - She's always going out with friends and colleagues

He's not very reliable, so, for example, if I email him, he won't respond

She's terribly blunt, which means she quite often upsets us with the thing she says

Write descriptions of two members of your family. Use some of the adjectives from part A of this section.

Unit 8

Problems with Computer and Online Application

Introduction

This unit focuses on asking for and offering help as well as giving instruction. First, students learn about vocabulary related to problem with computer and online application. Then, they are explained about and asking helps as well as giving instruction. They can use modal auxiliary to build the sentence about this topic, such as *can, could, will, would, and may*. This material helps them practice in daily life about problem with computer and online application.

Language Functions

- Asking for Help and Offering
- Giving Instructions

Grammatical Features

- Modal (Polite Questions)
 - Can I...?
 - Could I...?
 - May I...?
 - Would you...?
 - Could you...?
 - Can you...?
 - Will you...?

Key Vocabulary

- Nouns : socket, hard drive, charge, site, and username.
- Verbs : turn on, plug in, freeze, reboot, load, install, back up, log in, fill in, submit, subscribe, attach, and download.

The New Era of Technology



LESSON 1 WHERE DO THEY BELONG TO? Expression of Asking for and Offering Help

Which expressions are used to Ask for help (A)? Which ones are used to Offer help (O)?

EXPRESSIONS	?	EXPRESSIONS
Would you like some help?		May I offer my assistance?
Could you help me please?		Do you need a hand?
Do you need some help?		Could you give me a hand?
Can I give you a hand?		Would you mind helping me out?

Would you like to
.....?

Will you.....?

NOTE:

Responses to ASKING FOR HELP are:

- ✓ Sure
- ✓ Yes, with pleasure
- ✓ I'm sorry, I have something else to do

Responses to OFFERING HELP are:

- ✓ Yes, please.
- ✓ That's very kind of you
- ✓ I'd love the help
- ✓ Oh, no thanks



Lesson 3

FILLING THE GAP

Dialogue about Asking for and Offering Help

Fill the gaps with vocabulary provided below!

Plugged in	hard drive	froze	turn on
backed up	reinstall	reboot	
socket		load	

Juan : 'What's happening Peter, you look frustrated?'

Peter : 'My laptop won't (1) _____. I don't know what's wrong! Could you help me, please?'

Juan : 'Certainly. Anyway, is it (2) _____?'

Peter : 'Yeah, I have connected it to the mains electricity and the laptop's **battery** still has (3) _____ or power.'

Juan : 'Are you sure that the (4) _____ in the wall has power?' 'Try to plug it into another socket.'

Peter : 'I've tried that already.'

Juan : 'Can you remember what problems happened to your computer recently?'

Peter : 'Yes, my laptop screen suddenly (5) _____ yesterday and all of my application didn't (6) _____. So, I tried to (7) _____ my laptop.'

Juan : 'Well, I think it needs a reinstallation. Since I studied computer when I was in vocational high school, so I think I can fix your laptop's problem. Would you like me to reinstall your laptop?'

Peter : 'Yes, I'd love the help.'



Juan : 'Okay, I will (8) _____ your laptop, but make sure you (9) _____ your files.'

Peter : 'Unfortunately not, I only saved all of my files to my (10) _____. Will I lose them?'

Juan : 'I'm afraid you will, but don't worry, I'll try to save them for you.'

Peter : 'Thanks a lot, Juan'

Lesson 4: SPEAKING USING BOARD GAME

In Groups, you should practice expressing how to ask for and offer help based on these prompts!

START	ASKING FOR (computer won't turn on)	OFFERING (plug the cable into socket)	MOVE AHEAD 2 BLOCKS	ASKING FOR (reboot computer)
				STAY ON THIS BLOCK!
ASKING FOR (create a new account)	OFFERING (reinstall application)	MOVE BACK 4 BLOCKS!	ASKING FOR (how to back up files)	OFFERING (check the frozen laptop' screen)
MOVE AHEAD 1 BLOCK!				
OFFERING (create username and password)	ASKING FOR (how to log in)	MOVE BACK 1 BLOCK!	OFFERING (submit documents online)	ASKING FOR (subscribe to a channel in Youtube)
				OFFERING (download files)
FINISH	MOVE BACK 1 BLOCK!	OFFERING (visit a website)	MOVE AHEAD 2 BLOCKS!	ASKING FOR (how to avoid cybercrime)

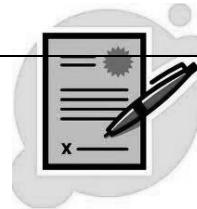
Lesson 5: READING - Instruction of Online Application

Arrange this Guidelines on University Online Application correctly by giving the number on the left column!

APPLYING FOR POSTGRADUATE PROGRAM HOW TO APPLY

In order to apply online please complete the following steps:

	<p>Create an account - you will be prompted to enter your username and to create a password. You will then be sent an email that will allow you to verify your account.</p>
	<p>For further information, subscribe to our website.</p>
	<p>Follow the instruction to fill in your application form then submit the required documents (you need to attach academic transcript and certificate, passport, referee letters, and English language certificates, etc).</p>
	<p>Once your account has been verified, you can log in to the online application site.</p>
	<p>Download online application guidelines and go to our online application site.</p>
	<p>After you complete the application form, you will receive an email confirming your application.</p>
	<p>Once you have logged in, you can begin applying for courses. Make sure you have decided which course you apply for.</p>



NOTE:

Giving Instruction always uses **VERB 1**.

e.g. **LOG IN** to online application site.





NOTE:





Transitional Phrases frequently used in Giving Instruction:

- ✓ First, Second, Third
- ✓ Then, Next, Subsequently, Afterwards, After that, Initially
- ✓ (When, Once, Before, After) + Verb Phrase
- ✓ etc

Lesson 6: WRITING STEPS

Complete these sentences as the instructions of applying to university online! Look at the picture to guess the vocabulary you should use!

	Before starting to apply, _____ the guidelines on online application.
Then, visit the online application _____.	
	To get a new account, create a _____ and password.
Subsequently, you should _____ to the application site.	

	<p>_____ the online application form, including your personal details.</p>
<p>Once you have completed all of the application requirements, you can _____ the application.</p>	
	<p>To support your application, you need to _____ all necessary supporting documents.</p>
<p>To keep update with our university, _____ to our website.</p>	

Lesson 7: WRITING AN INSTRUCTION

Giving Instruction of Online Application

Write a guideline on Online Application based on this following prompt!

Write an Instruction of **Applying Scholarship Online**. You have to keep an eye on these following points:

- Use Verb 1
- Use Vocabulary you have learned about Online Application
- Write at least 5 sentences (steps).

And make it clear and appealing to the reader.

UNIT 9

FASHION VICTIMS

INTRODUCTION

This unit focuses on the topic of fashion and clothes. Thus, Vocabularies and the language function discussed are also related to how people show up in getting dressed in their clothes. This unit introduces many words as part of the clothes and fashion, provides the reading comprehension for the students to practice, and leads the students to the contextual understanding.

LANGUAGE FUNCTION

Discovering the vocabularies about clothes and fashion

Using the Modal Auxiliary in the sentence

GRAMMATICAL FEATURES

Expression of Permission : May, can, could

Making a request : Can, Could

Expression of possibility : May, might, could

Giving advice : Should

Expression of Obligation : Must, have to

Expression of prohibition : Must not

Expression of intention : Will, shall

Expression of a wish : May

KEY VOCABULARY

- Noun : T-shirt, waistcoat, sweatshirt, bow tie, jacket, tie and dress
- Adjective : Fashionable, elegant, casual, expensive, Comfortable, stylish
- Verb : Dress up, shopping, get dressed, put on, wear, buy



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FASHION WORLD



LESSON 1: LEAD IN (COMPARING THE PICTURE)

INSTRUCTION: Look at to the picture A and B then answer the following questions!

- Do you know them?
- What do you think about their style? Which is your favorite style?

In your opinion, which one is the most suitable outfit to wear at the university?



A



B

LESSON 2:  **LISTENING SECTION**

Listen the recording about fashion, then number the pictures from 1 to 12

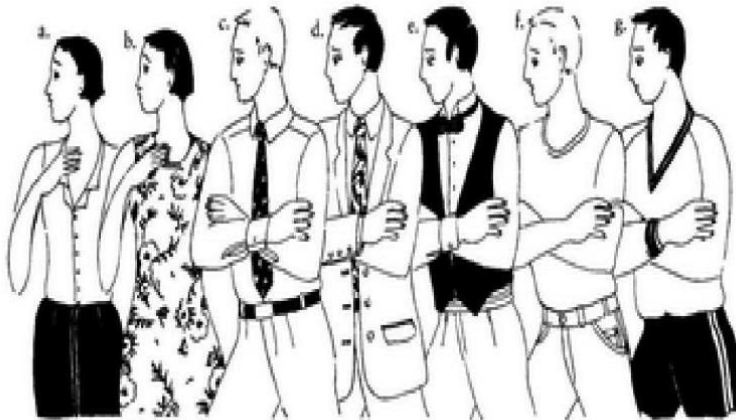


LESSON 3: BASIC VOCABULARY

INSTRUCTION :Match the pictures and the words in the table.

Which person is wearing:

- | | |
|--------------------------|---------------------|
| 1. T-shirt and jeans | 5. A bow tie |
| 2. Shorts and sweatshirt | 6. A waistcoat |
| 3. A blouse and skirt | 7. A shirt and tie |
| 4. A dress | 8. A jacket and tie |



Do you know



It is common for woman to use top to talk about any shirt, T-shirt, blouse or jumper- *“That’s a nice top you’re wearing.”*

Trousers, jeans, and shorts are plural words and take a plural verb form. *“Those are nice trousers”* or *“These shorts are very comfortable”*. You can also say a pair of trousers, a pair of jeans or a pair of shorts. In American English trousers are called pants.

Brain Box:

MODAL VERB

Modals are those helping verbs, which express the ‘mode’ or ‘manner’ of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc.

The most commonly used modals are shall, should, will, would, can, could, may, might, must, ought to, used to, need and dare.

Modals are used to:

No	Function	Modal	Example
1.	Asking permission	May Can could	<u>May</u> I come in? <u>Could</u> I use your pen, please?
2.	Makin a request	Can could	<u>Could</u> you please give me the doctor's telephone number?
❖	Expression of a possibility	may might could	It <u>might</u> rain during the night
❖	Giving advice or suggestion	should	You <u>should</u> wear a helmet while riding your motorbike
❖	Expression of Obligation	must, have to	We <u>must</u> slow down while driving in front of a school. I <u>have to</u> submit my project by tomorrow.
❖	Expression of prohibition	Must not	You <u>must not</u> talk loudly in the library
❖	Expression of a promise	will, shall	I <u>will</u> mail you my address.
❖	Expression a wish	may	<u>May</u> you have a long life!

A modal does not change according to the number or person of the subject.

Examples: He can learn. I can learn. You can learn.
They can learn. We can learn.

A modal is always used with a verb in its basic form. The modal takes the tense while the main verb remains in its dictionary form.

Examples: I can run. I may run.
I could run. I might run.

Modals can be used alone in response to a question.

Examples: Can you sing? I can.
Will you sing? I will.
Will you come? I may./I will.

Modals, when joined with ‘not’ to form a negative, can be contracted.

Examples: I cannot run. I can't run.
 I do not run. I don't run.
 I will not run. I won't run.

