



INTEGRATED ENGLISH



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FOREWORD

As an Indonesian nation we have our own language, namely Indonesian, which we use to communicate, express opinions, ask opinions, negotiate, and so on. However, as part of a global society, we need to master a globally recognized language, English.

English has grammar which needs to be understood so that its use is in accordance with the context and time. There are four skills that must be learned to master English comprehensively, namely listening, speaking, reading, and writing. Each expertise has its own role and purpose, so that no expertise should be missed or preferred.

This Integrated English book integrates these four skills in learning English, so students can use this book as a guide in honing their English skills more intact.

The author would like to thank you for the support of various parties, whose names cannot be mentioned one by one, starting from the initial development process until this book reaches the community.

Medan, October 31, 2018

Authors

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A graphic consisting of a thick black curved line that starts from the bottom left, curves upwards and to the right, and then loops back down to the left, framing the text 'UNIT 1' which is written in a bold, black, sans-serif font.

UNIT 1

TO BE: INTRODUCTION

STANDARD COMPETENCE

Using *to be* in daily conversation: to introduce our selves and to ask with someone else about their identity.

INDICATOR

Can using *to be* in English for every daily conversation with oral and writing.

REALITY/CONTEXT

In daily conversation the students required to understand for using *to be* appropriate the context for introducing and asking with someone else about their identity. Therefore the students must study how to using *to be* in the correct context.

MATERIAL OF LEARNING

To be (am, are, is, was, were) that exists or is, but in the Indonesian language *to be* generally is not translated. *To be* is used as a link between Subject and Predicate. The predicate of a sentence can consist of:

Subject	To be	Predicate
I	Am	A teacher
We	Are	In the class
You	Are	Happy
He	Is	A student
She	Is	Pretty
It	Is	A bag
He	Was	Born in Parapat
They	Were	In Siantar yesterday

LISTENING

Exercise 1

Listen to dialogue from the video and then complete the missing sentences from the dialogue!

In the beautiful afternoon, there are two girls set near the park. They are Jenni and Mega. Both of them are new friend, after that come a girl. She is Ayu and she is Jenni's friend.

- Ayu : Hey Jenni, are long ?
- Jenni : Oh, I am not. Come here!
- Ayu : Hmm, thank you Jenni
- Jenni : Oh yeah,, She is Mega
- Ayu : Hi Mega, I am Ayu
- Mega : Oh hi Ayu, nice to meet you too
- Ayu : Is? I never see her.
- Jenni : No. She is my new friend.
- Mega : Yes Ayu, I am my grandmother.

- Ayu : Wow Bali ! I hope I can come on there.
- Jenni : Yes, me too
- Mega : Hahaha. Both of you
- Ayu : Really really want it
- Jenni : Oh so,?
- Mega : Only for two weeks
- Ayu : Why is so fast ?
- Mega : I hope so. But, my father is so busy.
- Jenni : It's okay guys. Haha
- Ayu : Haha, I agree with you Jenni
- Mega : Haha so funny you are both. Okay, come on.
- Jenni : Oh
- Ayu : Come on

SPEAKING

Study these conversation then practise the conversation with your friend.

Conversation 1

- Rini : Hello! I am Rini. What is your name?
- Renta : My name is Renta. I am from Balige.
- Rini : Where do you live?
- Renta : I live at Jalan Turi number 9 Medan. And where do you live?
- Rini : I live at Jalan Yos Sudarso number 21 Medan. So How old are you now?
- Renta : I am twenty years old.

Deny : I see you are reading the new book, How do you like it?

Lisa : I can't put it down. Have you read it?

Deny : Yes, as a matter of fact, I just finished it. The ending's great.

Lisa : Don't tell me! I'm almost done.

Deny : Are you from Parapat?

Lisa : Well, I am from Parapat. But I live in Medan now.

Deny : How do you like it?

Lisa : I like it so much. Have you ever been to Medan before?

Deny : No, I haven't. This is my first trip. I have a job interview there.

- Rosi : Hi, Meita!!! What a surprise!
- Meli : I don't believe it. What are you doing here in Bandung?
- Rosi : Oh, I just spent a few days with my parents. Now, I'm on my way back to Cirebon.
- Meli : Gee, it's been a long time.
- Rosi : It sure has. Say, I hear you started your own boutique business.
- Meli : How did you know?
- Rosi : My mother. She kept track of all my old friends.
- Meli : Ahh okay, by the way I want to introduce you to someone.
- Rosi : Really? Who is he?
- Meli : He is my future husband named Sahman, this is his picture.
- Rosi : Gee, I'm really surprised. How can you find a future husband so soon?
- Meli : I met him while I was on holiday in Bali.
- Rosi : Really? How lucky you found your soulmate so soon.
- Meli : Yeah, he comes from Medan. And when we met he was also holiday in Bali.
- Icha : Oh, that's my flight. I have to go.
- Meita : I have got a plane to catch, too.
- Rosi : Where are you off to?
- Meli : I am taking a week off and going to Medan.
- Rosi : Oh really? Have you been there before?
- Meli : Yes, a few times.
- Rosi : Well, enjoy yourselves. Great seeing you, Meita.
- Meli : Thanks, I will. Same here Icha.

Complete the conversation

1. Hello, My..... is Rosa
2. Hi Rosa, My is Arif
3. Where do you Arif?
4. I in Jalan William Iskandar.
5. What your hobby?
6. My hobby singing and cooking.
7. How old you?
8. Oh really, we having the same age.
9. to meet you Arif
10. Nice to you too Rosa

Exercise 3

Base on the conversations above mark the statements below True or False

- | | |
|---|--------------|
| 1. Renta is twenty years old. | True - False |
| 2. Rini lives at Jalan Pattimura number 7 Medan. | True – False |
| 3. Deny is reading the new book. | True - False |
| 4. Lisa comes from Parapat. | True - False |
| 5. Lisa lives in Medan now. | True - False |
| 6. Deny just finished read the new book. | True - False |
| 7. Deny has a job interview there. | True - False |
| 8. Rosi just spent a few days with my parents. | True - False |
| 9. Meli's husband named is Sahman. | True - False |
| 10. Meli met her husband when was their holiday in Parapat. | True – False |

Exercise 4

Fill in the blank with is, am, are, was, were

1. I Rudi
2. What your name?
3. He Mr. Nurdin
4. His name Mr. Kartolo
5. she Miss Retno?
6. Is his name Mr. Berton? Yes,
7. They students
8. She a police woman
9. Her cat died yesterday
10. The students playing football two days ago.

READING**Reading 1**

Read this text carefully and answer the questions:

My Visit to the Garden Centre



(The picture taken from www.avenuenurseries.com)

Hi, my name's Rita. This is how I spent my day during the last holiday. Well, during the holiday my family and I went to the Garden Centre to buy some plants and seeds for the garden. It was a very sunny day when we set off in the car.

When we arrived we had to find a place to park as the car park was packed full of cars. We managed to find a place eventually but it was a tight squeeze and we had to be careful opening the car door in case we banged the other cars.

Next we went to look the store. We went to look for some seeds first and we bought some peas, carrot and lettuce packets. After that we went to look at the check out, before finding our car and driving home.

I really enjoyed our trip out especially when dad said we could buy an ice cream from the van in the car park. It was great.

Exercise 5

Answer the following questions based on the text above:

1. What is the text telling about?
2. With whom did she go to the Garden Centre?
3. How did they go there?
4. Was it easy for them to find a place to park their car? Why ?
5. What did they buy in the Garden Centre?

Read again the text 'My visit to the Garden Centre'. Now, look at carefully at how the text is organized.

Reading 2

On Thursday we went to Blue Mountains. We stayed at David and Delia's house. It has a big garden with lots of colorful flowers and tennis court.

The other day, we saw the three sisters and went on the Scenic Railway. It was scary. Then mummy and I went shopping with Delia. We went to some antique shops and I tried some old hats.

On Saturday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. We went home on Saturday afternoon.

Exercise 6**Questions:**

1. What did the writer write on the text for you?
 - a. To offer a trip to Blue Mountain.
 - b. To describe Blue Mountain in general.
 - c. To retell his trip to Blue Mountain.
 - d. To give information about Blue Mountain.
2. What did the writer do in the antique shop?
 - a. Saw the three sister.
 - b. Tried on some old hats.
 - c. Brought colorful flowers.
 - d. Had a shower.
3. How long did the writer go to the Blue Mountain?

a. 2 days	c. 4 days
b. 3 days	d. 5 days
4. When did the writer end his trip?
 - a. On Thursday morning
 - b. On Friday evening
 - c. On Saturday afternoon
 - d. On Sunday night
5. “It was Scary”.

