

Maria Regina Dyah Pramesti
Wirawan Sigit Pramono
Suhermawan



English For SMK

1



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Grade
X

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ENGLISH For SMK 1

Untuk SMK Kelas X

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Diperbanyak oleh ...

KATA SAMBUTAN

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (*website*) Jaringan Pendidikan Nasional.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (*down load*), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

PREFACE

English for SMK Book 1, which is designed based on the basic competencies determined by Pusat Kurikulum 2005, is written to meet with the need of sources for teaching and learning English in vocational schools.

This book, which may require about 148 hours, is intended for the first level (novice) of vocational school students to improve their oral as well as written performance. This book aims:

1. to practice and develop the four language skills
2. to develop the knowledge, skill, and understanding required by students to become professional employees or entrepreneurs.
3. to meet students' need to communicate in English accurately, fluently, appropriately, and confidently in many useful situations in the work places as well as in society.

English for SMK Book1, contains:

1. a wide variety of listening activities which are intended to develop the listening skill, including listening for gist, listening for details, and inferring meaning from context.
2. a wide range of creative activities of speaking, starting from guided, semi guided to free dialogs.
3. various tasks of reading for specific information from short passages, schedules, pictures, maps and so on as well as reading comprehension.
4. a variety of different writing practice activities, such as: completion, jumbled sentences or paragraphs, matching, and guided sentences and paragraphs.
5. grammar exercises dealing with related functional and communicative needs.

This book consists of 6 units and each unit is divided into sections. In each section, there are a lot of pair work, group work, and whole class activities which provide more personal practice of the new learning points and increase the opportunity for individual student practice.

The writers realize that this book is not perfect, therefore constructive criticism and suggestions are very welcome.

CONTENTS

Kata Sambutan		iii
Preface		iv
Contents		v
Unit 1 GOOD MORNING		
Section One	: Greetings and Leave Takings	1
Section Two	: Introducing Yourself and Other Person	9
	- Grammar Focus:	
	1. Personal Pronouns	14
	2. The Simple Present Tense: TO BE	16
	3. The Simple Present Tense: Simple Verbs	18
Section Three	: Expressing Thanking	20
Unit 2 THE WORLD IS ROUND		
Section One	: Describing Colours, Qualities, Sizes, Shapes, and Materials	25
Section Two	: Describing Origins & Nationalities and Professions	34
	- Grammar Focus	
	1. Questions and Answers	43
	2. Adjectives in Series	45
	3. Adjectives Showing Physical Appearance	45
Unit 3 WE NEED TEN BOXES TO KEEP ALL THESE THINGS		
Section One	: Numbers, Times, Days, Months, Dates & Years	51
	- Grammar Focus:	
	Questions and Answers	63
Section Two	: Singular and Plural	67
Section Two	: Synonym and Antonym	70

Unit 4 FORGIVE ME, I'M TERRIBLY SORRY...

Section One	: Showing Regret, Apology, Sympathy and Expressing Feeling	73
	- Grammar Focus: Subject and Verb Agreement	83
Section Two	: Asking For and Giving Permission	84
	- Grammar Focus: Modal Auxiliaries: Can, May	88
Section Three	: Command, Request and Offering Things or Services	90
	- Grammar Focus: Modal Auxiliaries: Can, Could, Will, Would.	93
	- Grammar Focus: Modal Auxiliaries: Shall, Would.	99

Unit 5 THE STUDENTS ARE STUDYING IN THE CLASSROOM

Section One	: Describing Present Activities	101
	- Grammar Focus 1: The Present Continuous	107
Section Two	: Describing Location	116
	- Grammar Focus 2: There is.../There are...	122
	- Grammar Focus 3: Question - Words	130

Unit 6 LOOK AT THAT SIGN!

Section One	: Traffic Signs	133
Section Two	: Itinerary	140
Section Three	: Menu	144
	- Grammar Focus: Degrees of comparison	147

Unit 7 TELL ME THE WAY

Section One	: Expressing Preferences	153
Section Two	: Expressing Capabilities	158
Section Three	: Asking for and Giving Location and Direction	165
	- Grammar Focus: Conditional Sentences Type 1	174

Unit 8 I'D LIKE TO INVITE YOU

Section One	: Oral Invitation	179
	- Grammar Review: Modal Auxiliaries: Will, Could, Would	183
	- Grammar Review: Preposition; in, on, at.	184
Section Two	: Written Invitation	186
Section Three	: Memo	195

Unit 1

GOOD MORNING

Learning Outcomes

After studying this unit, you will be able to:

1. greet somebody
2. express leave-takings and goodbye
3. introduce yourself and other person
4. use different types of personal Pronouns
5. use To Be and Verb 1 in the Simple Present Tense
6. express thanking.

In our daily life, we often need to greet someone, to introduce ourselves and other person and to express thanking. That's why you need to learn this unit. It will be beneficial for you to get along well with people around you, either today or later when you get into the world of work.

Section One

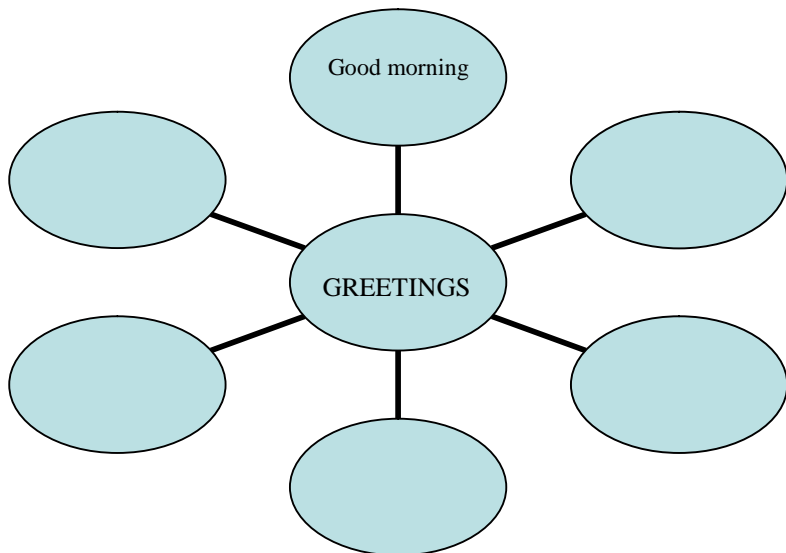
Greetings and Leave Takings

Activity 1 *Look at the Picture and answer the questions.*

1. What are the two people doing?
2. Where are they?
3. Do they know each other?



Activity 2 *Fill in the bubbles with greetings and leave takings that you are familiar with.*



Activity 3 *Keep your book closed. Listen to your teacher. Then open your book. Listen to your teacher again and repeat after him.*

1. Hello, Lusi!
2. Good morning, sir.
3. Good afternoon, Mr. Hermawan.
4. How are you?
5. Very well. Thank you.

6. I'm fine. Thanks.
7. How is Hendra?
8. He's fine, thank you.
9. Good bye, Lusi.
10. See you at the meeting tomorrow.

Activity 4 *Open your book. Listen to your teacher and repeat each expression your teacher says. After that, practice speaking the dialogues with your partner.*

1. Nick : Hello, Lusi. Nice to see you again.
 Lusi : Nice to see you too, Nick.
 Nick : How are you doing?
 Lusi : Pretty well, thanks.
 Nick : How is Hendra?
 Lusi : He's fine, thank you.
2. Lusi : Good morning, sir.
 Teacher : Good morning, Lusi. How are you?
 Lusi : I'm very well, thank you.
 Teacher : What are you doing here in the hospital?
 Lusi : I am going to visit my neighbor. She has just delivered a baby.
 Teacher : I see. Are you alone?
 Lusi : No, I'm with my Mom. There she comes. I'm sorry, I have to go now. Good bye, sir.
 Teacher : Good bye, Lusi. See you at school tomorrow.
3. Mr. Iskandar : Good afternoon, Mr. Hermawan.
 How are you?
 Mr. Hermawan : Very well. Thank you. How are you?
 Mr. Iskandar : I'm fine, too. How is your family?
 Mr. Hermawan : They are fine. Thank you. How's business?
 Mr. Iskandar : It's going up this year. Thanks.
 Mr. Hermawan : Glad to hear that. Oh, there comes Mr. Bawono. Sorry, I have to see him before the meeting. I'll talk to you later.
 Mr. Hermawan : Sure. See you.

EXPLANATORY NOTES

Formal Greetings	Responses
<ul style="list-style-type: none"> - Good morning. - Good afternoon. - Good evening. - Hello, how are you? 	<ul style="list-style-type: none"> - Hello. - Hello, good afternoon. - Good evening. - I'm fine. Thank you. - Very well, thank you.

Informal Greetings	Responses
<ul style="list-style-type: none"> - Hi, how's life? - What's ews? - How's everything? - How's business? - Good to see you. 	<ul style="list-style-type: none"> - Terrific. And you? - Just fine, thanks. - Great, thanks. - Pretty well. What about you?

Activity 5 *In pairs, practice reading the dialogues below. The bold parts are stressed.*

1. Mr. Iskandar : Good **morning**, Talita.
 Talita : Good **morning**, Mr. Iskandar.
 Mr. Iskandar : How **are** you?
 Talita : Very **well, thank** you. And how **are** you, sir?
 Mr. Iskandar : **Fine, thank** you. Did **you** have a good night's **rest** last night?
 Talita : **Yes, sir. Thank** you.
2. Talita : **Hi**, Renata.
 Renata : **Hello**, Lita. How's **everything**?
 Talita : Just **fine, thanks**, and how about **you**?
 Renata : **Good, thanks**. How was your **weekend**, Lita?
 Talita : It was **great**. I **went** to Yogya. What about **you**?
 Renata : **Not** too bad. I just **stayed** at home, we **had** a **family** gathering.

Activity 6 *With your partner, complete these dialogues with the expressions you have learned and practice speaking them out.*

- Situation : You meet a friend of yours, Baskara, in the street.

You : Hi, Baska.

Baskara :

You :

Baskara :
- You meet your English teacher, Mr. Firdaus, in a book store. It's 4 pm.

You :, Mr. Firdaus.

Mr. Firdaus :,?

You :

Mr. Firdaus : Are you going to buy some books?

You :

Mr. Firdaus :

You :



Activity 7 *In pairs, practice reading these dialogues. The bold parts are stressed.*

- Boys : **Bye**, dad.

Father : **Bye-bye**, sons. Take **care**.
- Talita : Good **bye**, Mrs. Iskandar.

Mrs. Iskandar : Good **bye**, Ms. Yuwono. It's been **nice** talking to you.
- Talita : I have to **go** now. **See** you later.

Renata : **Bye**. See you.

4. Mr. Iskandar : Good **bye**, Talita. **See** you tomorrow.
 Talita : **Yes. Good** bye, Mr. Iskandar.

EXPLANATORY NOTES

Leave Takings	Responses
- Sorry, I have to go now.	- Yes of course. See you.
- I'll talk to you later.	- Sure. See you later.
- It's been nice talking to you.	- So long.
- Good bye.	- Take care.
- Bye-bye / Bye.	- Keep in touch.
- See you tomorrow.	- See you at school.

Activity 8 *With your partner, complete the dialogues below with the expressions you have learned and practice speaking them out.*

1. Mr. Iskandar : Good morning, Baskara. How are you?
 Baskara :?
 Mr. Iskandar : How is your family?
 Baskara :, thank you.
 Mr. Iskandar : I'm sorry, but I really have to go now. It's been nice talking to you
 Baskara : See you some time.
 Mr. Iskandar :
2. Renata : Hi, Lita.
 Talita :?
 Renata : And you?
 Talita : How's work?
 Renata : Would you like to have a cup of tea?
 Talita : I'd love to but I have a lot work to do. I'll call you this afternoon.
 Renata : Take care.
 Talita : Thanks. You too.

Activity 9 *Match the situations in column A, with the proper expressions in column B.*

A	B
1. You greet your teacher at 1 p.m.	a. Hello, Rena. Nice to see you again.
2. Lita meets an old friend.	b. Thank you for joining us. Good night.
3. A teacher greets her students.	c. Sorry. I really must go now.
4. Someone opens a speech at 7 p.m.	d. Good afternoon, ma'am.
5. You meet your classmate.	e. Good morning, class.
6. A receptionist welcomes a guest at 10 a.m.	f. Good evening, ladies and gentlemen.
7. You part with a friend after school.	g. Good morning, sir.
8. A TV presenter closes her evening's program.	h. Good night. Sweet dream.
9. You end a conversation with a friend.	i. How are you today?
10. A Mommy takes her little son to bed.	j. Bye. See you tomorrow.

Activity 10 *Work with your partner to discuss about the answers for the questions below.*

1. How do you feel on the first day in your new school?
2. Do you know what to do?
3. How do you know about where to go or who to ask if you have problems?

Activity 11 *Read the passage below.*

Good morning.

Welcome to St. Raphael Vocational School and a warm welcome to the new students joining our school community. We are pleased that you have chosen our International Standard School.

This is our third year of being an International Standard School with the character of fostering not only a challenging academic environment, but a safe and discipline school concept, where student's individual potential and talents are encouraged.

Please review our Handbook to find some useful information regarding our school procedures and policies.

The staff of St. Raphael Vocational School looks forward to sharing another great year in partnership with you. We are happy to have you with us.

Activity 12 *Answer these questions based on the text above.*

1. Where do you likely read this kind of text?
2. What is the purpose of publishing this text?
3. How long has this institution got the new status?
4. What are the characteristics of this school?
5. How do you get the information about the school regulations?

Activity 13

A. Find the words in the text which has similar meaning with the words below.

1. friendly : _____
2. society : _____
3. surrounding : _____
4. refer to : _____
5. beneficial : _____

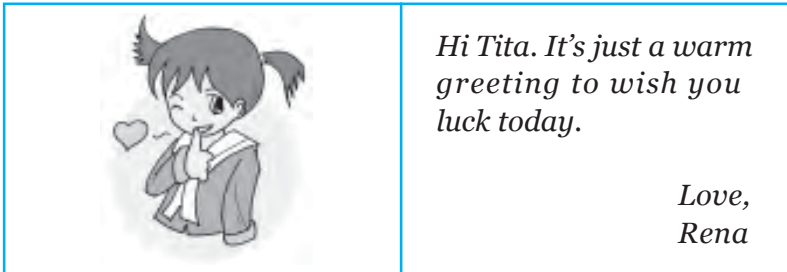
B. Open your dictionary. Find the synonym of the following words.

1. fostering : _____
2. regarding : _____
3. concept : _____
4. encourage : _____
5. look forward : _____

Activity 14 *Work with your partner. Compose a dialogue based on the situation below. Then, act it out before the class.*

You are at the bus stop, waiting for a bus to take you home from school. You meet an old friend of yours, Rima. You say hello to her and ask her about her school. In the middle of the conversation you see the bus coming. You say good bye to Rima and wish that you will see her again soon.

Activity 15 *Look at the greeting card below and observe what is written on it. Then, make a similar greeting card yourself on the computer. Insert a clip art or download a picture from the internet and write down the message as you wish. Print it out and submit it to your teacher.*



Section Two

Introducing Yourself and Other Person

Activity 16 *Look at the picture and answer these questions.*

1. What do you think the two people are doing?
2. Who are they?
3. Where are they?
4. What are they saying to each other?



Activity 17 *Keep your book closed. Listen to your teacher and guess when the expressions are used. Then open your book. Listen to your teacher again and repeat after him.*

1. That's Baskara. Do you know him?
2. Baska, this is a friend of mine.
3. Hello. Pleased to meet you.
4. I don't think we have met.
5. Nice to meet you.
6. Let me introduce you to Mr. Hardono.
7. How do you do?
8. Hi. I'm Rafael Romero.
9. May I introduce myself?
10. Glad to meet you, too.

Activity 18 *Open your book. Listen to your teacher and repeat each expression your teacher says. After that, practice speaking the dialogues with your partner.*

1. Talita : That's Baskara. Do you know him?
Renata : No, I don't.
Talita : Hello, Baska.
Baskara : Hello, Lita.
Talita : Baska, this is a friend of mine, Renata Simamora.
Baskara : Hello. Pleased to meet you.
Renata : Hi, pleased to meet you too.
2. Baskara : Excuse me. I don't think we have met, I'm Baskara.
Renata : Hello. I'm Renata.
Baskara : Nice to meet you, Renata.
Renata : Nice to meet you.
3. Talita : Mr. Iskandar, let me introduce you to Mr. Hardono of Java Tour. Mr. Hardono, this is Mr. Smith, our Marketing Manager.
Mr. Iskandar : How do you do?
Mr. Hardono : How do you do? It's very nice to meet you.
Mr. Iskandar : It's nice to meet you too.

4. Talita : I'm sorry. I don't think we've met. My name is Talita Yuwono.
- Rafael : Hi. I'm Rafael Romero. I'm a new member in this gym. I'm pleased to meet you.
- Talita : Pleased to meet you too. Have you met the other members?
- Rafael : Not yet. You are the first.
- Talita : Come with me, then. I'll introduce you to them.
- Rafael : Thanks. I appreciate that.

EXPLANATORY NOTES

Introducing oneself	Responses
<ul style="list-style-type: none"> - Hi, I'm Baskara. - Hello, my name's Baskara. - Good evening. My name is Baskara. - May I introduce myself? I'm Baskara. - Let me introduce myself. My name is Baskara. - How do you do? My name is Baskara. 	<ul style="list-style-type: none"> - Hi, I'm Renata. Glad to meet you. - Hello. My name's Renata. Pleased to meet you. - Good evening. I'm Renata. How do you do? - How do you do? My name is Renata. Nice to meet you.

Introducing others	Responses
<ul style="list-style-type: none"> - Do you know Baskara? - Have you met Baskara? - This is a friend of mine, Renata. - Baska this is Rena, my friend. - May I introduce our new member, Mr. Rafael Romero? - Please allow me to introduce our new District Manager. - Let me introduce you to Mr. Iskandar our Marketing Manager. Mr. Iskandar, this is Mr. Hermawan from Borneo Plantation Company. 	<ul style="list-style-type: none"> - No, I don't think so. - No, I haven't. - Hi, glad to meet you. I'm Renata. - Hello, Renata. Pleased to meet you. - I'm glad to know you. - It's nice to meet you. - How do you do? - How do you do? It's very nice to meet you.

Activity 19 *With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.*

- Talita : That's Baskara

Renata : No, I haven't.

Talita : Hi, Baska. How's everything?

Baskara :

Talita :, thanks. Baska,, Renata.

Baskara : Hi,, Renata.

Renata :
- Rafael : Excuse me, My name is Rafael Romero.

Talita : How do you do, Mr. Romero?

Rafael :, Ms. Yuwono?

Talita : Me, too. Are you a new employee here?

Rafael : Yes, I am. I've just moved from the main office.

Talita :, then.
- Mr. Iskandar : Good morning, Mr. Hardono. How are you?

Mr. Hardono : How about you?

Mr. Iskandar : I don't think you have met my secretary, Ms. Talita Yuwono. Talita, this is Mr. Hardono.

Mr. Hardono :

Talita :

Mr. Hardono :

Activity 20 *Read the text below.*

Read the text below.

Good afternoon, fellows. May I introduce myself? My name is Rafael Romero. Just call me Rafa. I was born in Mexico, but my parents moved to the USA when I was young, so I'm an American. I speak both English and Spanish. I come to

Indonesia to learn about the culture because I like dancing traditional dances. I dream to be a professional dancer one day. I live in Bantul, a small town southward Yogyakarta. I'm glad to know you all and hope that I can get help from you especially in speaking Indonesian. Thank you.

Activity 21 *Answer the following questions based on the text above.*

1. Who is introducing himself?
2. Where was he born?
3. Where do his parents live?
4. Does he speak Spanish?
5. What does he do in Indonesia?
6. Is he a student or a teacher?
7. Does he like dancing traditional or modern dances?
8. What does he want to be?
9. Where is Bantul located?
10. What does he expect from his new friends?

Activity 22 *Work in a group of three. Practice introducing.*

1. Your new friend to your old friend.
2. Your friend to your mother.

Activity 23 *On a piece of paper, please write a speech of introduction about yourself. Mention as much information as you can. Include your name, address, family, hobby, and your future plan. Then act it out in front of your friends.*

GRAMMAR FOCUS

1. PERSONAL PRONOUNS

Activity 24 *With your partner, study the following explanation.*

In the previous activities you learned these expressions.

1. I am Baskara.
2. Let me introduce you to Mr. Smith.
3. Renata is my friend.
4. Renata is a friend of mine.

The underlined parts are personal pronouns.

This table shows the complete forms.

Subject	Object	Possessive Adjective (+ noun)	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	-
We	Us	Our	Ours
They	Them	Their	Theirs
Talita	Her	Her (Talita's)	Hers
Bojes	His	His (Bojes')	His
Tita and Rena	Them	Their	Theirs

Activity 25 *In pairs, practice using Personal Pronouns to answer the following questions. Use the underlined word or words as the clue. Do like the examples. Then, continue making questions and answer by using your own idea*

A	Question	Answer
	Are you a room boy?	Yes, I am.
	Do the guests stay in the hotel?	No, Yes,
	Does the bank open at 8?	No,
	Is Mr. Iskandar your boss?
?
?
?

B	Question	Answer
	Do you know Mrs. Iskandar?	Yes, I know her.
	Do you have the receipt with you?	No, I don't have with me. Yes, I see in the lobby.
	Do you see the manager somewhere?	No,
	Do you live with your parents?
?
?
?

C	Question	Answer: Possessive adjective	Answer: Possessive Pronoun
	Is it your coat, sir?	Yes, it's my coat.	Yes, it's mine.
	Is that their baggage?	No, that isn't	No,
	Is this Mr. Azis' car?	Yes,	Yes,
	Is it my pen?	No,	No,
?
?

A. THE SIMPLE PRESENT TENSE: TO BE

Activity 26 *With your partner, study the following explanation.*



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

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

The underlined words are TO BE

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

This table shows the forms of TO BE :

AFFIRMATIVE		NEGATIVE		INTERROGATIVE
Full	Short	Full	Short	
I am	I'm	I am not	-	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
We are	We're	We are not	We aren't	Are we?
They are	They're	They are not	They aren't	Are they?
This is	-	This is not	This isn't	Is this?
That is	That's	That is not	That isn't	Is that?

Activity 27 *Work in pairs to find out the negative and interrogative forms of the sentences below.*

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

Activity 28 *Fill in the blanks with the appropriate forms of TO BE.*

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

B. THE SIMPLE PRESENT TENSE: VERB 1

Activity 29 *With your partner, study the following explanation.*

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

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

When talking about **facts** (they stay the same for a long time) and **habits** (they happen again and again) we use THE SIMPLE PRESENT. The verb is the simple form of verb.

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

In negative and interrogative, **does** is used for the third singular person, and **do** is used for the others.

Look at the examples.

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

Notes:

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

Activity 30 *Put the verbs in brackets into the correct forms.*

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

Activity 31 *Work in pairs. Take turns to ask and answer the questions. Use the table below to answer. Number 1 is as your model.*

- a. I'm sorry, we don't allow children under twelve.
- b. I'm afraid we don't accept personal check.
- c. They run every an hour.
- d. It closes at 4 in the afternoon.
- e. We sell toilet articles in our hotel store.
- f. It opens at 9 in the morning.
- g. It costs forty five thousand rupiah.
- h. They leave from the main entrance.
- i. Certainly, we take most credit cards.
- j. We don't charge for making travel arrangement.

1. Student A : Where does the airport bus go from?
Student B : *They leave from the main entrance.*
2. Student A : What time does the restaurant open?
Student B : _____
3. Student B : When does the bank close?
Student A : _____
4. Student A : Do you accept payment by credit card?
Student B : _____
5. Student B : Can I have my five year-old son with me to the theatre?
Student A : I'm sorry, _____
6. Student A : If I ask you to book me a ticket, how much will you add to my bill?
Student B : _____
7. Student B : How often do Trans-Jakarta buses go?
Student A : _____
8. Student A : Where can I buy a toothbrush?
Student B : _____
9. Student B : Can I pay by check?
Student A : _____
10. Student A : How much is breakfast?
Student B : _____

Section Three

Expressing Thanking

Activity 32 *Look at the picture and answer the questions.*

1. What is the boy doing?
2. What is he probably saying?
3. How is the girl responding?



Activity 33 *Keep your book closed. Listen to your teacher. Then open your book. Listen to your teacher again and repeat after him.*

1. Thanks a lot.
2. It's very nice.
3. I'm glad you like it.
4. It's very kind of you to help me to find my luggage.
5. You're welcome.
6. I'm glad I could help.
7. Thanks for taking me home.
8. That's alright.
9. I really appreciate your visiting us.
10. It was my pleasure.

Activity 34 *Open your book. Listen to your teacher and repeat each expression your teacher says. After that, practice speaking the dialogues with your partner.*

1. Baskara : These flowers are for you.
Talita : Thanks a lot. They're very nice.
Baskara : You're welcome.
2. Talita : Thank you for the brooch you gave me for the birthday gift. It's just what I wanted.
Renata : I'm glad you like it.
3. Talita : Thanks for taking me home.
Baskara : That's OK.
4. Guest : It was very kind of you to help me to find my luggage.
Talita : It was my pleasure.

Activity 35 Study this explanation.

EXPLANATORY NOTES

A. When someone gives you something

Thanking	Responses
<ul style="list-style-type: none"> - Thanks (a lot). - Thank you very much (followed by): - It's very nice/ beautiful. - It's just what I want. - But you really didn't have to / You shouldn't have (if the gift is not expected) 	<ul style="list-style-type: none"> - You are welcome. - No problem. - It's OK/alright. - Don't mention it. - I'm glad you like it

B. When someone does a favor or helps you

Thanking	Responses
<ul style="list-style-type: none"> - Thanks (a lot) for your help. - Thanks (a lot) for helping me. - I really appreciate your help. - It was very kind of you to help me. - I'm very grateful to you for your visit. - I'm very grateful to you for inviting me. 	<ul style="list-style-type: none"> - You are welcome. - No problem. - That's OK/ alright. - Never mind. - Forget it. - Any time. - Think nothing of it. - I'm glad I could help. - Don't mention it. - It was my pleasure/ My pleasure. - It's no trouble at all.

Activity 36 *With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.*

1. Baskara : This is a little gift I bought for you.
Talita :,
2. Renata : your helping me
finish the weekly report.
Baskara :

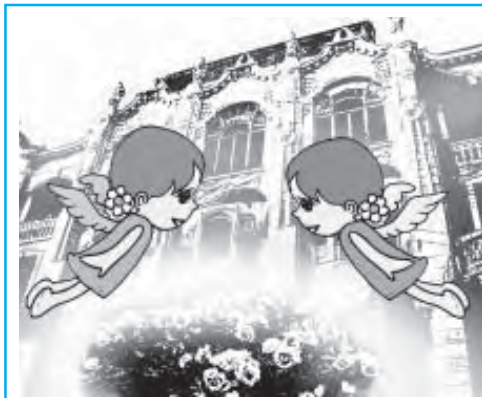
3. Receptionist : staying with us in our hotel.
Renata :
4. Mrs. Iskandar : invite us for the wonderful dinner.
Mrs. Hermawan : I hope you'll come and see us again.
Mrs. Iskandar :

Activity 37 *Work in pairs to express thanking and the response for the following things. Number 1 is as your model.*

Example: Student A : Thanks a lot of your lovely present.
Student B : You're welcome.

1. a lovely present
2. a kind invitation
3. a useful souvenir
4. kind hospitality
5. repairing your bicycle

Activity 38 *Look at the thanking card below and observe what is written on it. Then, make a similar thanking card yourself on the computer. Insert a clip art or down load a picture from the internet and write down a thanking note to your friend who gave you a cute white T-shirt. Print it out and submit it to your teacher.*



Dear Mrs. Hermawan,

Rudi and I just received the Chinese dinner set you sent us for our wedding present. It is gorgeous, and it matches our dining table. We will think of you each time we use it. Thank you so very much.

Regards,

Dwita

Activity 39 *Arrange this jumbled dialogue. It's the review of what you have learned about greeting, introducing, and thanking as well.*

- a. Ari : Not bad. Are you alone?
- b. Ari : I am glad you like it.
- c. Isti : Thank you, and thanks for your gift too. I really like it.
- d. Ari : Pleased to meet you, Siska.
- e. Isti : By the way, did you have a good time at my party yesterday, Ri?
- f. Ari : Hi, Isti. How is everything?
- g. Isti : No, I'm with my cousin, Siska. Let me introduce you to her. Siska this is my friend, Ari.
- h. Ari : Of course. I enjoyed it very much. It was wonderful.
- i. Siska : Glad to see you too.
- j. Isti : Fine, thanks. And you?

Activity 40 *In pairs, compose a free dialogue which includes expressions used for Greetings, Introducing, Thanking and Leave taking. The situation is in an office. Use the flow of conversation in activity 39 as your model. After that, act it out before the class.*

Unit 2

THE WORLD IS ROUND

Learning Outcomes

1. Describing colours, qualities, sizes, shapes, and materials.
2. Describing origins & nationalities and professions.

In our life, we often need to know how to describe colours, sizes, shapes, etc. We also need to ask and answer about someone's profession, origin, and nationality. Besides, we will always deal with numbers to get information about times, days, dates, months, years, etc. And in this Unit, you will study about all of those things.

Section One

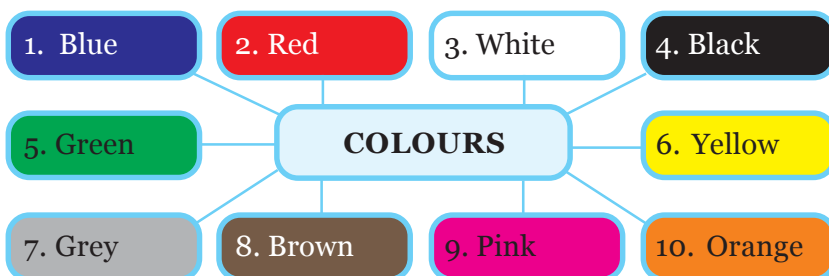
A. COLOURS

Colours can make our life bright and interesting. Imagine how boring our life would be if there were no colours. We cannot enjoy the beauty of flowers, rainbow, butterflies, etc.

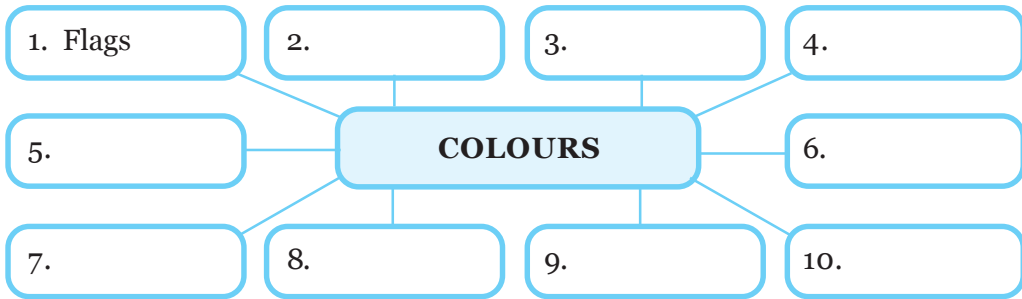
Wherever we are, we will find colours: at home, at school, in the park, in the garden, etc.

We will also find colours from the time we get up in the morning until the time we go to bed at night.

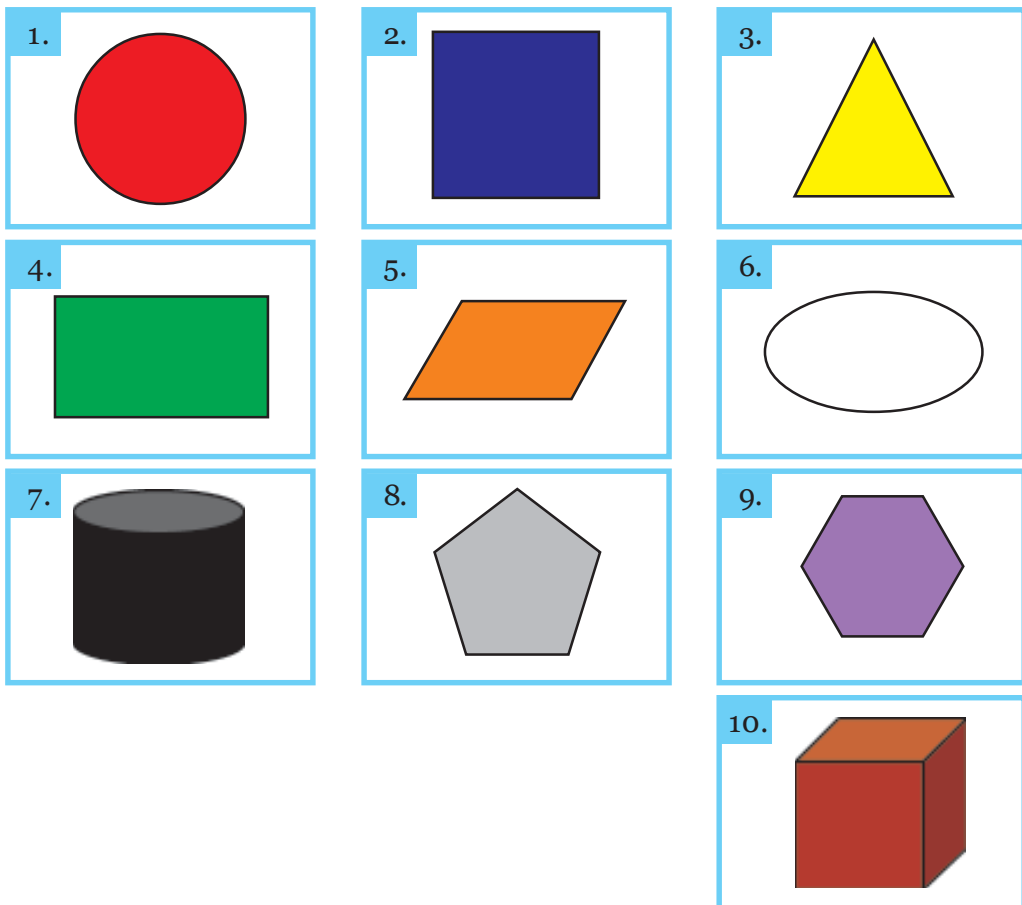
So, colours are very meaningful in our life. Here are the colours:



Activity 1 *Mention several things that use colours by filling the bubbles. Number one has been done for you.*



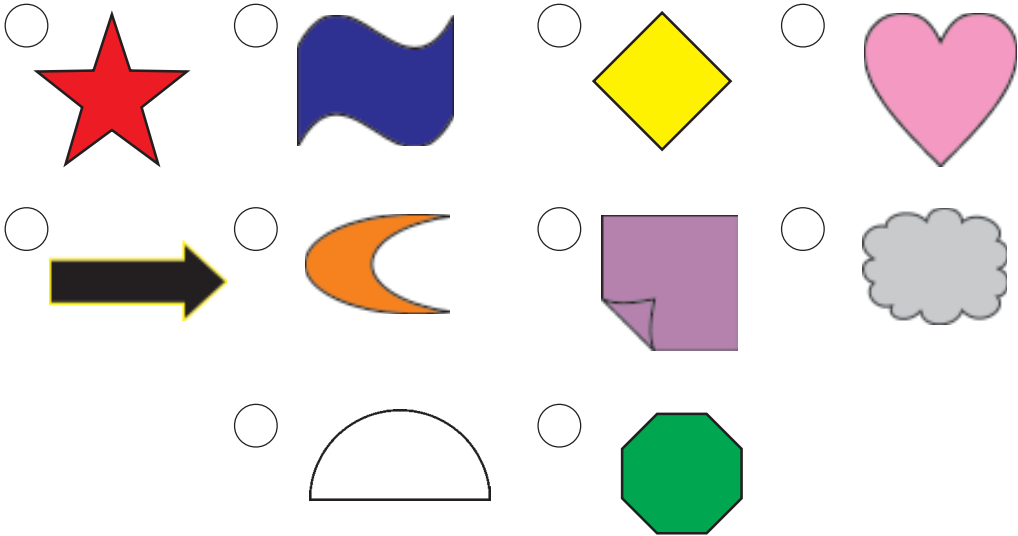
Activity 2 *Look at the pictures, and observe the sentences in Activity 3.*



Activity 3 Listen to your teacher and repeat.