Exercise 1: *Fill in the blanks with the correct modals given in the brackets*

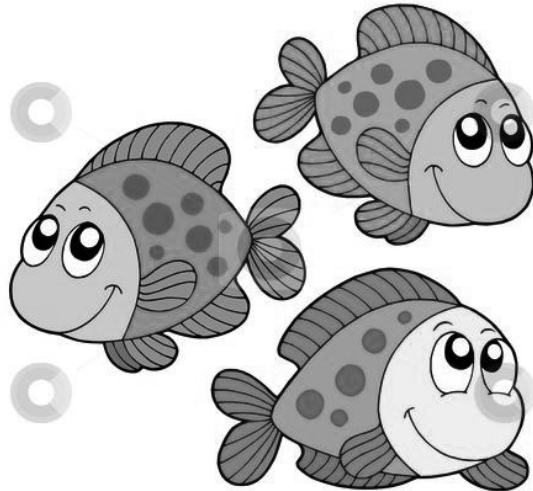
God is great and we (a) _____ (should/would) be grateful to him. We (b) _____ (might/should) do our duty and leave the reward in the hands of God. Ultimately, God(c) _____ (might/will) help us. We (d) _____ (might/should/may) leave everything to God.

Exercise 2: *Fill in the blanks with suitable modals from the ones given in the box below.*

should	might	can	could	have to	must
--------	-------	-----	-------	---------	------

- a) Ritu's flight from Morocco took more than 11 hours. She _____ be exhausted after such a long flight. She _____ prefer to stay in tonight and get some rest.
- b) If you want to get a better feeling for how Raniganj is laid out, you _____ walk down town and explore the riverside.
- c) You _____ research the route a little more before you set sail.
- d) When you have a small child in the house, you

- _____ leave small objects lying around.
- e) Anvesha: _____ you hold your breath for more than a minute? Bunty: No, I can't.
- f) Jasprit's engagement ring is enormous! It _____ have cost a fortune.
- g) Please make sure to feed the fish while I am gone. If they don't get enough food, they _____ die.
- h) I _____ speak Assamese fluently when I was a child.
- i) The teacher said we _____ read the book if we needed extra credit.
- j) The spatula _____ be in this cupboard but it's not here



LESSON 4: LET'S SPEAK UP

Exercise 1: Let's talk about fashion and discuss these questions below:

Fashion Cards

<p>Where do you usually buy your clothes? Why do you buy them there? Are you price-conscious?</p>	<p>Do you choose your own clothes? If not, who helps you choose?</p>	<p>How much money do you spend on clothes? Have you ever worn <i>hand-me-downs</i>? (= usually clothes from older brothers or sisters)</p>
<p>Do you ever buy designer clothes? How important is image to you?</p>	<p>What kind of clothes are in fashion now? Do you think it is important to wear fashionable clothes?</p>	<p>Have you ever bought second-hand clothes? Why or why not? What are the pros and cons?</p>
<p>What do you think of wearing high heels? Do you or would you wear them? Why or why not?</p>	<p>How much time do you spend getting ready to go to school/work/a party with friends?</p>	<p>What's the most expensive piece of clothing you have ever bought?</p>
<p>Is there a dress code at school or at work? Talk about it. What about when going to parties or clubs?</p>	<p>Do you wear the same clothes that you wore ten years ago? How long do you usually wear clothes?</p>	<p>Do you ever read fashion magazines? If so, what's your favourite?</p>
<p>What kind of clothing do you find <i>provocative</i>? (= inciting sexual desire) What do you think of showing skin?</p>	<p>In what way does your grandmother or grandfather dress differently from you?</p>	<p>Do you have any tattoos or piercings? What do you think of them?</p>

LESSON 5: READING COMPREHENSION

Read the text below and answer the questions!

EVERYDAY CLOTHES

I have two teenage children who love shopping for clothes. They go to the mall with their friends every Saturday. On school days, my son, Stan, likes to wear blue jeans and T-shirts. He only wears a suit on formal occasions like weddings or funerals. He feels comfortable wearing a jacket but not a tie. My daughter, Lily, likes to wear tight pants. She wears a dress or a skirt and blouse for parties or dinners. She doesn't feel comfortable in high heeled shoes and loves wearing casual and sporty clothes. When Lily visited her aunt in Texas, she bought cowboy boots, tight blue jeans and a cowboy hat.

In winter, my children wear coats, hats and gloves on cold days. When they go skiing, they put on toques and mittens. Mittens are warmer than gloves. My son doesn't like rainy days because he has to wear a raincoat and carry an umbrella. My daughter loves to wear the scarf that I bought for her Birthday. In the summer, Lily and Stan usually wear shorts, tank tops and sandals to the beach. Sometimes on weekends, we go walking in the mountains so they wear hiking boots and thick woolen socks to protect their feet and toes.

Last Saturday, my children came home with a bag of clothes each. My son bought two sweaters, and a pair of leather shoes. My daughter bought a black belt to wear with her blue dress, a pair of grey pants and a matching jacket. She also bought a green blouse. My children have no problem spending money. They think money grows on trees!

1. What are their styles for the weekday's clothes?
2. What does man wear in funerals?
3. When does the boy wear a raincoat?
4. How do people protect their feet and toes when they are hiking?
5. What does girl wear with her blue dress?

LESSON 6: READ AND MATCH

Which of the words in the list below would you use to describe the dress sense of the people described in a - e:

Overdress, Fashionable, Trendy Smart, Stylist Elegant,
Stylish Casual, Scruffy Flamboyant

- a. Claire is eighteen. She lives to shop. She spends ages going round shops buying clothes - not just high street shops, but second hand shops too. She likes people to notice what she's wearing at parties and clubs, no matter whether she's wearing the latest fashion or something she's created herself
- b. As she walked down the stairs in the Yves St Laurent evening dress, everybody turned to look at her. She looked like a princess.
- c. Working in the City, as I do, it is important to make the right impression on clients. I buy my suits from Saville Row and my ties are specially imported from Italy.
- d. Fifi la Roux wore the most outrageous costume you have ever seen. Gold-coloured high-heeled boots, silver flares and a tuxedo covered in glitter. It was an amazing sight.
- e. At weekends, I tend to wear an old t-shirt and a pair of baggy jeans with holes in them.



Unit 10

Global Issues around the World

Introduction

This unit focuses on asking and giving opinion. The students will also learn about the global issues in the world and the phrasal verbs deals with the topic. They will also learn about the use of preposition of movement (*across, along, around, into out of, over and through*). They also learn to identify the use of relative clauses (*Who, what and which*).

Language Functions

- Expressing of giving opinion
- Expressing of agreeing and disagreeing
- Preposition of movement
- Relative clauses

Grammatical Features

- **Asking for Opinion**
 1. - What's your opinion of ...
 2. - What do you feel about the ...
 - What do you think about that?
- **Giving Opinion**
 1. - I think ...
 - In my opinion, ...
 2. - I feel ...
 - In my point of view, ...
 3. - I think ...
 - From my point of view, ...

Key Vocabulary

- Phrasal Verb : Find out, Look over, Look into, Get rid of , Go on, Leave out, Pick out, Set up, Talk over , Wait on
- Question words : What, where, how old
- Verbs : Discover, examine, check, investigate, eliminate, continue, omit, choose, arrange, begin, discuss, serve
- Noun : Famine, Poverty, Political unrest, Drug trafficking, Inflation, Global warming



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Issues around the World



Lesson 1. World Problems

Discuss the meaning of each world problem. How concerned are you about each problem? Check (✓) the appropriate box!

Problems	I worry about it a lot	I sometimes worry about it	I don't worry about it at all
Drug trafficking			
Famine			
Global warming			
Government corruption			
The homeless			
Incurable diseases			

Inflation			
Political unrest			
Poverty			

Join another pair of students. Try to propose the solution of the three problems you are concerned the most by using the words in the box!

Phrasal Verbs	
Find out	= discover
Look over	= examine, check
Look into	= investigate
Get rid of	= eliminate
Go on	= continue
Leave out	= omit
Pick out	= choose
Set up	= arrange, begin
Talk over	= discuss
Wait on	= serve

Example :

“To end the drug trafficking, the police must always try to find out the culprits behind it.”

Lesson 2. Language Function

A. *Conversation:* Practice with your friend!

Joyce : Excuse me. Would you like to make a contribution to Greener World?

Christine : Sure. What are you working on right now?

Joyce : Well, we're developing educational programs for schools. We want to show children how the oceans are being polluted by industrial waste. And we want to tell them about how fish supplies have been depleted through overfishing. Don't you agree if we have to do something about it?

Christine : Yes, I can't agree with you more. I think what you're doing is terrific. I wish I could do more to help.

Joyce : So, what do you think about becoming one of us, becoming a member of Greener World?

Christine : That sounds interesting.

Find and underline the expressions of asking and giving opinion and agreeing and disagreeing on the above conversation!



Talk about the problems on the pictures by using the expressions in the boxes!

1.



A : _____

B : _____

3.



A : _____

B : _____

2.



A : _____

B : _____

4.



A : _____

B : _____

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S U R A B A Y A

ASKING & GIVING OPINION

- **Asking for Opinion**
 1. - What's your opinion of ...
 2. - What do you feel about the ...
 - What do you think about that?
- **Giving Opinion**
 1. - I think ...
 - In my opinion, ...
 2. - I feel ...
 - In my point of view, ...
 3. - I think ...
 - From my point of view, ...

ASKING FOR AGREEMENT & GIVING RESPONSE

Expressions	Functions
<ul style="list-style-type: none">• Don't you think so?• Do you agree? / Do you agree with me?• Don't you agree?• Do you agree if...?	<i>Asking for agreement</i>
<ul style="list-style-type: none">• Yes, I do.• You're right.• That's right.• Yes, that's true.• True enough.	<i>Agreeing</i>
<ul style="list-style-type: none">• I don't think so.• That's wrong.• I'm not sure.• Yes, that's true, but ...	<i>Disagreeing</i>

Lesson 3. Grammar Focus - Relative Clause *Who, That, Which*

- **Who-** for person(s)
Tina is someone **who** suggests us to do these social activities.
The one **who** is responsible for this chaos is the government.
- **That & Which** - for thing(s)
The problem **which** I am concerned the most right now is the famine.
Political unrest seems to be the one **that** never ends.

Lesson 4: Listening - *Environmental Solutions*

Listen to three people describing how some serious environmental problems are being solved. Complete the following table!

	Problem	What can be done to solve the problem?
1. Jenny
2. Adam
3. Kate



Lesson 5: Reading

Read the following passage and answer the questions!

The Threat to Kiribati

The people of Kiribati are afraid that one day in the not-too-distant future, their country will disappear from the face of the earth - literally. Several times this year, the Pacific island nation has been flooded by a sudden high tide. These tides, which swept across the island and destroyed houses, came when there was neither wind nor rain. "This never happened before," say the older citizens of Kiribati.

What is causing these mysterious high tides? The answer may well be global warming. When fuels like oil and coal are being burned, pollutants are released. These pollutants trap heat in the earth's atmosphere. Warmer temperatures cause water to expand and also create more water by melting glaciers and polar ice caps.

If the trend continues, scientists say, many countries will suffer. Bangladesh, for example, might lose one-fifth of its land. The coral island nations of the Pacific, like Kiribati and the Marshall Islands, however, would face an even worse fate - they would be swallowed by the sea. The loss of those coral islands would be everyone's loss. Coral formations are home to more species than any other place on earth.