What does the underlined word mean?

 - a. Causing fear.
 - b. Making fun.
 - c. Making full.
 - d. Causing sad.

WRITING

NARRATIVE

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Example of Narrative Text

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson., the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Exercise 7

Creat the Narrative text about a fairy tale and don't fotget to use to be in your story.

The logo for Unit 2 features the text "UNIT 2" in a bold, black, sans-serif font. The text is enclosed within a stylized, grey, oval-shaped graphic that has a thick, dark grey border on the right side and a thin, light grey border on the left side, resembling a speech bubble or a stylized 'U' shape.

UNIT 2

TO BE + POSSESSIVE ADJECTIVE, NOUNS, VERBS, ADVERB SUBJECT PRONOUNS

STANDARD COMPETENCE

Using Subject Pronouns and to be + adjective, nouns, verbs, adverb in daily conversation, and to explain the position of someone/ something and to ask with someone else about the position of someone or something.

INDICATOR

Can using subject pronouns and to be + adjective, nouns, verbs, adverb in daily conversation.

REALITY/CONTEXT

*In daily conversation the students can explain the position of someone/ something and asking with someone else about the position of someone or something, the students must be able to use the correct of *subject pronouns and to be + adjective, nouns, verbs, adverb* based on the context.*

MATERIAL OF LEARNING

1. SUBJECT PRONOUNS

What is subject pronouns?

Subject Pronoun is a personal pronoun that is used as the subject of a verb. Subject pronouns are usually in the nominative case for languages with a nominative – accusative alignment pattern.

In English, the subject pronouns are *I*, *you*, *he*, *she*, *it*, *we*, *they*, *what*, and *who*. With the exception of *you*, *it*, and *what*, and in informal speech *who*, the object pronouns are different: i.e. *me*, *him*, *her*, *us*, *you* (objective case of *ye*), *them* and *whom*.

A subject pronoun is exactly what it sounds like: a **pronoun** that takes the place of a **noun** as the subject of a sentence. Remember, a sentence's subject is the person or thing that performs the action of a verb. When you take an even closer look, you'll see that a subject pronoun is used as the subject of a verb, while an **object pronoun** is usually used as a grammatical object.

Subject Pronoun Examples

In the following examples, you can see exactly how this method works. The subject pronoun is in bold and is underlined, the verb is in italics, and the object is in bold.

1. **We** *gave* **them** a head start in the race.
2. **You** *told* **Jerry** that his score was among the best; that made him feel better.
3. **She** *lost* **weight** by cutting out junk food.
4. **They** *drank* **water** from a spring that ran right out of the mountain side.

Subject Pronouns
www.grammar.cl

Woodward
ENGLISH

I
Singular
ME!
LOOK HERE!
I LOVE ME

WE
Plural

YOU
Singular

YOU
Plural

HE
Singular

SHE
Singular

IT
Singular

THEY
Plural

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

(The picture taken from www.woodwadenglish.com)

Where Are You?

(I am)	I'm	In the kitchen	
(He is)	He's		
(She is)	She's		
(It is)	It's		
(We are)	We're		
You are)	You're		
(They are)	They're		
	Am	I	
Where	Is	He	
		She	
		It	?
		We	
	Are	You	
		They	

Exercise 1

Choose one option as the best answer!

- kicked the ball so hard that his shoe came off.
 - She
 - They
 - He
 - It
- Correct me if I'm wrong, but I think enjoy studying.
 - He
 - She
 - you
 - I

3. The dog stole Tara's ice cream before ran away.
 - a. You
 - b. I
 - c. they
 - d. it
4. enjoys going to the gym early each morning.
 - a. I
 - b. She
 - c. They
 - d. We
5. prefer hiking to movies.
 - a. She
 - b. He
 - c. We
 - d. It
6. is raining again.
 - a. It
 - b. She
 - c. He
 - d. We
7. puts ketchup on everything she eats.
 - a. He
 - b. She
 - c. We
 - d. It
8. You can have ice cream after finish your dinner.
 - a. We
 - b. You
 - c. it
 - d. she
9. playing football on the backyard this afternoon.
 - a. They
 - b. She
 - c. You
 - d. I
10. I buy this book for my cousin, likes reading the book.
 - a. We
 - b. You
 - c. she
 - d. We

2. POSSESSIVE ADJECTIVE

In linguistics, an **adjective** is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified.

Possessive adjectives are the words used to show a form of possession/ ownership or are used to express a close relationship with someone or something. Moreover, just like the article “the,” a possessive adjective also implies definiteness. Some of the most basic possessive adjectives that are commonly used in the English language are: *my, your, our, its, her, his, their,* and *whose* (interrogative).



(The picture taken from www.sekolahbahasainggris.com)

Below are the different forms of possessive adjectives:

PERSON	POSSESSIVE ADJECTIVE
1st Person	My our
2sd Person	Your

3rd Person	Her His Its Their
-------------------	--

Exercise 2

Replace the personal pronouns by possessive adjectives:

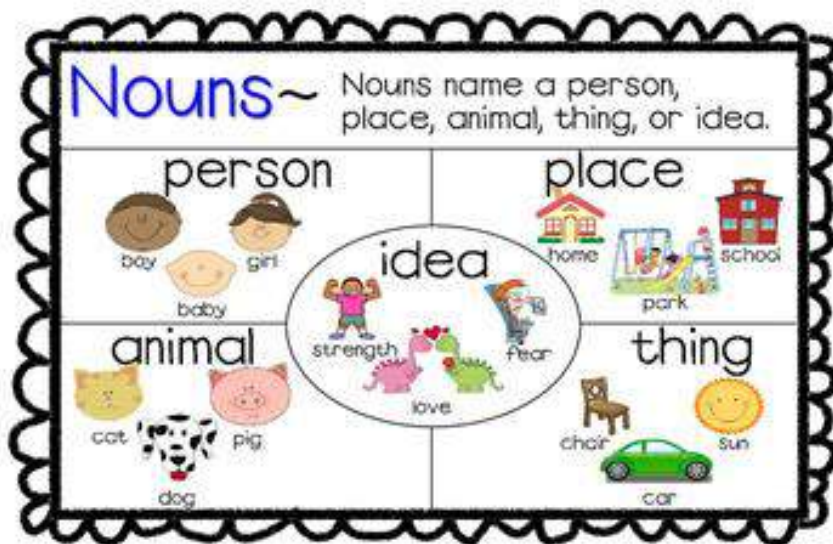
1. Where is (I)..... book?
2. Here is (we)..... teacher.
3. She goes to school with (she)..... brother.
4. (They)..... father works in a car factory.
5. (You)..... laptop is very expensive.
6. (He)..... favorite hobby is tennis.
7. (I)..... husband and I want to go to Paris.
8. We want to see (it)..... historical monuments.
9. Leila likes (she)..... dog !
10. (It)..... name is Bobby.

3. NOUNS

A **noun** (from Latin *nōmen*, literally meaning "name") is a word that functions as the name of some specific thing or set of things, such as living creatures, objects, places, actions, qualities, states of existence, or ideas. Linguistically, a noun is a member of a large, open part of speech whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of apreposition.

Lexical categories (parts of speech) are defined in terms of the ways in which their members combine with other kinds of expressions. The syntactic rules for nouns differ from language to language. In English, nouns are those words

which can occur with articles and attributive adjectives and can function as the head of a noun phrase.



(The picture taken from www.teacherspayteacher.com)

There are five kinds of nouns:

1. **Proper noun:** the names of people, places, and it can write with the capital letter. e.g. David, Lisa, Jakarta, etc.
2. **Common noun:** the usual of thing's name. e.g. book, writing book, shoes, etc.
3. **Material noun:** the name of thing that made or creat. e.g. sand, water, etc.
4. **Collective noun:** the collection of things or people. e.g. a team, a group.
5. **Abstract noun:** noun that change from verb, adjective, and also nouns it self. e.g.

Live becomes *life*

Honest becomes *honesty*

Child becomes *childhood*.

Exercise 3

Choose the best answer from the words in the bracket for every sentence!

Bar	Cup	Glass	Bottle	Piece
Package	Slice	Plate	Bowl	Bucket

1. I very like eating a _____ of chocolate at night.
2. My father buys a _____ of water for me after running for 20 minutes.
3. My mother always says to me to drink a _____ of milk in the morning.
4. Nita likes eating a _____ of chips while watching a movie.
5. Naomi does not want to share a _____ of pizza to Julian.
6. Mr. Aiden likes to drink a _____ of coffee in the morning.
7. I want to make a _____ of chicken soup for my mother.
8. My brother does not want to bring a _____ of water to the bathroom.
9. My friend gives me a _____ of red velvet cake and it is so delicious.
10. Mrs. Bauer' favorite food is a _____ of fried rice.