1. The circle is red. It is a red circle.
2. The square is blue. It is a blue square.
3. The triangle is yellow. It is a yellow triangle.
4. The rectangle is green. It is a green rectangle.
5. The parallelogram is orange. It is an orange parallelogram.
6. The oval is white. It is a white oval.
7. The cylinder is black. It is a black cylinder.
8. The pentagon is grey. It is a grey pentagon.
9. The hexagon is purple. It is a purple hexagon.
10. The box is brown. It is a brown box.

Activity 4 Listen to your teacher and number the picture.



B. QUALITIES

Activity 5 Look at the pictures, and observe the sentences in Activity 6.



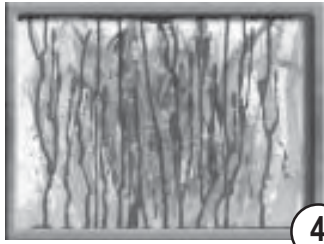
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2



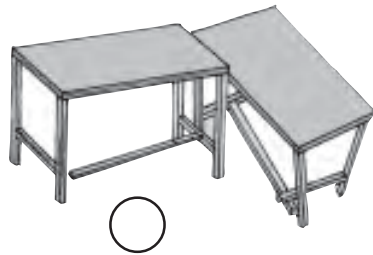
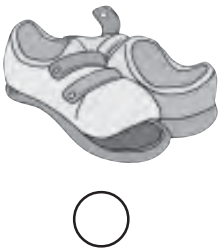
3



Activity 6 *Listen to your teacher and repeat.*

1. The flowers are beautiful. They are beautiful flowers.
2. The suitcase is good. It is a good suitcase.
3. The chairs are broken. They are broken chairs.
4. The picture is bad. It is a bad picture.
5. The butterfly is lovely. It is a lovely butterfly.

Activity 7 *Listen to your teacher and number the picture.*

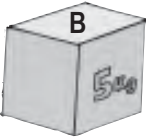


C. SIZES

Activity 8 Look at the pictures, and observe the sentences in Activity 9.



1



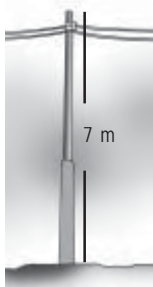
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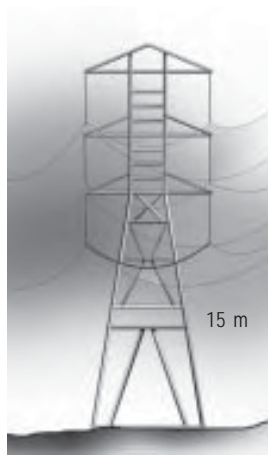
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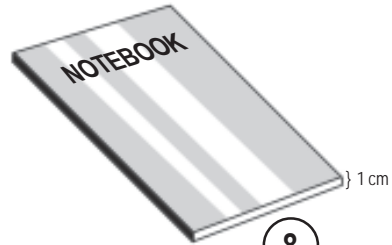
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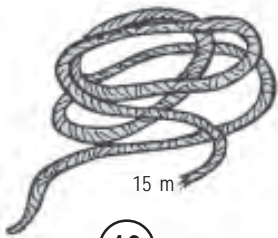
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9



10



11

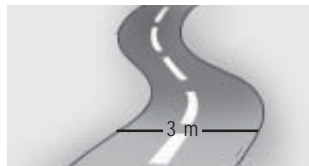
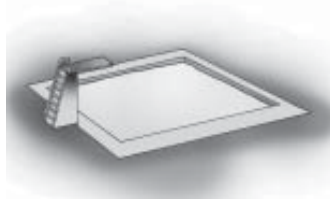


12

Activity 9 *Listen to your teacher and repeat.*

1. Box A is heavy. It's a heavy box.
2. Box B is light. It's a light box.
3. Cylinder A is big. It's a big cylinder.
4. Cylinder B is small. It's a small cylinder.
5. The electricity pylon is tall. It's a tall electricity pylon.
6. The telephone pole is short. It's a short telephone pole.
7. The dictionary is thick. It's a thick dictionary.
8. The notebook is thin. It's a thin notebook.
9. The road is long. It's a long road.
10. The rope is short. It's a short rope.
11. The boy is fat. He's a fat boy.
12. The girl is skinny. She's a skinny girl.

Activity 10 *Listen to your teacher and number the picture.*



D. SHAPES

Activity 11 *Look at the pictures, and observe the sentences in Activity 12.*



1



2



3



4



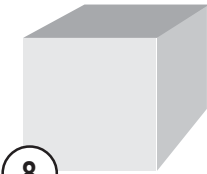
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6



7



8



9

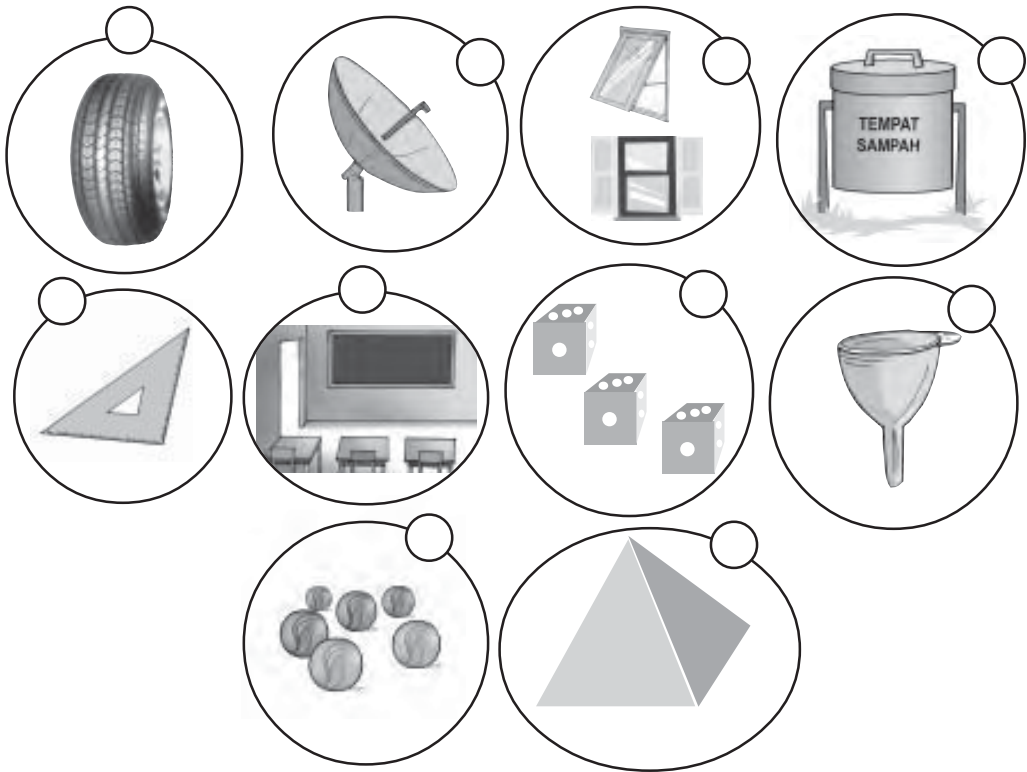


10

Activity 12 *Listen to your teacher and repeat.*

1. The coins are circular. They're circular coins.
2. The ball is spherical. It's a spherical ball.
3. The plates are oval. They're oval plates.
4. The chessboard is square. It's a square chessboard.
5. The protractor is semicircular. It's a semicircular protractor.
6. The pipe is cylindrical. It's a cylindrical pipe.
7. The door is rectangular. It's a rectangular door.
8. The box is cubic. It's a cubic box.
9. The ice cream is conical. It's a conical ice cream.
10. The banners are triangular. They're triangular banners.

Activity 13 Listen to your teacher and number the picture.



E. MATERIALS

Activity 14 Look at the pictures, and observe the sentences in Activity 15.

leather



①

paper



②

cotton



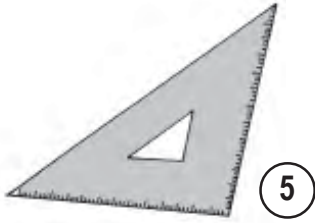
③

rubber

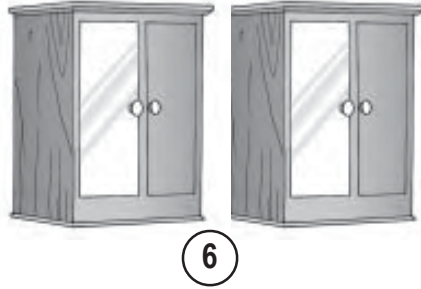


④

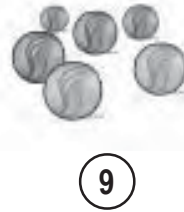
plastic



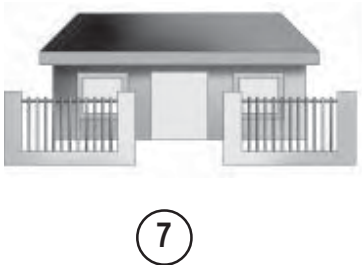
wood



glass



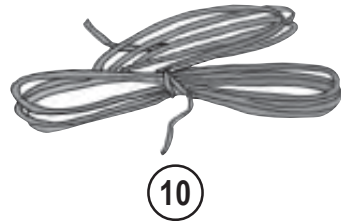
iron



gold



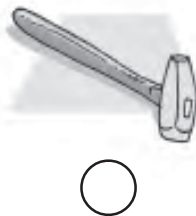
copper

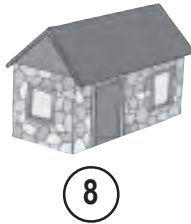
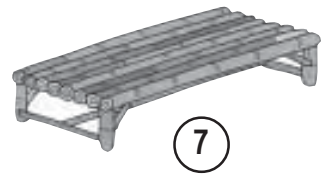
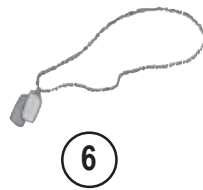
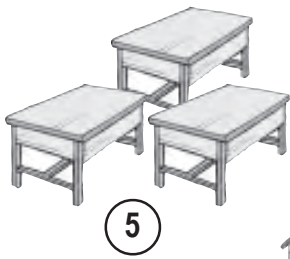


Activity 15 Listen to your teacher and repeat.

1. These shoes are made of leather. They're leather shoes.
2. This kite is made of paper. It's a paper kite.
3. Those T-shirts are made of cotton. They're cotton T-shirts.
4. That tyre is made of rubber. It's a rubber tyre.
5. The set-square is made of plastic. It's a plastic set-square.
6. These cupboards are made of wood. They're wooden cupboards.
7. The fence is made of iron. It's an iron fence.
8. That ring is made of gold. It's a gold ring.
9. Those marbles are made of glass. They're glass marbles.
10. These cables are made of copper. They're copper cables.

Activity 16 Listen to your teacher and number the picture.

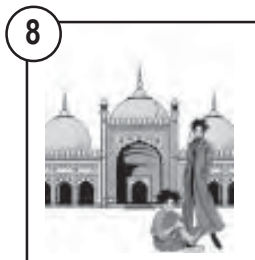
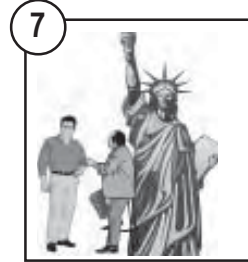
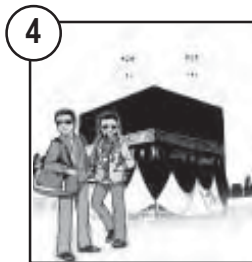




Section Two

A. ORIGINS AND NATIONALITIES

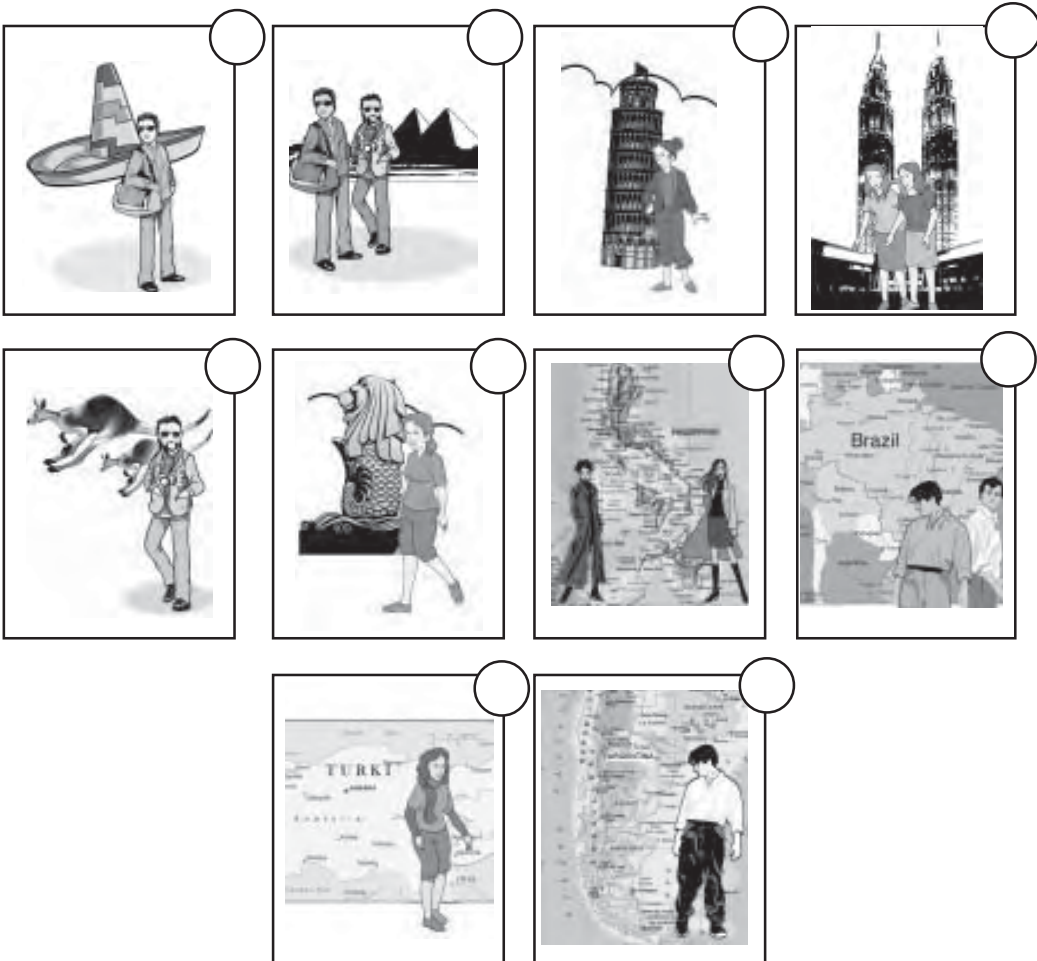
Activity 17 Look at the pictures, and observe the sentences in Activity 18.



Activity 18 *Listen to your teacher and repeat.*

1. He's from Indonesia. He's Indonesian.
2. They're from China. They're Chinese.
3. She's from Japan. She's Japanese.
4. They're from Saudi Arabia. They're Arab.
5. He's from Spain. He's Spanish.
6. She's from England. She's English.
7. They're from the USA. They're American.
8. They're from India. They're Indian.
9. He's from the Netherlands. He's Dutch.
10. She's from France. She's French.

Activity 19 *Listen to your teacher and number the picture.*



B. PROFESSIONS

Activity 20 Look at the pictures and observe the sentences in Activity 21.



Activity 21 Listen to your teacher and repeat.

1. He's a teacher.
2. They're waiters.
3. She's a secretary.
4. They're policemen.
5. They're nurses.
6. She's a doctor.
7. He's a postman.
8. They're singers.
9. He's a dentist.
10. He's a student.

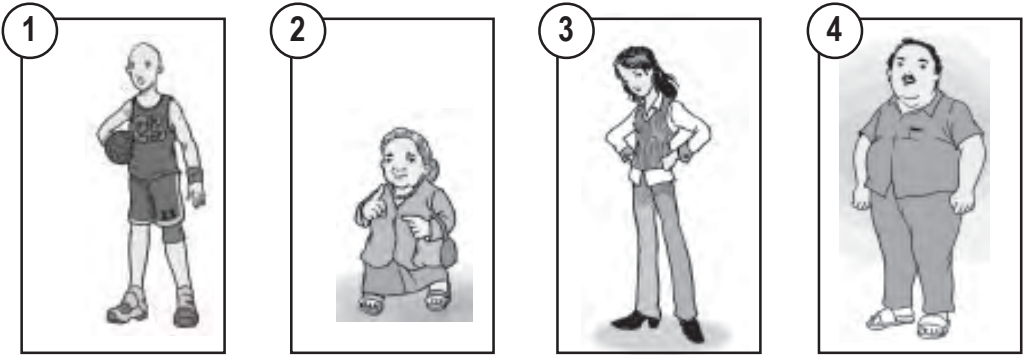
Activity 22 Listen to your teacher and number the picture.

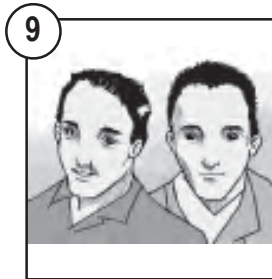
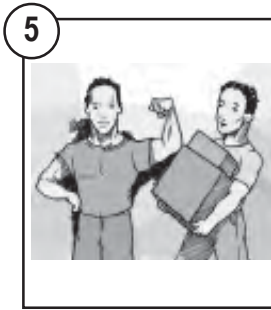


Section Three

PHYSICAL APPEARANCE

Activity 23 Look at the pictures and observe the sentences in Activity 24.

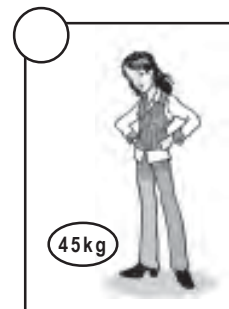
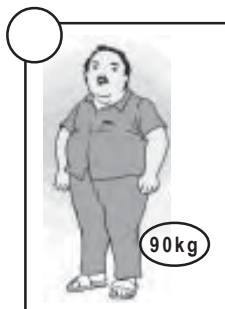
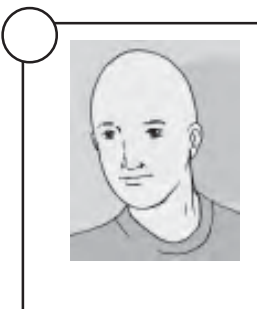


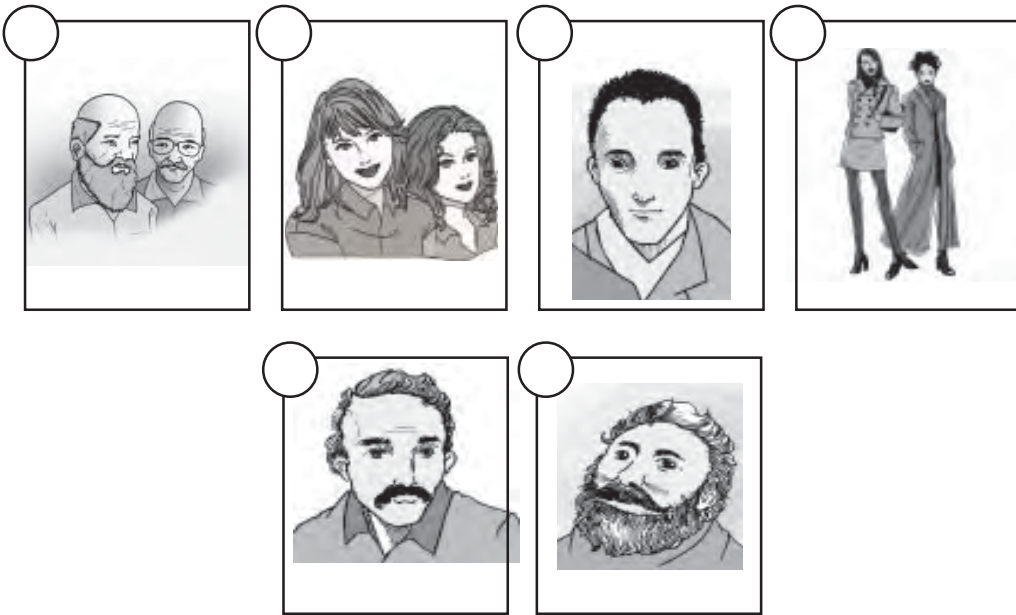


Activity 24 *Listen to your teacher and repeat.*

1. The man is tall. He is a tall man..
2. The woman is short. She is a short woman.
3. The girl is slim. She is a slim girl.
4. The man is fat. He is a fat man.
5. The men are strong. They are strong men.
6. The men are weak. They are weak men.
7. The woman is beautiful. She is a beautiful woman.
8. The boy is ugly. He is an ugly boy.
9. Their hair is short. They have short hair.
10. Their hair is long. They have long hair.

Activity 25 *Listen to your teacher and number the picture.*





Activity 26 *Listen to your teacher and practice the conversation.*

Abdullah Zaky and Haritsa are a new couple. They have just got married for about three months. They are looking for a house. They are in a real estate agent now having a conversation with an agent.

Agent : Good morning Mr. and Mrs. . . . ?

Zaky : Zaky. Abdullah Zaky.

Agent : Right, Mr. and Mrs. Zaky. Welcome to *Gebyar Pesona Real Estate*. I'm Fatih Hamzah. Can I help you?

Zaky : Yes. We've just got married and are looking for a house, a house which is not so big and not so small. Ehm . . . medium, I mean.

Agent : Ah yes, you're very lucky, Mr. and Mrs. Zaky. We have what you want, a medium house. Here is the picture.

Haritsa : It looks beautiful.

Agent : It does, Mrs. Zaky.

Haritsa : How many rooms does it have?

Agent : There are six rooms. One living room, one bathroom, two bedrooms, one kitchen, and one garage.

- Haritsa : Where's the kitchen?
- Agent : Well, here's the kitchen.
- Haritsa : Hmm . . . it's very small.
- Agent : Yes, it isn't big. But there's a cooker and a fridge. There are some cupboards under the sink. The tiles are square.
- Haritsa : Are there any plates?
- Agent : Yes, there are some circular and some oval plates in the cupboard.
- Zaky : Very good. What about the chairs? Are there any?
- Agent : Yes, but they are in the living room, four wooden chairs and one wooden table.
- Haritsa : But there aren't any glasses.
- Agent : Yes, there are twelve in the cupboard. Conical glasses.
- Zaky : And . . . is there a television in the living room?
- Agent : Yes, a big, colour television.
- Zaky : What colour are the walls?
- Agent : Blue outside and white inside.
- Zaky : And what about the yard? I mean, how large is the yard?
- Agent : The front yard is large enough but the back yard is not so large.
- Zaky : And the garage?
- Agent : The garage is enough for one car and one motorcycle.
- Zaky : What do you think, honey? Can we take this house?
- Haritsa : I think it very good. We can take it.
- Zaky : OK, Mr. Hamzah, before we take this house, may I know how much it is?
- Agent : It's not expensive, Mr. Zaki, only seventy five million rupiahs. You can pay by installments, twenty five million as the down payment and ten million a month within five months.
- Zaky : I agree.
- Agent : Very good, Mr. Zaky. And if you don't mind, can I know where you are from and what you are?
- Zaky : I'm from Semarang and my wife is from Bandung. I'm a businessman and she's a dentist.
- Agent : Thank you very much, Mr. Zaky. Would you please fill in this form?
- Zaky : All right.

Activity 27 *Answer these questions.*

1. How long have Zaky and Haritsa been married?
2. What kind of house do they want?
3. Does the agent have such a house?
4. Is the house beautiful?
5. How many bedrooms are there in that house?
6. How big is the kitchen?
7. What things are there in the kitchen?
8. What shape are the tiles?
9. What shape are the plates?
10. Are there any chairs in the kitchen?
11. What kind of chairs are they?
12. Are the glasses cylindrical or are they conical?
13. Is the television big or small?
14. Is it a black – white television?
15. What colour are the walls?
16. Which yard is large enough and which yard is not so large?
17. Is the garage wide enough?
18. Where is Zaky from?
19. Where does Haritsa come from?
20. What are Zaky and Haritsa?

Activity 28 *Write T (true), F (false), or NC (not clear) for the following statements.*

1. Zaky and Haritsa have got a child.
2. The agent asks Zaky and Haritsa to go around the house.
3. Haritsa thinks that the house is beautiful.
4. This house does not have a balcony.
5. The colour of the tiles of the kitchen is white.
6. The plates are made of ceramics.
7. There are four wooden chairs and a wooden table in the dining room.
8. There are not any cups in the cupboard.
9. The walls are white outside and blue inside.
10. The house is very expensive.

Activity 29 *Make questions (orally) based on the following responses. Consult your dictionary for new words.*

1. _____ ? Our uniform is white and grey.
2. _____ ? The monster is very big.
3. _____ ? The lake is very large.
4. _____ ? My shirt is medium.
5. _____ ? The clock is circular.
6. _____ ? The calendar is rectangular.
7. _____ ? The mattress is made of sponge.
8. _____ ? He's from Thailand.
9. _____ ? He's Thai.
10. _____ ? He's a film star.

Activity 30 *Read this passage carefully.*

Pratama is a 26 year single man. He comes from Magelang, Central Java. He has just graduated from Law Department of a state university in Semarang. Now he works in a great insurance company in Jakarta. One of his hobbies is traveling. He has visited many regions in Indonesia, such as North Sumatra, West Sumatra, Ujung Kulon, Yogyakarta, Bali, Lombok, North Sulawesi, etc. He also likes watching football matches with a friend in a stadium in his free time.

His great dream is visiting Mecca in Saudi Arabia to do the pilgrimage. He hopes that next year his dream will come true.

Pratama loves pets. He has three cute cats at home. He loves them very much. He always keeps the cats well by giving them the best food.

Other things that Pratama likes to do are getting up early in the morning and going to bed early at night.

Activity 31 *Answer the questions based on the passage above.*

1. Has Pratama got married?
2. Where did he graduate from?
3. Did he study law in Semarang or in Magelang?

4. Where does he work now?
5. Does he have one hobby or more than one hobby?
6. When does he usually watch football matches?
7. What does he really want to do next year?
8. What pets does he have at home, dogs or cats?
9. How does he keep his pets?
10. Does he hate getting up early in the morning?

Activity 32 Complete the following sentences with suitable words. Consult your dictionary for new words.

1. _____ are your trousers? They are green.
2. _____ is a mug? It's cylindrical.
3. Mr. Akimoto is from Japan. He is _____.
4. Papandulos is from _____. He is Greek.
5. _____ are you? I'm 65 kg.
6. _____ is she? She's 150 cm.
7. The shape of the moon is _____.
8. The _____ of the Indonesian flag is red and white.
9. _____ he from? He's from Pakistan.
10. What are their _____? They're journalists.
11. What _____ re you? We are Indonesian.
12. What is a screwdriver _____? It's made of steel.
13. What's the _____ of your watch? It's not so good.
14. _____ is his house? His house is very big.
15. _____ is your T-shirt? My T-shirt is XL.
16. Mr. Budi is _____. He examines people's teeth.
17. Miss Anna is a secretary. She works in _____.
18. Mr. Sugito is an architect. He _____ the plan of a building.
19. Miss Sofi is a doctor. She examines _____.
20. Mr. Ari is a tailor. He makes or sews _____.

GRAMMAR FOCUS 1

A. QUESTIONS AND ANSWERS ABOUT . . .

	QUESTIONS	ANSWERS
COLOURS	<ol style="list-style-type: none"> 1. What colour is your shirt? 2. What colour are your eyes? 	<ol style="list-style-type: none"> 1. It's blue. 2. They're black.

	QUESTIONS	ANSWERS
QUALITIES	1. What's the quality of your watch? 2. What's the quality of this picture?	1. It's good. 2. It's bad.
SIZE	1. How big is your house? 2. What size are your shoes?	1. It's very big. 2. They are medium.
SHAPES	1. What shapes is the earth? 2. What shape are the tiles?	1. It's round. 2. They're square.
MATERIALS	1. What is a spanner made of? 2. What are your shoes made of?	1. It's made of steel. 2. They're made of leather.
ORIGIN AND NATIONALITIES	1. a. Where are you from? b. Where do you come from?	1. a. I'm from Indonesia. b. I come from Indonesia.
	2. a. What nationality are you? b. What is your nationality?	2. I'm Indonesian.
	3. a. Where's he from? b. Where does he come from?	3. a. He's from Vietnam. b. He comes from Vietnam.
	4. a. What nationality is he? b. What is his nationality?	4. He's Vietnamese.
	5. a. Where are they from? b. Where do they come from?	5. a. They're from Iraq. b. They come from Iraq.
	6. a. What nationality are they? b. What is their nationality?	6. They're Iraqi.
PROFESSIONS	1. a. What's your job? b. What's your profession? c. What's your occupation? d. What are you? e. What do you do?	1. I am a teacher.
	2. a. What's her job? b. What's her profession? c. What's her occupation? d. What is she? e. What does she do?	2. She's a secretary.
	3. a. What are their jobs? b. What are their professions? c. What are their occupations? d. What are they? e. What do they do?	3. They're farmers.

B. ADJECTIVES IN SERIES

1. Put opinion adjectives in front of descriptive adjectives.

Examples:

Opinion Adjective	Descriptive Adjective	Noun
beautiful	small	girl
handsome	tall	boy
expensive	big	diamond

2. This is the table of Adjectives in Series:

Opinion Adjectives	Descriptive Adjectives						
	Size	Shape	Age	Colour	Origin	Material	Noun
lovely/nice	big	circular	old	brown	Javanese	wooden	table
expensive	small	-	new	metallic	Japanese	-	car
good	big	flat	new	-	-	-	TV
pretty	small	square	old	white	-	stone	house

C. ADJECTIVES SHOWING PHYSICAL APPEARANCE

- a. Looks : *handsome, ugly, beautiful, pretty, cute, fat, thin, skinny, slim, charming, attractive*
- b. Height : *tall, short*
- c. Weight : *heavy, light*
- d. Age : *young, old*
- e. Hair type : *long, short, curly, straight, wavy*
- f. Hair colour : *black, grey, white, blonde*
- g. Etc.

Activity 33 (Pronunciation)

Listen and repeat after your teacher.

circle	circular
cone	conical
cube	cubic
cylinder	cylindrical
decagon	decagonal
heptagon	heptagonal
hexagon	hexagonal
octagon	octagonal
oval	oval
pentagon	pentagonal
pyramid	pyramidal
rectangle	rectangular
rhombus	rhombus
square	square
triangle	triangular

Activity 34 *Complete the table. Number one has been done for you.*

NO	SHAPES		OBJECTS
	Noun	Adjective	
1	circle	circular	coins, wheels, CDs
2	cone	conical	
3	cube	cubic	
4	cylinder	cylindrical	
5	oval	oval	
6	rectangle	rectangular	
7	rhombus	rhombus	
8	square	square	
9	triangle	triangular	

Activity 35 *Make sentences as the examples.*

Examples:

- (Tonny/strong/boy) → Tonny is strong. He is a strong boy.
- (Lussy/bright eyes) → Lussy has bright eyes. Her eyes

are bright.

1. Diana / smart / girl
2. Mujahid / naughty / boy
3. Devi / blonde hair
4. Chamim / flat nose
5. Fatimah / polite / woman
6. Luqman / diligent / boy
7. Fasya / expressive / girl
8. Fadhila / big eyes
9. Haryanto / straight hair
10. Suyuti / thick lips

Activity 36 *Make questions and answers.*

- Example :
- a. (he / handsome)
A : What does he look like?
B : He's handsome.
 - b. (she / blonde hair)
A : What does she look like?
B : She has blonde hair.

1. she / skinny
2. they / big
3. Susan / fair skin
4. Achmin / dark skin
5. Pratiwi / small eyes
6. Susetya / tall and thin
7. Pramono / good looking
8. Nindya / pointed nose
9. Dyah / short and fat
10. Rifky / small mustache

Activity 37 *Make questions and answers.*

- Example :
- a. (he / kindhearted)
A : What's he like?
B : He's kindhearted.
 - b. (they / bad tempered)
A : What are they like?
B : They're bad tempered.

1. Fauzan / humorous
2. Fadhila / generous
3. the men / careless
4. the women / diligent
5. Riza / naughty
6. Farida / lazy
7. Ardian / boring
8. The boy / polite
9. Doctor / patient
10. Mr. Akhadun / brave.

Activity 38 *Arrange the adjectives in the parentheses into a good order of adjectives in series.*

1. A : May I borrow your (triangular – plastic – long) ruler?
B : Here you are.
A : Thanks.
2. A : Can I use your (curved – metal – big) hammer.
B : Yes, please.
A : Thank you.
3. A : Do you mind if I borrow your (Chinese – big – new) motorcycle?
B : Not at all.
A : Thanks a lot.
4. A : Would you have dinner with me in (wooden – comfortable – Javanese – old) restaurant?
B : With pleasure.
5. A : What kind of furniture does he want?
B : He wants (dark brown – cheap – wooden – old) furniture.
6. A : Which gloves do you need?
B : I need (rubber – white – big) ones.
7. A : Can I borrow the hammer?
B : Which one?
A : (new – metal – heavy) one.