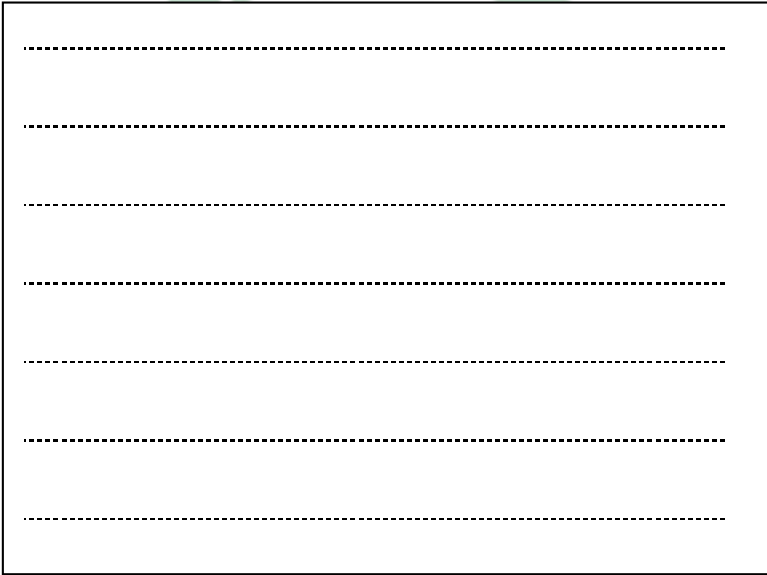
The people of these nations feel frustrated. The sea, on which their economies have always been based, is suddenly threatening their existence. They don't have the money for expensive technological solutions like seawalls. And they have no control over the pollutants, which are being released mainly by activities in large industrialized countries. All they can do is to hope that industrialized countries will take steps to reduce pollution.

1. What happens to Kiribati?
2. What is the cause of such problem?

3. What might happen if the problem continues?
4. What can be done by people in Kiribati for now?
5. If you lived in Kiribati, what would you like to do?

Lesson 6. Writing

Write a composition about one of problems in your city. Describe the problem and the consequences, and then propose several solutions to help solve the problem!



Unit 11

Scary House and Unsatisfying Events

Introduction

This unit attempts to introduce phrasal verbs to the students in the context of haunted house, spooky items and unsatisfying events. This unit also covers the sometimes-interchangeable use of adjectives ending with -ed and -ing. Students will be given the opportunities to practice their vocabulary knowledge as well as pronunciation and written ability. They will also be provided with many examples on the use of different phrases to give complains to some unsatisfying events that could happen in their daily lives.

Language Functions

- Phrasal verbs (verbs + preposition)
- Adjectives ending with -ed and -ing
- Making a complain

Grammatical Features

A. Phrasal Verbs

1. break down
2. throw away
3. pay for

B. Adjectives ending with -ed and -ing

1. interested - interesting
2. bored - boring
3. tired - tiring

C. Making complains

1. To complain about the defects
2. To speak to the manager
3. To check things

The Haunted House

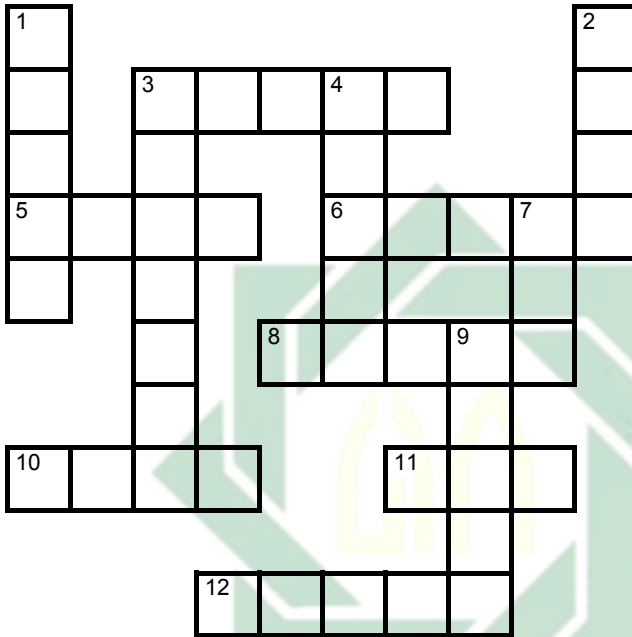


Lesson 1: Vocabulary Spot

Match the words on the right with their appropriate definitions.

- | | |
|---|------------------|
| 1. Story teller | a. nursery |
| 2. Getting something valuable from under the earth | b. narrator |
| 3. A place other than the owner's main house which is used for recreational purposes | c. look after |
| 4. to take <u>care</u> of someone or something and <u>make certain</u> that they have everything they <u>need</u> | d. mine |
| 5. A child's bedroom | e. vacation home |

Pair up and complete the crossword puzzle.



Across

- 3. A funny costume.
- 5. What do you wear on your face?
- 6. _____-or-treat!
- 8. Scary thing that says boo.
- 10. Roasted pumpkin _____.
- 11. Small black animal that can fly.
- 12. Kids get lots of this.



Down

1. A monster with many bandages.
2. ____-o'-lantern
3. What do you wear on Halloween?
4. A woman with a pointy black hat.
7. A witch's pet.
9. spooky



Lesson 2

Read the text and answer the questions that follow.

Aunt Helen's House

I'm going to tell you about my Aunt Helen's house. It's not her main house, that's in the city. No, this house is by the lake. There was a small town by the lake called Miller's Ford, but all the people moved away when the fishing and mining stopped about sixty years ago. But the houses stayed, of course. My Aunt Helen uses that house as a vacation home and she goes there for a few weeks every year to relax.

But staying in that house isn't a relaxing experience. I think the house is haunted! I think there's a ghost there from many years ago. Helen says I'm silly and that I've got an over-active imagination. But there are many things that happen in that house that cannot be easily explained.

One day, shortly after getting up, I went to find my Aunt Helen to say "good morning" and I heard her talking in a room that she usually never uses. I think it used to be the nursery of the house when Miller's Ford was a busy town in the 19th Century. I listened at the door and could hear Helen reading something out, or perhaps she was dictating a letter. I couldn't hear any other person in the room with her so it wasn't a normal conversation. I didn't want to disturb my aunt, so I went back downstairs and went to

make breakfast in the kitchen, which I ate on the porch that overlooked the lake. It was a beautiful sunny morning. Half an hour later, I heard my aunt's car arriving. She had been to the local store to buy some bread and milk. I couldn't believe it!

"What are you looking so shocked for?" she asked me.

"I thought you were in the old nursery, working on your letters, Auntie," I replied.

"I never go in that room," she said. "I haven't been in that room for fifteen years."



A few other things like that happened over the next few visits I made to that house and I grew to dislike it very much. Then, one day in my local library, I found a story in an old newspaper with the title "The Constant Babysitter". The story was that a baby had died in one of the houses by the lake at Miller's Ford and the babysitter was blamed, a woman of 37 who was a family friend and had offered to look after the baby.

But she spent all her time in the kitchen writing her letters and didn't know that someone had climbed in the baby's window and taken her. The baby was never found. The woman killed herself through depression after the baby's disappearance and local people then said her ghost stayed very close to where the baby was left by the parents - in the nursery.

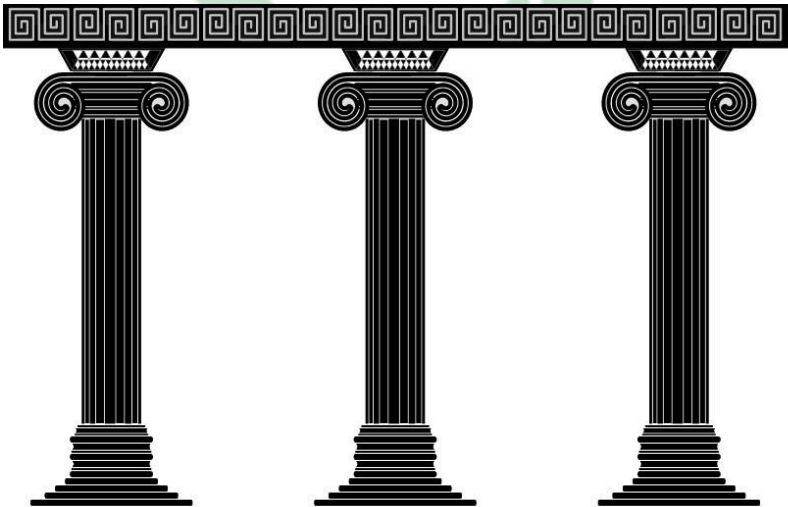
I never went back to that house, despite my Aunt Helen's many invitations.

<http://www.esl-lounge.com/student/reading/2r12-pre-intermediate-reading-aunt-helens-house-multiple-choice.php>

Answer the following question

1. Why did the people leave Miller's Ford?
2. Why was the narrator looking for Aunt Helen?
3. Why did the narrator think it was not a "normal conversation"?
4. What did Aunt Helen say about the nursery?
5. Who took the baby in the story?
6. Why does the ghost probably stay in the nursery?






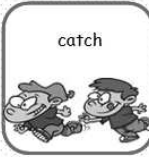




Go through the text again and underline phrasal verbs (verb + a preposition) that you can find. Write the phrases in the column below.













Create new sentences using the words that you have found.

1.
2.
3.
4.
5.
6.
7.
8.

Lesson 3: Choose the correct preposition

 <p>look</p>	 <p>pay</p>	 <p>write</p>	 <p>ask</p>	 <p>forget</p>
<p>a) for b) after c) at</p>	<p>a) for b) to c) at</p>	<p>a) at b) out c) down</p>	<p>a) on b) off c) for</p>	<p>a) on b) about c) to</p>
 <p>catch</p>	 <p>go</p>	 <p>give</p>	 <p>agree</p>	 <p>dream</p>
<p>a) up b) down c) over</p>	<p>a) out to b) out with c) out for</p>	<p>a) down b) for c) up</p>	<p>a) for b) at c) with</p>	<p>a) of b) off c) on</p>

 fall	 log	 look	 come	 throw
a) off b) about c) over	a) on b) of c) off	a) for b) after c) at	a) over b) round c) about	a) away b) about c) around
 talk	 hold	 find	 laugh	 look
a) about b) around c) off	a) of b) on c) off	a) over b) off c) out	a) on b) at c) to	a) for b) at c) after

BRAIN BOX



Analysis

-ed / -ing adjectives

- Look at the picture and decide Who or What is:
 - Confused?
 - Confusing?
- When do we use?
 - ed adjectives?
 - ing adjectives?

Language Summary - ed / - ing adjectives

- ed adjectives
Adjectives which end in - ed describe our feelings about someone or something.
The man is confused about English grammar.
- ing adjectives
Adjectives which end in - ing describe how someone or something has an effect on us.
English grammar is confusing for the man.

LESSON 3

Fill in the blanks with the given adjectives.

1. Yesterday I went to the cinema. The film was so _____ that I felt _____. (scared-scaring)
2. Please, be quiet! You're so _____ that at the end of the day I feel very _____ (tired-tiring)
3. When I was going to pay the bill, I noticed that I didn't have any money. It was an _____ situation and I really was _____. (embarrassed-embarrassing)
4. The book I have just read is so _____ that I am _____ in watching the film. (interested-interesting)
5. London is a very _____ town. I'm very _____ because I was offered a trip to visit this place. (excited-exciting)
6. I was _____ when I saw my boyfriend with another girl. It was a _____ experience. (shocking-shocked)
7. I feel _____ at work. I consider my job _____. (boring-bored)
8. The test result was _____. My parents were _____ when they saw it. (surprising-surprised)
9. Rainy weather is _____. It makes me feel _____. (depressing-depressed)
10. Being a doctor is a very _____ job. Most doctors feel _____ with their job. (satisfied-satisfying)
11. Spiders are so _____ that I feel _____ when I see one. (frightening-frightened)
12. There is such a _____ smell here that I feel _____. (disgusted-disgusting)
13. I was _____ doing the exercise because the words were _____. (confusing-confused)
14. Europe is living a _____ situation. We are _____ about it. (worrying-worried)
15. At the end of a day's work I am often _____ because my job is _____. (exhausting-exhausted)

Speaking Practice

GRAMMAR DISCUSSION '-ED' and '-ING'

Student 'A'

- Discuss the questions below with your partner.