4. VERBA verb is a kind of word (part of speech) that tells about an action or a state. It is the main part of a sentence: every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense.

Every language in the world has verbs, but they are not always used in the same ways. They also can have different properties in different languages. For example, in some other languages e.g., Chinese & Indonesian) verbs do not change for past and present tense. This means the definition above only works well for English verbs.

There are sixteen verbs used in Basic English. They are: *be, do, have, come, go, see, seem, give, take, keep, make, put, send, say, let, get.*



(The picture taken from bil6014partsofspeech1.blogspot.co.id)

There are 12 kinds of verbs:

1. **Transitive Verbs:** Transitive verbs are action verbs that have an object to receive that action.
 - She **drinks** water. (Object)
 - He **drove** the car. (Object)
2. **Intransitive Verbs:** Intransitive verbs are actions verbs but unlike transitive verbs, they do not have an object receiving the action.
 - The sun shines.
 - She is crying.

Some verbs like (*cheer, sing, visit, trip*) can be transitive or intransitive, depending on how they are used in a sentence.

- He sang.
 - He sang a song.
 - Ali tripped.
 - Ali tripped Hussain.
3. **Dynamic/ Event Verbs:** The verbs, in which the body movement is involved, are called dynamic or event verbs. These verbs show continued or progressive action on the part of the subject. Example of dynamic verbs are: *act, build,*

complete, design, draw, gather, help, interview, justify, listen, negotiate, outline, perform, record, save, show, travel, uncover, value, write, zoom...

- She was **writing** a letter.
- They are **playing** in the playground.

4. **Stative Verbs:** The verbs that express a state rather than an action. They usually show mental feelings, emotions, state of a person, place, relationships, sense and measurements.

- I **believe** in God.
- It sounds like a great idea.
- I **feel** your sadness.
- Please **forgive** him.

Some verbs like: verb to be, think, have and see can be both stative verbs and dynamic verbs depending on their meaning.

- He **is** an intelligent teacher. (stative verb)
- He **is** teaching the students. (dynamic verb)

5. **Perception/Sensation Verbs:** The verbs which show our five senses are called perception/ sensation verbs.

- I smell the flowers.
- He is listening to the radio.
- I feel great today.

6. **Linking/Copular/Predicating Verbs:** Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. These verbs are usually followed by an adjective or a noun. The following verbs are true linking verbs: any form of the verb be [*am, is, are, was, were, has been, are being, might have been, etc.*], *become, and seem*. These true linking verbs are always linking verbs. Then you have a list of verbs with multiple personalities: *appear, feel, grow, look, prove, remain, smell, sound, taste, and turn*. Sometimes these verbs are linking verbs; sometimes they are action verbs.

7. **Phrasal/Prepositional Verbs:** The verb which is formed by the combination of a preposition or adverbial particle is called Phrasal/prepositional verb. Because a preposition always has an object, all prepositional verbs have direct objects.

- I **believe in** God.

- He is **looking after** the dog.
 - They are **talking about** the issue.
8. **Modal Auxiliary Verbs:** Modal verbs are words like can, could, may, might, shall, should, will, would, must, ought to etc. They are used with other verbs to express ideas such as possibility, prediction, speculation, deduction and necessity. Or modal verbs show different moods and attitudes of the speaker.
- You **should** work hard.
 - The weather **may** be colder tomorrow.
9. **Helping Verbs/Auxiliary Verbs:** Auxiliary (or Helping) verbs are used together with a main verb to show the verb's tense or to form a negative or question. The most common auxiliary verbs are: have, has, had, do, does, did and to be verbs.
- Have they completed the assignment?
 - Ali is writing an e-mail to a client at the moment.
10. **Hypothesis Verbs:** These verbs are usually followed by subjunctives. Here, we wish against the present facts in the present, and the formulas are given like;
1. *Sub + wish + (that) + sub. + the past indefinite tense*
 2. *Sub + wish + (that) + sub. + were + object*
 3. *Sub + wish + (that) + sub. + had + object*
- I **wish** that he helped me. (Means he does not help me)
 - I **wish** that he were a good teacher. (Means he is not a good teacher)
 - She **wishes** that I had a latest car. (Means I have not a latest car)
- Here, we wish against the past facts in the present, and the formulas are given like;
1. *Sub + wish + (that) + sub + the past perfect tense*
 2. *Sub + wish + (that) + sub. + had been + object*
 3. *Sub + wish + (that) + sub. + had had + object*
- I **wish** that he had taken admission. (Means he did not take admission)
 - I **wish** that I had been in London. (Means I was not in London)
 - She **wishes** that I had had a bus. (Means I had not a bus)

11. **Causative Verbs:** In causative verbs we do not perform an action directly, but we get it done indirectly by someone else means by the second person. The formula will be changed according to the absence or presence of the second person. English has three true causative verbs: let, have, make, but there are other verbs such as cause, allow, help, enable, keep, hold, force, require and persuade indeed which are not causative verbs but similarly used as causative verbs.

- He **gets** Ali to wash his car.
- He **has** Nadir help him.

12. **Regular and Irregular Verbs:**

Regular Verbs: Regular verbs are those verbs whose past tense and past participle (2nd and 3rd forms) are formed by adding “d” or “ed” to the end of the verb.

1. Cook = cooked
2. Play = played

Irregular Verbs: Irregular verbs are those verbs that do not take ‘ed’ ending for their past tense and past participle (2nd and 3rd forms).

- Teach = taught
- Write = wrote = written

Exercise 4

Choose one option as the best answer!

1. She has been _____ since this morning.
a. cook
b. cooks
c. cooked
d. cooking
2. Intan and Ken have been _____ in London since they were five and six years old.
a. stayed
b. stays
c. staying
d. stay
3. Aiden _____ his master degree.
a. has completed
b. having completed
c. have complete
d. completing

4. I always _____ your name.
- a. remembering c. remember
b. remembers d. remembered
5. My uncle and aunt will be _____ for Germany tomorrow morning.
- a. left c. leave
b. leaving d. leaves
6. The students will be _____ on the stage tomorrow.
- a. singing c. sung
b. sang d. sing
7. We _____ not going to the beach.
- a. am c. is
b. be d. are
8. _____ she your lecturer?
- a. am c. be
b. is d. are
9. That restaurant _____ ours yet.
- a. is not c. are not
b. am not d. being
10. _____ these your new novels?
- a. am c. are
b. is d. Have

5. ADVERB

An **adverb** is a word that modifies a verb, adjective, another adverb, determiner, noun phrase, clause, or sentence. Adverbs typically express manner, place, time, frequency, degree, level of certainty, etc., answering questions such as *how?*, *in what way?*, *when?*, *where?*, and *to what extent?*. This function is called the adverbial function, and may be realized by single words (adverbs) or by multi-word expressions (adverbial phrases and adverbial clauses).



(The picture taken from www.grammermaster.com)

Kinds of adverbs: A word which describes a **verb** or adjective or other adverb is called adverb.

For example:

She replied.

She replied **quickly**.

The word “*quickly*” is an adverb which gives more information about verb “reply” in the above example. The adverb “*quickly*” in above example expresses us about the verb “*reply*” that the reply was given quickly or with no time delay.

Similarly an adverb may also describe **adjective** or other adverb or other part of speech except the **noun**.

Examples: (adverbs describing verbs)

He was ridding carelessly.

Ali can speak Arabic fluently.

They work honestly.

Maryam is laughing loudly.

He goes to school daily.

We sometimes get excited.

He met me yesterday.

Guests will come here.

Examples: (adverbs describing adjectives)

Note: The bold words (in following examples) are adverbs and the underlined words are adjectives.

It is a **extremely** tough time.

He is **seriously** annoyed.

This book is **really** informative.

The story of “crazy boy” was **truly** amazing.

You are **too** weak to walk.

Examples: (adverbs describing other adverbs)

Note: The bold word (in following examples) is an adverb and underlined word is the other adverb.

Ali drives **very** slowly.

She was talking too **much** angrily.

He ran fast **enough** to catch the bus.

They live **very** happily.

Formation of adverb

1. Most of adverbs are formed by adding “-ly” to adjectives. For example, happy-happily, easy-easily, quick-quickly, angry-angrily, correct-correctly, fluent-fluently, proud-proudly, loud-loudly, rapid-rapidly, immediate-immediately, slow-slowly etc.
2. A few adverbs exist without “-ly”. For example, fast, deep, far, hard, high, wrong, right, low, well, tight, straight, there, here, late, very, too, not.