Activity 39 *Arrange these words into a good sentence.*

1. blue – the colour – the book – is – of
2. is – the English-Indonesian – very – dictionary – thick
3. leather – shoes – usually – made – are – of
4. of – are – spectacles – what – your – made – ?
5. does – from – where – come – she – ?
6. people – are – nationality – those – what – of – the – ?
7. laptop – this – a – useful – white – is – modern – light

Activity 40 *Complete the conversation with the words / phrases from the box and then practice it with your partner.*

Jatmiko is a friendly person. He likes getting acquainted with other people.

Now he is on an excursion boat to Japan. He is having a conversation with Badawi, a passenger from Malaysia.

Jatmiko : Hi, my name is Jatmiko. I'm from Surabaya, Indonesia. (1). _____ I know your name?

Badawi : Oh, I'm Badawi. I (2). _____ Selangor, Malaysia.

Jatmiko : Nice to meet you, Badawi.

Badawi : Oh, (3). _____? Nice to meet you, too.

Jatmiko : (4). _____ do you do in Malaysia, Badawi?

Badawi : I'm a student. I (5). _____ economy in Kuala Lumpur University. What (6). _____ you, Jatmiko?

Jatmiko : I'm a teacher. I (7). _____ English in a vocational school in Surabaya.

Badawi : English teacher? Great! Lucky me! I (8). _____ English very well, and you know that most people in this boat speak English. I can (9). _____ you, then.

Jatmiko : Don't (10). _____.

Badawi : By the way, you look still (11). _____ to be a teacher. I (12). _____ you were a student like me.

- Jatmiko : I (13). _____ from my university last year.
- Badawi : Oh, wait a minute. Do you hear that (14). _____?
- Jatmiko : Yes. What does it mean?
- Badawi : It means 'lunch time'. Let's have lunch in that restaurant. We can (15). _____ our talk there. Don't worry, I treat you.
- Jatmiko : OK. Thanks.

continue	May	teach	sound	come	from
about	can't	speak	graduated	really	study
thought	What	rely on	worry	too	young

Activity 41

Read this passage.

My mother is a very beautiful woman. She is slim, not too short, about 157 cm tall. She has long, wavy, black hair. She has fair skin, blue eyes, and pointed nose. She is energetic, humorous, diligent, and patient.

1. Now you make similar paragraph describing:
 - a. your father
 - b. your English teacher
2. Make a short dialogue based on the following situations.

Situation:

 - a. You and your friend are in Bali now. You want to go around the island, so you go to a car rental to hire a car. You want to know everything about the car and the cost for renting it. Make a dialogue between you and the rental owner.
 - b. There is a new student in your class. You intend to introduce yourself to him and want to know everything about him, such as where he is from, what he is, etc. Write a dialogue between you and him.

Unit 3

WE NEED TEN BOXES TO KEEP ALL THESE THINGS

Learning Outcomes

1. Mentioning cardinal and ordinal numbers.
2. Showing times, days, months, and dates & years

In our life, whenever we are, we always deal with numbers. Last year, last month, last week, even yesterday, we dealt with numbers. Today, now, we deal with numbers. Tomorrow, next week, next month, or even next year, we will deal with numbers.

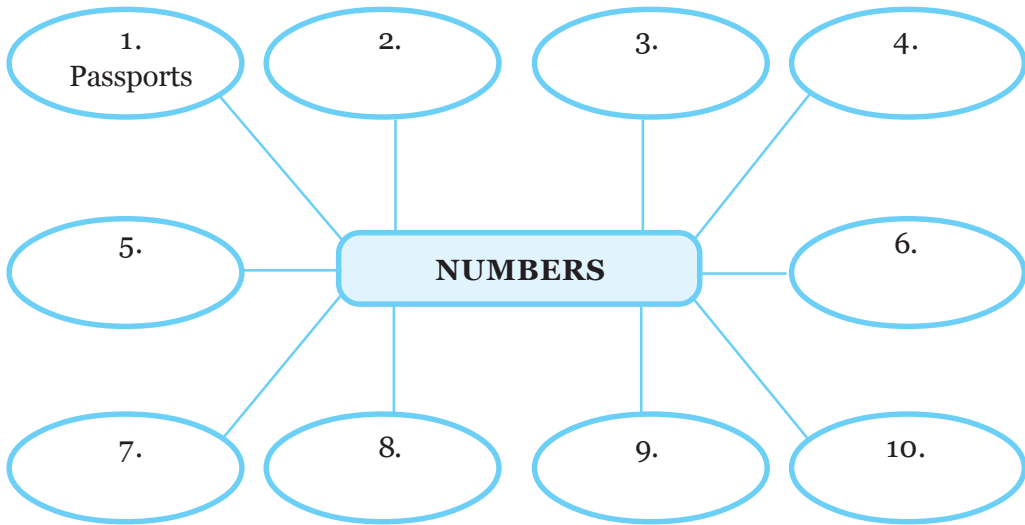
Wherever we are, we will also find numbers: at home, at school, at the office, in a public place, in a bank, in a shopping centre, in a hospital, etc. We cannot imagine how difficult our life would be if there were no numbers nowadays.

So, numbers are very important in our life. And we use numbers for many different purposes.

Section One

A. NUMBERS

Activity 1 *Mention several things that have numbers by filling the bubbles. Number one has been done for you.*



1. Cardinal Numbers

Cardinal Numbers are used to:

1. show prices,
2. show time,
3. show physical appearances such as *weights, heights, ages, etc.*,
4. show speed,
5. announce flight numbers,
6. etc.

Activity 2 *Listen to your teacher and repeat.*

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
11	12	13	14	15	16					
eleven	twelve	thirteen	fourteen	fifteen	sixteen					
18	19	20	21	30	40					
eighteen	nineteen	twenty	twenty-one	thirty	forty					
100	1,000	10,000	100,000	1,000,000						
one hundred	one thousand	ten thousand	one hundred thousand	one million						

Activity 3 *Listen to your teacher and write the number in words!*

Activity 4 *Write the numbers.*

- a. thirty-one
- b. forty-six
- c. ninety-two
- d. five
- e. twenty-seven
- f. eight hundred and three
- g. four thousand three hundred
- h. five hundred thousand and sixty-four
- i. seventy-nine
- j. fourteen

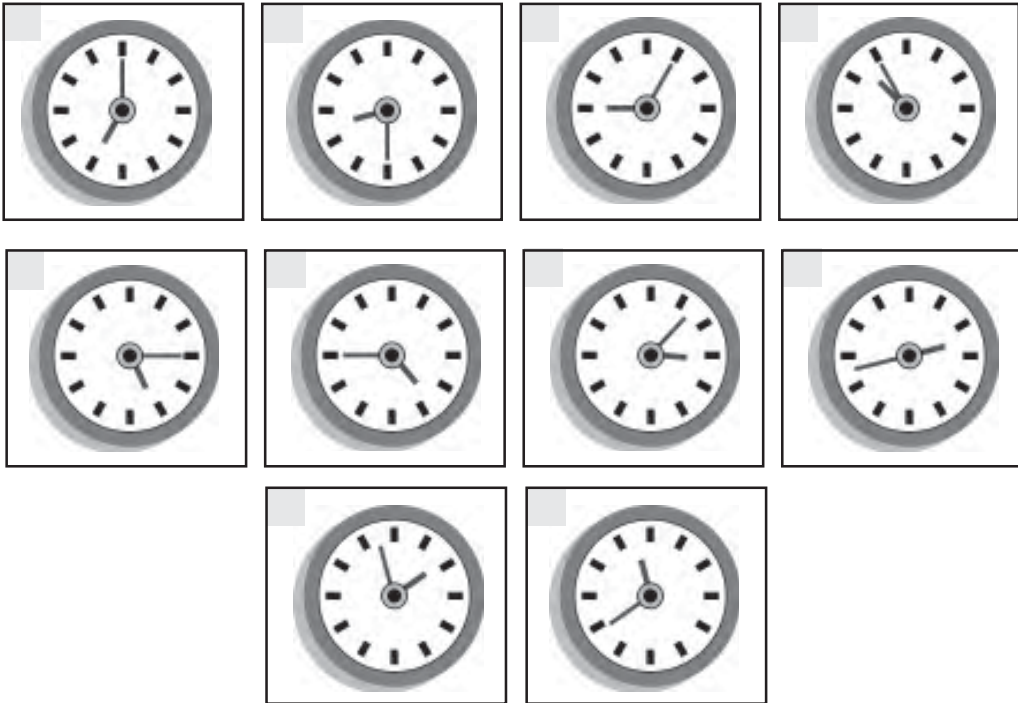
Activity 5 *Look at the pictures, and observe the sentences in Activity 6.*



Activity 6 *Listen to your teacher and repeat.*

1. It's six o'clock.
2. It's quarter past seven.
3. It's half past eight.
4. It's quarter to nine.
5. It's twenty past ten.
6. It's twenty to twelve.
7. It's ten to twelve.
8. It's ten past twelve.
9. It's twenty five past one.
10. It's twenty five to three.

Activity 7 *Listen to your teacher and number the picture.*



Activity 8 *Match column A with column B. Number one has been done for you.*

COLUMN A		COLUMN B	
1	Rp 3,950.00	A	Eight three one one five three two
2	1,500 m ³	B	Two hundred and fifty kilometers per hour
3	Apt. No. 35	C	Two thousand and eight
4	07.15 a. m.	D	One thousand five hundred cubic metres
5	50%	E	Three thousand nine hundred and fifty rupiahs
6	250 kph	F	Twenty-five kilograms
7	100° C	G	Apartment number 35
8	25 kg	H	fifty percent
9	2008	I	A quarter past seven in the morning (a. m.)
10	8311532	J	One hundred degrees centigrade.

Answer:

- 1 → E
- 2 → _____
- 3 → _____
- 4 → _____
- 5 → _____
- 6 → _____
- 7 → _____
- 8 → _____
- 9 → _____
- 10 → _____

Activity 9 *Practice saying the following numbers.*

1. 081 325 114 243
2. 1992
3. 25° F
4. 200 mph
5. 150 m²
6. 10.34 p. m.
7. 37,086 ft
8. 13 doz
9. 90 yd
10. \$ 100

2. Ordinal Numbers

Ordinal Numbers are used to:

1. show dates,
2. show ranks / positions.

Activity 10 *Listen to your teacher and repeat.*

1 st first	2 nd second	3 rd third	4 th fourth	5 th fifth	6 th sixth	7 th seventh	8 th eighth	9 th ninth	10 th tenth
11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth	15 th fifteenth	16 th sixteenth				
18 th eighteenth	19 th nineteenth	20 th twentieth	21 th twenty-first	32 nd thirty-second	43 rd forty-third				
100 th one hundredth		1000 th one thousandth		1000000 th one millionth					

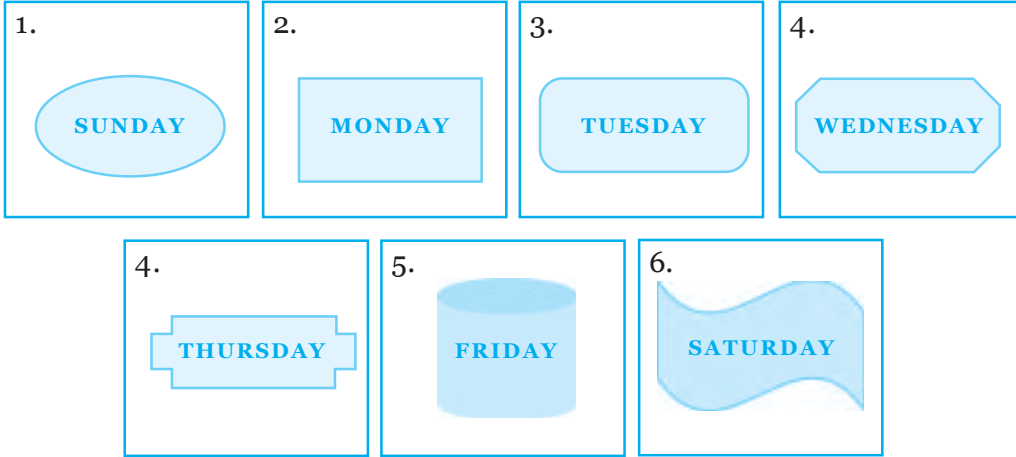
Activity 11 *Listen to your teacher and write the number in words.*

Activity 12 *Write the numbers.*

- a. thirty-first
- b. forty-sixth
- c. ninety-second
- d. fifth
- e. twenty-seventh
- f. eight hundred and third
- g. four thousand and three hundredth
- h. five hundred thousand and sixty-fourth
- i. seventy-ninth
- j. fourteenth

B. DAYS

Activity 13 *Look at the names of the days, and observe the sentences in Activity 14.*



Activity 14 *Listen to your teacher and repeat.*

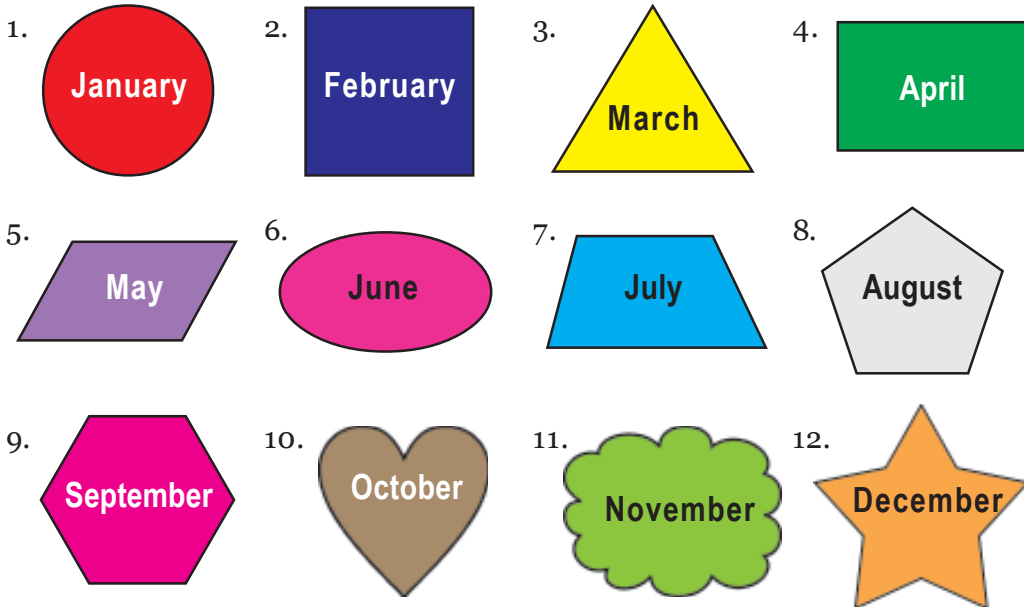
1. Today is Sunday. It's Sunday.
2. Today is Monday. It's Monday.
3. Today is Tuesday. It's Tuesday.
4. Today is Wednesday. It's Wednesday.
5. Today is Thursday. It's Thursday.
6. Today is Friday. It's Friday.
7. Today is Saturday. It's Saturday.

Activity 15 *Complete the following sentences with suitable words.*

1. Today is Sunday. Tomorrow will be
2. Today is Friday. Yesterday was
3. Thursday is the day after
4. Monday is the day before
5. Tuesday is the day between and
6. Tomorrow will be Sunday. Today is
7. Tomorrow will be Wednesday. Yesterday was
8. Yesterday was Monday. Tomorrow will be
9. Friday is the day . . . Saturday.
10. Monday is the day . . . Sunday.
11. Wednesday is the day . . . Tuesday and Thursday.
12. Yesterday was Thursday. Today is

C. MONTHS

Activity 16 *Look at the names of the months and listen to your teacher. Repeat after him / her.*





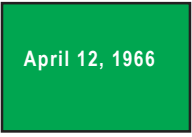
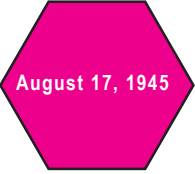








Activity 17 *Complete the following sentences with suitable words.*

1. This month is January. Last month was
2. This month is April. Next month will be
3. September is after
4. November is before
5. The second month of the year is
6. December is the . . . month of the year.
7. August is the . . . month of the year.
8. May is between . . . and
9. The month after July is
10. The month before May is
11. Last month was February. This month is
12. Next month will be June. This month is

D. DATES & YEARS

Activity 18 *Look at these dates, and observe the sentences in Activity 19.*

1.  July 31, 1963
2.  March 16, 1992
3.  May 20, 2004
4.  June 3, 1996
5.  April 12, 1966
6.  August 17, 1945
7.  January 1, 2008
8.  September 2, 1982
9.  October 5, 1988
10.  December 10, 2005
11.  February 29, 2001
12.  November 13, 1999

Activity 19 *Listen to your teacher and repeat.*

1. July the thirty-first, nineteen sixty-three.
2. March the sixteenth, nineteen ninety-two.
3. May the twentieth, two thousand and four.
4. June the third, nineteen ninety-six.
5. April the twelfth, nineteen sixty-six.
6. August the seventeenth, nineteen forty-five.
7. January the first, two thousand and eight.
8. September the second, nineteen eighty-two.
9. October the fifth, nineteen ninety-eight.
10. December the tenth, two thousand and five.
11. February the twenty-ninth, two thousand and one.
12. November the thirteenth, nineteen ninety-nine.

Activity 20 *Listen to your teacher and practice this conversation.*

Alya has just graduated from her vocational school in her town. Now she is having an interview to get a job in an international company in Jakarta.

- Alya : Good morning, sir. May I sit down?
Interviewer : Oh, yes. Please.
Alya : Thank you, sir.
Interviewer : Are you ready for the interview?
Alya : Yes, sir.
Interviewer : Good. Let's start from your name. What's your full name?
Alya : My full name is Priyalaya Mahardika Dewi.
Interviewer : And your first name?
Alya : My first name is Alya.
Interviewer : Where are you from, Alya?
Alya : I am from Purwokerto, Central Java, sir.
Interviewer : Where do you live in Jakarta.
Alya : I live with my uncle in Depok, not in Jakarta.
Interviewer : I see. What's your uncle's address?
Alya : Jalan Kelapa Dua number forty-five Depok.
Interviewer : Where and when were you born, Alya?
Alya : I was born in Purwokerto, on the twenty-eighth of February nineteen ninety.
Interviewer : How many siblings do you have?
Alya : I have one brother and two sisters. I am the second child in my family.
Interviewer : What are your parents?
Alya : My father is a teacher in Purwokerto and my mother is a nurse, also in Purwokerto.
Interviewer : Does your uncle in Depok has a telephone?

Alya : Yes. His number is 021 5466 388.
Interviewer : What's your phone number?
Alya : My number is 081 325 114 243.
Interviewer : What are your skills?
Alya : I can make programs on a computer and I have a TOEIC Certificate. My score is 750.
Interviewer : Very good. Do you really want to work in this company?
Alya : Yes, sir, I do.
Interviewer : OK, I have seen your application. Next week, on Monday, September the eighth, please come here again to see the announcement whether you are accepted or not.
Alya : Thank you, sir. Can I leave now?
Interviewer : Yes, and please ask another applicant to come in.
Alya : All right, sir. Good bye.
Interviewer : Good bye.

Activity 21 *Answer these questions.*

1. What is Alya doing now?
2. Where does she come from?
3. When was she born?
4. Does she live with her parents or with her uncle?
5. Is she the only girl in her family?
6. What is her father?
7. What does her mother do?
8. What is her telephone number?
9. Is she very good at English?
10. When should she see the announcement?

Activity 22 Read the text carefully.

Rahardian is a grade one student in a vocational school in his town. He has not got a lesson schedule for one semester. He has got a temporary schedule for one week. Here is his schedule.

Time	Days and Dates					
	Monday 21/07/08	Tuesday 22/07/08	Wednesday 23/07/08	Thursday 24/07/08	Friday 25/07/08	Saturday 26/07/08
07.00 – 08.30	English	Chassis	Chemistry	Sports	Electricity	Physics
08.30 – 10.00	Math	Chassis	PKn	English	Electricity	Chemistry
10.00 – 10.15	First Break	First Break	First Break	First Break	First Break	First Break
10.15 – 11.45	History	Indonesian	Math	Entrepreneurship	Body	Machinery
11.45 – 12.30	Second Break	Second Break	Second Break	Second Break	Second Break	Second Break
12.30 – 14.00	Religion	Javanese	Physics	Computer	Body	Machinery

Activity 23 Answer the questions.

1. How many times does he have English lessons?
2. What times and what days does he have English lessons?
3. What day and what date does he have entrepreneurship?
4. Does he have a computer lesson on Friday?
5. Does he have Machinery Lesson on July 26?

Activity 24 Complete the following sentences with suitable words.

1. Rahardian has a Religion Lesson on
2. At 10.15 – 11.45, on Tuesday, July 22, Rahardian has
3. Electricity Lesson is at . . . on
4. Everyday Rahardian has two breaks; the first is at . . . and the second is at
5. Rahardian has English lessons . . . times a week.

GRAMMAR FOCUS 1

QUESTIONS AND ANSWERS ABOUT

	QUESTIONS	RESPONSES
TIME	1. What time is it now?	It is five o'clock.
	2. What's the time?	
DAYS	1. What day is it today?	It's Wednesday
	2. What day is it tomorrow?	It's Thursday
	3. What day was it yesterday?	It was Tuesday
MONTHS	1. What month is it now?	It's January
	2. What month is next month?	It's February
	3. What month was last month?	It was December
DATES & YEARS	1. What date is it today?	It's the thirty-first of July two thousand and eight
	2. What is the date today?	

Activity 25 Listen repeat after your teacher.

- | | | | |
|-------------|----------|--------------|-----------|
| 1. thirteen | - thirty | 5. seventeen | - seventy |
| 2. fourteen | - forty | 6. eighteen | - eighty |
| 3. fifteen | - fifty | 7. nineteen | - ninety |
| 4. sixteen | - sixty | | |

Activity 26 Write the sentence.

What time is it?

- 13.00 : _____
- 14.05 : _____
- 15.10 : _____
- 16.15 : _____
- 17.20 : _____
- 18.25 : _____
- 19.30 : _____
- 08.35 : _____
- 09.40 : _____
- 10.45 : _____
- 11.50 : _____
- 12.55 : _____

Activity 27 Complete the sentences.

1. The long hand is pointing to twelve. The short hand is pointing to six. It is _____
2. The short hand is pointing between seven and eight. The long hand is pointing to three. It is _____
3. The long hand is pointing to six. The short hand is pointing between three and four. It is _____
4. The short hand is pointing to nine. The long hand is pointing to twelve. It is _____
5. The long hand is pointing to nine. The short hand is pointing between ten and eleven. It is _____

Activity 28 Study the table of the flight information below and then make sentences as the example.

Departure	Flight	Time	Destination
Semarang	GI001	13.00	Jakarta
	MN88	13.20	Surabaya
	LA315	14.45	Medan
	AA500	08.50	Makassar
	MA624	07.15	Manado
	BA27A	15.55	Palangkaraya

Example:

(GI001) → Flight number GI zero zero one will leave for Jakarta at thirteen.

1. (MN88) → _____
2. (LA315) → _____
3. (AA500) → _____
4. (MA624) → _____
5. (BA27A) → _____

Activity 29 Study this table and answer the questions.

Here is the result of an English Debate Contest.

Position	Participant's Names
1	Wigati – Rio – Widi
2	Monica – Eko – Himawan
3	Santi – Zuli - Harum
4	Bayu – Prayitno – Mujahid
5	Tyas – Mustika – Hendika
6	Tina – Riska – Ricky
7	Bagas – Ririn – Astuti
8	Devi – Mico – Agus
9	Bagus – Anik – Kiki
10	Riyan – Enggar – Mahmud

Questions:

1. Who ranks the tenth?
2. What position do Devi, Mico and Agus hold?
3. Who holds the first position?
4. What is Santi, Zuli and Harum's position?
5. What about Monica, Eko and Himawan?

Activity 30 Make similar questions and answers about the other participants in the table above.

Activity 31 Write the sentence.

Example:

- a. 17 August 1945 : It is the seventeenth of August
nineteen forty-five.
 - b. August 17, 1945 : It is August the seventeenth
nineteen forty-five.
-
1. 25 January 2008 : _____
 2. February 21, 2000 : _____
 3. 4 March 1999 : _____
 4. April 19, 2007 : _____
 5. 1 May 1978 : _____

6. June 13, 2006 : _____
7. 20 July 1963 : _____
8. August 31, 2001 : _____
9. 27 September 1956 : _____
10. October 20, 1966 : _____
11. 6 November 1978 : _____
12. December 10, 2004 : _____

Activity 32 *Write the questions according to statements provided.*

1. _____? My telephone number is 024 6925 341.
2. _____? My house is not so big.
3. _____? My school is about 10 km from here.
4. _____? He is 175 cm tall.
5. _____? She is about 17 years old.
6. _____? It is 12.15.
7. _____? A compact disc is circular.
8. _____? It is June the twenty-second.
9. _____? It is Friday.
10. _____? I am number one in my class.

Activity 33 *Fill in the blanks with suitable words / phrases in the box.*

Dessy wants to open a savings account in a bank. She comes to the bank and meets an officer there.

Officer : Good morning, Madam. Can I help you?

Dessy : Good morning. (1). _____ to open a savings account.

Officer : Certainly, Madam. (2). _____, you'll have to fill out a few forms. Can I have your name, please?

Dessy : It's Wijayanti, Dessy Wijayanti.

Officer : And how do you (3). _____ your last name?

Dessy : It's W - I - J - A - Y - A - N - T - I

Officer : Thank you. Next, is it Miss, Mrs., or Ms.?

Dessy : I (4). _____ Ms.

Officer : Fine. Now, (5). _____ I have your address, Ms. Wijayanti?
 Dessy : Jalan Simpanglima Number 1.
 Officer : Is that in Semarang?
 Dessy : Yes, (6). _____. The post code is 50241.
 Officer : OK, and please (7). _____ me your telephone number.
 Dessy : It's 081 326 199 117.
 Officer : 081 326 199 117. All right. And (8). _____, Ms. Wijayanti, what is your (9). _____?
 Dessy : I work at State Hospital. I'm the head of a lab.
 Officer : Fine. I just need the (10). _____ of your ID, and we'll be all set.
 Dessy : Thank you very much.

copy	I'd like	could	occupation	Firstwill
that's right	prefer	finally	spellgive	I'm sorry

Section Two

Singular and Plural

Singular	Plural	Rule
a book a pen a bag a chair a table a bridge a boy	books pens bags chairs tables bridges boys	Add <i>-s</i> to most nouns .
a city a baby a gallery a reality a country	cities babies galleries realities countries	Change <i>-y</i> nouns to <i>-ies</i> if <i>-y</i> follows a consonant.

Singular	Plural	Rule
a class a bus a dish a match a watch a box	classes buses dishes matches watches boxes	Add <i>-es</i> to <i>-ss</i> , <i>-sh</i> , <i>-ch</i> , and <i>-x</i> nouns.
a potato a hero	potatoes heroes	Add <i>-es</i> to <i>-o</i> nouns if <i>-o</i> follows a consonant.
a radio a piano	radios pianos	Add <i>-s</i> to <i>-o</i> nouns if <i>-o</i> follows a vowel.
a knife a leaf a life a shelf	knives leaves lives shelves	Add <i>-s</i> or <i>-es</i> to nouns ending in <i>-f</i> sound Exceptions: a roof - roofs a chief - chiefs
a child a man a woman a foot a tooth a mouse a fish a deer	children men women feet teeth mice fish deer	Irregular

Activity 34 Circle the correct word.

- We need ten (box / boxes) to keep all of these things.
- There are three (women / woman) standing in a queue in front of the cashier.
- My parents have five (child / children).
- Mother bought two kilos of (fishes / fish) yesterday.
- Nowadays many (man / men) do not like smoking.
- Please send this (memos / memo) to the receptionist.
- There are a lot of (deer / deers) in *Kebun Raya* Bogor.
- A (mouse / mice) trap is used for catching (mouse / mice).
- Our school has 31 (class / classes) this year.
- Jakarta is one of the biggest (cities / city) in the world.

Activity 35 Choose the correct word in parentheses.

Dear Anissa,

Safira and I (am / are) having the best holiday in our life. We (are / is) in Yogyakarta, one of the loveliest (city / cities) in Indonesia. Although (they are / it is) much smaller than Jakarta, there seems to be more to do in Yogyakarta. Moreover, the (people / person) here seem to be friendlier than (that / those) on the other (place / places). We (is / are) staying in the most comfortable hotel I have ever stayed. (It's / They're) small and cool, and many (person / people) think (they're / it's) the best hotel in Yogyakarta. (They're / It's) much more interesting than any other (hotel / hotels), and (it's / they're) even smaller than *losmen*, but (they / it) has a very artistic (swimming pool / swimming pools) where we can go swimming a lot. (They're / It's) really good, and I do wish you were here.

Love,
Fasya

Activity 36 Change the singular nouns found in the text form into plural. Pay attention to the verbs.

IS A ROBOT AN IDEAL WORKER?

We often hear a complaint about work in a factory. The work is too boring, heavy, repetitive, and even too dangerous for the worker. The operative does not have to think about the work. He gets no job satisfaction.

One answer to this problem is a robot. For a certain job, a robot is much better than a human operative. Once it has been programmed, it will do its job over and over again. It never gets bored; it works at a constant speed; it does not make a mistake; its work is always of the same standard; it does not get tired; it does not go on strike; it can work for 24 hours without a break for food, rest, or sleep; it does not take a holiday or demand a higher wage.

A robot is usually made to act like a human machine. It has another advantage, too. It can be designed to do almost any job. You cannot change a human body, but a robot's arm, for example, can be made to move in any direction. A robot can also do very heavy work and it can operate in a condition that is too dangerous, too hot or too cold for a person to work in. It can work under water, in a poisonous, radioactive area. And on top of all this, a robot never complains.

(Taken from Bahasa Inggris Teknologi Industri 2)

Section Three

Synonym and Antonym

A. Synonym

Adjectives		Nouns		Verbs	
beautiful	pretty	benefit	advantage	answer	reply
big	great	friend	fellow	buy	purchase
broken	damaged	garbage	rubbish	chase	run after
clever	smart	gift	present	check	examine
dangerous	hazardous	hazard	danger	close	shut
difficult	hard	mistake	error	come	arrive
easy	simple	problem	trouble	contain	consist of
famous	popular	situation	condition	discover	find
far	distant	student	pupil	enjoy	like
fast	quick	teacher	instructor	finish	end
happy	pleased			happen	occur
quiet	silent			hurt	injure
small	little, tiny			identify	recognize
thin	skinny			look at	stare at
tired	exhausted			need	require
the same	similar			pull	draw
ugly	bad			push	press
valuable	precious			repair	fix, mend
wrong	right, correct			shout	scream
				start	begin

B. Antonym

Adjectives	Verbs		
beautiful	ugly	answer	ask
big	small	buy	sell
clean	dirty	close	open
clever	stupid, silly	come	go
dangerous	safe	finish	start, begin
difficult	easy, simple	pull	push
different	the same	start	end
far	near, close		
full	empty		
hungry	full		
fast	slow		
foolish	smart		
quiet	noisy		
thin	thick		
tidy	messy		
valuable	priceless		

Activity 37 Find the synonym of the italic words.

AN ANTIQUE CAR

Mr. Basuki is a very *popular* mechanic in his town. When he was thirty-five years old, one of his *fellows* gave him a very old car as his birthday gift. The car was very dirty and rusty, but its engine was not so bad and worked well enough.

Mr. Basuki was so *pleased* to have such an old car. He knew that the car was so antique that it could be a very *precious* object if he *fixed* and repainted it. One day he took his old car out of the garage and then said to his wife, "I'm going downtown to *purchase* some spare parts and paint for this car."

He *arrived* at a *silent* road after a few kilometers from his house, but suddenly his car stopped. Mr. Basuki got out, opened the bonnet of the car, and *checked* its engine, but he didn't *discover* anything wrong with it.

His head was under the bonnet for quite a long time. Then a young man ran to his car and *started* pulling off one of the red lights at the back. Of course, Mr. Basuki was very surprised, put his head up, *stared* at the young man, and *shouted* angrily, "What are you doing?!"

The young man *answered*, “You can steal the pieces at the front. I’m going to take the ones at the back.”

(Adapted from Bahasa Inggris Teknologi Industri 2)

Activity 38 *Find the antonym of the underlined words and rewrite the text.*

BEHAVIOUR AND WORK HABBITS IN THE WORKPLACE

Smart and quiet behaviour in the workplace can cause serious or even fatal accidents. Behaviour like this is called *horseplay*. If you interfere with the work of others or make *practical joking*, it can also be very safe. Horseplay, running, and throwing objects in the workplace are good work habits and can cause accidents.

Bad work habits keep a workplace dangerous. A dangerous worker is messy in his habits. He keeps a messy bench and a messy store. The floor around the bench or machine is never dirty. He always puts rubbish and waste into the wrong bins. In this way, he prevents obstruction of fire.

A dangerous worker does not wait for accident to happen. He never takes actions after they happen. If he sees some oil on the floor, he does not leave it there. Somebody may slip on that oil and so he wipes it up.

He does not leave tools lying around or on top of machines. Tools can fall into the moving parts of a machine. The machine may be damaged, or the operator may be badly injured.

The dangerous worker does these things through habits. As he works, he is thinking of the safety. He is trying to remove the safety. He is thinking not only of himself, but also of his fellow workers.

(Taken from Bahasa Inggris Teknologi Industri 2)

Activity 39

1. Write a paragraph about the schedule of your activities, covering time, days, dates.
2. You want to fly to Medan. You go to the travel agent to get a ticket and some information about the flight. *Write a dialogue between you and the agent.*

Unit 4

FORGIVE ME, I'M TERRIBLY SORRY...

Learning Outcomes

Students will be able to produce simple expressions that cover base language function, they are expressions of:

1. showing regret, apology, sympathy, and expressing feeling.
2. asking for and giving permission,
3. command, request, and offering things or services.

When we did something that hurts or inconveniences another person, we usually apologize. The function of apology is to show regret for the wrong action and to offer an explanation.

Section One

SHOWING REGRET, APOLOGY, SYMPATHY, AND EXPRESSING FEELING

Activity 1 *Listen to your teacher and repeat these expressions.*

1. I would like to apologize for being late to class.
2. It's OK this time. Please be on time in the future.
3. Yes, I will. Thank you, sir.
4. We're sorry to have the meeting here.
5. That's all right, we completely understand.
6. Sorry, I forgot to bring your magazine back.
7. No problem, I have finished reading it.
8. I'm sorry to hear that, please accept my condolence.

Activity 2 *Listen to your teacher and practice these dialogues aloud in pairs.*

1. In a classroom
Edo : Good morning, sir.
Mr. Kuncoro : Morning, Edo.
Edo : I would like to apologize for being late to class.
Mr. Kuncoro : Why do you come late?
Edo : My motorbike had a flat tyre on the way to school.
Mr. Kuncoro : It's OK this time. Please be on time in the future.
Edo : Yes, I will. Thank you, sir.
2. In a meeting.
Manager : We're sorry to have the meeting here. We know that it's not comfortable here, but we have no choice. The meeting room is being renovated.
Guest : That's all right, we completely understand .
Manager : Thank you.
3. In classroom
Lisa : Sorry, I forgot to bring your magazine back.
Ani : No problem, I have finished reading it and you may give it back to me next time.
Lisa : Thanks.
4. At school.
Iwan : I saw someone pick you up at school yesterday. Who was he?
Adi : Oh, he's my uncle. He told me that my mother had just passed away. Then he asked me to go home.
Iwan : I'm sorry to hear that, please accept my condolence.
Adi : Thanks.