1. What things kinds of TV programs are you *interested* in?
2. When was the last time you were *embarrassed*?
3. What makes you feel *relaxed*?
4. Do you feel *tired* after class? Why, or why not?
5. Were you *satisfied* with the test results of your last grammar test?
6. Talk about a time you were *terrified*.
7. Talk about a time you were *worried*.
8. How can you help someone who is *depressed*?
9. When was the last time you were *bored*? Why were you *bored*?
10. Talk about a time you were very *surprised*.



GRAMMAR DISCUSSION '-ED' and '-ING'

Student 'B'

- Discuss the questions below with your partner.

1. What kinds of TV programs do you think are *boring*?
2. Talk about something you think is *fascinating*.
3. Talk about some *surprising* news you heard or read about.
4. Did you ever see something that was *terrifying*? What?
5. What kinds of activities do you think are *exciting*?
6. Talk about a time you did something that was *embarrassing*.
7. Do you ever do physical activities that are very *tiring*?
8. What school subjects do you think are *interesting*?
9. Do you agree that the news on TV nowadays is too *depressing*?
10. What kinds of activities do you do that are *relaxing*?



LESSON 4: COMPLAIN

The Bingles decided to write a letter of complaint to this travel Agency. Complete the letter with phrasal verbs or adjectives ending with -ed or -ing in the box.

.....
• complain about get a refund of
• paid for interesting
.....

Dear Sir,

I am writing to (1) the trip to Vienna that we (2) at your travel agency in July 2012. First of all, the journey took longer than it should. We spent 14 hours on the bus, not 8.

Secondly, the hotel was more expensive than your agents told us. The double room cost 100 euros per night and not 75.

We also hoped to hear some more (3) things from the guide than the information we had in the trip brochure. In fact, he did not talk much at all as he was over 80. We think he was the oldest guide we have ever met.

Finally, the worst thing about the trip was the food at the hotel. It was not fresh. It was often cold and there was not much choice.

I would like to (4) 100 euros because the standard of the trip was not what we had expected after consulting your agents.

Yours faithfully,

Samantha and James Bingle



USEFUL WORDS AND PHRASES TO COMPLAIN:

To complain about the defects...

To speak to the manager

To check things

Proof of the purchase

To keep a receipt

The manufacturer's guarantee

To change...

To read the instructions

To switch... on

To insert the batteries...

To expect ... to work

To refuse to exchange

To give ... money back

To be aggressive/not to be aggressive

Faulty goods

To accept repair or replacement

NO COMPLAINING



PAIR WORK

Work with a partner. Read the situations below. Make dialogues complaining about the situations.

Case 1

Role cards

You work in the legal department. You think the most important thing is that the call centre staff don't say anything that could be taken as accepting responsibility.

You are from the accounts department. You think the most important thing is to deal with calls as quickly as possible or use automated systems like automated switchboards and recorded messages so that the number of call centre staff can be cut to cut down on costs.

You are from the sales department. You think that call centre staff should use all calls as a chance to sell upgrades to the software.

You are the manager of the customer service department. You think that the most important thing is for the staff to be polite.

You work in the R&D department. You think that complaints from customers should be used as an opportunity to get as much information as possible on what is going wrong with the software.



Case 2

Take turns being the person complaining (politely). When you are the person receiving the complaints, be polite but try to offer them as little money, help etc. as you can.

1. You caught a cold because the hotel pool was ice cold. Try to make the hotel manager pay for your medical expenses.
2. You want your money back from a training course that promised to make you less shy and more able to speak to strangers
3. You want your money back from a dating agency because your date had very bad social skills.
4. Someone who did your ironing for you as a favour burnt a hole in one of your shirts. Tell them (politely) that they should buy you a new one.
5. You bought a music CD and now want your money back because the music was terrible



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S U R A B A Y A

Unit 12

Friendship and social interaction

Introduction

This unit attempts to work on the students understanding of Conditional sentence – especially that of type 1 and type 2 in the context of friendships and holiday. The students will be provided with many activities on speaking and reading – as well as writing and listening. They will also have to work on their social skills in order to finish the some tasks.

Language Functions

- W-H questions
- How to ask question

Grammatical Features

A. Conditional sentence type 1

1. If you eat too much, you will feel unwell.
2. If it doesn't rain tomorrow, I will be happy.
3. I will treat you an ice cream if you can guess what I have in my bag right now.

B. Conditional sentence type 2

1. If they had more money and more time, they would be able to do exactly that
2. They would have gone to both the beach and the mountains this year if they hadn't recently spent so much of their savings on a new big-screen TV.
3. If I had spent more time studying, I would have passed the national exam.

Best Friends



LESSON 1 - *Speaking*

Think about you and your friends and then try to answer the following questions before you do the next activities. Make small notes if necessary.

1. Who is your best friend(s)?
2. What are your favorite activities when you are with your friends?
3. Do you have a favorite place to hang out?
4. What is the most memorable thing that you did together with your best friend(s)?

Fill out the form below by asking as many friends in your class as possible.

Name	Best friend	Favorite activity	Favorite place	Memorable thing



In groups of four or five, share the result of your survey to your group members while trying to answer these questions:

1. What is the best activity to do with your friend?
2. Where do you think is the best place to hang out with your friends?



Lesson 2: *Listening (12.1)*



Laura asks Mike some questions about friendship to complete a survey. Listen to conversation and choose the answer that Laura writes for each question of the friends survey.

1. How many friends do you prefer to have?
 - a. One or two
 - b. three to five
 - c. about 10
 - d. as many as possible
2. When was the last time you forgot a friend's birthday?
 - a. I never have
 - b. this year
 - c. once many years ago
 - d. I do it quite often
3. Have you ever called a friend of yours at three o'clock in the morning just to chat?
 - a. never
 - b. once or twice
 - c. quite often
 - d. night-time is for sleeping

¹ Adopted from <http://www.esl-lounge.com/student/listening/2L6-best-friends.php>

4. Do your friends search for you when they want ...
 - a. cheering up
 - b. some good advice
 - c. someone to listen to them
 - d. only when you need them
 - e. Laura doesn't put an answer
5. How often do you think about your friends?
 - a. throughout the day
 - b. everyday
 - c. rarely
 - d. only when you need them
 - e. Laura doesn't put an answer

Lesson 3: Vocabulary

Write down the meanings or definitions of these words. You can use the dictionary if necessary.

1. Survey :
2. Magazine :
3. Brave :
4. Liar :
5. Terrible :
6. Advice :
7. Rarely :
8. Proper :

Check with your friends if you got the answers correctly.

Listen again to the conversation between Laura and Mike and fill in the gaps in the sentences.²

Laura : You have to look at this¹ they've got in my mom's²

Mike : Yeah, go on. What's it about?

Laura : Well, the title is "Are You A Good Friend?" Are you³ enough to try?

Mike : Hmm, I have to go out in a minute. How many questions are there?

Laura : Only five. Number one: How many friends do you⁴ to have? A - one or two. B - three to five. C - about 10. D - as many as possible.

Mike : Let's think about that one. I would say I have about three or four good friends and I'm pretty happy with that. Next?

Laura : Right ... number two. When was the last time you forgot a friend's birthday? I⁵ have, this year,⁶ many years ago, I do it quite⁷. Those are the choices.

Mike : Definitely first answer for me.

Laura : Ooh, you liar! You forgot mine and that was only six months ago.

Mike : Hmm, I forgot about that. I forgot Jamie's and Helen's this year too.

Laura : Ha! No⁸ what answer I'm going to put for that one! Number three. Have you ever called a friend of yours at three o'clock in the morning just to chat? And the choices are: Never, once or twice, quite often and the last one is "night-time is for sleeping" and that's definitely the one you should pick, sleepyhead.

Mike : No way! I've spoken to Helen till the early hours on many⁹. Last year when she had all those

² Adopted from <http://www.esl-lounge.com/student/listening/2L6-best-friends.php>

problems at college, it was me talking to her every night for a week.

Laura : OK, OK, I was just teasing you. I think we can put you down for "often", don't you think? Number 4. Do your friends search for you when they want cheering up, some good advice or someone to listen to them?

Mike : What a terrible question! Those last two options are pretty much the same, wouldn't you say?

Laura : Look, I don't write the questions. Just give me an answer. I think you're getting¹⁰ - you're giving all the wrong answers!

Mike : Very funny! OK, I'd say people come to me more often when they've got a problem as they know I'll give them good advice.

Laura : So that's answer C?

Mike : That's what I said, the answers are the same. I will listen to them but also give¹¹ so it's really the second answer.

Laura : OK, last question.

Mike : I'm happy to hear it...

Laura : How often do you think about your friends? Throughout the day, every day,¹², only when you need them.

Mike : This is¹³ the worst magazine survey... ever!

Laura : Come on Mike, this is the last question.

Mike : I think about all of you every waking¹⁴ of every single day. All day, every day. That's my answer. Now, I have to go out. I'll see you tonight.

Laura : Give me a serious answer or I can't give the proper results.

Mike : Well, I'm going to have to live without knowing¹⁵ I'm a good friend or not. See you at seven.

Laura : Alright, bye.

Check your answers with the friend next to you.



Lesson 4: Reading³

Laila and Hasan are planning their upcoming vacation. Read this passage, and then answer the questions that follow.



For each of the past eight years, Laila and Hasan have spent their vacation time at home, either working in the garden or fixing up the house. This year, however, they are planning to spend their July vacation somewhere else. They've checked the Internet for weather information about areas of the country they might like to visit. They are really eager to travel somewhere soon. In fact, if they had free time right now, they would take their vacation immediately, but they can't leave right now. They still have a couple of months to explore their options.

So far, they have learned the following information. If they want to spend their time near the water, they will have a hard time choosing among dozens of outstanding beach resorts. For example, if they go to the beach in Atlantic City, New Jersey, the air temperature will be in the mid-70s in July, and the water temperature will be in the low 70s. That's very appealing to them. On the other hand, if they chose to visit Miami Beach in July, both the air and the water temperatures would be considerably warmer, around 85 degrees. That sounds wonderful to them, too. Laila and Hasan also like to go camping, so vacationing in the mountains is another option. They could choose to visit the Rocky Mountains in Colorado if they wanted cooler weather. In July, the temperature in the mountains can range from a high of 80 degrees to a low of 40



³Adopted from Clear Grammar 4, 2nd edition: Keys to Advanced ESL Grammar Keith S. Folse, Deborah Mitchell, Barbara Smith-Palinkas, and Donna Tortorella
http://www.press.umich.edu/273343/clear_grammar_4_2nd_edition Michigan ELT, 2013

degrees. If they go to the Rockies, they will certainly have to plan for this type of weather variation.

It is without a doubt a tough decision that Laila and Hasan are facing. They wish they were able to go to all of the places they have researched. If they had more money and more time, they would be able to do exactly that. In fact, they would have gone to both the beach and the mountains this year if they hadn't recently spent so much of their savings on a new big-screen TV. They wish they had realized this earlier!

1. How did Laila and Hasan spend their vacation time for the last eight years?
2. Where are they planning to go to this vacation time?
3. Why would they consider to go to Rocky Mountains?
4. Why can't they go to both the beach and the mountains?