There are four *kinds of adverb* in English grammar. Adverb describes verb by giving the information below:

- **Adverb of Manner**

These adverbs describe that in which manner the action occurs or occurred or will occur.

Examples:

He speaks politely.

She was driving carefully.

We replied correctly.

We run fast.

We solved the question easily.

Listen to the teacher carefully.

▪ **Adverb of Place**

Adverb of place describes about the place of action or where action occurs/occurred/will occur.

e.g. here, there, near, somewhere, outside, ahead, on the top, at some place.

Examples:

She will be here.

The boys are fighting outside.

He was sitting near the pole.

We were flying very jazzy kites on top of the hill.

She works somewhere in Karachi.

Brother went upstairs.

▪ **Adverb of Time**

These adverbs describe about the time of action. e.g. then, now, tomorrow, soon, tonight, yesterday, today, again, early.

Examples:

I will purchase a mobile phone tomorrow.

My guests came yesterday.

Do your homework now.

We are still waiting for our mother.

They woke up early in the morning.

▪ Adverb of Frequency

Adverbs of frequency describe how many times the action occurs or occurred or will occur.

e.g. daily, sometimes, often, seldom, usually, frequently, always, ever, generally, rarely, monthly, yearly.

Examples:

- Hayyan and Ali go to school daily.
- Sarah never smokes.
- He is always late for class.
- They always work in time.
- Barking dogs seldom bite.
- The employees are paid monthly.
- We go to the cinema every month.

Exercise 5

Complete these sentences with hardly + any/ anything/ anywhere/ anyone/ ever.

Example:

1. I will have to go shopping. We have got hardly any food.
2. I listen to the radio a lot, but Iwatch television.
3. The weather was good during our holiday. There was..... rain.
4. He is not very popular. likes him.
5. It is crowded in here. There is to sit down.
6. We used to be good friends, but we see each other now.
7. I hate this town. There is to do and to go.
8. I enjoyed driving this morning. There was traffic.

9. How much money has you got?' '..... money'
10. The examination results were very bad. passed.
11. She ate because she did not feel hungry.

LISTENING

Exercise 6

Listen to dialogue from the video and then complete the missing sentences from the dialogue!

- Nurul : Hi, Yolanda. How Are you ?
- Yolanda : Oh, Hi I am Fine. I Heard you.....congratulations.
- Nurul : Yeah, Thank you. I am
- Yolanda : When Medan ?
- Nurul : I 2018.
- Yolanda : Wah, good luck Nurul.
- Yolanda has go and nurul meet with maya in garden*
- Maya : Hello nurul, what are you doing ?
- Nurul : Hmmmm. I'm Medan.
- Maya : Wow, have you passed the test of university of Medan?
- Nurul : I have past, and I will collaged in August 2018.
- Maya : What direction will you take ?
- Nurul : I
- Maya : Hmm... you know, in the lecturewhat do you like.
- Nurul : I'm, I really like singing.
- Maya : Can I hear your voice?
- Nurul : Oh, of course
- Maya : Wow, I think you

- Nurul : Thank you Maya
- Maya : Hmm.. I haveNurul.
- Nurul : Ok , be careful Maya see you later.
- Yolanda : Hello Maya, where will you go ?
- Maya : I will go to market., than what will you do?
- Yolanda : I will
- Maya : Wahhh, work as what ?
- Yolanda : I work as
- Maya : Congratulation Yolanda, good luck for your job.

SPEAKING

Ask students to create a group of 2 people to practice the following conversation

- Marcell : Excuse me, can you help me?
- Rudi : Yes, Sir. How can I help you?
- Marcell : My name is Marcell. I would like to visit my friend. But I think I got wrong direction.
- Rudi : My friend's address, Sir If I may know, what's your friend?
- Marcell : This is his address. He lives in Medan City Residence.
- Rudi : Well, that place is not at this street Sir. You went to the wrong street.
- Marcell : Hmmm... Could you show me how to get there?
- Rudi : Sure, Mr. Brown. I know that street. I will give you the direction to get there.
- Marcell : Thank you so much. You are so kind. What's your name?
- Rudi : My name is Rudi.

- Marcell : Alright Rudi, please tell me how to get there.
- Rudi : Ok Sir. I'll give you some clues to find that place.
- Marcell : Okay, I will listen to you carefully.
- Rudi : Alright. First, you have to go along this street. Then, you will find a T-Junction. It's about 1 km. Next, you have to turn left on Orchid Street. Do you get it Sir?
- Marcell : Yeah, I think. So, I have to go along about 1 km. Then I will find T-Junction and after that I have to turn left. Am I right?
- Rudi : That's right Mr. Brown.
- Marcell : So, Is the place around there?
- Rudi : Yes. After turn left you have to find the Bank on the left side of the road. Then, look at the right. You will see Denpasar City Residence. It is across the bank and between the restaurant and the post office.
- Marcell : Got it. So after turn left from the T-Junction I have to find the Bank and the place is across it.
- Rudi : Yes Mr. Brown. It is not difficult to find that place.
- Marcell : Alright Rudi. Thank you so much for your help.
- Rudi : That's not a big deal Sir. I'm glad to help you.
- Marcell : Yeah Rudi, thanks. I will go now then. Nice to meet you.
- Rudi : Be careful Sir. Nice to meet you too.

Exercise 7

Listen to the dialogue above and Complete the conversation!

- Marcell : Excuse me, can you?
- Rudi : Yes, Sir. How can you?

- Marcell : My name Marcell. I would like to visit my friend. But I think I got wrong direction
- Rudi : My friend's address, Sir If I may know, what's friend?
- Marcell : This is address. He lives in Medan City Residence.
- Rudi : Well, that place is not at this street Sir. You went to the wrong street.
- Marcell : Could you show me how to get?
- Rudi : Alright. First, you have to go along this street. Then, you will find a T-Junction. It's about 1 km. Next, you have to turn left on Orchid Street. Do you get it Sir.
- Marcell : Goodbye.

READING

Reading 1

THE STUDENTS IN MY ENGLISH CLASS

The students in my English class are very interesting. Henry is Chinese. He's from Shanghai. Natasha is Russian. She's from Leningrad. Mr and Mrs. Ramirez are Puerto Rican. They're from San Juan. George is Greek, he's from Athens. Nicole is French. She's from Paris Mr. And Mrs. Sato are Japanese. They're from Tokyo. My friend Maria and I are Mexican. We're from Mexico City. Yes, the students in my English class are very interesting. We're from many different countries and we're friends.



(The picture taken from www.friendshipcircle.org/blog)

Exercise 8

Answer the questions based on the text above!

1. How about is the situations in English class?
 - a. very interesting
 - b. very bored
 - c. very silent
 - d. very attractive
2. What is the meaning tell us from the text?
 - a. Situations class
 - b. The country of people
 - c. Typical of people
 - d. The culture
3. Who is that from Athens?
 - a. Mr and Mrs Sato
 - b. Mr and Mrs Ramirez
 - c. George
 - d. Nicole
4. What does the text tell us about?
 - a. Situations of English Class
 - b. The countries of people
 - c. Relationship in English Class
 - d. The students in English Class
5. Where's Nicole from?
 - a. Tokyo
 - b. Mexico
 - c. French
 - d. Russian

Reading 2

Read the following text!

“Kinara’s birthday party”



(The picture taken from <http://bp-guide.id//AXgJYaea>)

One day Kinara make a birthday party. The birthday party was attended by Kinara’s school friends. Friends who invited by kinara is 20 people. 17 friends already present at the birthday party, but there are 3 other friends who have not been present. The Third Kinara’s friends who have not been present is Sakti, Ani, and Ito. Because they have not arrived, Kinara’s mother call each their mother.

The first Kinara’s mother call Ito’s mother, Kinara’s mother asked where is he?, why he not yet arrived in Kinara’s birthday party?. Ito’s mother answer he is in the hospital, because ito fall in the bathroom. Then Kinara’s mother said “ I hope Ito get well Soon.”

Then Kinara’s mother call sakti’s mother, Kinara’s mother asked where is sakti?, why he not yet arrived in Kinara’s birthday party? Sakti’s mother answer he is in swimming pool, he is forget about Kinara’s birthday party, i’m say sorry. Then Kinara’s mother said : “Ok, not problem”

The last Kinara’s mother call Ani’s mother, Kinara’s mother asked where is Ani?, why he not yet arrived in Kinara’s birthday party? Ani’s mother answer she is in the street, Ani is on the way to Kinara’s birthday party, I say sorry, because

the street very crowded with primary school parade. Then Kinara's mother said : "Ok, we will wait you."