Activity 3 Complete these dialogues and practice them with your partner.

- In a restaurant.
Girl : I'd like some vanilla ice cream, please.
Waiter : I _____. We don't have any vanilla left.
Girl : Then I'll have some strawberry, please.
Waiter : I'm sorry, Miss. _____ strawberry, either.
Girl : Then, _____ have?
Waiter : Only chocolate and orange.
Girl : I'll have chocolate please.
- In an office.
Supervisor : You sent me a message yesterday that you couldn't come to office. But you didn't explain the reason. What _____?
Staff : I _____, I didn't mean to underestimate you, but I have no time to explain it. I was in a hurry to take my father to hospital. He suddenly had a heart attack.
Supervisor : I _____. I hope he'll get better soon.
- In classroom.
Hendra : What's up, buddy? You _____.
Aldo : I've scratched Gading's new mobile phone.
Hendra : Oh, that's too bad. Did you pay for the damage?
Aldo : No, he has forgiven me, but I _____ guilty myself.

Activity 4 Answer the following questions.

- What will you do if you damage someone's property?
_____.
- What do you say to show your regret?
_____.
- Will you pay for the damage?
_____.
- What other situations should someone apologize?
_____.

Activity 5 *Practice this dialogue with your partner.*

Read this dialogue and answer the questions below.

Randy : Hello, Randy's speaking. Can I speak to Marni?

Marni : Yes, it's me, Randy. Did you get home all right last night?

Randy : Yes, thank you. I just want to apologize for the incident last night.

Marni : Please don't mention it. It doesn't matter.

Randy : But I broke a decorating pitcher in your house. It must be expensive. Wasn't your mother angry?

Marni : Forget it. You did it accidentally.

Randy : Yes, but ...

Marni : Look. It's nothing. I was a bit annoyed last night, but I'm all right now. So, forget it.

Randy : Marni, let me buy another pitcher ...

Marni : No, Randy. Listen to me, you did it accidentally. I don't want to hear about it anymore.

Randy : All right. I'm terribly sorry about that.

Marni : It's all right.

Activity 6 *Answer the questions based on the dialogue above.*

1. Where does the conversation take place?
2. Why does Randy call Marni?
3. Did Randy break the property deliberately?
4. Does he regret for what he did?
5. Does Marni accept his apology?
6. What did Marni feel last night?
7. Will Randy buy another pitcher next day?
8. Mention the two expressions to apologize stated in the dialogue!

Language Function:
Apologizing and Expressing Sympathy

Activity 7 Study the following explanation.

A. Apologizing

Here are the expressions used to apologize and their responses (from the more formal to less formal expression):

APOLOGY	RESPONSE
Forgive me. I'm terribly sorry about ... Please accept my apology for ... Please excuse ... (e.g., my cat) I would like to apologize for ... I apologize for ... I'm sorry. I didn't mean to ... I'm sorry that ... Sorry...	That's quite all right I completely understand You don't need to apologize. Oh, that's all right. It can happen to anyone. It's not your fault. Don't worry about it It's OK No problem. Forget it.

B. Expressing Sympathy

The words "I'm sorry" are also used to express sympathy, such as in: "I'm sorry to hear that your brother was badly injured in that accident."

Expressing sympathy	
✓ I'm sorry to hear that.	
✓ That's	ashamed. a pity. too bad.
✓ How	awful. terrible.
✓ What	a pity. a nuisance.

Activity 8 *Work in pairs. Student A apologizes to his partner for the following situation. Student B responds it. Then, change roles.*

1. bump into someone on a bus
2. spill a hot drink on someone's hand
3. not able to come to his friend's party
4. not able to return money that he borrowed
5. dial a wrong number

Activity 9 *Work in pairs. One student says his illness or misfortune from the following sentences, and another student expresses sympathy. Then, change roles.*

1. I've got a bad cold.
2. Our team lost in the basketball competition.
3. I failed my competency test.
4. I broke my leg when playing volleyball.
5. I've lost my mobile phone in an art exhibition.

EXPRESSING FEELING

An adjective is used to describe how someone feels. There are many adjectives we can use, such as: angry, confident, happy, sad, etc.

Look at these sentences.

- The teacher is **angry**.
- He feels **confident**.
- They are **happy**.
- You look **sad**.

Activity 10 *Listen to your teacher and fill in the blank with the words you hear.*

1. I was _____ with the service.
2. I'm very _____ and _____ that I will fail in this interview.
3. Seeing a _____ man like him makes me down.

4. Anyway, feeling _____ won't help us now. So, be _____ !
5. He is _____ in answering some the questions.

Activity 11 *Read this dialogues. Find words related to feeling and underline them.*

1. In a job interview.

Bram : Look at the one who is being interviewed. He is very confident in answering all the questions. I think he has a job experience before this.

Joni : Maybe you're right. The way he appears and he acts shows that he has a lot of job experience. By the way, how is your feeling now?

Bram : To tell the truth, I'm very nervous and worried that I will fail in this interview. You see, I haven't had a job experience at all.

Joni : So am I. Seeing a confident man like him makes me down. I feel that my performance is much worse than his.

Bram : Anyway, feeling pessimistic won't help us now. So, be optimistic!

Joni : Good idea!

2. In a restaurant.

Indah : What do you think of the service in the restaurant last Sunday?

Galang : I was satisfied with the service. The food was delicious and I was impressed by the waitresses.

Indah : How come?

Galang : They are not only friendly, but also pretty.

Indah : Ummph! That's just like a man!

Activity 12 *Complete these dialogues with the adjectives of feeling and practice them with your partner.*

1. At work.

- Bagus : You look _____ today, what's the good news?
Melly : I've got back all my money and ID cards.
Bagus : Do you mean that you lost your wallet before?
Melly : Yes, I lost it yesterday. I was _____ and couldn't sleep all night last night. Fortunately, a taxi driver returned my wallet this morning.
How _____ I am!

2. In a classroom

- Edy : Do you know why Anton looks ___ today?
Lukman : As I know, he cheated in the test yesterday and the teacher knew it.
Edy : What happened later?
Lukman : The teacher was _____ at him.
Edy : What about Anton?
Lukman : He was very _____ because this is the first time he made the mistake. He admitted that he was wrong and promised not to do it again.

3. On the telephone.

- Astri : Hello, Andi. I've been waiting you for an hour. I'm getting _____ now. Where are you?
Andi : I'm _____, I forget that I have an appointment with you.
Astri : You said that waiting is boring. But why do you let it happen again and again?
Andi : Sorry, I promise that I won't make you wait again. I will always make a reminder on my mobile phone, so I won't miss any appointment anymore.
Be _____, Sweetie. I'm coming soon.

Activity 13 Complete the sentences with suitable adjectives in the box

frightened	nervous	disappointed	surprised	interested
happy	worried	brave	proud	angry

1. The teacher was ... at Toni because he didn't do his homework.
2. My friend felt ... when she got a flower stalk from her boyfriend.
3. The little child was ... enough to kill a snake himself at the playground
4. Mr. Andrew felt very ... because finally he got his promotion for the higher position.
5. My parents are ... of me because I become the first model student in my school this year.
6. At first, I was attracted by the title of the film, but then I was ... of the poor plot of the story.
7. Meisya feels ... every time she watches horror film.
8. Ms. Tuti felt ... when her daughter came home late last night.
9. Actually, Dewi was ... in cooking, but her boss hired her in front office.
10. He got ... when he was called to go ahead in front of the classroom.

Adjectives ending in -ed and -ing

Activity 14 Study the following explanation.

Look at these sentences:

- ✓ I was **attracted** by the title of the film.
- ✓ You said that waiting is **boring**.
- ✓ I was **satisfied** with the service because it is **satisfying**.

The bold typed words are adjectives which are ending in -ed and -ing. Adjectives ending in -ed show the result of feeling towards something, while adjectives ending in -ing show that something cause or affect people in a certain way. It can be understood from this example.

- Agus was **disappointed** with the hotel service (Agus feels disappointed because of the service).
- The hotel service is **disappointing** (the hotel service causes Agus disappointed).

Activity 15 *Work in pairs. Construct and perform dialogs with the following model using the words provided. Then, take turn.*

Example:

- Question : confused / confusing explanation.

Dialogs:

Yeni : I'm confused.

Tono : May I know why?

Yeni : The explanation is confusing.

1. satisfied / satisfying service.
2. embarrassed / embarrassing action.
3. worried / worrying situation.
4. excited / exciting experience.
5. depressed / depressing exam.
6. tired / tiring trip.
7. disappointed / disappointing performance.
8. exhausted / exhausting job.
9. shocked / shocking news.
10. disgusted / disgusting bathroom.

Adjective Set Expressions

Activity 16 *Study the following explanation.*

Read these sentences.

The man **looks angry**.

The children **feel shy**.

The woman **seems confident**.

The words *looks, feel, seems* are called linking verbs. Some adjectives may come after them.

These are the other common verbs which are followed by adjectives:

appear	become	get	grow
smell	sound	taste	

Activity 17 *Work in pairs to construct dialogs with the words provided.*

Example :

Question : seem / happy / gets a big prize.

Dialogs :

Yeni : Look! Amel seems happy.

Tono : How do you know?

Yeni : She gets a big prize.

1. look / beautiful / wear a long gown.
2. seem / confident / have a job experience.
3. turn / happy / get back his lost wallet.
4. seem / ill / hear a bad news.
5. look / annoyed / wait too long.

Grammar Review:

Subject and Verb Agreement

Activity 18 *Study the sentences carefully.*

- ✓ **I am** happy to see you.
- ✓ **John is** happy to see you.
- ✓ **We are** happy to see you.
- ✓ The **idea sounds** great.
- ✓ The **ideas sound** great.

Activity 19 *Choose the correct form of the verbs in brackets.*

1. The classroom (get, gets) quiet when the teacher comes in.
2. Most men (am , is, are) excited at football matches.
3. Roses (smell, smells) fragrant when they are fresh.
4. My sister and I (am, is, are) frightened when walking in the darkness
5. The chair (look, looks) comfortable to sit on.
6. I don't like motorist gangster because their actions (am, is, are) embarrassing.
7. Every plant (grow, grows) higher day by day.
8. Hendra (am, is, are) sad when he gets a bad mark in English test.
9. The fried rice (taste, tastes) very good when it is hot.
10. Some students (am, is, are) depressed during final exam period.

Section Two

ASKING FOR AND GIVING PERMISSION

Activity 20 *Listen to your teacher and repeat these expressions.*

1. I wonder if I could work in pairs to do this task.
2. Sorry, but it's an individual task. You must do yourself.
3. Do you mind if I ask you a question?
4. No, certainly not.
5. Is it all right if I smoke?
6. I'd rather you didn't.
7. May I borrow it, please?.
8. Of course, but don't forget to return it to me.

Activity 21 *Listen to your teacher and practice these dialogues in pairs.*

1. In a classroom, the students are doing mathematic task.
Student : Excuse me, Sir. I wonder if I could work in pairs to do this task.
Teacher : Sorry, but it's an individual task. You must do yourself.
Student : All right, but may ask a question?
Teacher : What it is about?
Student : What formula should I use for number 3?
Teacher : Sorry, but you have to think it yourself.
2. In a waiting room.
Man : I'm getting nervous. Is it all right if I smoke?
Woman : I'd rather you didn't. I feel dizzy when people smoke around me.
Man : Well, I'll walk around for a moment then.
3. In a classroom.
Hasan : Do you have a pencil?
Erni : Yes.
Hasan : May I borrow it, please?
Erni : Of course, but don't forget to return it to me.
Hasan : Yes, I'll use it for a moment.

Activity 22 *Complete these dialogues and practice them with your partner.*

1. In the living room, a father is watching news on television.

Son : Dad, do _____ if I turn down the volume of the television? It's too noisy that I can't concentrate on studying in my room.

Father : _____, I don't know that you're still studying. Good luck, Son.

Son : Thank you, Dad.

2. At the office

Mr. Santoso : _____ go home now, please?

Mr. Agung : _____ you can't. Just stay for a couple of minutes. We almost finish our work today.

Mrs. Wati : What about me? I've finished my work. May _____ now, please? I want to attend the evening lecture.

Mr. Agung : _____ you can.

3. At school park.

Tommy : Hi, Maria, _____ sit beside you?

Maria : _____. Have a seat please.

Tommy : Thank you. And is that your new magazine?

Maria : Yes, it is.

Tommy : Do _____ it?

Maria : Sorry, _____ finished reading it yet.

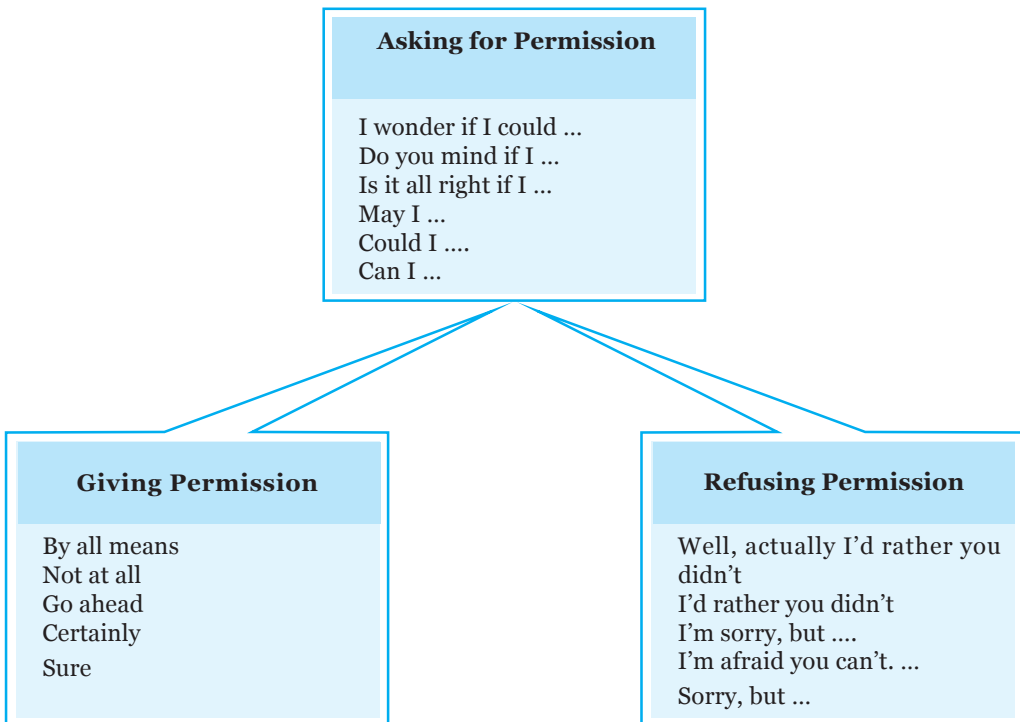
Tommy : It's OK. Thanks

Language Function:

Expressions used for asking for and giving permission.

Activity 23 Study the following explanation.

Here are expressions of asking for and giving permission, and refusing permission as well.



Be aware of responding the question “Do you mind if ...?”. If we want to grant/give permission, the response includes “No / Not “, such as: “No, help yourself”, “Certainly not”.

Activity 24 Complete these dialogues by choosing the appropriate clauses.

- Pasha : Can I speak to you after class?
Erna : Sorry, _____.
- Agus : _____?
Anis : Sorry, but you have to do the homework yourself.

3. Man : Do you mind _____?
 Woman : No, go ahead.
4. Rian : I wonder if I _____?
 Maria : By all means
5. Guest : Do you mind if I ask another glass of tea?
 Host : _____ yourself.

- Could I copy your homework
- but I have to join English extracurricular
- could use your telephone
- if I sit here
- I wonder if I could
- Certainly not. Help

Activity 25 *Answer the following questions.*

1. Do you often ask for permission to others?
 _____.
2. What permission have you ever asked?
 _____.
3. Have another person asked for a permission to you?
 _____.
4. Did you grant the permission at that time?
 _____.
5. Write one expression to grant and another one to refuse permission.
 _____.

Activity 26 *Read the following story.*

I was on a train the other day, traveling from Jakarta to Surabaya. I was sitting a half-full compartment, and wanted to read the last chapter of Agatha Christie’s “The Orient Express”. Suddenly, a woman came in and said. “Excuse me. Is this seat taken?”. “No”, I answered briefly. Usually I like to talk with people, but not this time. I wanted to finish reading the book and find out who the murderer was. “Do you mind if I



smoke?” said the woman. At first I wanted to say, “Well, I feel sick when people smoke. Can you find another seat?”.

But of course, I smiled a charming smile and said, “Yes, certainly”. I still have not finished that last chapter and still don’t know who the murderer was. You see, I am unfortunately one of those people who find it difficult to say “No” to expressions like “May I ...”, “Do you mind if I ...”, or “Is it alright if I ...”. The trouble is that when I hear those magic words, I just don’t have the courage to refuse. Well, what do you say to those difficult questions?

(adapted from Gateway2; English for Communication, 1990)

Activity 27 Answer the questions based on the story above.

1. Was the writer having a trip by a public transportation?
2. Did he talk much with the woman?
3. Did he refuse permission to sit for the woman?
4. Do you think the writer was friendly enough?
5. Was Agatha Christie a train passenger or a book author?
6. Did the writer like or hate smoking?
7. Where did the writer want to go?
8. What did the woman ask the second permission for?

GRAMMAR FOCUS

Modal Auxiliaries

Activity 28 Study the following explanation.

We ask for a permission with **can** and **may** in the form of a yes/no question sentence. Study the following chart.

Auxiliary	Subject	Base form of verb	Object/adverb
Can	I	take	your bike?
May	we	leave	now?

May is more polite and formal than **can**.

Activity 29 *Make sentences with "Can I", "Can we", "May I", or "May we" and then you give or refuse permission by saying: "Yes, you can" or "No, I'm afraid you can't."*

Example:

Rafi wants to sleep early.

Rafi : Can I sleep early?

You : No, I'm afraid you can't.

1. Bambang wants to use your pen.

Bambang : _____?

You : _____.

2. Ani and Rita want to borrow your motorbike.

Ani : _____?

You : _____.

3. Dodi wants to go home now.

Dodi : _____?

You : _____.

4. Edi and Hendra want to smoke at school.

Edi and Hendra : _____?

You : _____.

5. Ali wants to use your computer.

Ali : _____?

You : _____.

Activity 30 *Work in pairs. Use the cues below to ask and refuse permission. Refuse with different reason each time.*

Cues	Reasons
Smoke	This is a non-smoking section. There is a "No Smoking" sign. I feel sick when people smoke.

Borrow your motorbike	There's just little petrol in it. It's being fixed. There's something wrong with the brake.
Ask you to go out	It's drizzle now. You are broke.
Call you at night	There are too much homework to do. I have to study. It's time to sleep. It will disturb other people at home.

Section Three

COMMAND, REQUEST, OFFERING THINGS OR SERVICES

Activity 31 *Close your book. Listen to your teacher and repeat these expressions.*

1. Don't drive too fast.
2. Don't worry!
3. Watch out!
4. Calm down.
5. Would you mind helping me for a minute?
6. Of course.
7. Could you hold this package?
8. I'd be glad to.

Activity 32 *Listen to your teacher and practice these dialogues in pairs.*

1. John and Martha are riding motorbike to school.
Martha : John, don't drive too fast.
John : I'm sorry but we must get to school on time. Otherwise we'll get a punishment.
Martha : Yes, I know, but it's dangerous. The traffic is too heavy.
John : Don't worry! Just hold the side handles tightly and you will be safe.

Martha : OK, ... Watch out! Oh my god! You almost hit another motorbike.

John : Calm down. You're making me nervous.

2. At the front door of an office.

Toni: Would you mind helping me for a minute, please?

Abadi : Of course, what do you want me to do?

Toni : Could you hold this package while I look for the key to the door?

Abadi : I'd be glad to. What's in this package? It's extremely heavy.

Toni : It's just office stationeries for our activities.

Abadi : Well, hurry up and open the door. I told you this thing was very heavy.

Toni : I can't find the key. You must have it.

Abadi : You're right, but how can I get the key while I'm holding this big package?

Activity 33 *Complete these dialogues with the clauses or sentences provided below them. Then, practice them with your partner.*

1. At the front office.

Guest : Good morning. Can I meet Mr. Abdul?

Assistant : _____ . _____ to fill in the guest book on the table. I'll check if he is available.

(after some minutes)

Assistant : _____ sir. I'll take you to his room.

Guest : Sure, thank you.

2. At a restaurant.

Ben : _____ the salt, Alice?

Alice : Sure, anything else?

Ben : In fact, I need more sauce.

Alice : Tom, _____ the waiter?

Tom : Waiter! _____ more sauce, please?

Waiter : I'd be glad to.

- Don't forget
- Follow me
- Could you bring us
- Please have a seat
- Would you pass me
- Can you call

Language Function:

Command and Request

Activity 34 Study the following explanation.

A command has an understood subject (you) and the verb is in the base form. In the negative, “**don’t**” precede the base of the verb. Please can be added at the beginning or at the end to make it polite.

(optional)	Commands	Response
Please	Follow me. Calm down. Look ahead. Be careful.	All right. Yes, I will. OK. Certainly. Sure.
	Don’t drive too fast. Don’t go. Don’t be late.	

The request sentences usually use these patterns:

Request	Response
Can you ... Could you ... Will you ... Would you ... Would you mind ... (V-ing) ...	I’d be glad to. Certainly. Sure.

Activity 35 Use the cues given to make commands.

For Example:

Tidy / rug / living room.

The command : Please tidy the rug in the living room.

1. tidy / books / room .
2. empty / basket / kitchen.
3. vacuum / carpet / living room.

4. clear up / table / dining room.
5. wash / dishes / kitchen.
6. clean / the stove / kitchen.
7. scrap / floor / bathroom
8. repair / water tap / bathroom
9. water / plants / front yard.
10. cut / grass / front yard.

Grammar Focus:

Modal Auxiliaries

Activity 36 *Study the following explanation.*

The modals **can**, **could**, **will**, and **would** appear in questions with you, to make **polite request**.

Auxiliary	You	Base form of verb	Object/adverb	Please
Can Could Will Would	you	stay lend turn on give	longer me your raincoat the fan me your address	please?

Auxiliary	You	Mind	V-ing	Object
Would	you	mind	helping turning off	me? the television?

Activity 37 *Use the cues in activity 35 no. 1-5 to make dialogues including requests and their responses.*

For Example:

Tidy / rug / living room.

The model Could you tidy the rug in the living room?
 Certainly / I'd be glad to.

Activity 38 Use the cues in activity 35 no. 6-10 to make dialogs including requests and their responses.

For Example:

wash / dishes / kitchen

The model Would you mind washing dishes in the kitchen?
 Certainly not. I'll do it soon.

Activity 39 Answer the following questions.

Mention the commands or requests your parents usually say to you.

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

Activity 40 Read the following story.

Hendra's parents were spending two nights in out of town. They left Hendra a note telling to do many things. He must water the plants every afternoon. He must wash his and his sister's clothes and iron the school uniform. At night, he must not forget to turn on the lights. His parents also told him to lock the doors at the bed time. He must pay the newspaper boy on Sunday morning, and he may not buy a new magazine. They wanted him to pick them up at the station on Sunday at 3:00 p.m. He must not come later than 3:15 p.m.

Activity 41 Answer these questions based on the story above.

1. How long were Hendra's parents going away?
2. How did they request Hendra to do some jobs?
3. What must he do at night?
4. When must he lock the doors?
5. Where would he pick his parents up?

Activity 42 *From the story above, rewrite the commands which Hendra's parents wrote. First command has been done for you as an example.*

1. Water the plants every afternoon.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.

Activity 43 *You will study expressions of offering things or services. Listen to your teacher and repeat these expressions.*

1. Shall I call a doctor?
2. Shall I get you an aspirin?
3. No, thanks. I don't like taking medicine.
4. Would you like me to close the window?
5. No, thank you. I'll close it later.
6. Would you like a hot orange juice warm your body?
7. Oh yes, I'd love to.
8. Would you like me to bring you a blanket?

Activity 44 *Listen to your teacher and practice these dialogues in pairs.*

1. At home.
Mr. Hermawan : What's the matter with you,
Honey?
Mrs. Hermawan : I've got a cold, I think. I've been
sneezing all day since I woke up.
Mr. Hermawan : Shall I call a doctor?
Mrs. Hermawan : Oh, no, it's not bad enough for that.
I don't need the doctor.
Mr. Hermawan : Well, how about an aspirin? Shall I
get you an aspirin?
Mrs. Hermawan : No, thanks. I don't like taking
medicine.

2. At home.
- Lusi : Are you cold, Mom? You are trembling. Would you like me to close the window?
- Mrs. Hermawan : No, thank you. I'll close it later.
- Lusi : OK. Would you like a hot orange juice to warm your body?
- Mrs. Hermawan : Oh yes, I'd love to.
(after a while...)
- Lusi : Here is the juice Mom. Would you like me to bring you a blanket?
- Mrs. Hermawan : No. I'm feeling much better now. The orange juice is very good.

Activity 45 *Complete these dialogues with appropriate expressions and practice them with your partner.*

1. In a classroom.
- Student : Would _____ clean the blackboard?
- Teacher : _____, please.
- Student : _____ some chalks?
- Teacher : Oh, _____.
- Student : You're welcome, Sir.
2. At Joana's house.
- Darmawan : What's the matter, Joana?
- Joana : I'm not _____.
- Darmawan : _____ the doctor?
- Joana : No, I don't need the doctor.
- Darmawan : _____ go for a walk?
- Joana : _____ a good idea.

Activity 46 *Answer the following questions.*

- Mention offers you usually propose to your friend.
- ✍ Offering a lift to school.
- ✍ _____.
- ✍ _____.
- ✍ _____.
- ✍ _____.

Activity 47 *Practice this dialogue with your partner.*

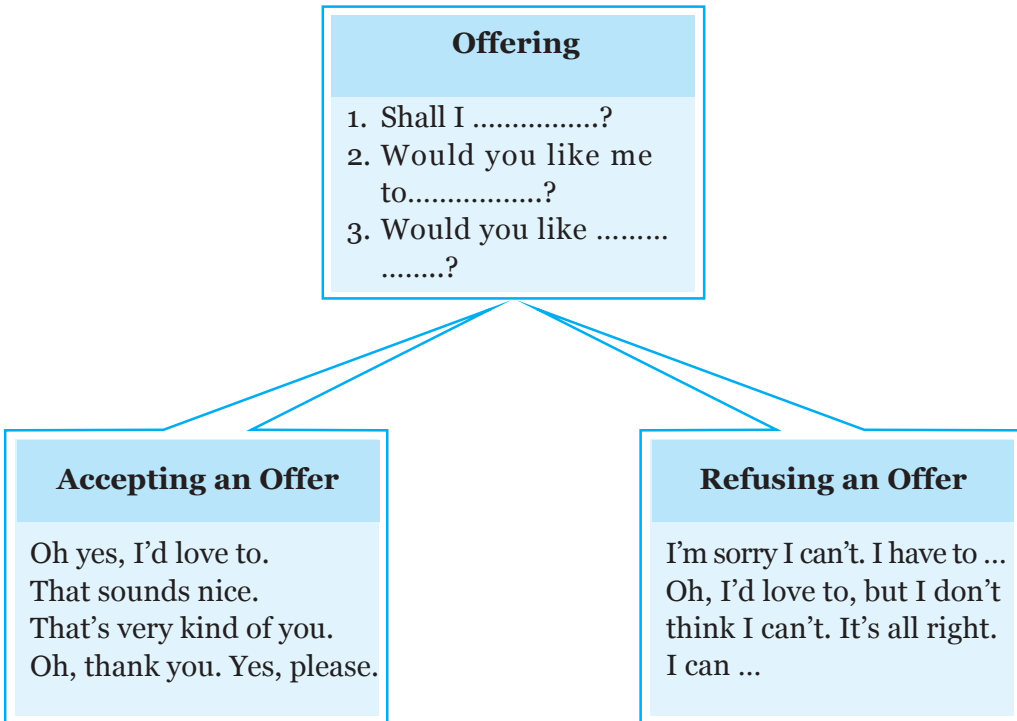
- Grace : Harry, what shall we do this afternoon?
Harry : Do?
Grace : Yes, what shall we do? To celebrate.
Harry : We... we...
Grace : To celebrate our wedding anniversary.
Harry : Oh yes.
Grace : Shall we go and see a film?
Harry : A film?
Grace : Yes, shall we go to the cinema?
Harry : Er... no... I don't like the cinema.
Grace : Shall we go to a restaurant?
Harry : Er... no, no, no. We can eat at home.
Grace : Shall we go to a concert?
Harry : There's a lot of good music on the radio.
Grace : Well, shall we go out by car?
Harry : Think of the price of petrol!
Grace : Shall we go for a walk? That's free.
Harry : No. I'm too tired to go for a walk.
Grace : Well, shall we stay at home?
Harry : Stay at home?
Grace : Yes, shall we stay at home?
Harry : On our anniversary! Stay at home on our anniversary! Why don't we go out and enjoy ourselves.
Grace : Harry...

Activity 48 *Answer the questions based on dialogues above.*

1. What does Grace want to do with his husband?
2. What is her first offer to him?
3. Why doesn't Harry want to go to a concert?
4. How many offers does Grace propose?
5. Do you think that Grace is disappointed?

Language Function:
Offering Things

Activity 49 Study the following chart.



Activity 50 Write expressions of making and accepting offers and then practice them with your partner.

Follow this model

- A : Shall I type you the letter ?
B : Yes please.

Use the pictures below:



1. Have some tea.



2. Have a snack.



3. Give someone a lift.



4. Push the car.



5. Get you a medicine

GRAMMAR FOCUS

Modal Auxiliaries

Activity 51 Study the following explanation.

To make offering, we usually use modal **shall** and **would**.

Auxiliary	Subject	Base form of verb	Infinitive	Object	Various words
Shall	I	get	-	you	an umbrella? a medicine?
Would	you	like	to join to go? a drink?	us? -	to movie?
Would	you	like	-	me	to close the door? to turn on the air conditioner?

Activity 52 *Do the same thing as activity 50. Use the picture and follow the following model.*

- A : Would you like me to type the letter?
 B : Oh, thanks. That's very kind of you.

Activity 53 *Work in pairs. Write the right expressions on the blanks based on these dialogue cues. Then, role play the dialogue with your partner.*

Situation : Your close friend has just arrived from a visit to his/her relatives in Kalimantan.

On the next day, you come to his/her house.

You	Your close friend
1. Greet his/her. “.. Hi. How have you been?..”	1. Returns greeting. “”
2. Ask if he/she enjoyed his/her trip. “”	2. Says he/she did, and thank him/her. “”
3. Ask how long he/she paid a visit there. “”	3. Says how long he/she spent time there. “”
4. Change a new topic, offer him/her to go out somewhere this evening. “”	4. Refuses, thanks and tells him/her that he/she is still tired. “”
5. Offer him/her to go out somewhere next weekend. “”	5. Accepts and thanks him/her. “”
6. Say you'll come to his/her house next Saturday. “”	6. Says alright. “”
7. Say you have to go and good bye. “”	7. Says good bye. “”

Unit 5

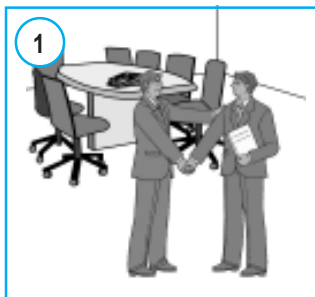
THE STUDENTS ARE STUDYING IN THE CLASSROOM

Learning Outcomes

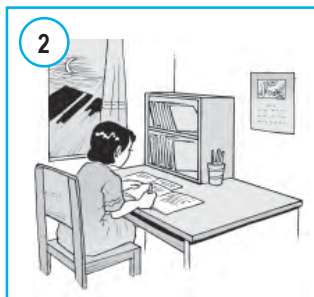
1. Describing Present Activities
2. Describing Locations using *Introductory There*.

Section One

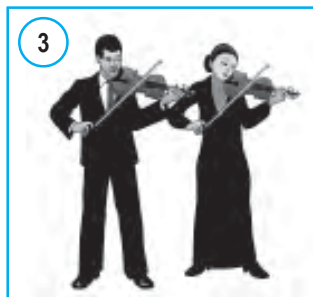
Activity 1 *Look at the pictures, and observe the sentences in Activity 2!*



They are shaking hands each other



Anissa is writing in her notebook



They aren't singing. They are playing the violins.



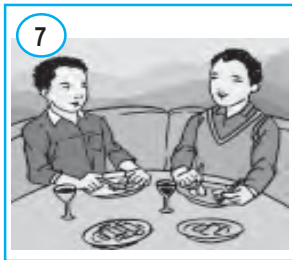
Shanty isn't playing the violin. She's watching



Are the mechanics fixing a car now? Yes they are.



Is Mr. Ahmad painting the wall? No, he isn't. He's painting the fence.

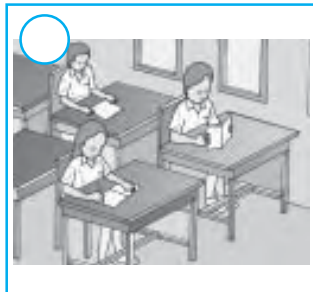
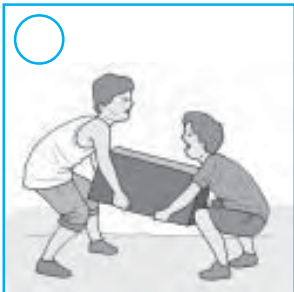
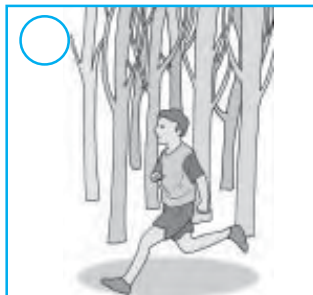
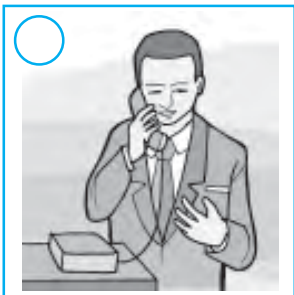


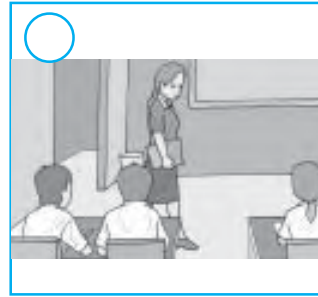
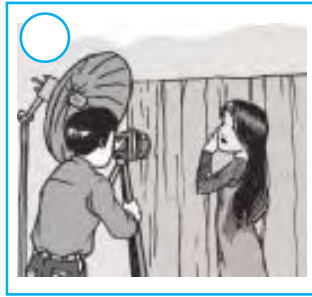
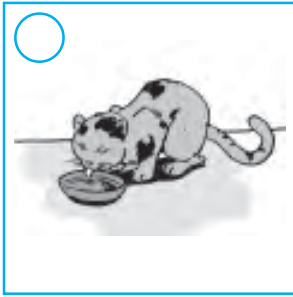
What are those people doing? They're having meals.