Grammar - Group work

1. Go through the reading text.
2. Circle the eight examples of *if* in the passage.
3. Write the line numbers of the four *if* clauses that have simple past tense verbs. Write the subject-verb combinations from both the *if* clause and the main clause. The first one has been done for you as an example.

Lines	<i>If</i> Clause	Main Clause
5 - 6	If they had ...	they would take ...

- All four of these sentences are talking about the present time. What do you notice about the verbs in the *if* clause and in the main clause? Do you see any present tense verbs?
- Write the line numbers of the three *if* clauses that have simple present tense verbs. Write the subject-verb combinations from both the *if* clause and the main clause.

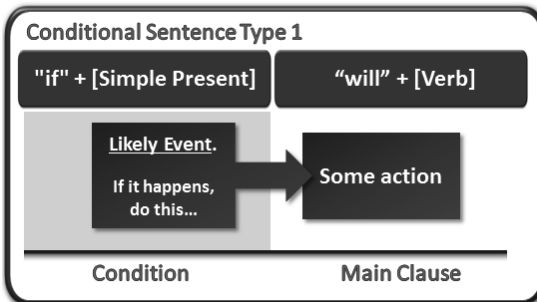
Lines	<i>If</i> Clause	Main Clause

- All three of these sentences are talking about the future time. What do you notice about the verbs in the *if* clause and in the main clause? Do you see any future tense?



BRAIN BOX

A conditional sentence expresses the idea that the action in the main clause (the result clause) can only happen when a certain condition (the clause that begins with if) is fulfilled. The if clause states the condition, and the main clause states the result.



Conditional Sentence Type 1 is used to speculate about the future consequences of a specific event. In this case, the verb in the second part of the sentence is preceded by *will*.


Exercise 1

Match the sentence halves

If you eat too much,	<u>I'll be disappointed</u>
if it doesn't rain tomorrow	I'll be happy
if I pass my final exam	you'll feel unwell
I'll phone you	<i>If you pay for dinner,</i>
We'll go to the park	If I need your help,
<i>I'll pay for lunch</i>	<u>if you don't come to the party</u>

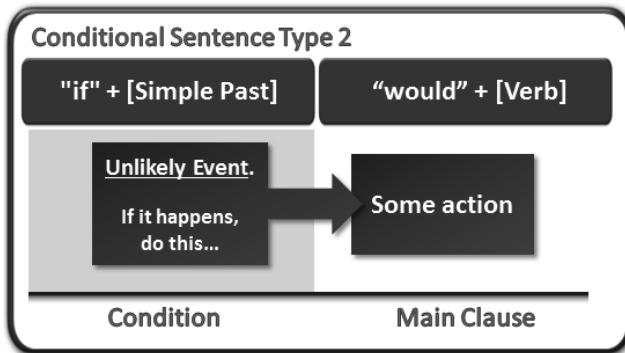
1. I'll be disappointed if you don't come to the party.
2.
3.
4.
5.
6.

Complete these superstitions

<ol style="list-style-type: none"> 1. If a cat _____ (wash) behind its ears, it _____ (rain). 2. If the bride _____ (make) her own dress, it _____ (bring) bad luck. 3. You _____ (catch) a cold if a cat _____ (sneeze) three times. 4. If you _____ (open) an umbrella indoors, it _____ (bring) bad luck. 5. Something bad _____ (happen) to you if you _____ (walk) under the ladder. 6. If you _____ (take) the last piece of bread on the plate, you _____ (be) unlucky. 7. If you _____ (have) an itchy nose, you _____ (have) an argument with someone soon. 	
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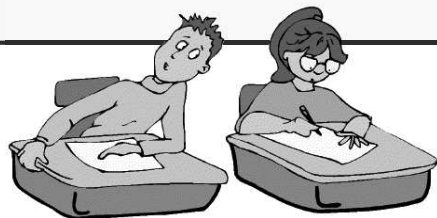
Complete the first conditional sentences with your own ideas

<ol style="list-style-type: none"> 1. I'll be happy _____ 2. If it rains all weekend, _____ 3. If I forget my best friend's birthday, _____ 4. I'll pass all my exams _____ 5. If I don't feel well tomorrow morning, _____ 6. I'll go to bed early _____ 7. I'll be disappointed _____ 	
--	--



Complete the second conditional questions with the verbs in brackets.

1. What age _____ (you / be) if you _____ (can) be any age right now?
2. If you _____ (be) an animal, what animal _____ (you / be)?
3. Which year _____ (you / go) to if you _____ (can) travel backwards in time?
4. If you _____ (find) a purse full of money in the street, what _____ (you / do)?
5. How much money _____ (you / give) to charity if you _____ (win) 1 million pounds?
6. If you _____ (stop) studying English, _____ your life (change)?
7. _____ (you / cheat) if you _____ (not know) the answer in an exam and nobody was looking?



Underline the mistakes in the second conditional sentences and write the correct words. Number one has been done for you.

1. What would you do if you would see a big hairy spider in your bed? -saw-
2. If I spilled orange juice on my English homework, I will be upset.
3. Did you explore a desert island if you were alone on it?
4. What did you do if I forgot your birthday?
5. Would Adam come to the party if we would send him an invitation?
6. If I lived not far from you, we can walk to school together.
7. If you could be anyone in the world, who will you choose to be?
8. Which one item would you rescue if your house is on fire?
9. If you have a special power, what would you be able to do?



Exercise 2

Read the sentences and make the conditional sentence type 3.



As he wasn't very careful yesterday, he fell downstairs.
If he _____



The teacher punished Jack yesterday because he didn't do his homework.
If Jack _____



Kate didn't go to bed early last night; that's why she got up late in the morning.
If Kate _____



As he came late to work last week, the boss fired him.
If he _____



Sara didn't win the race last Sunday because she didn't run fast.
If Sara _____



The police arrested him yesterday as he stole a bank.
If he _____



She didn't invite me; so I didn't go to the party.
If she _____



Bob didn't work hard last year and he got a bad mark.
If Bob _____



As he drove carelessly yesterday, he ran over a stop sign.
If he _____



Peter had a terrible stomachache yesterday because he ate too much food.
If Peter _____



I didn't see Mr Bean's last show as I wasn't in London last week.
If I _____



As you didn't lock the door yesterday, the burglar got in.
If you _____

Unit 13

FOOD

Introduction

This unit provides learning materials in the context of food from different areas and countries. It is expected that the students will have broader knowledge on cultures and customs from different countries. This unit also offers exercises and practices in grammar (conditional sentence type 3) and language function in terms of preference. Several new verb-collocations about food and dishes will also be introduced to enrich and expand their vocabulary.

Language Functions

- Preference
- Conditional sentence

Grammatical Features

- I'd rather ...
- I'd prefer ...
- If I had studied, I would have passed the exam

Key Vocabulary & Useful Phrases

- Mashed potatoes
- Noodles
- Paella
- Food festival

A Food Festival



Lesson 1 - Vocabulary

Individually, tick the food that you have tried, consult the dictionary if you have any unfamiliar food name.

baked potato		frog's legs		pancake	
cake		fruit salad		pizza	
ceviche		hamburger		rabbit	
sharks		horse		sausage	
duck		lasagna		seafood	
escargots		mashed potatoes		snake	
fish & chips		monkey		spaghetti	
fondue		noodle soup		steak	
fried insects		ostrich		sushi	
fried rice		paella		tortilla	


Write the names of the food that you want to eat, but you have not had the chance to do so.

1.
2.
3.
4.
5.

Lesson 2 - Reading

Read this restaurant menu. Which meal would be best for each person? The first one has been done for you.

~ LUNCHTIME MENU ~

<p>A PAELLA A traditional Spanish rice dish, made with chicken, fish and prawns.</p>	<p>TOM YAM GUNG E A popular dish from Thailand. This a hot soup made with prawns and lots of spices, and served with rice. Very hot!</p>
<p>B BRINJAL KORMA This vegetarian dish is made with aubergines, yoghurt, garlic and spices, and served with rice. <i>Brinjal korma</i> is an Indian curry dish, but it isn't very hot.</p>	<p>SPAGHETTI BOLOGNESE F Fresh Italian spaghetti with a bolognese sauce made with beef, onions, tomatoes, garlic and red wine.</p>
<p>C STEAK & MUSHROOMS A large piece of steak in a mushroom sauce. Served with chips, mushrooms and tomatoes.</p>	<p>FISH & CHIPS G A traditional British lunch, served with salad or vegetables – and lots of tomato ketchup.</p>
<p>D PLOUGHMAN'S LUNCH Bread with three different cheeses. Served with a tomato salad and onions.</p>	

- | | | |
|---|---|-------------------|
| 0 | 'I'd like something with meat and fish in it.' |
A |
| 1 | 'I like really hot, spicy food.' | ..... |
| 2 | 'I don't want a cooked meal – just something cold.' | ..... |
| 3 | 'I don't eat meat, cheese or rice.' | ..... |
| 4 | 'I want some meat, but I don't like chips or rice.' | ..... |
| 5 | 'I'd like a vegetable dish with rice.' | ..... |

Adopted from: <http://www.englishservice.cz/download/Language%20In%20Use%20Pre-intermediate%20Tests.pdf> (pg.3)

Lesson 3 – Speaking

- a. Work in pairs. Discuss the questions.
 - Which of these cuisines have you tried? Do you like ‘foreign’ food? Japanese; Mexican; Spanish; Caribbean; Moroccan; Australian; Indian; British
 - Can you name any dishes from these cuisines?
 - Which ingredients are common in these styles of cooking?
 - Which other cuisines are popular where you live?
- b. Work in pairs. Imagine you are invited to an international food festival in the UK. What would you expect to find at a food festival? Make a list of six to eight things
- c. Compare your ideas with another pair and agree on a combined list of six to eight items.
- d. Work with your classmates to make a definitive class list.

REVIEW

Match the words on the left their part of speech on the right.

students
spaghetti
serious
concert
listen
colder
tastiest
quietly

superlative adjective
verb
uncountable noun
adjective
adverb
singular noun
plural noun
comparative adjective

A FOOD FESTIVAL

Exercise 1

Write in each gap the part of speech (e.g. adjective, verb, noun, etc) required, **NOT words** to complete the sentences. Number one has been done for you.

1. She'd love to be able to **VERB/INFINITIVE**.

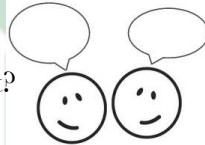
2. You can buy _____ online these days.

3. There are lots of _____ in the town centre.

4. The concert is on _____ evening at _____.

5. It's the _____ hotel I've ever stayed in.

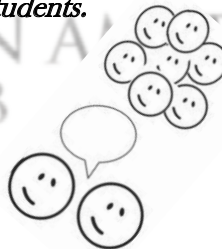
6. Have you got any _____ in your pocket?



Check your answers with a friend next to you.

Exercise 2

Now work together with your partner. Complete the gaps in your sentences with one, two or three words appropriate with the part of speech that you have worked on earlier. When you have finished, compare your ideas with another pair of students.



Lesson 4 - Listening

Work individually to predict the missing words from the ten sentences below. The text is about a radio interview with a woman who has organised a food festival.

Sarah works for a local charity organisation that gives poor children an opportunity to (1) _____. This year 'Wish you were here' has organised a food festival to raise enough money to send (2) _____ children to Cornwall in the summer. They are hoping to attract a lot of visitors and they have already decided that if the food festival is popular, it will take place (3) _____ year.

There is plenty to do and see at the festival. You can buy food from many (4) _____ and you don't need to break the bank because meals are inexpensive. Children are welcome and their meals only cost (5) _____.

You can learn new skills at the festival too. A famous chef is going to teach festival-goers how to cook (6) _____. Organisers are hoping this will attract a lot of would-be chefs.