Finally Ani arrived, and Kinara's birthday party begin at 10.00 a.m. But both Kinara's friends can not attend birthday party.

Exercise 9

Answer the questions based on the text above!

1. What is the text talk about ?
 - a. Ito's accident
 - b. Kanaya's birthday
 - c. Sakti's mother
 - d. Kinara's birthday party
2. How many friends who invited by Kinara?
 - a. 20 people
 - b. 3 people
 - c. 17 people
 - d. All of people in Kinara's class
3. How many friends already come to Kinara's birthday party?
 - a. 3 people
 - b. 17 people
 - c. 71 people
 - d. 20 people
4. Who is the Kinara's friend who have not been present?
 - a. Dania, Ani, Ito
 - b. Ibra, Arif, Ani
 - c. Arif, Ani, Ito
 - d. Sakti, Ito, Ani
5. What is the reason who make Ito not come to Kinara's birthday party?
 - a. Ito fall in the swimming pool
 - b. Ito fall in the bathroom
 - c. Ito fall in the bedroom
 - d. Ito fall in the living room
6. Does Ani come to Kinara's birthday party?
7. Why is Ani come late to Kinara's birthday party?
8. What is the reason who make Sakti not come to Kinara's birthday party?
9. Does Kinara's mother angry with Sakti?
10. What is time the Kinara's birthday party begin?

WRITING

ANALYTICAL EXPOSITION**❖ Definition of Analytical Exposition**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it. the definition of Analytical Exposition can be understood as a text that tries to provide a comprehensive explanation of a problem by displaying the opinions that support it carefully.

Referring to the purpose of analytical exposition, this does not mean that analytical exposition text contains only one argument, but contains various arguments that have the same purpose.

❖ Generic Structure of Analytical Exposition

1. Thesis: Introducing the topic and indicating the writer's point of view.
2. Argument : Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
3. Reiteration: Restating the writer's point of view / to strengthen the thesis.
4. We can use the following phrase to make conclusion in reiteration :
 From the fact above ...
 I personally believe ...
 Therefore, my conclusion is ...
 In conclusion ...

❖ The Characteristics / Language Feature of Analytical Exposition Text:

- Using relational process
- Using internal conjunction
- Using causal conjunction
- Using Simple Present Tense
- Using compound and complex sentence.

– Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

The example of Analytical Exposition

Cars Should be Banned

Thesis

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Argument 1

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Argument 2

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Argument 3

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

Reiteration

In conclusion, cars should be banned from the city for the reason listed.

Exercise 10

Create your own Analytical Exposition text and don't forget to use Adjective, Nouns, Verbs and Adverb in your writing.

The logo for Unit 3 features the text "UNIT 3" in a bold, black, sans-serif font. The text is enclosed within a stylized, grey, oval-shaped graphic that has a thick, dark grey border on the right side and a thin, light grey border on the left side, resembling a speech bubble or a stylized letter 'C'.

UNIT 3

TO BE: YES/NO QUESTIONS SHORT ANSWER, POSSESSIVE NOUNS

STANDARD COMPETENCE

Using *To Be: Yes/No Questions, Short Answer, Possessive Nouns* in daily conversations; asking or reporting the information, explaining, greeting someone, expressing discontent and sympathy.

INDICATOR

Can use *To Be: Yes/No Questions, Short Answers, Possessive Nouns* in everyday conversations appropriately and contextually.

REALITY/CONTEXT

To Be: Yes / No Questions, Short Answers, Possessive Nouns are used to inquire as well as information, explain, greet someone, express dissatisfaction and sympathy. For that students are required to be able to use *To Be: Yes / No Questions, Short Answers, Possessive Nouns* appropriately and contextually.

MATERIAL OF LEARNING

Possessive nouns are nouns that show ownership or possession. Normally these words would be a singular or plural noun, but in the possessive form they are used as adjectives to modify another a noun or pronoun.

NOUN

The noun has two forms:

1. **Concrete Noun.**

Tangible nouns can be seen and touched.

Examples: Richard (name of person); man (person); Surabaya (name of city); gold; table; iron; etc.

2. **Abstract Noun.**

Intangible nouns can not be seen, or touched but can be imagined.

Examples: wisdom; happiness; wealth; life; friendship; faith; etc.

There are 4 types of Concrete Noun:

1. **Proper Noun**

The noun preceded by a capital letter is the name. People's names, cities, countries, schools, companies, and other place names.

Examples: Nani; Ratna; Surabaya; Tokyo; Amerika; Airlangga University; Coca Cola; etc.

2. **Common Noun**

Common nouns or regular nouns.

examples: Lisa; Renty; Jakarta; Tokyo; Amerika; Airlangga University; Coca Cola; etc

3. **Material Noun – Noun consists of Raw Materials (Standard Materials)**

Nouns derived from mining and other raw materials.

Examples: gold, paint, silver, oil, etc.

4. **Collective Noun**

A noun consisting in the form of a collection.

Examples: crowd; division; class; flet; cattle; parliament; etc.

Nomina Possesif (Possessive Noun) And The Apostrophe

We form a possessive noun by using the apostrophe and a noun.

(a) We use the apostrophe s ('s) for singular nouns.**Usage Practice:**

The boy's sister Mary's necklace

The cat's paw Eddie's bicycle

The lady's purse Fanny's uncle

NOTE: For singular nouns that end with an 's' sound the modern usage is to add an apostrophe only

Usage Practice:

A waitress' job conscience' sake

Justice' sake James' book

An actress' role

(b) For compound word we use the apostrophe s ('s).**Usage Practice:**

Bridegroom's suit parents in-law's house

Lord Mayor's office Commander-in Chief's papers

Police Inspector's order Somebody else's mistakes.

(c) For Plural nouns not ending in 's', we add the apostrophe s.**Usage Practice:**

Children's toy womans' dresses

Policeman's parade Commander-in chief's paper's

Men's shirt Somebody else's mistakes

- (d) For Plural nouns ending in 's', we use only the apostrophe.**

Usage Practice:

The boys' catapult

The browns' house

The bridesmaids' dresses

The Wilsons' garden

- (e) We use the apostrophe s ('s') for any figure or letter that can stand by itself.**

Usage Practice:

You must mind your p's and q's

The three R's should be taught to every child

Your 3's look like 8's

- (f) We do not use the apostrophe for inanimate objects. Instead we use the possessive 'of'.**

Usage Practice:

The branches of the tree

the pages of the book

The legs of the chair

the keys of the piano

The leaves of the plant

the pedals of the bicycle

- (g) However, we do use the apostrophe in certain expressions involving time and quantity and certain idiomatic expressions.**

Usage Practice:

An hour's delay

A dollar's worth

Two weeks' leave

in harm's way

Yesterday's paper

at my wits' end

(h) We can also use the apostrophe for inanimate objects that are one of a kind.

Usage Practice:

The sun's heat

The law's way

The moon's shadow

The earth's origin

The planet's orbit

The rainbow's pot of gold

Exercise 1

Add the apostrophe ('), the apostrophe s ('s) or 'of ' to the following.

Your sister – dress

: your sister's dress

The table – legs

: legs of the table

1. The lizards - tails
2. The lioness- cubs
3. The pen - the cover
4. The plant - flowers
5. Richard - watch
6. The book - the pages
7. The flies - hairy legs
8. No one else - place
9. The computer – game
10. My drawing – stars

Exercise 2

Use the possessive form of nouns that are italicized to complete the sentence.

1. *Student* One student asked several questions. I answered the _____ questions.
2. *Student* Many students had questions after the lecture. I answered the _____ questions.

3. *Daughter* We have one child, a girl. Our _____ bedroom is right next to ours.
4. *Man* Keith is a _____ name.
5. *People* It's important to be sensitive to other _____ feelings.

Comparing things

One Syllable	Two Syllable	Other Syllable
-er/-est	-es/-est	More-/most-

<p>Which Television should we buy?</p> <p>I need a new bag.</p> <p>I like the black shirt.</p> <p>Why Jacky can easily reach the ball?</p> <p>Who is he?</p> <p>What do you like when its weekend?</p> <p>I just want a gold jewelry.</p> <p>This novel really thouched my heart.</p>	<p>One Syllable:</p> <ul style="list-style-type: none"> - This one si bigger, but it is also more expensive. - I think the white one is better. But the red one is the best. - Jacky is the tallest of the four his friends. <p>Two Syllable:</p> <ul style="list-style-type: none"> - He was the cleaverest thief of all than others. - I am happier playing internet than to go from house. <p>Other Syllable:</p> <ul style="list-style-type: none"> - Gold is the most precious of all metals - This is the more interesting book I have ever read than others
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LISTENING

Exercise 3

Listen to dialogue from the video and then complete the missing sentences from the dialogue!