What is the little girl doing now? She's crying.

Activity 2 Listen to your teacher and number the picture!





Activity 3 *Listen to the teacher and practice this conversation!*

Mr. Sumarto, the principal of the best vocational school in town, is guiding some guests who are visiting his school. Now they are in the machinery workshop.

Mr. Sumarto : Ladies and gentlemen, welcome to the machinery workshop. This is one of the workshops that the school has. Please look around this workshop. The students here are doing the practice lesson. Do you see the students at the corner? They are smoothening some iron rods using files.

Guest 1 : Excuse me, Mr. Sumarto. Can I ask questions?

Mr. Sumarto : Yes, please.

Guest 1 : What are the students near that door doing, and why are they wearing masks?

Mr. Sumarto : Oh, they're welding some metals. They're wearing masks to protect their face from sparks.

Guest 2 : And what are the students near the windows doing?

Mr. Sumarto : They're operating a drilling machine. They're making holes on those metal plates.

- Guest 3 : And the students at the other corner. What are they doing?
- Mr. Sumarto : They're sawing some iron bars using a sawing machine.
- Guest 4 : Who's that man standing at the desk? What's he doing?
- Mr. Sumarto : He's Mr. Gunarso, the instructor. He's observing and supervising the students to make sure that they're doing their jobs correctly and carefully. Ladies and gentlemen, now we can go to the other workshops and after that we go back to my office and have lunch.
- Guests : Okay sir.

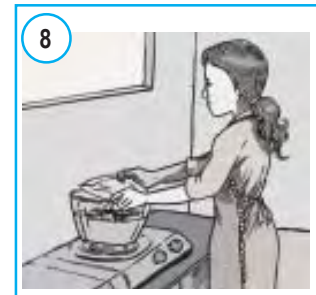
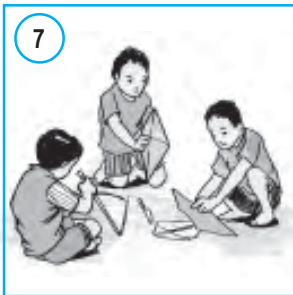
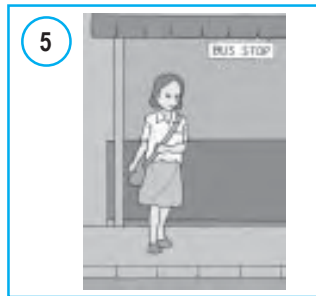
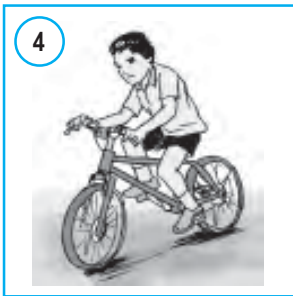
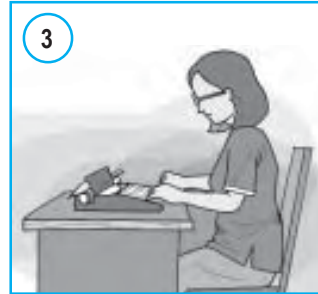
Activity 4 *Complete the table! Number 4 has been done for you.*

No.	Subject	Activity	Equipment used
1.	Mr. Sumarto		
2.	Guests		
3.	Some students		
4.	Students at the corner	Smoothering iron rods	files
5.	Guest 1		
6.	Students near the door		
7.	Guest 2		
8.	Students near the windows		
9.	Guest 3		
10.	Students at the other corner		
11.	Mr. Gunarso		

Activity 5 Ask and answer orally about the following pictures! Consult your dictionary for new words!

Example (Picture 1):

- A : What is he doing?
B : He's brushing his teeth.



Activity 6 *Read the passage carefully!*

Mr. Jasmani is a factory worker and Mrs. Jasmani is a teacher. She teaches English in a vocational school in Semarang. They have been home, and at the moment they are relaxing with their family. Mr. Jasmani is sitting in a sofa, watching some news on TV. Mrs. Jasmani is beside her husband reading a woman magazine. Their son, Rifky, is drawing on the computer. Their daughter, Ayu, is in her bedroom. She is practicing a pop song with her piano. Their other daughter, Susi, is in the kitchen now. She is preparing her favourite instant noodle. Their other son, Rusbad, is in the bathroom. He is taking a bath. Their pet, Meong the cat, is in the yard running after a grasshopper, and Klinchy the rabbit is chewing carrots in its cage.

Activity 7 *Answer the questions!*

1. What does Mr. Jasmani do?
2. What is Mrs. Jasmani's job?
3. What TV program is Mr. Jasmani watching?
4. Is Mrs. Jasmani reading a sport magazine?
5. Is Rifky playing games on the computer?
6. Where is Ayu practicing singing?
7. What is Susi doing in the kitchen?
8. Is Rusbad taking a bath or is he having dinner?
9. Who is running after a grasshopper?
10. Where is Klinchy?

Activity 8 *Complete the following sentences with the suitable words!*

Example : Susi is preparing her favourite instant noodle in the kitchen.

1. Rusbad is having a shower in the
2. The students are doing the practice lesson in the
3. The scientists are doing the experiment in the
4. The doctors are examining their patients in the
5. Joko and Budi are watching *Harry Potter* in the
6. Rini and Riska are having a swim in the

7. They boys are playing football in the
8. Aminah is buying a book in the
9. Abidin is buying medicine in the
10. The Nurhadi family are having dinner in the

GRAMMAR FOCUS 1

The present continuous is formed with the auxiliary verb *be* (*is, am, are*) and the *-ing* form of the main verb.

1. Patterns

AFFIRMATIVE (S+ BE [is, am, are] + V-ing + C)	NEGATIVE(S+ BE [is, am, are] + NOT +V-ing + C)
I am studying English now.	I am not studying English now.
He is studying English now.	He is not studying English now.
She is studying English now.	She is not studying English now.
We are studying English now.	We are not studying English now.
They are studying English now.	They are not studying English now.
You are studying English now.	You are not studying English now.
INTERROGATIVE (BE [is, am, are] + S + V-ing + C + ?)	
Am I studying English now? (+) Yes, you are. (-) No, you aren't.	Are we studying English now? (+) Yes, we are. (-) No, we aren't.
Is he studying English now? (+) Yes, he is. (-) No, he isn't.	Are they studying English now? (+) Yes, they are. (-) No, they aren't.
Is she studying English now? (+) Yes, she is. (-) No, she isn't.	Are you studying English now? (+) Yes, I am. (-) No, I am not.

2. Contractions

Affirmative

- a. I am → I'm
- b. He is → He's
- c. She is → She's
- d. We are → We're
- e. They are → They're
- f. You are → You're

Negative

- a. I am not → I'm not
- b. He is not → He's not / He isn't
- c. She is not → She's not / She isn't
- d. We are not → We're not / We aren't
- e. They are not → They're not / They aren't
- f. You are not → You're not / You aren't

3. Spelling Problems

Infinitive	Verb – <i>ing</i>	Explanation
decide divide like write	deciding dividing liking writing	Verbs ending- <i>e</i> , drop the- <i>e</i> when they add- <i>ing</i> .
dig sit stop swim	digging sitting stopping swimming	Verbs with one syllable, ending in one vowel and one consonant, double the consonant when they add- <i>ing</i> .
die lie tie	dying lying tying	Verbs ending in- <i>ie</i> change the- <i>ie</i> to- <i>y</i> .
cry fly study	crying flying studying	No changes

4. Usages

We use the present continuous to describe:

- a. actions in progress at the present moment.
*Tom, please answer the phone. **I'm taking a bath now.***
- b. actions happening *around now*, even though not at the moment of speaking.
***We're learning** how to operate the newest computer.*

Activity 11 (Pronunciation) Repeat after your teacher!

1. reading – riding
2. learning – leaning
3. laying – lying
4. coming – combing
5. raising – rising
6. shouting – shutting
7. looking – locking
8. working – walking
9. filling – feeling
10. planning – planing

Activity 10 Circle the correct spelling from each pair of words!

a) crying / cryng	k) riding / rideing
b) cycling / cycleing	l) siting / sitting
c) deciding / decideing	m) stopping / stoping
d) diging / digging	n) studying / studing
e) flying / flieing	o) swiming / swimming
f) going / goeing	p) takeing / taking
g) handling / handleing	q) using / useing
h) having / haveing	r) waiting / waitting
i) lieing / lying	s) washeing / washing
j) readding / reading	t) writing / writting

Activity 11 *Add – ing to each of the words below! Follow the rules!*

No.	Infinitive	Verb – ing	No.	No Infinitive	Verb – ing
1.	Buy		12.	Open	
2.	Call		13.	Raise	
3.	Come		14.	Ride	
4.	Drive		15.	Run	
5.	Eat		16.	Shop	
6.	Erase		17.	Shout	
7.	Get		18.	Take	
8.	Give		19.	Talk	
9.	Hit		20.	Type	
10.	Listen		21.	Wrap	
11.	Live		22.	Wear	

Activity 12 *Make sentences! (Orally)*

Example : the waiter / serve / the guest / now
 • The waiter is serving the guest now.

1. he / deliver / the mails / now
2. astronauts / travel / the space / now
3. pilot / fly / the plane / now
4. mother / tell / a story / to my little brother / now
5. the dog / chase / the cat / now
6. the workers / build / a bridge / at the moment
7. I / interview / a famous artist / at the moment
8. Maman / post / the letter / now
9. the doctor / examine / the patient / at the moment
10. Fadhila / talk / to Pramasti / now

Activity 13 *Change the sentences in Activity 4 into negative! (Orally)*

Example : the waiter / serve / the guest / now
• The waiter is not serving the guest now.

Activity 14 *Change the sentences in Activity 4 into interrogative! (Orally)*

Example : the waiter / serve / the guest / now
• Is the waiter serving the guest now?

Activity 15 *Make questions and answers! (In pairs, orally)*

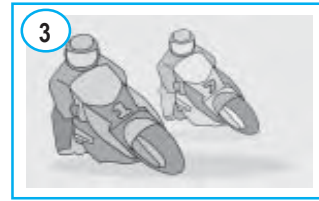
Example :

The foreign tourists are enjoying gudeg
S P O
(Who) (What) (What)

in the lesehan restaurant now.
Adv. of Place Adv. of Time
(Where) (When)

1. Who → Who are enjoying *gudeg* in *the lesehan* restaurant now?
* The foreign tourists are.
2. What → What are the foreign tourists doing in *the lesehan* restaurant now?
* They are enjoying *gudeg*.
3. What → What are the foreign tourists enjoying in *the lesehan* restaurant now?
* *Gudeg*.
4. Where → Where are the foreign tourists enjoying *gudeg* now?
* In *the lesehan* restaurant.
5. When → When are the foreign tourists enjoying *gudeg* in *the lesehan* restaurant?
* Now.

Activity 16 Describe orally what the people in the pictures are doing!



Activity 19 (Fluency Practice) Do these at speed!

Example:

Model : *He's working.*
 I : I'm working.
 listen : I'm listening.
 they : They're listening.
 wait : They're waiting.

MODEL : THE BUS IS COMING.

- | | |
|----------------|----------|
| 1. you | 6. Fasya |
| 2. she | 7. eat |
| 3. leave | 8. they |
| 4. we | 9. I |
| 5. the teacher | 10. read |

Activity 18 (Fluency Practice) *Do these at speed!*

Example:

- Model : *He's not working.*
I : I'm not working.
listen : I'm not listening.
they : They're not listening.
wait : They're not waiting.

MODEL : THE BOY IS NOT WATCHING TV.

- | | |
|-------------------|------------------|
| 1. you | 6. Luqman |
| 2. she | 7. taking a bath |
| 3. football match | 8. they |
| 4. we | 9. I |
| 5. the teacher | 10. read a novel |

Activity 19 (Fluency Practice) *Do these at speed!*

Example:

- Model : *Is he working?*
I : Am I working.?
listen : Am I listening?
they : Are they listening.?
wait : Are they waiting?

MODEL : ARE THEY SWIMMING IN THE SWIMMING POOL?

- | | |
|-----------------|-------------------|
| 1. you | 6. Fatma |
| 2. she | 7. write a letter |
| 3. in the beach | 8. Tony |
| 4. go to | 9. play solitaire |
| 5. library | 10. a video game |

Activity 20 (Illustrative Situations) *Read the text and answer the questions!*

Example: Karno Rano is a businessman. At the moment he is in a plane on his way to Jakarta from Jayapura. There is a cup of coffee in his right hand, a smile on his face, and a beautiful woman in front of him.

Question: *What is he doing?*

- Answers :**
1. He's flying to Jakarta.
 2. He's drinking a cup of coffee.
 3. He's smiling at a beautiful woman.

Text 1

Ms. Widiastuti is a teacher. She is in class now.

Question : What is she doing?

Text 2

Ricardo Kaka' is a great football player. He is on the field now, and everyone's eyes are on him.

Question : What is he doing?

Text 3

Andika has a job in bank from 09.00 a. m. to 05.00 p.m. It is 02.00 p. m. now and he is still in the bank.

Question : What is he doing?

Text 4

Mr. and Mrs. Yulianto are at a restaurant now. The steak is very good and so is the orange juice.

Question : What are they doing?

Text 5

Komang and Rita like plays very much. They are at the theatre now, and the actors are on the stage.

- Questions :**
1. What are Komang and Rita doing?
 2. What are the actors doing?

Text 6

It's a sunny Saturday, and everyone in Bambang's neighbourhood is outside today. Bambang is with his bicycle. Daud, his next door neighbour, is near his car with a bucket of water and a piece of cloth. Mr. Jauhari is on the lawn with a sickle in his right hand. Some boys are in the yard with a ball. Some girls are in the garden with their jerry-cans full of water. It's a nice day to be outside!

Questions :

1. What is Bambang doing?
2. What is Daud doing?
3. What is Mr. Jauhari doing?
4. What are the boys doing?
5. What are the girls doing?

Activity 21 Put the verbs in the correct form!

Conversation 1

- A : Well, here's the National Bank.
B : Is it? Wow, it's a very great bank, isn't it?
A : Yes, it is. It's the biggest bank in town.
B : Oh look! What (1) _____ (that man / do) over there?
A : He (2) _____ (wait) for the bank to open.
B : But the banks (3) _____ (not open) on Saturday afternoons. (4) _____ (you / think) he's a bank robber? Watch out! He (5) _____ (take) something out of his pocket. He (6) _____ (walk) towards us.
C : Excuse me. Could you tell me the time, please?
(Taken from New Headway Intermediate)

Conversation 2

- Rani : Hi Ririn. What (01) _____ (you / do)?
Ririn : Oh, hi Rani. I (02) _____ (pack) my suitcase. I (03) _____ (leave) you and this house.
Rani : But I (04) _____ (not / understand). Where (05) _____ (you / go)?
Ririn : I (06) _____ (not / know). The only thing I (07) _____ (know) is that Teguh (08) _____ (meet) me at the airport at six o'clock..
Rani : Good luck, then. Take care.
Ririn : Thanks, Rani.
(Adapted from New Headway Intermediate)

Activity 22

- A. Write a paragraph describing what the people in your classroom are doing right now!.
- B. Make a short dialogue based on the following situations.

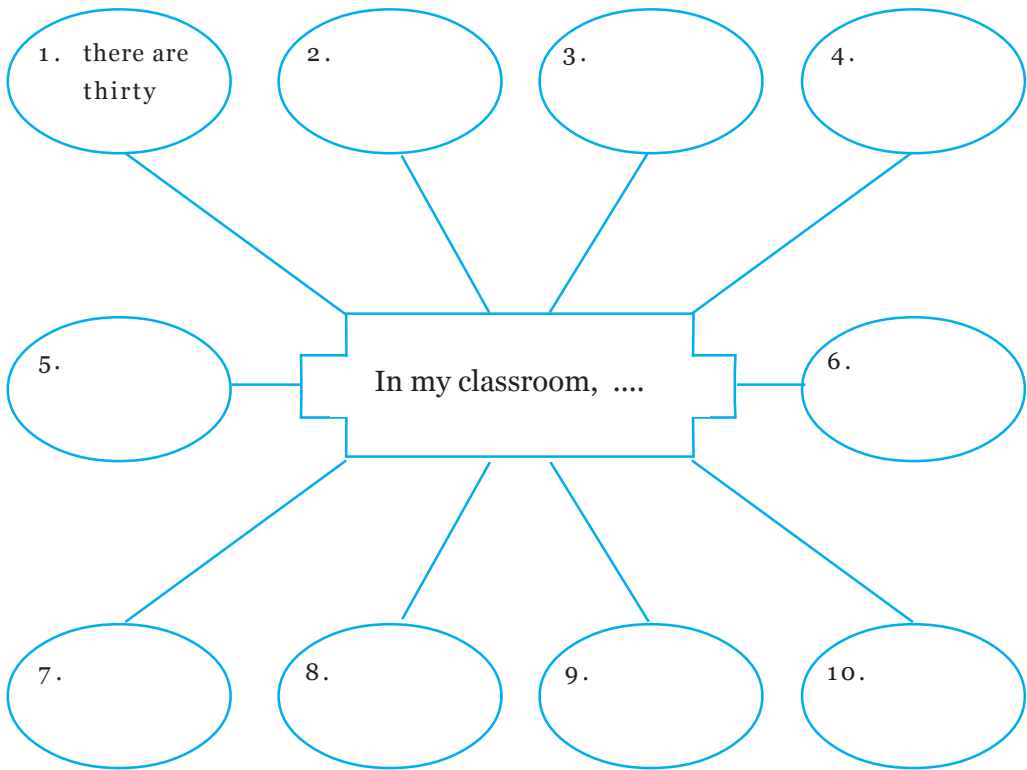
Situation

1. You are a reporter. You want to interview a lifeguard at *Kuta Beach*. You want to know what he is doing and what the people in the beach are doing.
2. You are in your friend's house. She's preparing a birthday party for her 5 year old son. All the guests are already come but the party has not begun yet. You want to help her and want to know what the guests are doing while they are waiting for the party.

Section Two

Most people in the world have a classroom, and they have a lot of things in their classroom. The things can be desks, boards, chairs, books, etc. What about you? Do you have a classroom, too? What things are there in your classroom?

Activity 23 *Fill in the bubbles.*



Activity 24 *Look at this picture and observe the sentences in activity 27.*

A LIVING ROOM



Activity 25 *Listen to your teacher and repeat.*

1. There's a television on the cabinet.
2. There're some drawers on the cabinet.
3. There's a refrigerator beside the cabinet.
4. There are some books on the cabinet.
5. There's a carpet between the sofa and the cabinet.
6. There's a table lamp on the table.
7. There's a vase on the table.
8. There isn't a table between the sofa and the cabinet.
9. There aren't any cushions on the sofa.
10. Is there an aquarium in the living room? Yes, there is.
11. Are there any armchairs in the living room? Yes, there are.
12. Is there a rubbish basket between the sofa and the table?
Yes, there is.
13. Are there any glasses on the table? No, there aren't.
14. Is there a fan on the cabinet? No, there isn't.
15. Is there a duster between the cabinet and the refrigerator? Yes, there is.

Activity 26 *Listen to your teacher and practice this conversation.*

- Bella : Morning, Betty.
Betty : Morning, Bella.
Bella : Ready to guide the tourists around the island?
Betty : Of course. Hey, why aren't you wearing your guide uniform?
Bella : I'm off today. By the way, how many tourists are there in your bus?
Betty : There're twenty five altogether.
Bella : Are there any tourists from Japan?
Betty : No, there aren't any tourists from Japan.
Bella : Oh, very surprising. There're usually a lot of tourists from Japan.
Betty : Not in my bus. In Bayu's bus, perhaps.
Bella : Is there a tourist from England?
Betty : Yes, one. And there're some from Europe, five from France and six from Germany.
Bella : But I expect that there're some Australian tourists.
Betty : Yes, there are. Seven of them are from Australia. There're also three tourists from China and three tourists from India.
Bella : Are there any tourists from Indonesia?
Betty : Of course not. I guide foreign tourists, remember?
Bella : Ups, sorry, I forgot. Okay Betty, have a nice tour. Good luck!
Betty : Thanks Bella.

Activity 27 *Answer these questions.*

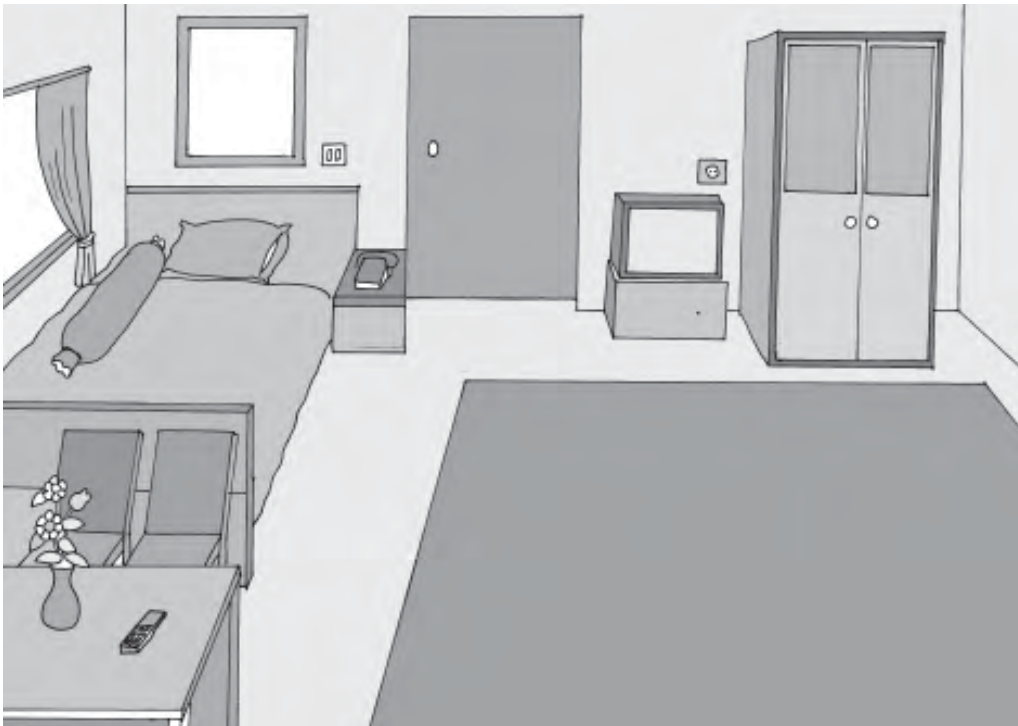
1. Who is Betty?
2. What is she going to do?
3. Is Bella a tour leader?
4. Are the tourists domestic or foreign tourists?
5. Where do you think the conversation take place?

Activity 28 Complete the table.

NO.	COUNTRY	NUMBER OF TOURISTS
1.	Japan	
2.	England	
3.	France	
4.	Germany	
5.	Australia	
6.	China	
7.	India	
8.	Indonesia	

Activity 29 Observe this picture.

A HOTEL ROOM



Activity 30 *Ask and answer about the picture as the examples. Use the prepositions in the boxes.*

Examples :

1. (television / corner)
A : Is there a television?
B : Yes, there is.
A : Where is it?
B : It's at the corner.
2. (fan)
A : Is there a fan?
B : No, there isn't.

at on beside in front of between behind above in

- | | |
|---------------------------|-----------------------------|
| 1. picture / wall | 11. switch / picture |
| 2. sofa | 12. curtains / windows |
| 3. remote control / table | 13. socket / television |
| 4. pillows / bed | 14. vase / table |
| 5. wardrobe / television | 15. computer |
| 6. newspaper | 16. glasses |
| 7. bolster / bed | 17. telephone / small table |
| 8. chairs / bed | 18. table lamp |
| 9. carpet / wardrobe | 10. blanket / bed |

Activity 31 *Read the text carefully and answer the questions!*

SPORTS

Sport is very useful for our health. There are a lot of sports we can do. The popular sports in our country are badminton, football, boxing, volleyball, swimming, tennis, etc. Sometimes we need money to do sports, but sometimes we do not need money to do them. Not all people have enough money to spend for sports. There are some cheap sports such as jogging, running, and walking. All people can do jogging, running, or walking without spending money. These sports are very good for young and old people. Moreover people can do them everywhere and every time they like. If we do jogging, running, or walking

regularly, we will be fresh and healthy all the time. There are some sports we can do in a team, such as football, volleyball, basketball, etc. While swimming, high jumping, long jumping are done individually.

(Taken from Communicative and Meaningful English)

Questions:

1. Are sports necessary for our body? Why?
2. Is jogging good for old people?
3. Do sports always need money?
4. Give examples of cheap sports.
5. Give examples of expensive sports.
6. When can we do jogging, running, or walking?
7. Where can we do jogging, running, or walking?
8. What sports are done in a team?
9. What sports are done individually?
10. What are the advantages of sports?

Activity 32 *Complete the following sentences with the suitable words.*

Example : volleyball and basketball are done in a team.

1. Sports are very good for our
2. . . . is usually done in a stadium.
3. . . . , high jumping, and long jumping are individual sports.
4. An example of an expensive sport is
5. Car racings and motorcycle racings are done in a
6. People usually do jogging in a
7. In volley ball, there are . . . players in one team.
8. . . . is a kind of sport that uses a shuttle cock.
9. A sport which uses a net, a small ball, a table is called
10. There are . . . players in one team of basketball.

GRAMMAR FOCUS 2

Describing Location Using *There is ... / There are ...*

Pattern	Countable	
	Singular	Plural
Affirmative	1. There is a television in the living room. 2. There is a drilling machine in the workshop.	1. There are a lot of students in the yard. 2. There are some computers in the computer room.
Negative	1. There is not a television in the living room. 2. There is not a drilling machine in the workshop.	1. There are not any students in the yard. 2. There are not any computers in the computer room.
Interrogative	1. Is there a television in the living room? (+) Yes, there is. (-) No, there isn't. 2. Is there a drilling machine in the workshop? (+) Yes, there is. (-) Not, there isn't.	1. Are there any students in the yard? (+) Yes, there are. (-) No, there aren't 2. Are there any computers in the computer room? (+) Yes, there are. (-) No, there aren't

Notes:

- For Uncountable Nouns, *There is ...* is used.
Examples :
 (+) There is milk in the bottle.
 (-) There is not milk in the bottle.
 (?) Is there milk in the bottle?
 (+) Yes, there is.
 (-) No, there isn't.
- How many ...* is for Countable Nouns and *How much ...* is for Uncountable Nouns.
Examples :
 a. *How many* female students are there in this class?
 There is one.
 b. *How many* visitors are there in this meeting? There are fifty.

c. *How much* water is there in the bathtub? There is a little.

d. *How much* oil is there in the drum? There is a lot.

3. Contractions

Affirmative

There is – There's

There are – There're

Negative

There isn't / There's not

There aren't / There're not

Activity 33 *Make sentences using the following words orally*

Examples :

1. towel / bathroom

There is a towel in the bathroom.

2. some meat / fridge

There is some meat in the fridge.

3. some lathes / workshop

There are some lathes in the workshop.

1. calendar / wall

2. air conditioning / conference room

3. bolsters / hotel room

4. vase / desk

5. computers / office

6. spanners / toolbox

7. motorcycles / showroom

8. napkin / table

9. car / garage

10. water / bucket

11. kerosene / jerry can

12. money / my wallet

13. CD player / room

14. shirts / wardrobe

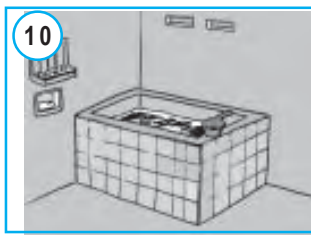
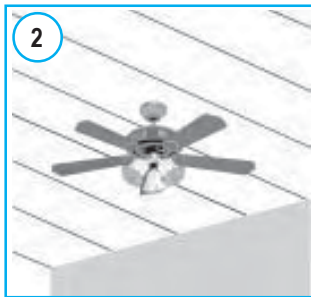
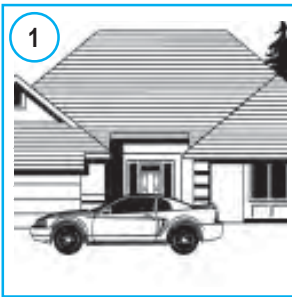
15. clock / wall

Activity 34 Describe the pictures below orally

Example :



There is a ball under the chair.



Activity 35 Study the following chart.

**Jakarta International School
Grade 6 A**

NO.	Country	Number of Students
1.	England	---
2.	Japan	8
3.	Spain	5
4.	Mexico	4
5.	Holland	---
6.	Korea	4
7.	India	2
8.	Singapore	4
9.	Indonesia	3
10.	Egypt	---

Activity 36 Make questions and answers based on the chart orally.

Examples :

- a. (Indonesia) → Are there any students from Indonesia?
 - Yes, there are three.
 - b. (England) → Are there any students from England?
 - No, there aren't any.
1. Japan
 2. Spain
 3. Mexico
 4. Holland
 5. Korea
 6. India
 7. Singapore
 8. Egypt

Activity 37 *Make questions and answers based on the chart orally.*

Examples:

- a. (Indonesia) → How many Indonesian students are there?
• There are three.
- b. (England) → How many English students are there?
• There aren't any.
- | | |
|------------|--------------|
| 1. Japan | 5. Korea |
| 2. Spain | 6. India |
| 3. Mexico | 7. Singapore |
| 4. Holland | 8. Egypt |

Activity 38 (Fluency Practice) *Do these at speed.*

Example : There is a telephone on the table.

- a. a calendar → There is a calendar on the table.
b. on the wall → There is a calendar on the wall.
c. pictures → There are pictures on the wall.
d. calligraphies → There are calligraphies on the wall.
1. There are three chairs in the room.
a. four sofas
b. three tables
c. a television
d. beside the cupboard
e. a desk
f. near the door.
g. a doormat
h. shoes
i. under the chair
j. a ball
2. There isn't a fan in the lobby.
a. an air conditioning
b. in the hall
c. desks
d. lamps
e. on the ceiling
f. on the table
g. books
h. on the bookcase
i. a magazine
j. on the shelf
3. Are there any guests in the restaurant?
a. customers
b. in the bank
c. money
d. in your wallet
e. photographs
f. in the frames
g. on the wall
h. pictures
i. near the windows
j. a clock

4. How many visitors are there in the concert?
 - a. players
 - b. in a football team
 - c. costumes
 - d. in a festival
 - e. participants
5. How much sand is there in the bucket?
 - a. water
 - b. in the bottle
 - c. oil
 - d. in the drum
 - e. kerosene

Activity 39 *Make sentences based on the situations given, see the example.*

Example :

You are eating in a restaurant. You see a fly in your soup. You say to the waiter. "THERE'S A FLY IN MY SOUP!"

1. You and your friend are coming home late at night. Suddenly you hear a voice from your house. You say to your friend: _____
2. You are talking to Mr. Bagus when you see a caterpillar on his collar. You say to him: _____
3. The custom officer notices two parcels in your luggage. The parcels contain books. He asks you: "What are there in the parcels?"
You answer: _____
4. Yoyok and Andry are walking in the park on Saturday evening. Yoyok sees three very beautiful birds in a tree. He says to Andry: _____
5. You and your friend have a room in a student's hostel. You see two letters in your friend's post box. You tell him: _____

Activity 40 Put there is / there are / there isn't / there aren't / is there / are there to complete the conversation below.

Conversation 1

Yossy is a friend of Tunggul. He is telling Tunggul about his new job in Jakarta.

Yossy : Jakarta is a long way away, of course, but the job is really very good. (1). _____ many like it in Semarang. In fact I don't think (2). _____ any at all.

Tunggul : Yes, but Jakarta! What (3). _____ in Jakarta? Nothing!

Yossy : You forgot that (4). _____ a lot of money there, money for people like me!

Tunggul : (5). _____ more in life than just money.

Yossy : (6). _____? What, for example?

Tunggul : Well . . . uh . . . uh

Yossy : Besides, what you say simply isn't true! (7). _____ a lot of things besides money. (8). _____ a lot of entertainments.

Tunggul : (9). _____ any culture in Jakarta, (10). _____?

Yossy : (11). _____ a good Art Institute and (12). _____ a lot of very good universities in Jakarta.

Tunggul : (13). _____ any tradition there, now, (14). _____?

Yossy : Of course (15). _____. You can see *Ondel – ondel, Tanjidor, Lenong,* and many others.

Tunggul : But I think Semarang is much better than Jakarta to live.

Activity 41 Choose the correct words / phrases in the box to complete the conversation below.

Conversation 2

You are visiting Yogyakarta for the first time. You have just two days in Yogyakarta. You want to know what to do and where to visit. You go to the tourist office and ask for some information.

Officer : Good morning, sir. (1) _____ I can help you?

You : Good morning. I would like some (2) _____, please?

Officer : (3) _____, Sir.

You : I'm (4) _____ here for two days. What can I see in two days?

Officer : As a matter of fact, two days isn't very much, but there are still (5) _____ things you can enjoy.

You : What, for (6) _____?

Officer : Well, . . . let me see . . . You can go to *Keraton*, visit *Prambanan* Temple, *Borobudur* Temple and have (7) _____ in *Parangtritis* beach.

You : That (8) _____ nice. How can I go there and how long?

Officer : (9) _____ a lot of *delmans* that can bring you to *Keraton* from here.

You : *Delman*? What is *delman*?

Officer : It's a (10) _____ vehicle, a cart with two or four wheels pulled by one or two horses.

You : Great. It seems that I'll enjoy *delman* (11) _____.

Officer : You will, sir.

You : And then, how can I go to other places as you (12) _____ before?

Officer : In the *Keraton* area, there are a lot of cars you can (13) _____ to *Prambanan* Temple. It will take one and a half hours from here.

You : What can I have in *Prambanan*?

Officer : You will see the (14) _____ Hindus temple in Indonesia. Not far from *Prambanan*, you can go to *Kota Gede*, a silver (15) _____ centre.