Other events at the festival include face-painting and a (7) _____ competition which is open to participants from all age groups. Families will be especially pleased to see an area where their children can (8) _____.

The food festival is on (9) _____ and it starts at 10 o'clock. There is parking space for around 200 cars and admission is (10) _____.

Listen to the audio and check your answers. (Audio 13.1)



Listen to the interview again and answer these following questions based on the listening text.

1. How many times in a year does the organizer plan hold the food festival?
2. How many times have they conducted such event before?
3. What kind of food is available in the food festival?
4. Who was scheduled to come to the festival? Who is he?
5. What competitions were held in the competition?

BRAIN BOX

Would prefer, would rather: expressing specific preference	
When we speak about a specific preference, would rather and would prefer have the same meaning and are interchangeable.	<i>We went to the theatre yesterday. Today I would rather go to the cinema. We went to the theatre yesterday. Today I would prefer to go to the cinema.</i>
Would rather can be abbreviated to 'd rather . Would prefer can be abbreviated to 'd prefer .	<i>I'd rather go to the cinema. I'd prefer to go to the cinema.</i>
Would rather is followed by the bare infinitive . Would prefer is followed by to + infinitive or a noun .	<i>I'd rather have fruit juice. I'd prefer to have fruit juice. I'd prefer fruit juice.</i>
We use a past tense after would rather when we speak about the actions of other people, even though that action may be in the present or future.	<i>I'd rather you took a taxi (instead of walking) – it's not safe on the streets at night. The film is quite violent. I'd rather our children didn't watch it.</i>
We say: would rather . . . than	<i>It's such nice weather – I'd rather sit in the garden than watch TV.</i>
We say: would prefer . . . rather than / instead of	<i>It's such nice weather – I'd prefer to sit in the garden rather than watch TV.</i>

adopted from: <http://speakspeak.com/english-grammar-exercises/intermediate/would-rather-would-prefer-prefer>

Prefer, would rather: expressing general preference	
When we talk about general preferences, we can use prefer or would rather . The meaning is the same.	<i>I prefer walking to cycling. I would rather walk than cycle.</i>
After prefer we use the verb in the -ing form .	<i>I prefer using a keyboard to writing with a pen.</i>
After would rather we use the infinitive without to .	<i>I'd rather use a keyboard than write with a pen. (I'd = I would)</i>
We say: prefer . . . to . . .	<i>I prefer walking to driving.</i>
We say: would rather . . . than . . .	<i>I'd rather walk than drive.</i>

Choose the best answer to fill the gap in each of the following sentences.

1. I prefer coffee to/than/from tea.
2. I don't fancy the theater again. I'd rather to go/going/go to the cinema.
3. Although I love relaxing on beaches, I think I prefer walking/walk in the mountains.
4. It's rather speak to him in person to discussing/to discuss/than discuss things over the phone.
5. I prefer trains than/to/from cars.
6. I'm not a big fan of cars, I prefer travelling/travel by train.
7. If I had a choice I think I'd rather live in Paris to London/live in Paris than London/to live in Paris than London.
8. They'd rather have lunch inside but I'd prefer eating/eat/to eat outside in the garden.

Watch the video (Video 13.2).

Listen to the speaker and fill in the blanks in the following sentences about British breakfast.

Hi, in this programme, we look at _____ food. Most people know about roast beef, bacon and eggs, fish and chips. But what do the British really eat? It's early _____ in Britain. Milkmen bring milk to people's houses, usually before _____. This is the Robinson family at breakfast. And this is the usual breakfast - milk and cereal, _____ with jam or marmalade, _____, tea or coffee. Mr. Robinson _____ this - the traditional English breakfast - bacon, eggs, sausage, tomato and fried _____. But people don't eat it very _____ now. Only four hours to _____.

Watch the next part of the video and answer the following questions about lunch and dinner.

1. What time is lunch in Britain? _____
2. How long is the lunch break? _____
3. What do people in Britain usually eat for lunch? _____
4. Where do you put convenience food? _____
5. What time do people eat dinner?

6. Which foods do they eat for dinner? _____



Base on the video, decide whether the following statements are True (T) or False (F).












Eating out - True (T) or False (F)

1. British people like only British food. ____
2. London has restaurants with food from more than 42 different countries. ____
3. Thai and Italian restaurants are not popular. ____
4. Vegetarians don't eat any meat or fish. ____
5. Fish and chips are expensive. ____

Lesson 5 - Speaking

Interview as many classmates as you can in 10 minutes related to things written in the following cards.

COKE OR PEPSI?

Name: _____ Nickname? _____ One word to describe you: _____ <input type="radio"/> Night light <input type="radio"/> Completely dark?  Best topping for pizzas? _____ Name of your best friend: _____ <input type="checkbox"/> Cat <input type="checkbox"/> dog person?  Favorite flower? _____ <input type="radio"/> Coffee <input type="radio"/> Tea?  Believe in love at first sight? <input type="checkbox"/> yes <input type="checkbox"/> no	Which appointment is worse? <input type="radio"/> Doctor <input type="radio"/> Dentist Worst movie ever? _____ Believe in UFOs? <input type="checkbox"/> Uh, yeah <input type="checkbox"/> Um, no  Museum of <input type="radio"/> Art <input type="radio"/> Natural History? Best little kid movie? _____ <input type="checkbox"/> Apples <input type="checkbox"/> Oranges?  Most annoying bug? _____ <input type="radio"/> Flip flops <input type="radio"/> Strappy sandals? What superpower would you love to have? _____ <input type="checkbox"/> Coke <input type="checkbox"/> Pepsi? 
Who would you be in a castle? <input type="radio"/> Queen <input type="radio"/> Princess <input type="radio"/> Knight <input type="radio"/> Jester  Birthmark? <input type="checkbox"/> Yes <input type="checkbox"/> No Who would you be on a set? <input type="radio"/> Director <input type="radio"/> star <input type="radio"/> supporting star <input type="radio"/> set designer What food / beverage do you get at the movies? _____ Favorite color for a car? _____ Which is worse? <input type="checkbox"/> No TV <input type="checkbox"/> No radio  <input type="radio"/> Sunset <input type="radio"/> Sunrise?   	

LANGUAGE NOTE - Conditional Sentence Type 3

IF +PAST PERFECT / WOULD+ PRESENT PERFECT



- Use the third conditional to talk about what didn't happen and the imagined result.
- Contract auxiliary verbs and negatives. e.g. If **he'd** studied more, he **wouldn't** have failed.
- If you start with the would clause don't use a comma. e.g. He **wouldn't** have failed **If he'd** studied more.
- You can change would to a modal verb such as may, might or could. e.g. If he'd studied more, he **might not** have failed.
- Use "if only" to talk about something you wish had happened. e.g. **If only** he'd studied more, he **wouldn't** have failed.

Exercise 1 - Fill in the correct tense

1. The towns _____ (not/be destroy) if the volcano hadn't been so destructive.
2. If the curious children and adults hadn't gone on the beach to investigate the strange sound, they _____ (lose) their lives.
3. The disaster **wouldn't** have been so terrible, if all the hotels _____ (prepare) for the possibility of a tsunami.

4. Many lives would have been saved, if the guest at the hotel _____ (take) precautions.
5. If the scientists who had observed the ash from volcano had alerted the nearby countries, the extent of the disaster _____ (be) much less.
6. If I _____ *not/work*) at that company for so long, I _____ (*pursue*) so many other options.
7. If she _____ (*leave*) her job, maybe she _____ (*be*) happier.
8. If we _____ (*not/buy*) that flat, we _____ (*have more*) exotic holidays.
9. If I _____ (*not/go*) to university, I _____ (*get*) a job.
10. If you _____ (*take up*) running, you _____ (*be*) fitter!
11. If they _____ (*retire*) earlier, they _____ (*not/have*) enough money to live on.

Exercise 2

He won the lottery. He met a beautiful woman. They got married. She met someone else. They got divorced. She took half of his money

1. If he hadn't won the lottery
2. If they hadn't met
3.they wouldn't have got divorced.
4.she wouldn't have taken half of his money.

Now make third conditionals about these stories.

He had his first tennis lessons in primary school. He liked the lessons and he joined a tennis club. He trained at the club twice a week. He won the local tennis tournament. A talent scout spotted him at the tournament and offered him a tennis scholarship in America. He went to America. He became the best tennis player in the world.

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



The cat ran up the tree. The cat got stuck. The owner rang the fire brigade. The fire brigade rescued the cat. The owner gave the firemen a cup of tea and cake to say thanks. While they were eating the cat escaped through the back door. As the firemen were leaving they ran over the cat.

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



Audio script for “A Food Festival”
(adopted from www.teachingenglish .org.uk)

Radio host: My next guest is Sarah Lee, who has come along today to tell us about a charity food festival that’s going to take place next weekend in Saint Clement’s Field in Upper Clayton. Welcome to the programme, Sarah.

Sarah Lee: Thank you. It’s great to be here.

Radio host: OK, Sarah, can you tell us a little bit about the festival? It’s a charity event, isn’t it?

Sarah Lee: Yes, that’s right. I work for a local charity called ‘Wish you were here’. We organise holidays for children who might not otherwise have a chance to go away – families on low incomes or single parent families with childminding problems. We’ve organised this festival to raise money for a week-long summer camp in Cornwall for forty children. We hope to raise about five thousand pounds next weekend. This is the first time we’ve organised such an event, but if it’s successful we’ll make it an annual event.

Radio host: So, what happens at a food festival, Sarah?

Sarah Lee: Well, this festival has got something for everyone, no matter what your age. There are more than fifty food stands, selling all kinds of dishes from around the world. We’ve got Afro-Caribbean food, Indian food, Italian pizzas, Spanish tapas *((pause))* you name it, we’ve got it *((laughing))*.

Radio host: So people can buy food? But we’re in a recession. Can people afford to go out to eat?

Sarah Lee: Well, that’s the good thing. All of the meals have a fixed price of two pounds. Children’s portions are one fifty. And you can have a taste of the food first, before you decide what to buy.

Radio host: Really? Well, you can’t say fairer than that! What else have you got on the agenda, Sarah?

Sarah Lee: We’ve got celebrity chef Ollie James! He’s going to be sampling dishes and saying what he thinks of them. And he’s going

to be giving a masterclass on preparing and cooking fish and seafood.

Radio host: That's interesting. Ollie is an expert when it comes to fish.

Sarah Lee: Exactly. We're hoping he'll draw the crowds.

Radio host: What else can people expect to find, Sarah?

Sarah Lee: Well, we've got other cooking demonstrations and there's a food photography competition with prizes for different age groups. There are stands selling local produce: cheeses, honey, fruit and veg. There's face-painting and a play area for the kids.

Radio host: It all sounds great, Sarah. So, when is the festival?

Sarah Lee: It's next Saturday, that's June the thirteenth. It starts at ten o'clock in the morning and finishes at seven o'clock in the evening.

Radio host: And it takes place in Saint Clement's Field in Upper Clayton. Is that right?

Sarah Lee: Yes. Oh, and I should say that there is no admission charge, but as this is a charity event we will be walking around with collection tins and we hope that visitors will be generous.

Radio host: Thank you, Sarah Lee from 'Wish you were here'. Visitors can check our website at the end of the programme for a full calendar of festival events. Now ((fade out)) ...

UIN SUNAN AMPEL
S U R A B A Y A

Unit 14

Languages

Introduction

This unit provides the students with exercises and activities related to the context of language and technology. The activities and exercises focus on the language function of comparative and superlative adjectives. It is expected that the students would be able to use the language function properly after they have finished learning through this textbook. The context will also covers the use of technology, thus, the vocabulary provided will also support the acquisition of those words in that particular area.