Royndah : Hi, what about you?

Wydyda : I'm fine. And you?

Royndah : I'm very nice.!

Wydyda : Ok, a Math book.

Royndah : Ok.?

Widyda : Yes it is

Royndah : Thank you

Royndah : You're welcome. See you.

Widyda : Ok, See you too.

(After out of the class, the writer and Siska go to the Library)

Rina : Hey Royndah

Royndah : Oh, Hi Rina.?

Rina : I'm very nice. Ok, see you again.

Royndah : Oh, (smile)

(After Rina go)

Widyda : Do you know her?

Royndah : Yes, I do.

Widyda : Oh, I see. (siska hold a Sains book)?

Royndah : Oh, this?

Widyda : Oh, Ok.

Royndah : If you finish,

Widyda : Ok. Let's.

SPEAKING

Practice the dialog below in front of the class with your partner!

A : Is today a bit colder than yesterday?
B : Today is much colder than yesterday.
A : Today the weather is very hot.
B : Yes. It's hotter than yesterday.
A : Is Europe hotter than here?
B : Here is perhaps a little hotter than England.
A : Is the Europe winter cold?
B : The Europe winter is very cold.

Read the dialog below and then answer the questions!

ELENA : Whose wallet is this?

SUSAN : Let me see. I think it is Linda's.

ELENA : Is it not yours? You have a picture inside.

SUSAN : No, it isn't mine. But I gave her one of her pictures.

ELENA : Oh, yes! It is hers. It belongs to our special friend.

SUSAN : Come, let us drop by her house and return this to her.

Exercise 4**QUESTIONS:**

1. Who found the wallet?
2. Whose wallet was it?
3. Did the two friends return the wallet?
4. Where they take the wallet?

5. If you were Elena and Susan, would you also return the wallet? Why? Why not?

READING

Reading 1

A Letter From Toby

3rd December 2016

Hilltop Cattle Station
Flinder Highway
Normanton Q' Id 4870
Australia

Dear Bill

I am having a great holiday in Australia. I have been here for three weeks now and there are so many interesting things to do. We are staying in uncles Sam's farmhouse. It is very huge. It takes us two hours to drive from one end to the other end of the farm.

The farmhouse is a very big two-storey building with a wide verandah all around it. In the afternoons, we sit in the cool verandah to drink tea and rest. The weather here is rather hot, and there is no air-conditioning. There is no telephone here.

There are many interesting things to do at the farm. I have learnt to ride a motorbike. I fell off the motorbike on the second day because I was going too fast. It was good thing I had my helmet and long jeans on. It didn't hurt very much.

Yesterday, I was taken up in a helicopter to muster the cattle. Mustering means bringing all the cattle together in one group and making them walk in one direction to fenced areas. Tomorrow, I will be going to the market to watch Uncle Sam sell some cattle.

Last week, we travelled a long distance to check on the cattle. We decide to camp outdoors overnight as it was too late to return to the house. We didn't use a tent. We just slept in the open fields. It was very dark in the fields because there were no lights. There were lots of stars in the night sky and it was really fascinating. It was a little scary sleeping out in the open fields because I was scared of snakes and scorpions. However, it was really a good experience.

As you can see, my days are very busy. I will have lots of photographs and stories for you when I get home.

Your best friend

Toby

Exercise 5

Answer these questions:

1. Why do people write the date on a letter?
2. How long Toby living in Australia?
3. What would Toby have learnt from his holiday in Australia?
4. If you were Bill, which of the activities described by Toby would interest you most? Why?
5. How about the weather in Australia?

Reading 2

Sidney, 1st March 2017

Dear Ethel

Hi Ethel, how are you my friend? I hope you and your family are always fine. How about your holiday? Is it fantastic? Oh yeah I want to tell you about my experience when my family go for holiday.

The restaurants here are expensive, and the food isn't very good. In fact,

Ralph is at the doctor's office right now. He's having problems with his stomach.

All the other hotels here are beautiful and new. Our hotel is ugly, and it's very, very old. In fact, right now a repairman is fixing the toilet.

As you can see. Mother, we're having a few problems here at Studge Beach, but were happy to be together.

You know? My days are very busy. I will have lots of photographs and stories for you when I get home. Hope to see you soon.

Love,

Ethel

Exercise 6

Base on the letter above mark the statements below True or False

- | | |
|--|--------------|
| 1. The weather is beautiful | True - False |
| 2. The children are swimming | True – False |
| 3. Their hotel is old | True – False |
| 4. A repairman is fixing the window | True – False |
| 5. Ethel is watching the cats and dogs | True – False |

Exercise 7

After you read the letters above, creat your own letter about your holiday like the examples above!

WRITING

HORTATORY EXPOSITION**DEFINITION**

It is a kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be the case. The difference of analytical and hortatory exposition is on the term of its generic structure in the last part that is called as reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer's opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented arguments. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation. Some examples of hortatory exposition are: Editorial, letter to the editor, and letter to a politician.

GENERIC STRUCTURE

1. **An Introductory Statement :** It consists of the author's point of view (thesis), preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. **A series of arguments to convince the audience:** This part is Significant to support about the thesis. Therefore, it needs some requirements. They are explained as follow;
 - A new paragraph is used for each argument
 - Each new paragraph begins with topic sentence
 - After topic sentence comes the details to support the arguments
 - Emotive words are used to persuade the audience into believing the author.
3. **Recommendation:** statement of what should or should not happen or be done based on the given arguments.

LANGUAGE FEATURES

Common grammatical patterns in hortatory exposition include:

1. Abstract nouns, e.g. culture, etc.
2. Action verbs, e.g. value, etc.
3. Connectives, e.g. first, second, etc.
4. Modal auxiliaries: Should, ought to, had better

The example of Hortatory Exposition**Corruption*****Thesis***

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Argument 1

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Exercise 8

Create your own Hortatory Exposition text and don't forget to use To be: Possessive Nouns in your writing.

The logo for Unit 4 features the text "UNIT 4" in a bold, black, sans-serif font. The text is enclosed within a stylized, grey, oval-shaped frame that has a thick, black, curved line on its right side, resembling a speech bubble or a stylized letter 'U'.

UNIT 4

PREPOSITION THERE IS/ THERE ARE, SINGULAR/ PLURAL: INTRODUCTION

STANDARD COMPETENCE

Using the preposition, *There Is / There Are, and Singular / Plural* in everyday conversations; questioning and explaining location, taking care, ensuring information, asking and reporting information.

INDICATOR

Be able to use prepositions, *There Is / There Are, and Singular / Plural* in everyday conversations appropriately in context.

REALITY/CONTEXT

Prepositions, There Is / There Are, and Singular / Plural are used to inquire and explain location, take care, ensure information, inquire and report information. For that students are required to be able to use *Prepositions, There Is / There Are, and Singular / Plural* appropriately, in context.

MATERIAL OF LEARNING

Preposition

Preposition may appear in the form of a word or wording. As a single preposition word is often used as another part. Study the examples below:

Prepositions	Adjective
1. She was sitting next (to) you. 2. He ran round the corner of the house.	1. The next house is his. 2. A ball is round .

Prepositions	Adjective
1. He came after me 2. I climbed up the mountain	1. He entered the hospital on Monday and died three days after . 2. When we heard the airplane coming we looked up .

Preposition	Adjective
No one would think of it but me.	I went home but he stayed.

The relationship of a preposition to a word preceding it in a sentence, perhaps with adjective, noun, or verb.

The examples:

With **Adjective** : afraid of, angry with, full of, famous for familiar with, different from.

With **Noun** : arrival at, combination with, co-operation with.

With **Verb** : agree to, ask for, believe in, buy from, borrow from, compare with, deal with, decide on, depend on.

How to use and examples in the sentence:

1. **ABOUT**

What **about** her?

I told her **about** the accident

He'll see me **about** five o'clock in the afternoon

He looked **about** him, but he didn't see anything

2. **AFTER**

I am named **after** my grandfather

He will leave **after** dinner

3. **AGAINST**

There is rebellion in the country **against** the government

The children may not throw the ball **against** the wall

4. **AT**

She is **at** home now

I live **at** 80 Jl. Rajawali

5. **BETWEEN**

its weight **between** five and six kilograms.