- You : After from *Kota Gede*?
- Officer : You can go to *Parangtritis* Beach to enjoy the sunset. After that you can go back to Yogyakarta to have *gudeg* for your (16) _____ in *warung lesehan* in Malioboro Street.
- You : So, I have to go to *Borobudur* Temple the (17) _____, right?
- Officer : Yes, Sir.
- You : What can I see in *Borobudur*?
- Officer : *Borobudur* is the greatest Buddhist temple in the world. It takes about two hours from Yogyakarta. There, you can buy a lot of (18) _____.
- You : (19) _____, how much should I pay for renting a car for two days?
- Officer : One million rupiahs, sir.
- You : Well, thanks for your information. I'll get a *delman* to *Keraton* right now.
- Officer : You're welcome, Sir. Have a nice trip. (20) _____

Good luck!	Anything	very much	By the way	information
traditional	souvenirs	a lot of things	mentioned	the next day
instance	There are	rent	dinner	a sunset
biggest	sounds	handicraft	only	Certainly

GRAMMAR FOCUS 3

- | | |
|--------------------------------|--|
| 1. <i>What</i> happened? | Danny <i>got an accident</i> . |
| 2. <i>How</i> did it happen? | It happened <i>very quickly</i> . |
| 3. <i>When</i> did it happen? | It happened <i>two hours ago</i> . |
| 4. <i>Where</i> did it happen? | It happened <i>in the workshop</i> . |
| 5. <i>Why</i> did it happen? | It happened <i>because he was careless</i> . |

Notes:

- We use *What* to ask about one or more things.
- We use *How* to ask about manners.
- We use *When* to ask about time.
- We use *Where* to ask about places.
- We use *Why* to ask about reasons.

Activity 42 *Supply the correct question-words to the following.*

- | | |
|--|---------------------|
| 1. . . . will the test begin? | Next week. |
| 2. . . . do you usually go to school? | By bus. |
| 3. . . . didn't you go to work yesterday | I was sick. |
| 4. . . . will you go to for your holidays? | Bali. |
| 5. . . . will you do in Bali? | Swim in Kuta Beach. |

Activity 43 *Give suitable responses to the following questions.*

1. What did you do last night?
2. Where did you spend your holidays?
3. When will you graduate from this school?
4. How did you do the English test?
5. Why didn't you use that tool?

Activity 44 *Match the question in coloumn A with their answer in coloumn B.*

A	B
1. <i>Why</i> were you absent last week?	In the library.
2. <i>Where's</i> Luqman?	My uncle.
3. <i>What's</i> he wearing?	August 17.
4. <i>Who's</i> Mr. Dahlan?	A red T-shirt.
5. <i>When's</i> your English class?	At 08.30.
6. <i>When's</i> our Independence Day?	In Indonesia
7. <i>Where's</i> Jakarta?	I was sick.

Activity 45

- a. Write a descriptive paragraph about your bedroom.
- b. Make a short dialogue based on the following situations.

Situation:

1. You are visiting your uncle in a village for the first time. You have three days off. You do not know what to do and where to go. You ask your uncle for information.
2. You want to buy a house. You go to the real estate agent and ask for information about what things there are in the house.

Unit 6

LOOK AT THAT SIGN!

Learning Outcomes

Students will be able to understand:

1. traffic signs,
2. itinerary,
3. and menu.

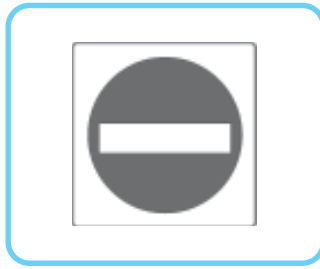
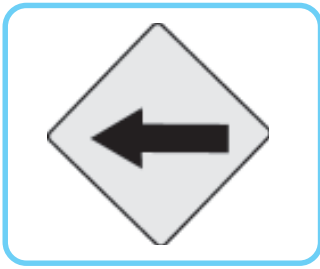
We see a lot of traffic signs along the way we pass. The traffic signs will help drivers run their cars or motorcycles orderly. Later, we can get to our destination safely.

Section One

Traffic Signs

Activity 1 *Your teacher will dictate the meanings of some signs and symbols. Write them down below each picture*





Activity 2 Study the signs on activity 1 and make a short dialogue based on the model of an example below. Then, practice it with your partner.

Use the cues below.

1. smoke here
2. park here
3. turn around
4. enter the road
5. blow the horn.
6. drive so fast
7. go straight ahead
8. take photograph
9. touch anything
10. go to left

The model of the dialogue.

A : Don't smoke here.
B : Why?
A : Look at that sign! It says "No Smoking".
B : Oh, I see.

Activity 3 *Make another short dialogue about the previous signs and symbols with the following model.*

A : What does that sign mean?
B : It means that **you are not allowed to** smoke here.
A : Oh, I see.

You can modify the clause ...you are not allowed to ... (boldfaced)

With these clauses: - you are not permitted to
 - it is prohibited to
 - it is forbidden to

Activity 4 *Match the symbols with the meanings. Write them down on the provided spaces below.*

The following story is told by Amel about her experience when he was a child.

Once, my father took me to his office. When we got to the office, we had to go up to the next floor. There were two ways, one of them was on the left side with a symbol of (1)




and another was by a lift. There was a symbol of (2)



, by the lift doors. I was walking on a corridor when I


saw a symbol of (3)  on the door of a room. Inside the


office room, I saw a symbol of (4)  together with its real tool below it. On another side of the wall, there was a

symbol of (5)  on a box. I also saw a symbol of (6)




on an electronic device.

At noon, my father took me to the canteen. I saw a symbol of (7)  by the entrance of the canteen. I was having lunch when someone entered a box room with a

symbol of (8) 

in the canteen. Then, I knew that the canteen served not only meals and beverages, but also a telecommunication service. After having lunch, I went to toilet and I entered a room

with a symbol of  on its door.

On the way home, my father dropped in the gas station and I saw a symbol of (10)  there.

a fire extinguisher	electrical hazard	inflammable
smoking section	public telephone	handicapped
first aid	poison	information center
lady	stairs	restaurant


- (1) = _____.
- (2) = _____.
- (3) = _____.
- (4) = _____.
- (5) = _____.
- (6) = _____.
- (7) = _____.
- (8) = _____.
- (9) = _____.
- (10) = _____.

Activity 5 *Read this passage. Rewrite the bold printed phrases next to the pictures of traffic signs.*

Amel also has an experience of the trip to Malang. Here is the story.

When I was a student of elementary school, I went to Malang for the first time. I went there with my family driving my father's car. I wondered to see many traffic signs along the trip. The first **sign which I saw was that drivers must wear their seat belt** . My father showed it to me while he was explaining the meaning of it. When passing a school zone, I found the second sign which meant **a school crosswalk ahead**. Then, the car was running slowly when I saw **a sign of road work ahead** . Some minutes later, I heard a bell, saw flashing lights ahead and **a sign of railway crossing** beside the road. Later, I saw a train pass. When we passed a countryside, the road was hilly. There, I saw **a sign of steep hill ahead**. There was also **a sign of narrow bridge ahead** so my father drove the car slowly. I was very excited that I could enjoy watching a panorama on the bridge. Unfortunately, the rain fell and my father had to slow down his car. There was **a sign of road surface slippery when wet**. At the time we passed an arterial road, there was **a sign of the heavy trucks should use this roadway** . As we would get into a tunnel, there was **a sign of underpass ahead**. The overhead clearance was 3.1 meters. Our car swayed to left side when we passed a sharp curve to the right. There, I saw a group of **arrowhead signs** along of the road. As I remembered, the signs were often found in a game of car race.



3.  = _____.

4.  = _____.

5.  = _____.

6.  = _____.

7.  = _____.

8.  = _____.

9.  = _____.

10.  = _____.

Activity 6 *Understand this passage from its context. Draw the right traffic sign in the blank boxes. Then write the meaning of the traffic signs below.*

I was amazed that there were many traffic signs in the city.

Entering the city center, there was (1) . As I know,

it meant that the roadway was divided into two different directions. My father drove rather slowly about 40 to 50

kilometer per hour because there was (2) . My father

had to stop the car when some people crossed the road because

there was (3) . The car ran more slowly to prepare

to stop after passing (4) . When we stopped, I saw

(5) that later we would pass a crossroad by turning

in a circle way. At one direction there was (6) , so

we didn't pass the road. Then, I heard a noise of a plane flying

when I saw (7) . The picture of the plane pointed

the direction to the airport. After seeing (8) , we got
to the crossroad. There, I saw (9) . So, my father
drove the car straight. After passing (10) , my father
turned the car to it to fill gasoline into the car.

Activity 7 *Write the meaning of the traffic signs you have drawn above.*

- (1) = _____.
- (2) = _____.
- (3) = _____.
- (4) = _____.
- (5) = _____.
- (6) = _____.
- (7) = _____.
- (8) = _____.
- (9) = _____.
- (10) = _____.

Section Two

Itinerary

Activity 8 *Answer these questions.*

- Have you ever got on train?
 _____.
- Where did you go?
 _____.

3. Did you enjoy the trip?
.....
4. Do you think that the train is faster than a bus?
.....
5. Is the train faster than a plane?
.....

Activity 9 Study this train schedule and answer the questions below.

SEMARANG TRAIN SCHEDULE

Train	Class	Depart from	At	Arrive at	At
KA Argomuria I	Executive	Tawang Station	05:30	Gambir Station	11:00
KA Argomuria II	Executive	Tawang Station	16:00	Gambir Station	21:30
KA Kamandanu	Executive	Tawang Station	21:00	Gambir Station	03:02
KA Senja Utama	Business	Tawang Station	20:00	Senen Station	02:07
KA Fajar Bisnis	Business	Tawang Station	08:00	Senen Station	14:18
*KA Argo B. Anggrek I	Executive	Tawang Station	12:05	Gambir Station	17:34
*KA Argo B. Anggrek II	Executive	Tawang Station	00:05	Gambir Station	05:33
*KA Sembrani	Executive	Tawang Station	22:58	Jkt Kota Station [^]	05:12
*KA Gumawang	Exec/Bus	Tawang Station	21:35	Jkt Kota Station [^]	04:30
*KA Bangunkarta	Exec/Bus	Tawang Station	20:40	Ps Senen Station	03:58

*Origin : Surabaya /Jombang ^ : Last destination : Jakarta Kota Station

(adapted from an advertisement in *Ilman Nafian bulletin*, edition of I/MGG1/01/2008)

1. How many destinations are there?
2. What trains have two alternative classes?
3. How many trains start their trips from Surabaya or Jombang?
4. What executive train will arrives in Jakarta at 9:30 in the evening?
5. Mr. Purnomo is going to be a speaker in a seminar in Jakarta tomorrow morning. He wants to have time to take a rest and prepare the material in the hotel before it. If he wants to arrive in Jakarta at night as late as possible, what train should he take?

Activity 10 Answer this questions below based on the following train schedule.

TRAVEL BY TRAIN							
Fast and Frequent Services from The Central Station							
TO	DEPART	ARRIVE	PLATFORM	FARES			
				FIRST-CLASS		SECOND-CLASS	
				ONE-WAY	ROUND TRIP	ONE-WAY	ROUND TRIP
Greytown	8:15	10:10	2	\$14.20	\$20.00	\$10.70	\$15.00
	9:20	11:17	5				
Westview	8:05	10:35	4	\$20.00	\$39.00	\$15.20	\$29.00
	8:55	11:20	5				
	9:13	11:42	4				
Greenville	7:40	10:22	12	\$21.20	\$40.50	\$17.50	\$31.50
	8:35	11:05	12				
	9:20	12:02	14				
Foxley	7:50	12:40	9	\$35.00	\$65.20	\$22.40	\$41.25
	9:00	13:45	9				

(taken from *Interact: communicative activities for English language learning*, p. 100)

Activity 11 Practice in pairs. Play roles as a ticket seller and somebody who wants to go by train.

- Someone takes a one-way of second class ticket to Greenville. How much does the ticket price?
- A young man wants to go to Westview. The train leaves at 8:55. What time will the man arrive at the destination?
- On what platform should the young man be ready to get on the train?
- How long does the train leaving at 7:50 take time to get to Foxley?
- What does the latest train leave the station?

Note:

Have each conversation not less than 3 pairs of sentences.

You may involve information of:

- the destination,
- what time it departs and arrives,
- what platform it departs from,

- d. what class and one way or round trip he takes,
 - e. how much is the fare,
- to ask and respond between them.

Activity 12 *Study the following schedule carefully to answer the questions.*

Flight Schedule to and from Lombok

DEPARTURE FROM MA TARAM (AMI) T O SURABAYA (SUB) JAKARTA (CGK) & JOGJAKARTA (JOG)						
FLIGHT NO	DESTINATION	ETD	ETA	DAY OF SERVICE	AIRCRAFT	VIA
JT 651	JAKARTA	06:25		DAILY		DIRECT
GA 423	JAKARTA	06:20	07:30	DAILY		DIRECT
MZ 830	SURABAYA	12:20	12:20	DAILY	B732	DIRECT
GA 420	JAKARTA	15:10	17:20	DAILY		JOGJAKARTA
GA 421	JOGJAKARTA	15:10	15:35	DAILY		-

ARRIVAL FROM SURABA YA (SUB) JAKARTA A (CGK) & JOGJAKARTA A (JOG)						
FLIGHT NO	FROM	ETA	ETD	DAY OF SERVICE	AIRCRAFT	VIA
MZ 831	SURABAYA	09:40	11:40	DAILY	B-734	DIRECT
JT 640	SURABAYA	10:40	12:30	DAILY		DIRECT
GA 420	JAKARTA	10:25	14:30	DAILY	B-734	JOGJAKARTA
GA 042	SURABAYA	11:50	13:40	DAILY		DIRECT
GA 420	JOGJAKARTA	12:10	14:30	DAILY		-

(taken from: <http://www.lombokkomodo.com/lombok-flight-schedule.htm>)

DESCRIPTION:

**ETA = ESTIMATED TIME OF ARRIVAL

**ETD = ESTIMATED TIME OF DEPARTURE

Situation: Suppose you live in Jakarta and wants to spend vacation in Lombok.

1. How many alternatives of flight can you take?
2. If you take flight GA 420, what time does the plane take off?

3. Does the plane go directly to Lombok? If no, where will you transit?
4. What time does the plane depart from Jogjakarta?
5. When will you arrive at the destination?

Situation: Suppose you have spent your vacation in Lombok and want to go home.

6. Mention the alternative flights you can take?
7. If you take GA 423, what time you will leave Lombok?
8. Will the plane transit somewhere on the way?
9. How long does your trip to your hometown?
10. What time you will arrive in Jakarta?

Section Three

Menu

Activity 13 *Answer these questions.*

1. Do you often eat in restaurants?
.....
2. Do you go there with your friends or your family?
.....
3. What meal do you like most?
.....
4. What is your favorite drink?
.....
5. What was the most expensive meal or drink you paid?
.....

Activity 14 Study this menu and answer the questions below.



1. Can someone have all the foods in the menu at once?
2. How many kinds of drink are offered in the menu?
3. What is the available appetizer?
4. Mention the main course offered in the menu!
5. How much will someone pay for his meal there?

Menu
- Breakfast -

Beverages:	Main Courses:
Orange Juice	Scrambled Eggs
Grape Juice	Fried Eggs
Milk	Boiled Eggs
Coffee	Omelette
	Cereal
Side Orders:	
Toast	
Bacon	
Sausage	

Menu
- Lunch and Dinner -

Beverages:	Main Orders:
Milk	Taco
Milkshake	Soup
Coke	Hamburger
Orange Juice	Steak
Grape Juice	Chicken
	Spaghetii
	Ham
	Seafood

Activity 15 Use the menus above to have conversations with your partner.

You can use these guidelines:

1. Situation: you are on a trip or staying in a hotel. You find this menu in the hotel restaurant or another one outside the hotel. You have to choose your meal on your own interest.

2. Play roles with your partner as guests in a restaurant. One of you will ask another what foods and why he/she chooses.
3. When you finish, change the role. Have another conversation with different role.
4. You can make variation by adding prices for the foods.

Activity 16 *Answer the questions based on the following menu.*

Blackcha Café					
Soups:	Cup/Bowl	Salads:		Sandwiches <i>(served with Cole Slaw)</i>	
Chicken noodle	Rp18.000/27.000	Mixed Greens	Rp13.500	Tuna Salad	Rp38.000
Clam Chowder	Rp18.000/27.000	Pasta Salad	Rp25.000	Roast Beef	Rp42.500
French Onion	Rp27.000/41.000	Chef Salad	Rp38.000	Grilled Chicken Breast	Rp62.500
Burgers <i>(served with French Fries)</i>		Beverages	Medium/Large	Desserts	
Hamburger	Rp49.500	Coffee or Tea	Rp4.000/9.000	Ice Cream	Rp13.500
Cheeseburger	Rp54.000	Soda	Rp7.000/10.000	(Chocolate, Vanilla, or	
Turkey Burger	Rp51.500	Ice Tea	Rp9.000/13.500	Strawberry)	
		Milk	Rp7.000/10.000	Clam Chowder	Rp20.000
				French Onion	Rp33.500

1. What is the name of the restaurant?
2. A man has ordered a cup of chicken noodle soup, roast beef, a medium of soda, chocolate cake. How much will he pay later?
3. Mention the available flavors of the ice cream there?
4. What food may someone have for the last time?
5. Is the french fries sold separately?
6. Is the clam chowder soup as expensive as the french onion soup?
7. Is the coffee more expensive than milk?
8. Which one is more expensive, tuna salad or roast beef?
9. What is the most expensive beverage?
10. What burger is the cheapest?

Activity 17 Search a restaurant menu on the internet. After getting it, make at least five questions you have learned in the previous activities about the menu together with their answers. Exchange your work to your partner and try to correct it if there's a mistake. Ask your teacher if you find difficulties.

Grammar Focus:

Degree of Comparison

Activity 18 Study the following explanation.

- ☛ The Chicken Noodle soup is as expensive as the Clam Chowder one.
- ☛ The coffee costs the same price as the tea.
- ☛ The Roast Beef is more expensive than Tuna Salad.
- ☛ The Tuna Salad is cheaper than the Roast Beef.
- ☛ The iced tea is the most expensive among all beverages.

It can be learned from the examples above that there are three degrees of comparison, i.e. positive, comparative and superlative degree.

Positive	Comparative	Superlative
cheap expensive	cheap more expensive	(the) cheapest (the) most expensive

The followings are some common rules in forming the comparative and superlative degree of comparison.

1. For one syllable words,
 - a) add *-er* for the comparative degree and add *-est* for the superlative.
 e.g.: tall taller tallest
 sweet sweeter sweetest
 - b) Adjectives ending in *-e*, just add *-r* and *-st*.
 e.g.: large larger largest
 late later latest

- c) If the adjectives end in a vowel and a consonant, double the consonant before adding – *er* and – *est*.
- | | | | |
|-------|------|---------|----------|
| e.g.: | fat | fatter | fattest |
| | thin | thinner | thinnest |

2. For two syllables words,
- a) If the adjectives end in –*y*, add – *er* for the comparative degree and add –*est* for the superlative.
- | | | | |
|-------|------|--------|---------|
| e.g.: | busy | busier | busiest |
| | ugly | uglier | ugliest |

It is also preferred to add – *er* and – *est* for the following adjectives.

clever	cleverer	cleverest
narrow	narrower	narrowest
quiet	quieter	quietest
simple	simpler	simplest

- b) For most adjectives and adverbs, precede *more* for the comparative degree and *most* for the superlative.
- | | | | |
|-------|--------|-------------|-------------|
| e.g.: | famous | more famous | most famous |
| | tragic | more tragic | most tragic |

3. For the adverbs end in –*ly* either of two or more syllable, precede *more* for the comparative degree and *most* for the superlative.
- | | | | |
|-------|-----------|----------------|----------------|
| e.g.: | slowly | more slowly | most slowly |
| | carefully | more carefully | most carefully |

It is **an exception** for the adverb *early*. It uses suffix –*er* and –*est*.

early	earlier	earliest
-------	---------	----------

4. For more than two syllables words, just precede *more* for the comparative degree and *most* for the superlative.
- | | | | |
|-------|-------------|------------------|------------------|
| e.g.: | difficult | more difficult | most difficult |
| | interesting | more interesting | most interesting |
5. There are some irregular forms of comparative and superlative degree.

Positive	Comparative	Superlative	Explanation
bad	worse	(the) worst	Adj.
far	farther	(the) farthest	Adj. used for distance
far	further	(the) furthest	Adj. used for time, distance and abstract things
good	better	(the) best	Adj.
well	better	(the) best	Adv.
little	less	(the) least	Adj.
many	more	(the) most	Adj. used for countable nouns
much	more	(the) most	Adj. used for uncountable nouns
old	elder	(the) eldest	Adj. used for members of family
old	older	(the) oldest	Adj. used for other people and things

Activity 19 *Study this chart to make sentences of comparison.*

Official World's 5 Tallest High-rise Buildings

#	Building	City	Height	Floors	Year
1.	<u>Taipei 101</u>	<u>Taipei</u>	509 m	101	2004
2.	<u>Shanghai World Financial ..</u>	<u>Shanghai</u>	492 m	101	2008
3.	Petronas Tower 1	Kuala Lumpur	452 m	88	1998
4.	<u>Petronas Tower 2</u>	<u>Kuala Lumpur</u>	452 m	88	1998
5.	<u>Sears Tower</u>	<u>Chicago</u>	442 m	108	1974

“© Emporis 2/2008”.

Complete these sentences using the words in brackets in their appropriate forms.

- The Petronas Tower 1 is as ... the Petronas Tower 2. (old)
- The Petronas Tower 1 is ... as the Petronas Tower 2. (high)
- The Petronas Tower 1 has the same ... the Petronas Tower 2. (height)
- The Taipei 101 has ... floors as the Shanghai World Financial. (floors)
- The Petronas Tower 1 is ... than the Taipei 101. (old)
- The Shanghai World Financial has ... floors than the Petronas Tower 1. (many)

7. The Taipei 101 was built ... than the Shanghai World Financial. (early)
8. The Taipei 101 is the ... building of all. (high)
9. The Shanghai World Financial is ... building of all. (new)
10. The Sears Tower was built the ... among those buildings. (early)

Activity 20 *Write the comparative and superlative forms of these words.*

Positive	Comparative	Superlative
early		
easy		
faithful		
large		
much		
near		
patient		
satisfying		
well		
young		

Activity 21 *Complete the sentences with the correct forms of the words from activity 20.*

1. Harry is taking an English course now. He can speak English _____ than before.
2. He is actually 35 years old, but he looks _____. He is like a 20 years old man.
3. As parts of English lesson, language function is _____ than grammar focus.
4. As we know, a dove is _____ than any other birds.
5. For most Indonesian, eating rice is _____ than eating bread.
6. Mr. Anwar is really a good teacher. He is _____ than any other teachers.
7. Husni often comes late to school. He wishes he lived _____ to school.
8. Knowing that there are many students coming late, the teacher warns them to come _____.

9. The shoes are too small for me. I need a _____ one.
10. I was surprised that the total of the bill is _____ than we predict before.

Activity 22 *Look at the example and make the similar sentences.*

Example: work / fast

- A : Can't you **work** a bit **faster** than that?
 B : No, I can't. I'm working as **fast** as I can.

- | | |
|------------------------|--------------------|
| 1. drive / fast | 6. speak / clearly |
| 2. work / quickly | 7. play / well |
| 3. dance / beautifully | 8. write / neatly |
| 4. walk / quietly | 9. stay up / late |
| 5. type / carefully | 10. get up / early |

Activity 23 *Complete these sentences with superlative forms.*

Example :

- A : It's very long coral reef.
 B : Yes, it's ... in the world . the longest coral reef

1. A : He's very intelligent student.
 B : Right. He's ... in the school.
2. A : He's very rich man.
 B : Yes, he's one of ... in Indonesia.
3. A : I've never met such a generous person as Bram.
 B : Bram is ... I've ever met.
4. A : He's never got such a good mark.
 B : It's ... he's ever got.
5. A : Was it a bad experience?
 B : Yes, it's ... in y life.
6. A : Is he a very dangerous criminal?
 B : No, he's not ... in the country.
7. A : It's a very valuable painting, I guess.
 B : true. It's ... in the gallery.
8. A : Tom is a good player, isn't he?
 B : You're right. He is ... in the team.

Activity 24 *Chose the right positive, comparative, or superlative forms to complete these paragraphs. Number one has been done for you.*

Mr. Sukrisno and Mr. Suyanto differ from each other in some ways. Mr. Sukrisno is . . .*older*... (**1**) and ... (**2**) than Mr. Suyanto. He is ... (**3**) and he gets things done ... (**4**) than Mr. Suyanto does. On the other hand, Mr. Suyanto is less busy than Mr. Sukrisno because he only keeps house and run a small business at home. Mr. Suyanto is much ... (**5**) in music.

Mr. Sukrisno has children ... (**6**) as Mr. Suyanto does. Each has two. Mr. Sukrisno's children are Dhani and Dewi. Dhani is a vocational school student and Dewi is a Junior High School student. Dhani is probably the ... (**7**) student in his class, but Dewi is not. Dhani's hobbies are ... (**8**) as Dewi's but he gets ... (**9**) grades than she does. Mr. Suyanto's children are Tini and Toni. Tini is ... (**10**) as Dhani but Toni is ... (**11**) than Dewi.

- | | |
|--------------------------|-----------------------|
| 1. (a) old | (b) older |
| 2. (a) taller | (b) the tallest |
| 3. (a) more diligent | (b) the most diligent |
| 4. (a) quickly | (b) more quickly |
| 5. (a) interested | (b) more interested |
| 6. (a) as many | (b) much many |
| 7. (a) good | (b) the best |
| 8. (a) similar | (b) the same |
| 9. (a) good | (b) better |
| 10. (a) more intelligent | (b) as intelligent |
| 11. (a) lazier | (b) the laziest |

Unit 7

TELL ME THE WAY

Learning Outcomes

After studying this unit, you will be able to:

1. Express Preferences.
2. Express Capabilities.
3. Ask for and give Directions.
4. Use Conditional Type I.

If we don't know the direction to go to a place we are not familiar with, we will be lost. In this unit, you will learn and practice situations that require the expressions of asking for and giving Directions as well as Preferences, Capabilities and Conditional Type I.

Section One

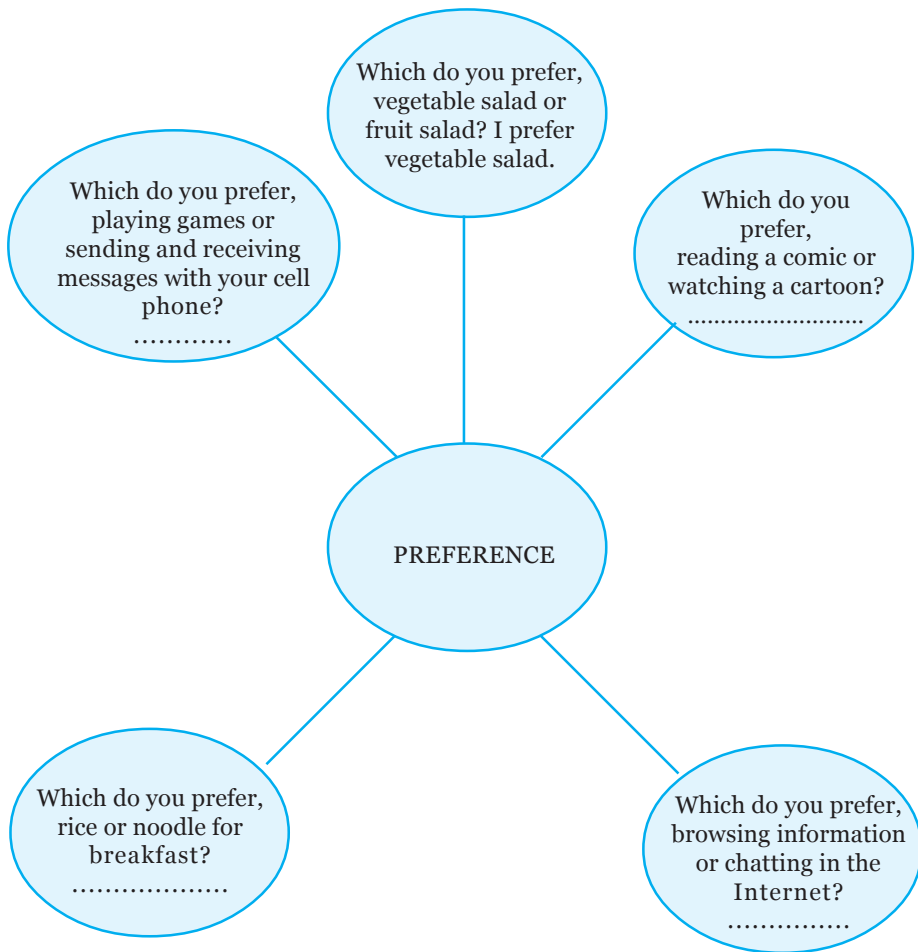
Expressing Preferences

Activity 1 *Look at the picture and answer the questions.*

1. What do you see in the pictures?
2. Which one do you like? Why?



Activity 2 *Answer the questions in each circle. Pay attention to the example*



Activity 3 *Keep your book closed and listen to your teacher. Then, open your book, listen to your teacher again and repeat each expression your teacher says.*

1. How do you like Jakarta?
2. What do you think of Yogyakarta?
3. Which do you prefer, living in Jakarta or Yogyakarta?
4. I like both, but I prefer staying in a quieter place like Klaten.
5. I prefer cycling to riding a motorbike.
6. I would rather watch TV than listen to music.
7. I like playing games on the computer better than playing cards.
8. Would you prefer vegetable salad or fruit salad?
9. I prefer vegetable salad to fruit salad.
10. I'd rather have lemon tea without ice at this time of the day.

Activity 4 *Listen to your teacher. While listening, fill in the blanks with the word or phrase your teacher says. When you finish, practice speaking the dialogueues with your partner.*

1. Reporter : How do you like Jakarta?
Man : It's a modern city.
Reporter : What do you think of Yogyakarta?
Man : Nice. A traditional town, but still it's a busy tourists'
Reporter : Which do you prefer, Jakarta or Yogyakarta?
Man : I like both, but I prefer staying in a place like Klaten.
Reporter : Why is that so?
Man : I need a place to my new novel.
2. Hasan : How do you go to school?
Basri : I ride my What about you?
Hasan : I prefer to riding a motorbike.
It's , my house is only two kilometres away from school.

3. Teacher : What is your hobby, Lusi?
 Lusi : My hobby is, Sir.
 Teacher : How about you?
 Zahra : I watch TV than listen to music.
 Teacher : Do you have any hobbies, San?
 Hasan : I don't have any hobbies, Sir.
 Teacher : Well, what do you do in your? Playing cards?
 Hasan : I like playing on the computer better than playing cards.
4. Waiter : What would you like, Madam?
 Woman : I'd like to have a, please.
 Waiter : Would you prefer salad or fruit salad?
 Woman : I prefer vegetable salad to fruit salad, please.
 Waiter : Certainly. What would you like to drink? perhaps?
 Woman : I'd rather have a lemon teaat this time of the day.

EXPLANATORY NOTES

Preferences	Responses
- Would you prefer ... to infinitive ... (or infinitive)?	- I'd prefer ... to infinitive
- Would you rather ... infinitive ... (or infinitive)?	- I prefer ... Noun or Gerund ...
- Would you like to ... infinitive ... (or infinitive)?	- I'd rather ... Infinitive ... (than Infinitive).
- Do you prefer ... Gerund/Noun or Gerund/Noun ...?	- I like ... Noun or Gerund ... better than ... Noun or Gerund
- What would you rather do: ... Infinitive or Infinitive ...?	- I like both.
- Do you like ... Noun or Gerund ... better/ more than ... Noun or Gerund ?	- I don't like either of them.
	- Neither. I prefer ... to infinitive

Activity 5 *With your partner, complete these dialogues using the expressions you have learned and practice speaking them out.*

1. Jehan : Do you want to go to the KD concert tonight?
Lus : Not really. I'd rather.....than
2. Hasan : Would you like to go out with me?
Shifa : Thanks, but I'd prefer
Hasan : That's alright, perhaps another day.
3. Father : What would you rather do today,
or?
Son : Neither. I prefer
4. Hasan : Do you likebetter than?
Shifa : No. I like better than
because
5. Shifa : Would you prefer or
.....
Jehan : I prefer because it's more fun.

Activity 6 *Complete this form. Circle your preference in the left column. Add others if you wish. Then write out your 'favorites' in the right column*

My preference	My favourites
<ul style="list-style-type: none"> ➤ The kind of film I like best: Comedies, horror films, love stories, adventure films, science fiction films, others. ➤ The kind of music I like best: Pop, rock, rock & roll, rap, R&B, jazz, others. ➤ The past time I prefer: reading comics, watching cartoons, playing games, browsing internet, others. ➤ The sport that I prefer: volleyball, basketball, football, street soccer, others, 	<ul style="list-style-type: none"> ➤ My favourite film is ➤ My favourite film star is ➤ My favourite song is ➤ My favourite singer is ➤ My favourite band is ➤ My favourite cartoon character is ➤ My favourite comic is ➤ My favourite game is ➤ My favourite athlete is ➤ My favourite football team is

Activity 7 *Work in pairs, take turn to ask and answer your partner about her/his preference. Use the questions below as the guide. Continue making questions yourself.*

- Student A : What kind of films do you prefer?
Student B :
Student A : And what is your favorite film?
Student B :
Student A : I see. And can you tell me who your favorite film star is?
Student B :
Student A : All right. Now we'll talk about music. What kind of musik do you like best?
Student B :
Student A : And who is your favorite singer?
Student B :
Student A : Good. Then, what past times do you prefer?
Student B :
Student A : By the way, what sport games do you like to watch?
Student B :
Student A :?
Student B :

(Adapted from : *American Breakthrough*, Jack C Richards and Mike N long)

Section Two

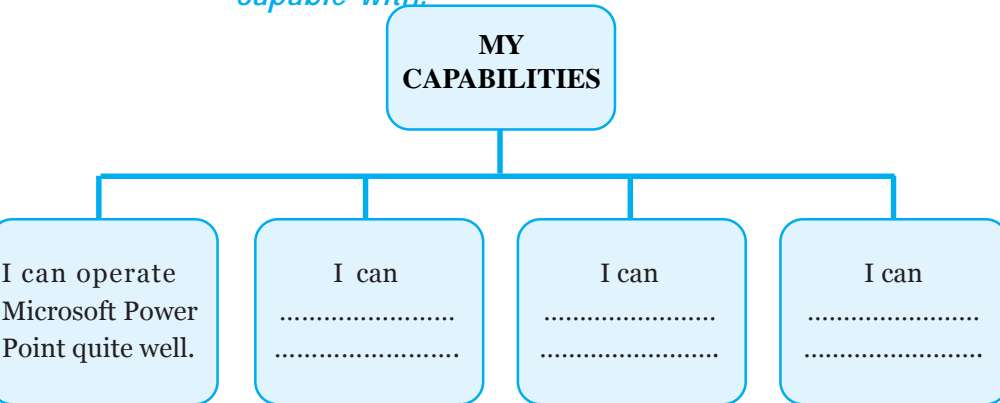
Expressing Capabilities

Activity 8 *Look at the picture on the next page and answer the questions.*

1. What are the two men doing?
2. What are they?
3. Do you think they can fix the car?
4. Why do you think so?



Activity 9 *Fill in the chart with the skills that you are capable with.*



Activity 10 *Listen to your teacher and complete the expressions she/he says.*

1. I free style well.
2. I when I was young.
3. it for me?
4. Wehave it done for you.
5.back before 5 p.m.?
6. I wonder if you Microsoft Windows.
7. Besides, I take shorthand.
8. It to 110 kilometers per hour before
9. it if the problem is major?
10. We'll see what we

Activity 11 *Listen to your teacher and repeat each expression your teacher says. Then, practice speaking the dialogues with your partner. Pay attention to the expressions in italics.*

- Hasani : I used to swim in the river when I was a child. That's why *I can swim free style well.*

Luthfi : Lucky you. My father didn't allow me to go swimming in the river. So *I couldn't swim when I was young* . I started practicing swimming just 3 months ago and finally *I was able to swim across the swimming pool yesterday.*
- Valet : Laundry, may I help you?