Language Functions

- Comparative – superlative adjectives
- Argumentative essay - advantages and disadvantages

Grammatical Features

A. Comparative

1. heavier
2. better
3. more handsome

B. Superlative

1. most clever
2. tallest
3. worst

C. Expressing advantages and disadvantages

1. Most important advantage of ...
2. One major disadvantage of ...

The Hardest Language



Lesson 1: Vocabulary Spot

Discuss with two or three of your classmate the meaning of these words:

1. Consideration
2. Mother tongue
3. Native
4. Diplomats
5. Embassy

Lesson 2 - Reading

Read through the text below

People often ask which is the most difficult language to learn, and it is not easy to answer because there are many factors to take into consideration. Firstly, in a first language the differences are unimportant as people learn their mother tongue naturally, so the question of how hard a language is to learn is only relevant when learning a second language.

A native speaker of Spanish, for example, will find Portuguese much easier to learn than a native speaker of Chinese, for example, because Portuguese is very similar to Spanish, while Chinese is very different, so first language can affect learning a second language. The greater the differences between the second

language and our first, the harder it will be for most people to learn. Many people answer that Chinese is the hardest language to learn, possibly influenced by the thought of learning the Chinese writing system, and the pronunciation of Chinese does appear to be very difficult for many foreign learners. However, for Japanese speakers, who already use Chinese characters in their own language, learning writing will be less difficult than for speakers of languages using the Roman alphabet.



Some people seem to learn languages readily, while others find it very difficult. Teachers and the circumstances in which the language is learned also play an important role, as well as each learner's motivation for learning. If people learn a language because they need to use it professionally, they often learn it faster than people studying a language that has

no direct use in their day to day life.

Apparently, British diplomats and other embassy staff have found that the second hardest language is Japanese, which will probably come as no surprise to many, but the language that they have found to be the most problematic is Hungarian, which has 35 cases (forms of a nouns according to whether it is subject, object, genitive, etc). This does not mean that Hungarian is the hardest language to learn for everyone, but it causes British diplomatic personnel, who are generally used to learning languages, the most difficulty. However, Tabassaran, a Caucasian language has 48 cases, so it might cause more difficulty if British diplomats had to learn it.

Different cultures and individuals from those cultures will find different languages more difficult. In the case of Hungarian for British learners, it is not a question of the writing system, which uses a similar alphabet, but the grammatical complexity, though native speakers of related languages may find it easier, while struggling with languages that the British find relatively easy.

No language is easy to learn well, though languages which are related to our first language are easier. Learning a completely different writing system is a huge challenge, but that does not necessarily make a language more difficult than another. In the end, it is impossible to say that there is one language that is the most difficult language in the world.

Decide whether these statements are True (T) or False (F).

1. The question of how hard a language is to learn is relevant to both first and second language acquisition.
2. Portuguese is definitely easier than Chinese.
3. A Japanese speaker may well find the Chinese writing system easier than a speaker of a European language.
4. The Hungarian alphabet causes problems for British speakers.
5. Hungarian is the hardest language in the world.
6. Hungarian has as many cases as Tabassaran.
7. Many British diplomats learn Tabassaran.
8. The writer thinks that learning new writing systems is easy.

Lesson 3 – Speaking

1. Think about the languages that you have learned so far.
2. Do you think they are hard to be learned?
3. What language do you think is the most difficult language to be learned?
4. Share your thoughts with a friend next to you.



Grammar activity

Work with a partner next to you, re-read the text above and find as many comparative or superlative adjectives as possible. Consult with dictionary or your instructor if you do not know what they are.

BRAIN BOX

Comparative and Superlative Adjectives



	Adjective	Comparative	Superlative
One syllable adjectives	Old Safe Big Hot	Older Safer Bigger Hotter	The oldest The safest The biggest The hottest
Adjectives ending in y	Noisy Dirty	Noisier Dirtier	The noisiest The dirtiest
Adjectives with two or more syllables	Boring Beautiful	More boring More beautiful	The most boring The most beautiful
Irregular adjectives	Good Bad Far	Better Worse Farther	The best The worst The farthest




Choose between the comparative or superlative form of the adjectives.

1. Chinese is [the most spoken /more spoken than] language in the world .
2. My brother is [lazier than / the laziest] me!
3. It is usually [warmer /the warmest] in spring than in winter.
4. Barack Obama has been one of [the most popular /more popular] American presidents in the world .
5. Football is [the most popular / more popular than] golf in our country.

6. Learning French is [**the most difficult /more difficult than**] learning English.
7. “Are you [**as absent-minded as/ the most absent minded**] your brother?”
8. Eating fruit and vegetable is [**healthier than/the healthiest**] eating junk food.
9. The cheetah is [**the fastest / faster than**] mammal in the world.
10. Charlize Theron is one of [**the most beautiful /more beautiful**] women in the world.
11. I would like to have [**less /the least**] homework to do.
12. Schindler’s list is one of [**the best /better than**] films I have ever seen.
13. My neighbours are [**nicer than / most nicest**] the people living opposite.
14. My car, a Ford Fiesta is not [**faster than / most fastest**] many other modern cars now.
15. Théo is [**taller than /the tallest**] boy in the class.
16. I am sure the Nile is [**the longest/ longer than**] river in the world. You can check!
17. My teachers advised me to work [**more/ the most**] !
18. Diamonds are [**the most expensive/more expensive than**] precious stones in the world.
19. For sure, cats are [**more intelligent than / most intelligent**] dogs !
20. Australia is nearly [**as big as / the biggest**] the United States , and it is [**the hottest/ hotter than**] Canada.
21. I think U2 and Cold Play are two of [**the best /better than**] bands in the world!.
22. London is [**bigger than /the biggest**] Paris .
23. London is [**bigger than/ the biggest**] city in England.
24. Sandy is [**more talkative than/ the most talkative**] her sister!
25. Mark is [**the most talkative/ more talkative**] boy I know.
26. Let’s hope the economic situation will get [**better and better/the best and the best**]

27. Global warming is [the most important/more important than] issue of our times .
28. It is [more important /the most important]to save endangered species than to develop tourist zones!
29. Oh dear, you are far[the tallest/ taller than] me!
30. I can't stand your being [richer than /the richest] me!
31. As he is sixteen years old now, my [younger/the youngest] brother is learning to drive
32. My parents are [the nicest / nicer than] people I know.
33. Nelson Mandela was one of [the most peaceful /more peaceful than] people of this century.

Look at the picture below. Write five sentences using comparative or superlative adjectives describing the people from the picture.

		
Tom	Sally	Ellen
Age : 28	Age: 25	Age: 15
Height: 1.75	Height: 1.82	Height: 1.60
Weight: 78	Weight: 67	Weight: 54
Intelligent: +	Intelligent:+++	Intelligent: ++
Happy: +	Happy: ++	Happy: +++
Good: ++	Good: +	Good: +++

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

Which country do you want to visit when you have time and money?



Lesson 4 - Reading

Below are the stories of 3 international students from Spain, China, and Mexico talking about the computers they use to work and study.

Read the stories and try to answer the following questions:

1. What's the difference between...
 - a. a laptop and a desktop computer,
 - b. dial-up and broadband connection,
 - c. a podcast and a blog (weblog)?
2. What are Opera, Internet Explorer and Mozilla Firefox examples of?
3. What do these computer acronyms stand for: ISP, Kbps, Mbps and GB?

Rui:

“I have a second-hand desktop IBM which I bought from my office last year. Although it’s very old now it works fine, but very few people I know have their own computers because they’re too expensive. When I look at magazines showing the kind of computers that you can buy nowadays I’m amazed at how small they are compared to mine! Not only do I have a computer, but I also have access to the Internet. Surprisingly perhaps for Mozambique there are a lot of ISPs to choose from, more than ten. Access is via dial-up and there are a number of choices but I opted for the full Internet. As a journalist it’s important to know what’s happening around the world. I particularly like the weblogs that many journalists use. Blogging allows real news to travel fast and to more people. The only drawback is that when I want to use the Internet I have to get up very early in the morning, around 4 or 5. It’s the only way I can guarantee that the service is not slow, well not too slow anyway. As soon as there are lots of people using it at the same time it becomes very slow. I only have a bandwidth of 128 Kbps. It’s not cheap either. I pay \$30 for the full Internet, some friends pay less just to have email. However, most of the people I know prefer to go to a cyber café, and there really are quite a lot here in Maputo now. Perhaps that’s not surprising for a capital city, even in a developing country. I suspect there are very few places around the world where you can’t find a cyber café. It’s still a bit expensive though for us, about \$3 an hour, but they’re really popular. I feel that it’s important for people to have computer skills, it helps to get a job and the Internet keeps us in touch with the rest of the world.”

Cho-Mi:

“I have two computers, well I use three in fact if you count the one at work but that’s not mine. The desktop is an Acer with 160 GB hard drive and my Sony Vaio laptop, which I use when I’m working and travelling at the same time, has a 80 GB hard drive. I love using computers and have been using them for many years now. They’ve made a huge difference to my work. I can access information much more quickly and contact people so much more easily too.”



If my boss says he wants some sales information, I can get that within minutes, no need to open drawers in a cabinet and rifle through files. I have everything at the touch of my fingertips, it's great. The whole family uses computers, my son uses his mainly for playing online games. I get a little worried about how many hours he spends playing but he has fun. My youngest daughter loves the chat rooms, and again she spends hours in her room staring at the screen and typing furiously. On the other hand my eldest daughter, Jun Ji-hye, uses hers for more educational purposes. She loves learning English and is doing very well at school, but it's her listening which has improved so much because she listens to English programmes on the Net. There are some special podcast sites which have recordings for learners of English and she listens to those. Our apartment is wired up for broadband and we have a 10 Mbps connection so it's very quick and at \$33 a month for unlimited access it's not expensive – so no more huge phone bills which is good! I think we are a typical South Korean family, our country has the world's highest percentage of high-speed Internet subscribers – about 25 for every 100 inhabitants. It's definitely a positive thing but getting my husband and children to sit down and eat together is another matter!"

Miguel:

"One minute nobody knew much about computers and the Internet here and the next minute cyber cafés and computer shops are opening up everywhere – it's amazing. Broadband is one of the fastest growing markets in Mexico, especially since 2005 when dial-up accounts started to decrease and broadband soared. We're still way behind our neighbour of course, we have about 1 broadband subscriber for every 100 inhabitants whereas the US has at least 13 – but we're catching up! We also have a choice of over 50 ISPs. However, because computers are still expensive for us, and paying \$30 a month for broadband each month is too, most people prefer cyber cafés. There are so many now that competition has brought the cost down to \$1 an hour which is affordable for many people - there's often a queue of people waiting for a computer. Luckily we can have a coffee while we wait! I'm very keen to learn more about computers and the different programmes but technology has advanced so quickly that it's very difficult to understand how it all works sometimes. I buy magazines to help me but they're full of jargon and acronyms that it's sometimes just far too baffling.

Also the 'Help' button on the programmes should be called the 'Unhelp' button – it's useless sometimes! It's not just computers that are developing and changing so fast, the Internet is too. There are some amazing websites and I love the fact that it's like having a huge library in your own home. Blogging is becoming very popular in Mexico. In 2005 there were almost 3,000 Mexican web logs, now there are almost 8,000! I think it's because we love to communicate

Complete these sentences using computer verbs. Use the phrases in the box to help you.

to right / left-click / double-click to log on / off
to key in to register to browse / surf to google
to scroll down / up

1. I have a project on global warming so I'm going to _____ the Internet and see what I can find on the subject first.
2. Be careful, you can _____ the Internet for hours without realizing it.
3. The information is on the website but you need to _____ to the bottom to find it.
4. When you find the document, just _____ to open it.
5. Do I need a password to _____ to your computer?
6. If you want to be a member you have to _____ first...
7. ...it's easy – just _____ your name and email address.