6. **BY**

I know him **by** name only.

The book is **by** Agatha Christie.

The garden size is fifteen **by** thirty feet.

Are they paid by the week or **by** the month?

7. **FOR**

This bag is **for** you

8. **FROM**

Study **from** afternoon till night

9. **IN**

We lived **in** the twentieth century

10. **INTO**

He ran **into** the class

11. **ON**

The book is **on** the table

12. **TO**

“A happy Birth Day **to** you!”

13. **WITH**

I shot the snake **with** a gun

14. **OF**

I enjoy stories **of** the film

Preposition + Noun

In disguise

By bus/ car

From somebody

Out of pity

On lease

At the top

Over somebody

Among the people

Round the town

To a place

Off the ground

For long

Behind the house

Below the surface

Above water

Within an hour

Around the world

Beneath the ladder

Through the door

Within hearing

Beside somebody

Between the two

Along the road

Without effort

Under cultivation

With ease

Over an object

Towards evening

Beyond the hill

About somebody

Verb + Preposition + Object

Indulge in eating	Bound by his word
Invest in a business	Abide by the rules

Assist in the work	Travel by car, etc.
Run in the race	Clean out something
Pass by (a place)	Run out of fuel

Fill in the blanks with appropriate prepositions

The young man ... the grey suit walking ... the store seems to be looking ... someone.

The young man in the grey suit walking about the store seems to be looking for someone.

1. He started work ... six ... the morning and continued right up ... five ... the evening.
2. Those who were ... the motion gathered ... the room to talk ... the topic. They talked ... great length but arrived ... no conclusion.
3. There's a 'NO ENTRANCE' sign pinned ... the door. If you go in ... permission, you'll get ... trouble.
4. He has just written a book ... the growing ... plants ... the tropics. He draws most ... his information ... reliable sources.
5. That man who was walking unsteadily ... the road was ... the influence ... alcohol. The children who were playing ... the roadside ran ... their mothers ...the sight ... him.

Adjective + Preposition

Specific **in** something

Adept **in** carving

Brilliant **in** something

Superior **to** someone

Successful **in** his work

Prone **to** illness

Flawless **in** writing

Blind **to** a person's faults

Abundant **in** fruit

Noun + Preposition

Specialist in	Insight into
Expert in/at	Intrusion into
Lesson in	Speech on
Experience in	Advice on
Confidence in	Accent on
Entry in (to)	Influence on/over/with
Error in	Outlook on
Superiority in/over	Agreement with/on

Exercise 2

Although the water-level was raising rapidly and the children were already waist-deep ... water, they were not unduly alarmed ... it. They continued ... their game, unaware ... the danger that they were ...

Although the water-level was raising rapidly and the children were already waist-deep **in** water, they were not unduly alarmed **about** it. They continued **with** their game, unaware **of** the danger that they were **in**.

1. Those who are afflicted ... leprosy are sent ... leprosariums where they are put ... the care ... doctors who are skilled ... coping ... this disease.
2. The dessert is barren ... vegetation but, ... the search ... more land, man is finding means ... turning it ... cultivable land.
3. That man died ... the war, leaving ... him six children. They are now being taken care ..., ... welfare associations.
4. It is characteristics ... him to help those who are ... need. His concern ... the welfare ... the poor has won him a lot of popularity.
5. There is no cause ... worry; help is ... the way. We will be rescued ... a short while.

Prepositional Phrases (Preposition + Noun + Preposition)

In command of

At the mercy of

With respect to

By reason of

For the good of

Under the eye of

Without reference to

Out of patience with

On the basis of

Exercise 3

Construct sentences with the following expressions.

To memory

He committed this passage **to memory**

1. In connection with
2. Out of keeping with
3. Prior to
4. Convulsed with
5. According to
6. Entitled to
7. Allowance for
8. In accordance with
9. In the event of
10. Without avail

Idiomatic Usage Of Prepositions

Prepositions are so frequently used that they have acquired idiomatic usage.

VERB + PREPOSITION/ ADVERBIAL PARTICLE

Act up to (behave accordingly)

Back out (withdraw)

Bear away (carry away)

Be up to (be capable of)

Hook in (register)

Call for (demand)

Carry away (cause to lose self-control)

Exercise 4

He is getting ..., ... years and is banking ... his children to support him.

He is getting **on in** years and is banking **on** his children to support him.

1. She is asking ... trouble if she goes on behaving like that.
2. "My friends will hear me ... in all that I have said," the accused told the judge.
3. The committee picked ... a man who would be looked ..., ... by the workers.
4. Do not be cut ... by their disagreement; it will soon blow ...
5. The philanthropist made ... a large estate to the orphanage. He also laid ... a huge sum of money for its upkeep.

Prepositions: Idiomatic Usage

Read into (interpret)

Reckon up (form an opinion)

Rope in (persuade to join)

Round off (finish suitably)

Round on (turn upon in anger)

Rub along (live quietly)

Rule out (exclude; cancel)

Run away with (accept readily)

Sit up (take sudden notice)

Size up (estimate)

Skim through (glance through)

Exercise 5

She is always standing ... , ... her younger brother.

She is always standing **up for** her younger brother.

1. In the museum, we tagged ... a guide who explained the history of the exhibits to us.
2. He is struck paralysis and is being taken care ... by his wife and children.
3. Reading ... the lines, I knew that my brother had run ... debt. If my father knew he would tell him ... properly.
4. We are not such fools that we can't see ... her plan. We can read more ... her actions than she thinks we can.
5. We shall win if we all stand ... one another. We may even win ... more supporters to our side.

Singular and Plural

Countless nouns can be divided into two parts:

Singular (Nouns with number one)

Examples : a book
 a table
 an apple

Plural (nouns with more than one / plural number)

Examples: some boxes
 A lot of mice
 Many men

How to form a singular noun into plural noun:

By adding s behind a single word

Examples:	door	-	doors
	school	-	schools
	house	-	houses

By adding es if the single noun ends with the letter: **s, x, sh, ch, o** preceded by a dead letter

Examples :	class	-	classess
	box	-	boxes
	brush	-	brushes
	Church	-	churches
	Hero	-	heroes

Unless the words below are only added s only

Examples :	radio	-	radios
	Photo	-	photos
	Piano	-	pianos
	Folio	-	folios

By converting y into ies when y is preceded by a dead letter

Examples :	baby	-	babies
	City	-	cities
	Fly	-	flies

But

	Boy	-	boys
	Key	-	keys
	Play	-	plays

By changing f or fe to ves

Examples :	calf	-	calves
	Wolf	-	wolves

Knife - knives

Exceptions :

Chief - chiefs

Cliff - cliffs

Roof - roofs

By adding to the word.

Commander in chief - commanders in chief

Daughter in law - daughters in law

Boy friend - boy friends

Irregular Plural

Example: Man - Men

Foot - Feet

Always Plural:

Trousers Spectacles

Scissors

Clothes

LISTENING

Exercise 6

Listen to dialogue from Salma and Sania and then complete the missing sentences from the dialogue!

Salma : Hello Son, where are you ?

Sonia : Hi Sal,, why ?

Salma : Today, house.

Sonia : Oh yeah.. I remember. o'clock.

Salma : Oh oke, but do you know where Wiwid's house ?

Sonia : I don't know,, where is her address?

Salma : Ok Son.

Sonia : Ok, I will be waiting for you here.

Salma : Bye son, see you

Sonia : See you.

After arrive at sonia's house

Salma : Sonia... Sonia...

sonia : oke wait. Hi Salma

Salma : Hi Sonia, are you ready ?

Sonia : Yeah.. let's go !!

Salma : Sonia, ?

Sonia : Yup, I know. Follow me !!

Salma : Ok.

In the middle of the street

Salma :

Sonia : Yeah, I think so.

Salma : Let's ask someone!

Sonia : Ok,

Salma : Excuse me miss.

Yulia (as a pedestrians) : Yeah, ?

Sonia : (show her handphone)

Yulia (as a pedestrians) : Oh the address is near from here turn to the right and hold the second one on the right is this address.

Salma : Oke, thank you miss.

Yulia (as a pedestrians) : You're welcome

Sonia : Let's go Sal!

Finally they found wiwid's house. After arrive at wiwid's house

Salma sonia : (tok tok tok) Wiwid.. Wiwid..

Widya : wait.. !

Salma & sonia : Hi wid

Widya : Hi son, sal..!

Wiwid : Hmm.. today

Salma : Yeah.. that's right !!

Widya : Please, get the book on my bag.

Salma : ?