Guest : I need a button sewn on a shirt. *Can you do it for me?*

Valet : Yes, Sir. *We will be able to have it done for you.*

Guest : Thank you. By the way, *can I get it back before 5 p.m.?*

Valet : Certainly, Sir. I'll send someone up for it immediately.
- Interviewer : I wonder if *you can operate Microsoft Windows.*

Interviewee : Yes, Ma'am. *I can operate Word, Excel, and Power Point as well Besides, I'm able to take short hands.*

Interviewer : Good. *Can you speak Japanese or Chinese?*

Interviewee : I'm sorry, Ma'am. *I can't either speak Japanese or Chinese.*
- Customer : *My motorcycle can't run more than 60 kilometers per hour. It could run to 110 kilometers before. What can you do?*

Mechanic : Let us check the engine and find out what is wrong with it.

Customer : *Can you fix it if the problem is major?*

Mechanic : We'll see *what we can do* and let you know the result.

EXPLANATORY NOTES

No.	Example	Explanation
1.	I can swim free style well.	Can expresses <i>capability</i> in the present or future.
2.	I can't either speak Japanese or Chinese.	The negative form of can may be written can't, cannot, or can not.
3.	It could run to 110 kilometers before.	The past form of can is could . It is used to express general ability in the past.
4.	I couldn't swim when I was young.	The negative form of could is couldn't or could not.
5.	I'm able to take short hand.	Be able to is also used to express <i>capability</i> , but can is more usual.
6.	We will be able to have it done for you.	Be able to is more commonly used in combination with other auxiliaries.
7.	I was able to swim across the swimming pool yesterday.	Was able to is used when someone managed to do something in one particular situation.

Activity 12 *With your partner, complete these dialogues using the expressions used for expressing capabilities and the words in brackets. Then, practice speaking them out.*

- Caller : I'd like to speak to Mr. Abdullah Basalamah room 424, please.

Operator : Would you repeat that, please?
.....(I/not hear) you at all.

Caller : Mr. Abdullah Basalamah

Operator : I'm sorry, it's a bad line. (you/speak) more clearly, please?
- Luthfi : I heard that (you/run) 100 meters in less than twenty seconds yesterday. That's great. (I/not make it).
I spent almost forty seconds to do so.

- Hasani : Lucky me. My new shoes were very comfortable. They helped me a lot.
3. Astri : (you/prepare) your own breakfast before you studied in Hotel and Restaurant Program?
- Basri : No, (I/not). But now, (I/make) some European food for you if you want me to. I hope (I/be) an international chef in the future.

Activity 13 *Determine whether the teacher is saying can or can't in the following sentences, by giving a circle on one of the words in brackets.*

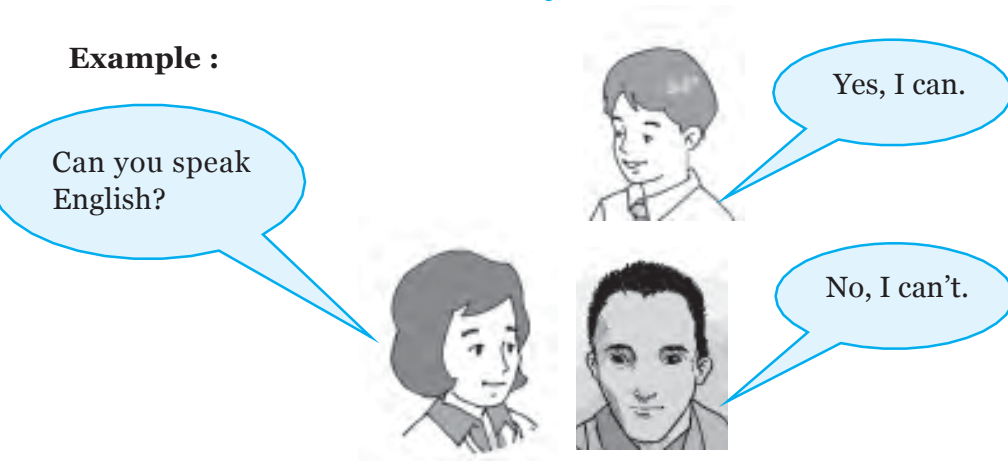
1. Taking vitamin (can/can't) hurt.
2. The manager (can/can't) see you today.
3. The travel agent (can/can't) change the ticket.
4. (Can/can't) you understand the situation?
5. Smoking cigarettes (can/can't) cause cancer.
6. We (can/can't) have breakfast in the room.
7. Customers (can/can't) pay the bill by credit card.
8. I (can/can't) remember your name.
9. People (can/can't) order goods from the internet.
10. Hackers (can/can't) break into secure network.

Activity 14 *Listen to your teacher. What can she do? Fill in the grid, put (v) in the can and can't column.*

Skill	Can	Can't
Speak English		
Play a music instrument		
Write Japanese		
Operate Microsoft Excel		
Dance traditional dance		
Play volleyball		
Ride a motorcycle		
Swim butterfly style		

Activity 15 *Work in pairs. Ask and answer questions. Use the skill in Activity 16.*

Example :



Activity 16 *Ask to yourself these questions.*

1. How old were you when you could walk?
2. Could you answer mathematical problems when you were 5 years old?
3. Think of three things that you could do when you were 5 years old.

Activity 17 *Read the passage and do the comprehension questions.*

A Teenage Genius

Ivan Mirsky was born in Russia but now lives in America with his father, Vadim. They live in a one-room flat in Brooklyn. Ivan doesn't go to school and his father doesn't have a job. They practice chess problem all day, every day.

Ivan was different from a very young age: he could ride a bike when he was eighteen months old, and read before he was two. He could play cards at three and piano at four. When he was twelve, he was the under-20 chess champion in Russia.

His father can't speak English and can't play chess either. Ivan translates for him. Vadim says, "I know that I can't play chess, but I can still help Ivan. We don't like playing sports or watching TV. We live for chess".

Taken from: Headway, Liz & John Soars

1. Where was Ivan born?
2. Does he live in Russia or America?
3. Who is Vadim?
4. Does Ivan go to school? Does Vadim have a job?
5. What do they do every day?
6. Why was Ivan different from a very young age?
7. How old was he when he could read?
8. What was his achievement when he was twelve?
9. Can his father speak English? Can he play chess?
10. What do they live for?

Activity 18 *Work in pairs. Tell your friends what Ivan and his father can do, can't do, and could do. Number one is done for you.*

1. Ivan could ride a bike when he was eighteen months old.
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 19 *On a sheet of paper write down what you can do and what you can't do, what you could do when you were a child that you can't do now, and what you couldn't do before but you can do now. Write as many as you can.*

Examples :

1. I can speak Japanese a little but I can't write the language at all.
2. Before I studied in a vocational school, I couldn't operate a computer.
3. _____
4. _____
5. _____

Activity 20 *In a group of four, play this game. Take it in turns to try out the “can” or “can’t” challenges below. Anytime you can complete a challenge you get a point. The member of the group who gets the most points is the winner. You may add some other challenges.*

Here are the challenges :

1. Say the English alphabet in 15 seconds.
2. Say the months of the year backwards without making any mistake.
3. Spell your name backwards without making any mistake.
4. Write down 5 English verbs beginning with “s” in 10 seconds.
5. Count to 20 in English in 10 seconds.
6. Write down the name of the days in 20 seconds without making any mistake.
7. Say the name of 10 things in the classroom in 10 seconds.

(Adapted from: Reward, Susan Kay)

Section Three

Asking for and Giving Location and Direction

Activity 21 *Look at the display panel on the next page and answer the questions.*

1. Have you ever seen this panel?
2. Where did you see it?
3. What did it tell you about?

FLOOR 3

- Guest room 301 – 320
- Swimming Pool
- Tennis Court

FLOOR 2

- Guest Room 201 – 225
- Krida Loka Conference Room
- Business Center

FLOOR 1

- Guest Room 101 – 125
- Karya Graha Conference Room
- Bojana Restaurant

GROUND FLOOR

- Reception
- Coffee Shop
- Travel agent
- Money Changer
- Hotel Stores

BASEMENT

- Parking Area
- Sauna
- Fitness Center

Activity 22 *Look at the panel again and answer the questions about the location of certain places. Number one is done as an example.*

1. Where is the coffee shop? It's on the ground floor.
2. Can you tell me where Bojana restaurant is?
3. Where is room 224?
4. Are there any stores around here?
5. Where can I find the sauna?
6. How do I get to Krida Loka conference room?
7. I'm looking for the business center.

Activity 23 *Listen to your teacher. While listening, fill in the blanks in the dialogues below. After that, with your partner practice speaking the questions and the responses.*

1. Guest : Where is the coffee shop?
Security : It's on, Sir, justthe lobby,the reception.

2. Guest : Can you tell me where Bojana restaurant is?
Receptionist : Certainly, Sir. It's on the floor. It's the third on your as you come out from the

3. Guest : Where is room 224?

Receptionist : It's on the second floor. Go Turn out of the elevator. It's of the corridor, on your

4. Guest : I need to buy something for my sister. Are there any stores in this hotel?
Room boy : The stores are on the floor.the elevator. There is a souvenir store just of it.

5. Guest : Where can I find the sauna?
Receptionist : It's in the Go as you come out of the elevator. It's the fitness center.

6. Guest : How do I get to Krida Loka conference room?
Doorman : Justthe elevator to the second floor.

If youthe hall, you will see conference room B you.

7. Guest : I'm looking for the business center. I need to copy some document.
 Receptionist : The business center is on the If you go Karya Graha conference room, you will see it justyou,

EXPLANATORY NOTES:

1. Expressions used for finding places in the buildings

Asking for Directions	Giving Directions
1. Where is the?	1. Go straight ahead.
2. Can you tell me where is?	2. Turn left/right at the/as you come out of the elevator.
3. How do I get to?	3. Go across the
4. I'm looking for	4. Go up stairs/down stairs
5. Where can I find?	5. Go up/down in the elevator/lift
6. Could you tell me how I can get to, please?	6. Go up/down on the escalator
	7. Take the elevator/lift to the
	8. It's on the floor.
	9. It's in the basement.
	10. It's next to/beside
	11. It's between and
	12. It's at the end of the corridor.
	13. It's on your right/left.

Activity 24 *Look at the plan of a department store on the next page and listen to your teacher. Where the directions guide you to?*



Activity 25 *Work in pairs. Make questions and responses about the location of certain places on the plan in activity 26. Start from the main gate. Number one is as a model.*

1. Student A : Where can I find the book store?
Student B : Go s traight a head t o t he end o f t he corridor. You'll see it facing you.
2. Student A : _____
Student B : _____
3. Student A : _____
Student B : _____
4. Student B : _____
Student A : _____
5. Student B : _____
Student A : _____
6. Student B : _____
Student A : _____

Activity 26 *Ask yourself these questions.*

1. Have you ever lost your way?
2. If you lose your way, whom will you ask the direction to?
3. How will you ask for the direction?

Activity 27 Read the dialogue below. Then, answer the questions.

Situation : Mr. Hermawan is out of his town. He doesn't know how to get to BCA bank, so he stops a man in the street.

Mr. Hermawan : Excuse me, can you tell me where the nearest BCA bank is?

Man : BCA bank? I'm sorry. I don't know. I'm not from around here myself.

Then he meets a policeman and asks him the direction.

Mr. Hermawan : Excuse me, where's the nearest BCA bank, please?

Policeman : Go straight down this street. Turn left at the T-junction, BCA bank is just around the corner, on your left.

Mr Hermawan : How far is it from here?

Policeman : It will take about 5 minutes if you go there on foot.

Mr. Hermawan : Thank you very much. I'm sure I'll find it easily, if I walk there.

Policeman : Sure, but there's one thing you have to know.

Mr. Hermawan : What's that?

Policeman : Today is Saturday. The bank is closed.

Mr. Hermawan : But not the ATM service, don't you think? I just need to withdraw some cash. Thanks anyway.

1. Why does Mr. Hermawan ask the direction to BCA bank?
2. Whom does he ask the direction to?
3. Does he get the answer he expects? Why/why not?
4. What does he do then?
5. Does he get a satisfying answer?
6. Do you think the bank is close or far?
7. How does Mr. Hermawan go to the bank?
8. How long does it take to go there?
9. Is the bank closed or open?
10. Why does Mr. Hermawan look for a BCA bank?

EXPLANATORY NOTES:

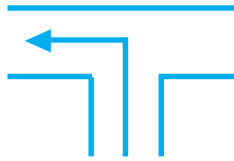
1. Expressions used for finding places outdoor.

Asking for Directions	Giving Directions
<ul style="list-style-type: none">- Could you tell me where is?- Could you direct me to?- Can you tell me how to get to.....?- Would you tell me the way to?- How far is?- Where is the nearest?- Which way is it to?	<ul style="list-style-type: none">- Go straight ahead- Go straight down this road- Go straight over- Follow this road/street as far as the- Take the first left/right- Go around the corner to your left- Turn left/ right- Cross the street/road- Take the left/right turn

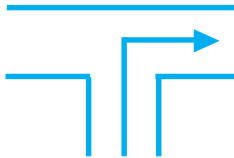
2. Notice how these sentences are used to give direction!

1. At a junction

- Turn left

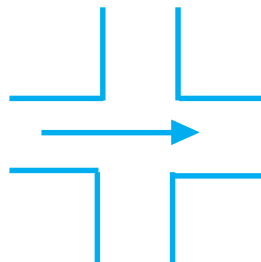
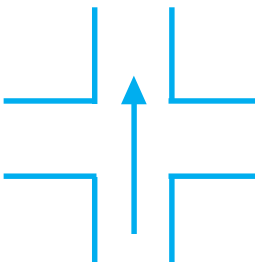


- Turn right

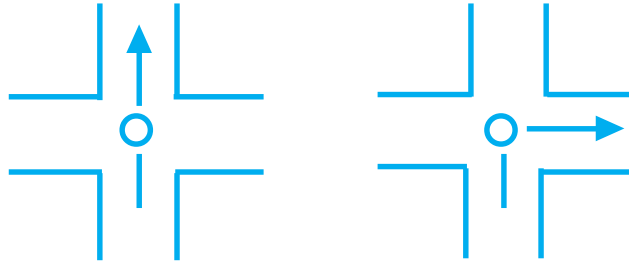


2. At an intersection / cross roads

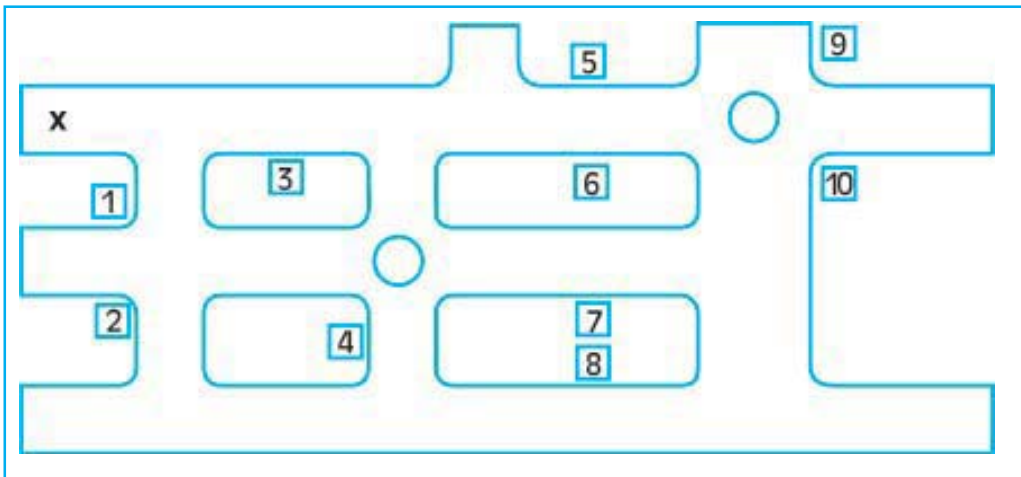
- Go ahead
- Go straight on
- Go straight over



3. At a roundabout
 - Take the second exit
 - Take the third exit



Activity 28 *Work with your partner. Look at the map. Imagine you standing at the point marked with a cross (X). Name where these directions take you to.*



A city map

Note:

- | | |
|---------------------------|-------------------------------|
| 1. Ibis Hotel | 6. Selera Restaurant |
| 2. Mandiri Bank | 7. Supit Money Changer |
| 3. Galaxi Mall | 8. Gazali Tour and Travel |
| 4. Toyota Service Station | 9. Perkasa Sport Stadium |
| 5. Sumber Waras Hospital | 10. Bina Sehat Chemist's Shop |

- a. Go down this street. Turn right at the first junction. Go straight on and it's on your right, just before the intersection.

- b. Keep straight on until you get to the roundabout. Take the first exit, and it's on your right. You can't miss it.
- c. Go along this road. Take the second turning on the right. Keep straight on until you get to the end of the road, then turn left. Go straight down and it's on your left.
- d. Go straight ahead, pass the first T-junction, and it's on your right.
- e. Go along this street. Take the first turning on the right, go straight ahead and turn left at the crossroads. Go down as far as the roundabout and take the second exit. Go straight ahead and it's on your right.

Activity 29 *In pairs, interview each other about the direction to the five places left on the map above. You are still standing at the place marked with a cross(X). Look at the example.*

Student A : Would you tell me the way to Ibis Hotel, please?

Student B : Go down this street. Turn right at the first junction. Go straight on and it's on your right, just before the intersection.

1. Student A : _____?

Student B : _____

2. Student A : _____?

Student B : _____

3. Student A : _____?

Student B : _____

4. Student A : _____?

Student B : _____

5. Student A : _____?

Student B : _____

Activity 30 *In a group of five, play this game. Take turns to give directions.*

You, as a member of the group thinks of a well-known building in your town (hotel, restaurant, office, school, etc), but don't name it. Give directions on how to get there from a place which you name (for example the bus station). The other members can ask questions or correct your directions, etc. Finally, guess what building it is.

GRAMMAR FOCUS

CONDITIONAL SENTENCES TYPE 1

In the last section of this unit you found these sentences:

1. If you pass the hall, you will see Krida Loka conference room.
2. It will take about 5 minutes if you go there on foot.

NOTES:

1. The sentences consist of two clauses, **the main clause** and the **If clause**.
2. **The If clause** gives a **condition** to the main clause. The condition is introduced with “ **IF**”, that is why it is called an **IF-conditional clause**. The condition is real in a sense that the condition may actually happen in the future.
3. **The main clause** tells us the result if the condition happens. It is called a **result clause**.
4. **The main clause** takes future tense, as in:
 - ***You will see Krida Loka conference room***
 - ***It will take about five minutes***(Notes: the use of other present modals is possible, such as: can or may)
5. The **If clause** takes simple present tense, as in:
 - ***If you pass the hall***
 - ***If you go there on foot.***
6. The **If clause** can be in initial or final position. When you put it in the initial position, don't forget to put a comma (,).

Activity 31 *Work in pairs. Take turns to read the question and the answer. The answers are provided below. Number one has been done for you.*

A. Complete the dialogue below with conditional sentences type 1

1. Student A : Where is the manager office?
Student B : *If you follow me, I'll show you the way.*
2. Student A : What time can I see the doctor?
Student B : _____
3. Student A : Is it possible for me to get into the fitness center?
Student B : I'm sorry. _____
4. Student B : Where can I get something to drink?
Student A : _____
5. Student B : How can I contact Mr. Baskara?
Student A : _____
6. Student B : Where can I get a public telephone in this building?
Student A : _____

- You'll find one on your left if you go out at the main entrance.
- We won't let you in if you don't have a member card.
- If you follow me, I'll show you the way.
- If you just give me your name, I'll check it in the reservation book.
- If you leave your number, I'll make sure that he calls.
- You'll find food court on your right if you go up to the third floor.

Activity 32 Match the beginning and the ends of these sentences which are provided in the box below.

B. Fill in the blanks with the provided sentences.

1. If you call my office, _____
2. If the manager arrives, _____
3. If the guest pays by credit card, _____
4. If you contact the room service, _____
5. If the guest reserves a room by telephone, _____
6. If the phone rings, _____
 - a. you will need to ask for his signature.
 - b. they will send your order to your room.
 - c. can you answer it for me, please?
 - d. I'll give him your message.
 - e. we will need to confirm it.
 - f. the operator will connect it to my room.

Activity 33 Classically repeat your teacher's sentences and then change one part of the sentences with the clause said by her/him.

Example:

Teacher : If I go to Bali, I'll stay in Nusa Dua Hotel.

Students : If I go to Bali, I'll stay in Nusa Dua Hotel.

Teacher : Will have a wonderful time

Students : If I go to Bali, I'll have a wonderful time.

- Teacher : will swim at the beach
- Students : _____
- Teacher : will take many pictures
- Students : _____
- Teacher : visit Jakarta
- Students : _____
- Teacher : will see National Monument
- Students : _____
- Teacher : will stay in my uncle's house
- Students : _____
- Teacher : spend my holiday in Bandung
- Students : _____
- Teacher : will have lunch in a Sundanese Restaurant
- Students : _____

Activity 34 *Using the rules for first conditionals, complete the sentences below.*

Example : If the teacher _____ come, who _____?

- a) doesn't... will teach
- b) does... won't teach

The answer is : a) doesn't... will teach

1. I _____ go to the meeting, if you _____.
 - a) don't... won't
 - b) won't... don't
2. What _____ if you _____ get a reply from your supervisor?
 - a) do you do... won't
 - b) will you do... don't
3. If labours' wage..... increased, the company _____.
 - a) is... will collapse
 - b) will be... collapses
4. If you _____ want to join us, I _____ force you to.
 - a) don't... won't
 - b) won't... don't
5. You _____ disappointed if you _____ take the opportunity.
 - a) are... won't
 - b) will be... don't
6. You _____ be permitted to enter the room if you _____ your name tag.
 - a) don't... will lose
 - b) won't... lose
7. The security _____ let your son go inside if he _____ under twelve years old.
 - a) don't... will be
 - b) won't... is
8. You _____ see my office in front of you if you _____ the street.
 - a) do... will cross
 - b) will... cross

9. If the guests _____ to the hotel later today, we _____ the restaurant reservation.
- a) return... will cancel
 - b) will return... cancel
10. If everything _____ wrong, _____ able to solve it immediately?
- a) goes... will we be
 - b) will go... are we

Activity 35 *Search a grammar exercise about Conditional Type I in Google. Do it, print it out and submit it to your teacher. He will your work.*

Unit 8

I'D LIKE TO INVITE YOU ...

Learning Outcomes

Students will be able to produce:

- oral invitation,
- written invitation, and
- memo.

What we must do if we want people to come to our party? Of course, we have to extend invitations to them before the time of the party. In this unit, we will learn how to make a simple invitation.

Section One

Oral Invitation

Activity 1 *Listen carefully to your teacher and repeat these expressions on your notebook.*

1. A : I'd like to invite you to come to my engagement party on Sunday.
B : I'd love to come. Thanks.
2. A : Would you mind coming to my house this evening?
B : I'd like to, but I've already planned to visit my parents.
3. A : Would you like to go?
B : Thanks, I'd love to. What time is it?

4. A : Let's just meet at the hall before the concert, around 7:30.
B : That sounds fine.
5. A : Can you and Susan come?
B : We'd love to but I'm afraid we can't. We're going out with friends for dinner.

Activity 2 *Read the dialogues below, pay attention to the bold typed words.*

1. At the office.
Staff : **I'd like to invite you to come** to my engagement party on Sunday.
Supervisor : **I'd love to come. Thanks.** What time is the party?
Staff : In the afternoon at 4, and please come with your spouse.
Supervisor : Okay. I'll be there.
2. Mrs. Kuncoro comes to Mrs. Purwanto's house.
Mrs. Kuncoro : **Would you mind coming to my house this evening?**
Mrs. Purwanto : **I'd like to, but I've already planned to visit my parents. Thanks anyway.**
Mrs. Kuncoro : Actually, I'll have a dinner party. We'll celebrate our wedding anniversary.
Mrs. Purwanto : Oh, congratulations to you. Hopefully your wedding will last forever.
Mrs. Kuncoro : Thank you very much.
3. On the way home.
David : I have two tickets to Exist band concert on Saturday night.
Would you like to go?
Alex : **Thanks, I'd love to.** What time is it?
David : It's at 8:00.
Alex : That sounds great. So, do you want to have dinner at 6:30?
David : Uh, I'd like to, but I have to finish my homework first.

- Alex : Oh, that's OK. Let's just meet at the hall before the concert, around 7:30.
- David : That sounds fine.
4. At school.
- Jacky : There is a computer exhibition in Java Mall. It is from Thursday to Sunday. Would you like to come with me?
- Dodi : I'd love to. When will we go?
- Jacky : I'll pick you up at 4:00 p.m. Is it OK?
- Dodi : That's fine.

Activity 3 *Complete the dialogues with expressions of inviting, accepting and refusing an invitation.*

1. In a doctor office.
- Ahmed : We would _____ to our charity concert.
- Dr. Christ : I'd really _____ come. _____ the concert?
- Ahmed : It's in our school hall on Sunday morning. _____ invite your colleagues to come with you?
- Dr. Christ : Oh, I'll try. I'm proud of you, Boy. You really do a good deed.
- Ahmed : _____, Sir.
2. In an office.
- Anto : I have two tickets for a football game on Saturday afternoon. _____ go with me?
- Dedi : I'm sorry _____. I promised to help Diky fix his motorbike.
- Anto : Oh, it's _____. I'll ask another friend.
3. At school canteen
- Hendra : I'm having a party on Saturday, Bob. Can you and Susan _____?
- Bobby : We'd _____ but I'm afraid _____. We're going out with friends for dinner.
- Hendra : Oh, that's okay.
- Bobby : _____ for the invitation.

4. we - little - have - a - will - party - Sunday -on.
5. you - to - come - would - party - birthday - my?
6. you - coming - would - mind - to - house - my?
7. our - you - could - come - to - next - party - week?
8. I - dinner - would - invite - you - like - to - to - have.
9. will - have - dinner - concert - you - go - to - before - the.
10. accompany - me - could - you - Lisa's - party - to - go - to?

GRAMMAR FOCUS 2

Preposition: *in, on, at.*

Study these sentences:

- ✓ Sari will celebrate her birthday **on** Saturday.
- ✓ The party will be held **on** October 3rd.
- ✓ Mr. Wijaya invites Mr. Andrew to have dinner **at** 7 p.m.
- ✓ They will have lunch **at** Steak and Shake restaurant.

Activity 6 *Choose the right preposition for the following sentences.*

Example: Budi lives ... Bandung.
He lives **in** Bandung.

1. The book is ... the table.
A. in B. on
2. The annual meeting will be ... December.
A. in B. on
3. My sister works ... a bank.
A. on B. at
4. Arman lives ... Jl. Dr. Karyadi 26.
A. at B. on
5. We will have a little party ... August 16th.
A. at B. on
6. The car is ... the house.
A. on B. at

7. The party will be held ... night.
A. in B. at
8. Many tourists spend the day sunbathing ... Kuta beach.
A. in B. on
9. She lives ... Jl. Kartini.
A. at B. on
10. There is much dust ... rainy season.
A. on B. in

Activity 7 *Complete the following sentences with the correct preposition: at, in, or on.*

1. The dog is lying ... the floor.
2. Will you wait for me ... the bus stop?
3. Trent arrived ... the school building just in time.
4. Bram and Ramzi are out practicing ... the football field.
5. Passengers are prohibited to use electronic devices ... airplanes during take off and landing.
6. The study at school begins ... Monday.
7. The alarm rings ... 6 p.m.
8. My father likes to read newspaper ... the afternoon.
9. The book was published ... 2008.
10. The train leaves the station ... noon.

Activity 8 *Identify the wrong parts of these sentences*

1. Rio : Let's just meet in the entrance of the mall,
 A B
 around 7:30.
 C
David : That sounds fine.
 D
2. Sandi : Please come and join in my party at Saturday
 A B
 night at 7:00.
 C
Eko : Yes, thanks.
 D

3. Etty : Will you have lunch with us at break time?
 A B C
- Faiq : With please. Thanks
 D
4. Lukman : What will you do if your cellular phone rings
 A
 while you are driving?
- Yanto : I'll use it when I'm on the bus, but never
 B C
 while I'm on the car.
 D

Activity 9 *Make a dialogue between students A and students B based on the situation below.*

Situation : A is a new student whereas B is a classmate who sits next to A. They don't know each other very well. Hoping that B will be his best friend, A invites B to come to A's house.

Student A	Student B
1. greets B.	1. greets A.
2. invites B.	2. accepts invitation.
3. gives time and location.	3. disagrees with the time, suggests alternate time.
4. agrees.	4. expresses pleasure and thanks A.
5. says thanks.	

Section Two

WRITTEN INVITATION

Activity 10 *Answer the following questions*

- Have you ever made an invitation?
 _____.
- Was it written or spoken invitation?
 _____.

3. What was the invitation for?
.....
4. Were you happy on the party? Why?
.....
5. Can you mention some events that need invitations?
.....

Activity 11 *Read these letters and answer the questions below.*

- a. *Jl. A. Yani 202
Semarang
June 16th, 2009*
- Hi, Friends.*
- Please come and join to my birthday party of the 17th anniversary, on:*
- Date : June 24th, 2009*
- Time : 03:00 p.m.*
- Place : Kampung Laut Resto
Jl. Marina Semarang*
- See you and have fun with me***
- Best regards: Suci*
- Code dress : blue and black*

Question:

1. What event will be held based on the invitation?
2. Who has the party?
3. Is the party held in the afternoon or in the evening?
4. How old is Suci at that time of celebration?
5. If you are invited, what colour of shirt will you wear?

b.

*Mr. and Mrs. Kusno Raharjo
Request the pleasure of
Mr. and Mrs. Wiryo Subroto

for dinner
on Wednesday, the third of October
at seven o'clock

Jl. Merapi no. 78*

*RSVP
Jl. Merapi no. 78 Boyolali
0276-356789*

Question:

1. Who extends the invitation?
2. What activity will be held?
3. When will it be held?
4. Where should Mr. And Mrs. Subroto come to?
5. Do you think it is a formal invitation or informal invitation?

PERSONAL INVITATION

Activity 12 *Study the following explanation.*

As we know, a written invitation is more effective than a spoken one. If we invite someone orally, he/she may forget to come because it is the nature of human to easily forget something. In making a written invitation, you must be careful to include the following information:

1. your full address;
2. the date, time, and place;
3. any necessary explanation regarding the kind of event or programme.

The format of personal invitation is similar to the one of personal letter. The illustration is as the following:



1. The Heading

It consists of three lines. The first line contains your address. The second one is the name of your town and postal code (if there is one). The third shows the date. The most common written date is month day, year.

2. The Salutation

It greets the reader. The usual form is the word “dear” followed by the person name who is addressed to. There is a comma after the salutation.

3. The Body

The body is the real letter itself. In a common personal letter, the first line is indented. The example can be seen on the letter above.

4. The Closing

If the closing consists of more than one word, only the first word of the closing is capitalized.

5. The Signature

The signature is below the closing whether the letter is typed or hand-written. It should not trail off the space of the right margin.

Activity 14 *Read this reply letter and answer the questions.*

Jl. Imam Bonjol 199
Semarang

Dear Martha,

It will be wonderful to go with you to Karimunjawa Island! As I count the days, I can hardly wait for the time to get there. I'll be ready when you arrive the morning of July 2.

Affectionately,

Etty

Questions:

1. Who sends the letter above?
2. What date did she write the letter?
3. According to the letter above, does she accept her friend's invitation?
4. Where would they go?
5. When would she be ready to go?

Activity 15 *Read the following letter and choose the best answer by crossing a, b, c, d.*

Jl. Imam Bonjol 199
Semarang

Dear Martha,

I'm sorry that I have to turn down your invitation. I'd give anything if I could go with you to Karimunjawa Island, but Dad needs me at the store. Since nearly all of his clerks are on vacation, I have to stay around to help out.

I hope that you and your family have a good trip.

Sincerely,

Etty

1. Why did Joyce write the letter?
 - a. She missed her friend.
 - b. She wanted to go.
 - c. She is a good writer.
 - d. She cannot comply with an invitation.
2. Why couldn't Joyce go with Mary?
 - a. She was lazy.
 - b. Dad wanted her to stay at home.
 - c. She has to keep the store.
 - d. Dad wanted her to go around the store.
3. What does the word turn down (line 5) mean?
 - a. accept
 - b. put up with
 - c. refuse
 - d. turn up.
4. Why were some clerks absent?
 - a. They were keeping the store
 - b. They were having a rest
 - c. They were taking days off
 - d. They were sleeping.
5. What is the synonym of the word nearly (line 8)?
 - a. more
 - b. quite
 - c. just
 - d. almost

Activity 16 *Complete this e-mail with the words provided.*

From...	januar@plasa.com
To...	yenny@yahoo.com
Cc...	aning@gmail.com
Subject:	invitation

Message:

..... (1) Yenny,

We are having a few friends to lunch in (2) my great school achievement
 (3) Steak and Shake restaurant (4) Monday, May 28th (5) 02:00
 p.m. I (6) you'll be able (7) us.

..... (8),

Januar

- | | | | |
|---------------|--------|------|-------------|
| • at | • Dear | • in | • Sincerely |
| • celebrating | • hope | • on | • to join |

Activity 17 *Arrange these words into good parts of a reply letter. Then, put them in the e-mail form provided. The sender intends to accept the invitation.*

1. M. Hatta - Jl. – 50001 - Semarang – 86.
2. 24 - May - 2009
3. to - thank - very - you - for - kind - your - invitation - lunch - much.
4. I - come - to - love - would.
5. I - looking - you - 'm - on - 28th - forward - to seeing - May

From...	<input type="text"/>
To...	<input type="text"/>
Cc...	<input type="text"/>
Subject:	RE : Invitation
Message:	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>

Activity 18 *Use the following information to make a similar reply e-mail as the one above in the form provided. This letter is refusing the invitation.*

Aning whose email account is aning@gmail.com replies that she refuses the invitation because unfortunately, she won't be able to come because at the same time she has to join English extra-curricular at school. She says she is so sorry she can't join them.