Work with a partner and fill in the following table.

podcast site	nationality	level	transcript, listening tasks, vocabulary tasks?	cost	useful?
ESLpod.com					
podcastsinenglish.com					
englishcaster.com/bobrob/					
englishteacheriohn.com					

Decide, which one do you think is more advantageous and which one has more disadvantages for students and teacher?

LANGUAGE NOTE

Useful Phrases for Writing Argumentative Essays

To list arguments in the main body:

In the first place, First of all, To start with, To begin with, Firstly, Secondly, Thirdly, Finally, In addition (to this), Furthermore, Moreover, Besides, last but not least

Presenting arguments for:

The main/first/most important advantage of ..., One major advantage of ..., A further advantage ..., One/Another/An additional advantage of ..., One point of view in favour of ..., It is often suggested/believed/argued that ..., Some/Many people suggest/feel/argue that ..., Some/Many people are in favour of/are convinced that ...,



Presenting arguments against:

One major disadvantage of ..., The main/most important disadvantage/drawback of ..., One/Another/An additional disadvantage of ..., One point/argument against ..., Some/Many people are against ...,

Presenting examples, causes and results:

for example/instance, such as, like, in particular, therefore, for this reason, because, as, since, as a result,

To add more points to the same topic:

what is more, furthermore, also, in addition to, besides, apart from this/that, not to mention the fact that, etc.

To make contrasting points:

on the other hand, however, despite/in spite of (the fact), while, nevertheless, even though, although, it can be argued that, one can argue that, etc.

To conclude:

to conclude/sum up, all in all, all things considered, in conclusion, on the whole, taking everything into account, taking all this into account/consideration, above all, as was previously stated, etc.

Useful Phrases for Writing Opinion Essays**To list points:**

In the first place, first of all, to start with, in the first place, etc.

To add more points:

what is more, another major reason, also, furthermore, moreover, in addition to, besides, apart from this, not to mention the fact that, etc.

To introduce conflicting viewpoints:

It is argued that, people argue that, opponents of this view say, there are people who oppose, etc.

To express opinion:

I believe, In my opinion, I think, In my view, I strongly believe, etc.



Lesson 5 - Speaking

Advantages and disadvantages of different kinds of holiday Travel English/ Phrases of advantages and disadvantages

Choose one of the kinds of holiday below (on the next page) and decide if you will give advantages or disadvantages. Your partner must take the opposite side, disputing what you say and giving opposing points. When both of you have run out of ideas, give your own views and then move onto another type of holiday below.



Adventure holidays
Backpacking
Beach holiday
Bicycle touring
Bus tours
Camping
Caravanning
City breaks
Cruises
Driving tours
Eco-tourism
Fishing
Guided tours
Health resorts
Hitchhiking
Holiday home/ Time share
Holidays “off the beaten track”
Holidays in areas that are undiscovered/ untouched by tourism
Holidays in places that have only just been opened to tourists
Holidays in tourist resorts
Holidays mainly based around nightlife (e.g. clubbing in Ibiza)
Hostelling
Hunting
Independent travel
Jungle exploration
Long distance train journeys
Nature watching
Package holidays
Resorts for couples
Resorts for young single people (e.g. Club 18-30)
Round the world trips/ Round the world tickets
Safari
Spa resorts
Trekking
Volunteering
Working holiday, e.g. grape picking, au pair, summer camp

Unit 15

Famous Muslims around the World

Introduction

There are Muslims around the world who have given contributions in different areas of life. Muhammad Ali is among them. He has been one of the role models for many Muslim sportsmen and women who want to make history. This unit provides exercises as well as language function and grammatical discussion in the context of sport and Muhammad Ali. Also, some confusing words in terms of pronunciation and also the use of determiners will be discussed.

Language Functions

- Determiners
- Homophones

Grammatical Features

A. Determiners

1. Many
2. Several
3. Some
4. These
5. Those
6. A few

B. Homophones

1. Two/too
2. Its/It's
3. Buy/by

C. Useful vocabulary

1. Conviction
2. Religion
3. Courage

Muhammad Ali

Lesson 1: pre-reading

How much do you know about the famous sports personality Muhammad Ali? Try this quick warm-up activity before you start the lesson.

1. Which sports is Muhammad Ali famous for?
2. Which country did he represent at the 1960 Summer Olympics?
3. Which war did he refuse to fight in? Why?



Use the word cloud below to help you



When you think you know the answers, read the following text about Muhammad Ali and see if you were right.



Muhammad Ali

"I am the greatest!" was the catchphrase of the son of a Kentucky sign painter who took up boxing to defend himself after bullies stole his bicycle. Born Cassius Marcellus Clay Junior, he was soon known as the Louisville Lip for his taunts and homespun poetry in an amateur fighting career crowned by winning a light-heavyweight gold medal at the 1960 Summer Olympics in Rome. Ali won his first 19 fights after turning professional in October 1960, and stunned the boxing world by knocking out Sonny Liston to take the world heavyweight championship in 1964.

He taunted Liston in the run up to the match, and called him an "old, ugly bear" to his face. To promote himself, Ali penned this verse:

"This brash, young boxer is something to see, And the heavyweight championship is his destiny. This kid fights great; he's got speed and endurance. But if you sign to fight him, increase your insurance!"

The year before he fought Sonny Liston, Cassius Clay had joined the Nation of Islam, an organisation also known as the Black Muslims. After joining the Nation of Islam, he announced that he had changed his name to Muhammad Ali. Using a duck-and-weave style that he called his "float like a butterfly, sting like a bee technique," he was graceful yet ferocious in the ring. Outside the ring, he kept the crowds and reporters entertained and laughing with him.

Before his 1975 title fight with Joe Frazier in the Philippines, Ali pulled a toy gorilla out of his pocket. "It'll be a killer', and a thriller', and a chiller' when I get the gorilla in Manila!" he said, to laughter and applause.

In 1974, the year before his match with Joe Frazier, Ali's fans in Zaire had followed his every move surrounding what came to be called the "Rumble in the Jungle" bout with George Foreman. "Kill him, Ali", the crowds shouted - brutal words to direct at one of the most famous pacifists in the world. In 1967, Ali had been arrested and convicted of draft evasion for refusing to join the army and fight in Vietnam, despite the threat of five years in prison and a hefty fine. He said at the time, "My conscience won't let me go shoot my brother, or some darker people, or some poor, hungry people in the mud for big, powerful America."

On college campuses nationwide, Ali spoke out against the Vietnam War while waiting for his appeal to be heard. Eventually, the U.S. Supreme Court overturned his conviction for draft evasion.

Muhammad Ali triumphed in 56 of the 61 professional bouts that he fought during his career. In his last two bouts he had begun to show signs of Parkinson's disease, a brain disorder that affects muscle control. In later life, Ali became a philanthropic man who gave millions of dollars to charities and individuals in need. Some critics of Ali blamed him for inspiring today's egotistical, loud-mouthed athletes. Others saw him as a pathetic figure, escorted onstage to raise sympathy and donations by throwing a few imaginary punches. But John Walter, an adjunct professor of ethnic studies at the University of Washington, labelled Ali the quintessential American - generous and caring; provocative; courageous physically and in his convictions; and boastful, but backing up his bragging with incredible deeds. You'll find many, many examples of people saying, 'I owe what I'm doing to this man.' That, to me, is profound.", Walter says.

Muhammad Ali was such a dominating Olympic and professional boxer that Sports Illustrated magazine named him as sportsman of the twentieth century in 1999. It is the former world heavyweight boxing champion's zest for life, his stand on principle, and his generosity outside the ring that has earned him a place as one of America's best loved sports personalities of all time.

Lesson 2 – Listening

Watch the video about Muhammad Ali, and try to listen to answers to the following questions. (*Video 15.1*)

1. Why did Muhammad Ali decide to take up boxing?
2. Which Olympic Games did Muhammad Ali take part in?
3. Who did Muhammad Ali beat to become heavyweight champion in 1964?
4. What was Muhammad Ali's name before he converted to Islam?
5. Why did Muhammad Ali refuse to fight in Vietnam War?



BRAIN BOX - Confusing words

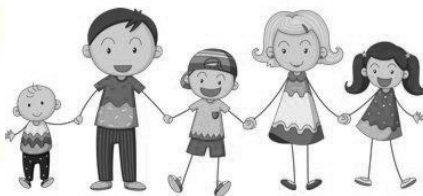
Homophones are similar sounding words which learners often find confusing. Test your knowledge of English homophones with this gap-fill quiz.

Lesson 8: Choose the word you think is correct to complete each gap from the choices given.

Julita lives in Manchester. She is tall and slim, with long blonde (*hair/her*). Julita is a student and (*hair/her*) husband Edward is a personal manager.

Julita is studying English at City College. When she has finished her (*coarse/course*) she wants to do a business degree at university.

Julita and Edward are both Polish. (*It's/Its*) been (*too/two*) years now since



they came to the UK. They have (*bean/been*) married (*for/four*) ten years and they have three children; two boys and one girl.

Their son Marek is (*ate/eight*) years old and their daughter Ewa is (*four/for*). Their other son Jerzy is (*too/two*) years old and goes to a (*crash/crèche*).

The flat they live in at the moment is (*too/two*) small, so they have applied for a mortgage to (*by/buy*) a house.

Julita and Edward both love animals and they have (*too/two*) cats and a dog. Their dog Snoopy is a puppy that they bought from an (*ad/add*) in the paper. Snoopy is (*quiet/quite*) naughty and often (*choose/chews*) the furniture! When they move to a bigger (*plaiice/place*), they plan to (*by/buy*) another dog to keep him company.

BRAIN BOX

Determiner - a modifying word that determines the kind of reference a noun or noun group has.

NOUN	COUNTABLE		UNCOUNTABLE
	SINGULAR	PLURAL	SINGULAR
QUANTITY WORD	ONE, EVERY** EACH ANOTHER	MANY SEVERAL SOME A FEW A NUMBER OF A LOT	MUCH MORE SOME A LITTLE A LOT OF ALL
DEMONSTRATIVES	THIS THAT	THESE THOSE	THIS THAT

Complete the sentences by putting in the correct words from the box. Number one has been done for you.

- | | | |
|---------|-------------|--------------|
| all of | all of it | most of them |
| most of | all of them | none of it |
| none of | most of it | none of them |
- I watched most of the programme, but I didn't watch all of it.
 - I've read _____ the book, but I haven't read _____ yet. I'm reading the last chapter.
 - She did _____ the decorating herself, but she didn't do _____.
 - A: Did you understand _____ the words in that story?
B: No, but I understand _____. There were only a few that I didn't know.
 - I rang _____ the hotels in the town, but _____ had vacant rooms, so we had nowhere to stay.
 - _____ the pens on my desk work; _____ are empty. Can I borrow yours?
 - I did _____ the work that I had to do. I finished at midnight. It took me a very long time to do it, because _____ was easy.

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Authors Biography

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

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

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

Together with her two colleagues: **Ana Nurul Laila** and **Irma Soraya**, an ELTIS Master Trainer and English Teaching Practitioner in higher education, they decided to contribute to the UINSA communities and around.

Their passion, hard work, and commitment to excellent have made them dedicated to publishing this book "Improving English Skills-Intermediate Level". This book is appropriate for university students in their first year of study and was designed to prepare them for a more advanced English language course and English proficiency test.



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