From...	<input type="text"/>
To...	<input type="text"/>
Cc...	<input type="text"/>
Subject:	RE : Invitation
Message:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Activity 19 *Do the task below.*

1. Each student writes letters of invitation to two classmates. Invite them for a birthday party, a picnic, or another occasion.
2. The letter is in the form of a simple and short one. If possible, write it through the real e-mail.
3. Exchange the letters and reply them.

Activity 20 *Read the explanation below.*

For certain occasions such as weddings, or formal parties, written invitations are required. This is a form of a formal written invitation:

Mr. and Mrs. Lukman Arifyanto
request the company of
Mr. and Mrs. Adi Priyadi
at the marriage of their daughter

Retno Lisyanti
with
Candra Aditya

in Gedung Wanita, Jl. Cut Nyak Dien 99 Semarang
on Sunday, 10th August, 2009
at 09.00 A.M.

R.S.V.P.*

RSVP* the French phrase “Respondez s’il vous plait” or “Please reply”. It means the host expects a response as to whether you will attend the party, dinner, or invitation. Otherwise, if someone doesn’t respond to the invitation, it means that he will not come.

Activity 17 *You are a secretary. Your boss orders you to make an invitation for his wedding anniversary party. The party will be held at his house. Use the time and other information on your own words.*

Section Three

Memo

Activity 25 *Read the memo below and answer the questions.*

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8, 2008
SUBJECT	: Monthly managerial Meeting
Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m.	
Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.	

1. who wrote the memo?
2. who are the recipients?
3. when was the memo sent?
4. why did Mr. Chavez write the memo?
5. what action should be taken by department managers?

Activity 26 *Study the following explanation.*

Memorandum

Memorandum (also more commonly *memo*) is a brief written record of communication, used in office, whether business, government, education institution or legal office (<http://en.wikipedia.org/wiki/Memorandum>). The usual structure for a memo includes some or all of the following:

MEMORANDUM

- TO** : the person or group receiving the memo (recipient).
- FROM** : the person writing the memo (sender).
- C.C.** : (Carbon Copy) the person or group who should be informed about the memo
- DATE** : usually a formal manner of writing the date (month/day/year).
For example: February 22nd, 2009
- SUBJECT** : a short specific topic discussed in the memo. This should be in bold.
(instead of **SUBJECT:**, it's also acceptable to use **RE:** which means regarding or reference)

introduction: explains why the memo has been written and what topic will discuss. You can start your idea of this introduction by responding this sentence, "I'm writing because..". When the memo is long, the introduction is in a single paragraph as an executive summary of the memo itself.

body: discusses the topic in detail. It explains a thing exactly and list items when possible. In a long memo, the body contains discussion of background information. You can use this phrase "the facts are..." to develop the body part of a memo.

conclusion: explains what will or should happen next, when the follow up will occur and why the date is important. In most memos, the conclusion is in form of actions. The main idea of this part is that "I will" or "I propose that you ..."

Points to remember in writing memos:

- in short, begin your memo by stating the purpose and end it by letting the recipient know the action.
- Memos are concise and focus on a single purpose. It's usually not more than one page. If you have more topics, write a separate memo for each. If you have an attachment, put it in separate sheet of paper.
- Use bullets in listing to highlight the items.
- Use 1 inch margins all around.
- Use block style paragraphs (left justified).
- Single space your memo, unless the memo is very short.
- Use an easy-to-read 12-point font
- Don't use complementary close (e.g., sincerely) and don't sign a memo at the bottom.
- Check the spelling and proofread carefully for mistakes and missing words.
- Add your initials beside your name at the top to indicate that you have read and approved the memo.

Activity 27 *Study this memo and explain the parts of it.*

MEMO	
TO	: Sales Staffs
FROM	: Mr. Roger Bloom
DATE	: December 1, 2008
SUBJECT	: Annual Meeting
<p>I'm writing to remind you that our annual meeting will be on Tuesday, December 8. I want everyone to be ready with ideas, strategies, and sales forecast for next year. I will be out of town attending a conference on the new product of LCD projectors in Osaka, on Wednesday and Thursday of this week. Remember that next Monday is a holiday. Therefore, if you have something urgent to discuss, please see me on Friday, December 5.</p>	

1. The recipient of the memo is _____.
2. The sender is _____.
3. The date when the memo was written is _____.
4. The subject of the memo is _____.
5. The introduction of the memo is _____
_____.
6. The body of the memo is _____

_____.
7. The conclusion is _____
_____.

Activity 28 *Read this memo and understand it.*

June 3, 2008

To : All employees

Subject : **Safety at Work**

To keep our workplace safe, we all must share the responsibility. Unsafe work habits and hazardous condition can cause accidents that may result in a loss of work time and income.

1. **Protect your eyes** . Use safety glasses to protect against eye injury and irritation. Pay attention to the signs that remind you to wear these glasses in certain areas.
2. **Protect your back** . Use a back support and correctly body positions when lifting heavy loads. See the Employees Manual for details.
3. **Prevents falls**. Be alert. Watch where you're going, especially if you're moving equipment or materials. Always store tools and equipment in their proper place.
4. **Use adequate ventilation**. Pay attention to signs that advice the use of face masks and respirators. In general, avoid inhaling toxic chemical in closed areas.

Thank you for helping make our work environment safe.

Activity 29 Match the words taken from the text above with their definition. Number one has been done for you.

No	Words in text	Definition
1.	employees (i)	a. act of attending
2.	safety (...)	b. act of equipping
3.	responsibility (...)	c. act of irritating
4.	hazardous (...)	d. condition of safe
5.	unsafe (...)	e. full of hazard
6.	especially (...)	f. in a correct way
7.	equipment (...)	g. in a special way
8.	correctly (...)	h. not safe
9.	irritation (...)	i. persons who are employed
10.	attention (...)	j. quality of response
11.	remind (...)	k. think again

Activity 30 Answer these questions based on the memo above.

1. What may cause a loss of time and income?
2. What is the purpose the memorandum?
3. Where can the employee find out more information?
4. Which reminder has to do with breathing?
5. What should you do in some work areas to prevent vision problems?

Activity 31 *Write a simple personal memo. Use the illustration.*

1. You are waiting for a friend. Unfortunately, your mom asks you to take her to the supermarket. You leave a memo to your sister. Tell her that you are actually waiting for your friend but you have to go out. Ask her to welcome your friend and accompany him until you come back home. If there is something urgent, she can call or send SMS to you.
2. Develop your imagination to make another situation that you have to leave a memo to someone.

MEMO	
TO	:
FROM	:
DATE	:
SUBJECT	:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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LISTENING SCRIPT

Unit 2

Activity 4

1. The octagon is green.
2. It's a red star.
3. The arrow is black.
4. It's a white semicircle.
5. The flag is blue.
6. It's an orange crescent.
7. The cloud is grey.
8. It's a yellow rhombus.
9. The paper is purple.
10. It's a pink heart.

Activity 7

1. It's a beautiful dragonfly.
2. The shoes are bad.
3. The tables are broken.
4. The roses are lovely.
5. It's a good painting.

Activity 10

1. The woman is short.
2. It's a deep well.
3. The bird is flying low.
4. He's a tall man.
5. The pool is shallow.
6. The plane is flying high.
7. It's a wide tunnel.
8. The hut is small.
9. It's a big house.
10. The street is narrow.

Activity 13

1. The wheel is circular.
2. It's a pyramidal prism.
3. The set-square is triangular.
4. They're rectangular boards.
5. The antenna is parabolic.
6. They're spherical marbles.
7. The drum is cylindrical.
8. It's a conical funnel.
9. The windows are square.
10. They're cubic dices

Activity 16

1. This necklace is made of silver.
2. It's a rubber hose.
3. The bag is made of leather.
4. It's a bamboo bed.
5. This sweater is made of cotton.
6. They're wooden tables.
7. That house is made of stone.
8. They're ceramic cups.
9. That hammer is made of steel.
10. They're aluminium boxes.

Activity 19

1. He's from Argentina.
He's Argentinean.
2. He's from Mexico.
He's Mexican.
3. They're from Malaysia.
They're Malaysian.
4. She's from Turkey.
She's Turkish.
5. They're from Egypt.
They're Egyptian.
6. She's from Singapore.
She's Singaporean.
7. She's from Italy.
She's Italian.
8. He's from Australia.
He's Australian.
9. They're from Brazil.
They're Brazilian.
10. They're from the Philippines.
They're Filipino.

Activity 22

1. She's a librarian.
2. He's a businessman.
3. She's a pianist.
4. He's a bus driver.
5. They're waitress.
6. They're cooks.
7. They're farmers.
8. He's an architect.
9. They're fishermen.
10. He's a soldier.

Activity 25

1. The woman has wavy hair.
Her hair is wavy.
2. The man is bald.
He is a bald man.
3. The man is heavy.
He is a heavy man.
4. The woman is light.
She is a light woman.
5. The men are old.
They are old men.
6. The girls are young.
They are young girls.
7. The man is handsome.
He is a handsome man.
8. The women are pretty.
They are pretty woman.
9. The man has a big mustache.
His mustache is big.
10. The man has a heavy beard.
His beard is heavy.

Unit 3

Activity 2

One
Nineteen
Five
Three hundred
Twenty
Ninety
Three
Seventeen
Two hundred and one
Five hundred and fifteen
Seventy-seven
Four hundred and three
One thousand and one
Forty
Fourteen
Eighty-nine
One million
Two hundred thousand
Ninety-nine
Sixty

Activity 7

1. It's half past eight
2. It's five to eleven
3. It's a quarter to five
4. Its seventeen to three
5. It's seven past three
6. It's a quarter past five
7. It's five past nine
8. It's seven o'clock

Activity 11

1. fortieth
2. fifty-fifth
3. sixty-third
4. One hundred and first
5. twenty-second
6. thirty-fourth
7. seventy-ninth
8. eighty-sixth
9. ninety-seventh
10. two thousand and tenth

Unit 4

Activity 10

1. I was **satisfied** with the service.
2. I'm very **nervous** and **worried** that I will fail in this interview.
3. Seeing a **confident** man like him makes me down.
4. Anyway, feeling **pessimistic** won't help us now. So, be **optimistic**.
5. He is **doubtful** in answering some the questions.

Unit 5

Activity 2

1. He is jogging in the park.
2. The students are having a test.
3. The teacher is entering the classroom.
4. Mr. Habudi is driving a car.
5. They are trying to lift a heavy box.
6. Aminudin is taking photographs.
7. Dewi is singing a song.
8. The cat is drinking milk.

9. We are having a meal in a cafeteria.
10. I am phoning my friend.

Activity 26

1. There's a clock on the wall.
2. There's a chair at the table.
3. There are a lot of books on the cabinet.
4. There's a pillow on the bed.
5. There's a blanket on the bed.
6. There's a picture to the left of the cabinet.
7. There's a picture to the right of the cabinet.
8. There's a cat on the bed.
9. There's a table in front of the bed.
10. There are two doors on the cabinet.

Unit 6

Activity 1

1. fire extinguisher
2. smoking section
3. first aid
4. lady
5. electrical hazard
6. public telephone
7. poison
8. stairs
9. inflammable
10. handicapped person

Unit 7

Activity 4

1. Reporter : How do you like Jakarta?
 Man : Wonderful. It's a sleepless modern city.
 Reporter : What do you think of Yogyakarta?
 Man : Nice. A traditional town, but still it's a busy tourists' destination.
 Reporter : Which do you prefer, Jakarta or Yogya-

- karta?
- Man : I like both, but I prefer staying in a quieter place like Klaten.
- Reporter : Why is that so?
- Man : I need a place to finish my new novel.
2. Hasan : How do you go to school?
 Basri : I ride my motor bike. What about you?
 Hasan : I prefer cycling to riding a motor bike. It's healthy. Besides, my house is only two kilometres away from school.
 3. Teacher : What is your hobby, Lusi?
 Lusi : My hobby is listening to music, sir.
 Teacher : How about you?
 Zahra : I would rather watch TV than listen to music.
 Teacher : Do you have any hobbies, San?
 Hasan : I don't really have any hobbies, sir.
 Teacher : Well, what do you do in your spare time? Playing cards?
 Hasan : I like playing games on the computer better than playing cards.
 4. Waiter : What would you like to order, madam?
 Woman : I'd like to have a salad, please.
 Waiter : Would you prefer vegetable salad or fruit salad?
 Woman : I prefer vegetable salad to fruit salad, please.
 Waiter : Certainly. What would you like to drink? Iced tea perhaps?

Woman : I'd rather have lemon tea without ice at this time of the day.

your right as you come out from the elevator.

Activity 12

1. can swim
2. I couldn't swim
3. can you do it
4. will be able
5. can I get it
6. can operate
7. am able to take
8. could run
9. can you fix
10. can do

Activity 16

I can speak English quite well and I can write it well too. I enjoy listening to music but I can't play any single music instrument and I can't dance any traditional dance either. These days I'm taking a course on Japanese, and I can speak a few simple words but I can't write it at all. Everybody knows that it's very difficult. I'm good at operating computer, especially Microsoft Windows, Excel, and Power Point because I need it in my work. I like sport very much, especially playing badminton and volleyball. I like swimming too, and I can do it in any style. My husband always takes me to school on his motorcycle everyday because I can't ride it.

Activity 25

1. Guest : Where is the coffee shop?
Security : It's on the ground floor, sir, just across the lobby, next to the reception.
2. Guest : Can you tell me where Bojana restaurant is?
Receptionist : Certainly, sir. It's on the second floor. It's the second door on

3. Guest : Where is room 224?
Receptionist : It's on the second floor. Go upstairs. Turn left out of the elevator. It's at the end of the corridor, on your left.

4. Guest : I need to buy something for my sister. Are there any stores in this hotel?
Room boy : The stores are in the ground floor. Go down the elevator. There is a souvenir store just on the right of it.

5. Guest : Where can I find the sauna?
Receptionist : It's in the basement. Go straight ahead as you come out of the elevator. It's next to the fitness center.

6. Guest : How do I get to Krida Loka conference room?
Doorman : Just take the elevator to the second floor. If you go across the hall, you will see Krida Loka conference room facing you.
7. Guest : I'm looking for the business

center. I need to copy some document.

Receptionist : The business center is on the first floor. If you go right to Karya Graha conference room, you will see it on your left, at the corner.

Activity 26

1. Turn left out of the lift. It's the second shop on your left, next to the Sport Center.
2. It's at the end of this corridor, on your right, at the corner.
3. Turn right as you come out of the lift and it's just on your right.
4. Just go along the corridor. It's in front of the escalator, between the souvenir shop and the news stand.
5. Go downstairs on the escalator. As you come to the ground floor, turn right. Go along the corridor, pass the Jewelry and the Kid Station and it's on your right.
6. Go out of this building through the main gate and you'll see it just on your right.

GLOSSARY

(do you) mind	: (apakah kamu)	apology	: permintaan maaf
	keberatan	appearance	: penampilan
a bit	: sedikit	applicant	: pelamar
a charming smile	: senyum manis/ menawan	appointment	: janji bertemu
a fire extinguisher	: alat pemadam kebakaran	appreciate	: menghargai
a flat tire	: ban kempes	appropriate	: cocok, sesuai
a heart attack	: serangan jantung	approve	: menyetujui
a lift	: tumpangan	arrangement	: perencanaan
a moment	: (waktu) sebentar	arrival	: kedatangan
a pitcher	: kendi, tempat air	arrival	: kedatangan
able	: mampu	arrowhead	: mata panah
accept	: menerima	as well	: juga
accept	: menerima	ask for	: meminta
acceptable	: bisa diterima	attachment	: lampiran
accidentally	: secara kebetulan	attend	: menghadiri
accompany	: menyertai	attracted	: tertarik
accompany	: menemani	audiences	: penonton/ pendengar
account	: rekening	available	: tersedia
achievement	: prestasi	background	: latar belakang
acquainted	: berkenalan	badly injured	: terluka parah
actually	: sebenarnya	balcony	: balkon
admit	: mengaku	bald	: botak / gundul
adventure	: petualangan	banner	: spanduk
affect	: mempengaruhi	base	: dasar
affectionately	: hormat kami yang terkasih	based on	: berdasarkan pada
afraid	: takut, khawatir	bazaar	: bazaar, pasar murah
ahead	: ke / di depan	beard	: cambang
all around.	: di sekelilingnya	beautifully	: dengan indahny
allow	: mengizinkan	bench	: meja kerja
already	: telah	beverage	: minuman
amazed	: kagum	blank	: kosong
angry	: marah	blonde	: warna perang
anniversary	: hari ulang tahun	body	: badan mobil
announcement	: pengumuman	bonnet	: kap mesin
annoyed	: jengkel, terganggu	bored	: bosan
annual	: tahunan	boring	: membosankan
apologize	: meminta maaf	boring	: membosankan
		borrow	: meminjam
		bottom	: dasar, bawah
		brave	: berani
		break	: putus, istirahat, memecahkan

bridge	: jembatan	clever	: pintar
brief	: singkat	cloth	: kain
briefly	: secara singkat	colleague	: kolega, teman sekerja
brooch	: bros	come after	: mengikuti
browsing	: berselancar di internet	comfortable	: nyaman
buddy	: teman baik	comfortable	: nyaman
build	: membangun	command	: perintah
bump into	: bertemu/ menubruk secara kebetulan	common	: lumrah
butterfly	: kupu-kupu	community	: masyarakat
c.c. (carbon copy)	: tembusan, salinan untuk	company	: perusahaan
cable	: kabel	comparison	: perbandingan
calm down	: tenang	compartment	: kamar tidur, ruang terpisah
capability	: kemampuan	competency	: kemampuan
capitalize	: menulis dengan huruf besar	competition	: persaingan
carefully	: dengan hati-hati	complain	: mengeluh
cashier	: kasir	complaint	: keluhan
cater	: memborong masakan	complementary	: yang melengkapi
celebrate	: merayakan	complete	: lengkap, melengkapi
cell phone	: handphone	comply with	: mematuhi, menyesuaikan dengan
ceramic	: keramik	concentrate	: berkonsentrasi
certain	: tertentu	concise	: ringkas
certainly	: tentu	conclusion	: kesimpulan
champion	: juara	condolence	: belasungkawa, pernyataan simpati turut berduka cita.
chapter	: bab	confident	: yakin, percaya diri
charge	: meminta bayaran	confused	: bingung
charity	: amal	confusing	: membingungkan
chart	: grafik	congratulations!	: selamat!
chase	: mengejar	conical	: berbentuk kerucut
chassis	: rangka mobil	consonant	: huruf mati
chatting	: ngobrol di internet	constant	: tetap
chef	: juru masak	contains	: berisi
choose	: memilih	convenient	: menyenangkan
chowder	: sup kental	cool	: sejuk
circle	: lingkaran	copper	: tembaga
circular	: berbentuk lingkaran	coral reef	: bukit karang
clam	: remis besar, semacam kijing	corridor	: koridor, gang
classmate	: teman sekelas	cost	: harga (kata kerja)
clear up	: membersihkan	cotton	: kapas
		countryside	: pedesaan
		couple	: pasangan

courage	: keberanian	down payment	: uang muka
course	: kursus	dragonfly	: capung
criminal	: penjahat	drop in	: mampir
crossroad	: persimpangan	each other	: satu sama lain
crosswalk	: penyebrangan jalan	electricity	: listrik
cube	: kubus	embarrassed	: malu, dipermalukan
cubic	: berbentuk kubus	embarrassing	: memermalukan
cue	: isyarat	employee	: pegawai
curved	: lengkung	energetic	: bersemangat
cute	: mungil	engagement	: pertunangan, perjanjian
cylinder	: silinder	engine	: mesin
damage	: kerusakan	enthusiastic	: antusias
days off	: hari libur	entrance	: pintu masuk
deal with	: berhubungan dengan	environment	: lingkungan
dear (nama orang),	: yang terhormat (nama orang),	estimated	: yang diperkirakan
decagon	: segi sepuluh	event	: peristiwa, acara
decagonal	: berbentuk segi sepuluh	exactly	: persisnya, tepatnya
deed	: perbuatan	exam period	: masa ujian
deer	: rusa	exception	: pengecualian
degree	: derajat	exchange	: menukar, pertukaran
degree	: tingkat	excited	: gembira, bergairah
deliberately	: dengan bebas	exciting	: menggairahkan, mengasyikkan
delicious	: lezat	excursion boat	: kapal wisata
deliver a baby	: melahirkan	exhausted	: lelah
delivery	: pengiriman	exhausting	: melelahkan
demand	: menuntut	exhibition	: pameran
departure	: keberangkatan	expect	: mengharapkan
departure	: keberangkatan	expect	: berharap
depressed	: tertekan	extend	: menyebarkan, memperluas
depressing	: yang menekan	extremely	: sangat
designed	: dirancang	fair skin	: kulit putih
destination	: tempat tujuan	family gathering	: pertemuan keluarga
develop	: membangun, mengembangkan	famous	: terkenal
device	: alat	favor	: kebajikan
diamond	: intan	fellow	: teman
dice	: dadu	fence	: pagar
dictate	: mendikte	field	: bidang, lahan
difficult	: sulit	find out	: mencari tahu
directly	: secara langsung	first aid	: pertolongan pertama
disappointed	: kecewa	fix	: memperbaiki
disappointing	: mengecewakan	flag	: bendera
disgusted	: jijik	flashing lights	: lampu senter
disgusting	: menjijikkan		
distant	: jauh		

flat nose	: hidung pesek	hazardous	: berbahaya
flavor	: rasa, selera	heavy	: berat
flight	: penerbangan	heptagon	: segi tujuh
follow up	: tindak lanjut, kelanjutan	heptagonal	: berbentuk segitujuh
forecast	: ramalan	hero	: pahlawan
forgive	: memaafkan	hexagon	: segienam
form	: formulir	hilly	: berbukit-bukit
form	: bentuk, format	hire	: menyewa
fortunately	: untungnya	hole	: selang air
fragrant	: semerbak, aroma	hometown	: kota asal/kelahiran
free style	: gaya bebas	homework	: pekerjaan rumah
fridge	: almari es	honey	: sayang
friendly	: ramah	honey	: madu, sayang
friendly	: ramah	hopefully	: semoga
frightened	: yang ditakutkan	hospitality	: keramah-tamahan
furniture	: perabot	hugging	: berpelukan
gallery	: galeri	human	: manusia
garbage	: sampah	humorous	: jenaka
generous	: dermawan	hurry up	: cepat-cepat
gift	: hadiah	hurt	: luka
gloves	: kaos tangan	hurt	: melukai
good luck	: semoga beruntung, nasib baik	hut	: gubuk
gown	: gaun	identity card	: kartu identitas
graduate	: lulus	immediately	: segera
grant (permission)	: mengabulkan, memberi ijin	important	: penting
greece	: yunani	impressed	: terkesan
greek	: orang yunani	in brackets	: dalam kurung
grey	: abu-abu	in detail	: secara terperinci
grow	: tumbuh, berkembang	in fact	: sesungguhnya, faktanya
guilty	: bersalah	in pairs	: secara berpasangan
gym	: tempat olah raga	in short	: pendeknya, pendek kata
habit	: kebiasaan	inconvenience	: ketidaknyaman-an
hackers	: orang yang merusak file di komputer	inflammable	: mudah terbakar
half	: setengah	initials	: paraf, huruf awal
hall	: aula	injure	: luka
hammer	: palu	installment	: cicilan
handicapped	: orang cacat jasmani	instead of	: sebagai ganti
hand-written	: tulisan tangan	insurance	: asuransi
hazard	: bahaya	intelligent	: cerdas
hazard	: bahaya, resiko	intend	: bermaksud
		intend	: berniat, hendak
		interfere	: mencampuri
		interview	: wawancara
		introduce	: memperkenalkan
		invitation	: undangan

invite	: mengundang	obstruction	: gangguan
itinerary	: rencana perjalanan	occur	: terjadi
keep in touch	: terus berhubungan	once	: sekali
kindhearted	: baik hati	once	: satu kali, satu saat
last	: akhir, berlangsung	one-way	: sejalan
later	: kemudian, lebih terlambat	operative	: pekerja
leather	: kulit	optimistic	: optimis
leave (n)	: daun	origin	: asal
lecture	: ceramah, kuliah	otherwise	: sebaliknya
leisure	: waktu luang	oval	: oval
life	: kehidupan	parallelogram	: jajaran genjang
light	: ringan	pass away	: meninggal dunia
lonely	: kesepian	passenger	: penumpang
look forward to	: menanti-nanti	payment	: pembayaran
lost	: hilang	pentagon	: segi lima
lovely	: indah	performance	: penampilan
luggage	: koper	permission	: ijin
lying around	: berserakan	pet	: hewan piaraan
machinery	: permesinan	pick up	: mengambil, menjemput
main entrance	: gerbang utama	pilgrimage	: ibadah haji
managerial	: yang berhubungan dengan kepemimpinan/ pengelolaan	pipe	: pipa
marble	: kelereng	plantation	: perkebunan
material	: bahan	plateau	: dataran tinggi
mattress	: kasur	pointed nose	: hidung mancung
mechanic	: montir	poisonous	: beracun
member	: anggota	pole	: tiang
messy	: berantakan	policy	: kebijakan
miserable	: sedih/susah	pool	: kolam
monthly	: bulanan	possibly	: kemungkinan
more	: lebih, lebih banyak	precede	: mendahului
moreover	: lagi pula	precious	: berharga
moreover	: apalagi	prefer	: lebih suka
mug	: cangkir	preference	: pilihan
murderer	: pembunuh	prescription	: resep dokter
mustache	: kumis	present	: hadiah
nationality	: kebangsaan	preserve	: melindungi/ memelihara
nearly all	: hampir semua	pretty well	: cukup baik
neatly	: dengan rapi	pretty.	: cantik
necklace	: kalung	previous	: sebelumnya
neither	: tidak juga	prior to	: sebelum
nervous	: gelisah, gugup	prism	: prisma
network	: jaringan	prohibit	: melarang
noisy	: berisik, gaduh	proofread	: mengoreksi cetakan
nowadays	: sekarang ini	properly	: dengan pantas
		property	: hak milik

propose	: berusaha, mengusulkan	respond	: menjawab
protractor	: busur derajat	respond	: menanggapi
proud	: bangga	response	: tanggapan
publish	: menerbitkan	result	: hasil
punishment	: hukuman	result	: hasil, akibat
pupil	: murid	return	: mengembalikan
purchase	: membeli	returned	: dijawab
purple	: ungu	roadway	: jalan kendaraan
purpose	: tujuan	roast beef	: daging sapi panggang
purpose	: tujuan	salutation	: salam pembuka
pylon	: menara listrik	satisfied	: puas
pyramidal	: berbentuk piramida	schedule	: jadwal
quarter	: seperempat	science fiction	: fiksi ilmiah
quiet	: tenang	scrape	: menggosok kotoran
quieter	: lebih tenang	scratch	: menggores
ready	: siap	separately	: secara terpisah
reality	: realitas	service station	: bengkel mobil
rearrange	: menyusun kembali	sew-sewn-sewn	: menjahit
reason	: alasan	shake hands	: bersalaman
recipient	: penerima	shocked	: terkejut
recognize	: mengenali	shocking	: mengejutkan
recognize	: mengenali	short hand	: steno
record	: catatan, rekaman	shortly	: segera
rectangle	: persegi panjang	sightseeing	: melihat-lihat pemandangan/ bertamasya
rectangular	: berbentuk persegi panjang	sign	: tanda, menanda tangani
refuse	: menolak	signature	: tanda tangan
regarding	: mengenai	sincerely	: hormat kami, dengan sungguh- sungguh
regards	: salam hormat	sirloin	: daging sapi bagian pinggang
regret	: menyesal	slippery	: licin
regular	: rutin	slow down	: melambatkan
relative	: relative, saudara	some time	: sekali waktu
remind	: mengingatkan	spare time	: waktu luang
remove	: menyingkirkan	speech	: pidato
renovate	: memperbaiki	spill	: menumpahkan
rental	: persewaan	sponge	: busa
repeatedly	: secara berulang- ulang	square	: berbentuk bujur sangkar
repetitive	: berulangulang	stadium	: stadion
reply	: membalas, balasan	stairs	: tangga
report	: melaporkan/ laporan	stare	: melotot
report	: laporan		
request	: meminta, permintaan		
require	: membutuhkan/ memerlukan		

steal	: mencuri	underpass	: jalan melintang di bawah jalan lain
steel	: baja	unfortunately	: sayangnya, sialnya
steep hill	: tanjakan tajam/ curam	uniform	: seragam
strike	: nogok	valuable	: bernilai, berharga
submit	: mengumpulkan	vowel	: huruf hidup
suddenly	: secara tiba-tiba	warn	: memperingatkan
suitable	: cocok, pantas	warn	: memperingatkan
suitcase	: kopor	watch out	: hati-hati
suitcase	: koper	welcome	: menyambut
superlative	: bentuk paling	what a pity!	: kasihan!
supervisor	: pengawas, penyelia	whereas	: sedangkan
suppose	: umpamakan	whether	: apakah
surface	: permukaan	wonder	: heran
sway	: bergoyang, menggoyangkan	wonderful	: sangat bagus
sweater	: baju hangat	worried	: cemas, khawatir
syllable	: suku kata		
take care	: hati-hati		
tempered	: perangai		
terribly	: sangat		
terrific	: amat baik		
therefore	: (oleh) karena itu		
tidy	: rapih		
tidy	: merapikan		
tile	: tegel		
toilet article	: peralatan mandi		
towards	: ke arah		
traffic signs	: rambu-rambu lalu lintas		
transit	: pemindahan		
translate	: menerjemahkan		
trap	: perangkap		
treat	: menraktir		
tremble	: bergetar		
triangle	: segitiga		
triangular	: berbentuk segitiga		
trouble	: gangguan, kesulitan		
trust	: mempercayai		
truth	: kebenaran		
tunnel	: terowongan		
turn down	: menurunkan (volume suara)		
turn on	: menghidupkan		
ugly	: jelek, buruk		
underestimate	: meremehkan		

INDEX

A

a lift 23,97,99,149,223,231
accept 19,20,76,77,211,212,213,
223,231
accompany 170,203,204,223,231
account 66,213,223,231
acquainted 49,223,231
allow 11,19,179,223,231
apologize 73,74,76,77,223,231
applicant 60,223,231
appreciate 11,21,22,223,231
arrangement 19,223,231
arrival 157,223,231
audiences 223,231

B

balcony 41,223,231
bald 218,223,231
banner 223,231
beard 218,223,231
bench 72,223,231
bonnet 71,223,231
brooch 21,224,231
browsing 172,175,177,224,231

C

cable 224,231
capabilities 178,231
cashier 68,224,231
charge 19,224,231
chase 69,224,231
chassis 61,224,231
chatting 172,224,231
Chef 160,181,224,231
circular 31,40,42,45,46,65,217,224,
231
community 224,231
complain 224,231
complaint 69,224,231
conical 31,41,46,217,224,231
constant 69,224,231
copper 33,224,231
curved 48,225,231

cute 23,42,45,225,231
cylinder 27,30,46,225,231
cylindrical 31,41,43,46,217,231

D

daily life 1, 231
deal with 25,51,225,231
decagon 46,225,231
decagonal 46,225,231
deliver a baby 225,231
delivery 225,231
demand 69,225,231
departure 63,157,225,231
designed 69,225,231
dice 225,231
directions 171,187,190,231
down payment 40,225,231
dragonfly 217,225,231

E

electricity 61,62,225,231
emicircular 231
employee 12,170,225,231
energetic 50,225,231
enthusiastic 8,225,231
environment 225,231
excursion boat 49,225,231
expect 13,225,231

F

fair skin 47,50,225,231
family gathering 4,225,231
favor 22,225,231
fellow 69,72,225,231
fence 33,225,231
flat nose 47,226,231
flight 52,63,157,226,231,233
free style 178,179,180,226,231
fridge 40,226,231

G

garbage 69,226,231
gift 21,22,24,69,71,226,231
gloves 48,226,231

greece 226,231
greek 43,226,231
gym 11,226,231

H

hammer 48,217,226,231
hazard 69,219,226,231
hazardous 69,169,226,231
heptagon 46,226,231
heptagonal 46,226,231
hospitality 23,226,231
hut 217,226,231

I

identity card 19,226,231
injure 70,226,231
installment 226,231
insurance 42,226,231
interfere 72,226,231
introduce 1,10,11,12,13,14,24,226,231
invitation 199,201,203,206,207,208,
211,212,213,214,215,226,232
invite 22,199,201,203,205,207,209,
211,213,214,215

K

keep in touch 6,227,232
kindhearted 47,227,232

L

leisure 176,227,232
lost 78,80,83,171,188,227,232
luggage 17,21,227,232
lying around 72,227,232

M

machinery 61,227,232
main entrance 19,195,227,232
marble 227,232
mattress 42,227,232
mechanic 71,179,227,232
member 11,18,184,193,195,227,232
messy 70,72,227,232
miserable 7,227,232
moreover 68,151,227,232
mug 43,227,232

N

necklace 217,227,232
nowadays 51,227,232

O

obstruction 72,227,232

P

parallelogram 27,227,232
passenger 49,88,227,232
payment 19,20,40,225,227,231,232
pentagon 27,46,227,232
pet 227,232
pilgrimage 42,227,232
plantation 11
plateau 19,227,232
pointed nose 47,50,227,232
pole 30,227,232
policy 227,232
precious 70,71,227,232
prefer 66,219,227,232
preference 227,232
prescription 19,227,232
preserve 227,232
prism 217,227,232
properly 227,232
protractor 31,228,232
pupil 70,228,232
purchase 69,71,228,232
purpose 7,8,168,170,228,232
pylon 30,228,232
pyramidal 46,217,228,232

Q

quarter 53,228,232

R

recognize 70,147,228,232
rectangle 27,46,228,232
rectangular 31,42,46,217,228,232
regards 23,207,228,232
regret 73,76,228,232
remove 72,228,232
rental 50,228,232
repetitive 69,228,232
report 22,166,202,228,232
require 70,171,228,232
respond 157,215,228,232
returned 7,80,228,232

S

science fiction 19,175,228,232
service station 192,228,232

sew-sewn-sewn 228,232
shake hands 8,228,232
short hand 63,180,228,232
sightseeing 23,228,232
signs and symbols 147,149,232
spare time 219,228,232
spherical 31,217,232
sponge 42,228,232
square 27,31,33,40,44,45,46,217,228
stadium 42,192,228,232
stare 70,228,232
steel 43,44,217,228,232
strike 69,229,232
suitcase 28,210,229,232
sweater 217,229,232
symphyaty 232

T

tempered 47,229,232
terrific 4,229,232
tile 229,232
toilet article 229,232
trap 68,229,232
treat 229,232
triangle 27,46,229,232
triangular 31,46,48,217,229,232
trust 229,232

W

warn 229,232
welcome 17,21,22,23,39,96,170,203,
229,232



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