Widya : On my table

Salma : Oh ok!

Sonia : ?

Widya : In the cabinets Son

Sonia : Ok!

After a few minutes later

Widya : Wait, I want to call Yulia

Sonia : Ok

Yulia : Hello Wid!

Widya : Hi Yulia, ?

Yulia : Hi wid, I am still at my home.

Widya : Sonia and Salma have been here.

Yulia : Ok,

Widya : See you

Yulia : See you

SPEAKING

Read the story below and speak a load in front of the class

Do You Call That a Hat?

‘Do you call that a hat?’ I said to my wife. ‘You needn’t be so rude about it,’ my wife answered as she looked at herself in the mirror.

I sat down on one of those modern chairs with holes in it and waited. We had been in the hat shop for half an hour and my wife was still in front of the mirror.

‘We mustn’t buy things we don’t need,’ I remarked suddenly. I regretted saying it almost at once. ‘You needn’t have said that,’ my wife answered. ‘I regretted saying it almost at once.’

‘You needn’t have said that,’ my wife answered. ‘I need not remind you of that terrible tie you bought yesterday.’ ‘I find it beautiful,’ I said. ‘A man can never have too many ties.’

‘And a woman can’t have too many hats,’ she answered. Ten minutes later we walked out of the shop together. My wife was wearing a hat that looked like a lighthouse!

Exercise 7

Answer these questions below based on the text above!

1. Was the writer’s wife trying on a hat or not? Did he like it or not?
2. Did he sit down or not? Did he wait for her or did he leave the shop?
3. Did they begin arguing again or not?
4. What had he bought the day before? Did his wife like it or not?
5. Did his wife use exactly the same argument or not? Did she buy the hat or not?

READING

Reading 1

THE NEW SHOPPING MALL

Everybody in Brewster is talking about the city’s new shopping mall. The mall is outside the city, next to the Brewster airport. There are more than one hundred stores in the mall.

There are two big department stores. There are many clothing stores for men, women, and children. There’s a very big toy store. There are two shoe stores, two drug stores, and four restaurants. There’s even a movie theater.

Almost all the people in Brewster are happy that their city’s new shopping mall is now open. But some people aren’t happy. The owners of small stores in the old center of town are very upset. They’re upset because there aren’t many people shopping in their stores in the center of town. They’re all shopping at the new mall.

Exercise 8

1. Everybody in Brewster is
 - a. At the airport
 - b. Outside the city
 - c. Talking about the mall
 - d. Talking about the city's new apartment stores
2. How many stores in the mall
 - a. More than ne hundred stores
 - b. Two stores
 - c. Four stores
 - d. One store
3. The store owners in the center of town are upset because
 - a. People aren't shopping in their stores
 - b. People aren't shopping at the mall
 - c. They're very old
 - d. The mall can't ready to open
4. Where's the new shopping mall?
 - a. The city Brewster
 - b. Center of town Brewster
 - c. Near of the airport Brewster
 - d. Away from the city Brewster
5. Why many some people aren't happy for the city's new shopping mall?
 - a. The owners of small stores in the old center
 - b. They're upset because there aren't many people shopping
 - c. They're all shopping at the new mall.
 - d. There's even a movie theater

Reading 2**JANE'S APARTMENT BUILDING**

Jane's apartment building is in the center of town. Jane is very happy there because the building is in a very convenient place.

Across from the building, there's a Laundromat, a bank, and a post office. Next to the building, there's a drug store and restaurant. Around the corner from the building, there are two gas stations.

There's a lot of noise near Jane's apartment building. There are a lot of cars on the street, and there are a lot of people walking on the sidewalk all day and all night.

Jane isn't very upset about the noise, though. Her building is in the center of town. It's very busy place, but for Jane, it's very convenient place to live.

Exercise 9

1. Where's Jane's apartment building ?
 - a. The center of town
 - b. Near of town
 - c. Away from the center of town
 - d. Outside the city
2. What's Jane's feeling is ?
 - a. Very upset
 - b. Very frusted
 - c. Very happy
 - d. Strasted
3. Why is Jane happy there ?
 - a. There a lot of noise near Jane's building
 - b. The building is in a very convenient place
 - c. Her's can easy going
 - d. The building is in the center of town
4. What are some building across Jane's apartment?

- a. a market, a post office and a studio
 - b. Police Office, Station and Fish market
 - c. a Laundromat, a bank and a post office
 - d. a laundry, a bank and a market
5. What are the situation around Jane's apartment building?
- a. There's so quiet
 - b. There's a lot of criminal
 - c. There's no one living
 - d. There's a lot of noise

WRITING

EXPLANATION

Definition and purposes of Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

Generic structure of Explanation

- General statement; stating the phenomenon issues which are to be explained.
- Sequenced explanation; stating a series of steps which explain the phenomena.

Language Feature

- Featuring generic participant; sun, rain, etc
- Using chronological connection; to begin with, next, etc
- Using passive voice pattern
- Using simple present tense

The example of Explanation text

Making Paper from Woodchips

General statement

Woodchipping is a process used to obtain pulp and paper products from forest trees. The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe.

Sequence of explanation

Next the tops and branches of the trees are cut out and then the logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed.

Closing

Finally the pulp is rolled out to make paper.

Exercise 10

Create your own *Explanation text* and use Prepositio There Is/There Are, Singular/Plural in your writing.

A graphic consisting of a thick black curved line that starts from the left, curves upwards and then downwards to the right, forming a shape that resembles a stylized '5' or a speech bubble. The text 'UNIT 5' is written in bold black capital letters inside this shape.

UNIT 5

SIMPLE PRESENT TENSE AND PRESENT CONTINUOUS TENSE

STANDARD COMPETENCE

Using *Simple Present Tense* and *Present Continuous Tense* in everyday conversation; asking or reporting information, asking someone's location, and notifying someone's location.

INDICATOR

Able to use *Simple Present Tense* and *Present Continuous Tense* appropriately in everyday conversations according to context.

REALITY/CONTEXT

Simple present tense and *Present Continuous Tense* are used to inquire and report information, to ask someone's location. For that, students are required to be able to use *Simple Present Tense* and *Present Continuous Tense* appropriately and in context.

MATERIAL OF LEARNING

Simple Present Tense

Simple Present tense is a form of the verb most commonly used in the English language, which is used to reveal the factual events and habitual, general or not general, instructs, or plan of schedule.

The pattern of Simple Present Tense:

(+) S + V I + (S/ES)

(-) S + DO/DOES + NOT + V I

(?) DO/DOES + S + V I

Examples:

1. (+) Father reads a news paper

(-) Father doesn't read a news paper

(?) Does father read a news paper?

Yes, he does/ No he doesn't

2. (+) Mother cooks rice

(-) Mother doesn't cook rice

(?) Does mother cook rice?

Yes, she doesn't/No she doesn't

The pattern for Nominal sentence:

(+) S+TO BE+ (NOUN, ADJ , ADV)

(-) S+TO BE+NOT+ (NOUN, ADJ, ADV)

(+) TO BE +S+NOT+ (NOUN, ADJ, ADV)

Examples:

1. (+) they are students
(-) they are not students
(?) Are they students?
Yes, they are/No, they are not
2. (+) she is beautiful
(-) she is not beautiful
(?) Is she beautiful?
Yes, she is/No, she isn't

Exercise 1

Chose the correct answer

1. She _____ her dog everyday
 - a. To feed
 - b. Feed
 - c. Feeds
 - d. Feeding
2. I _____ always _____ to the dentist
 - a. Do not, go
 - b. Does not, go
 - c. Do not, went
 - d. Does not, went
3. When _____ you _____ a shower?
 - a. Do, took
 - b. Do, take
 - c. Do, taken
 - d. Do, taking
4. Q: Do you like to sing?
A: ...
 - a. Yes, I likes to sing
 - b. Yes, I like to sing
 - c. Yes, I am liking to sing
 - d. Yes, I liked to sing
5. Tom and I _____ _____ together.
 - a. Do surfing
 - b. Surf
 - c. Do surfs

- b. Don't surfing
d. Don't surf
6. I ___ breakfast every day at 7 AM
a. Eat
b. To eat
c. Ate
d. Eaten
7. Q: How do you go to school?
A: We ___ the bus to school
a. Rode
b. Ridden
c. Ride
d. Riding
8. Q: When do you do your homework?
A: ...
a. I have did my homework at 6 PM
b. I did my homework at 6 PM
c. I do my homework at 6 PM
d. I am doing my homework at 6 PM
9. Q: Do you enjoy playing in the park?
A: ...
a. No, I doesn't enjoy playing in the park
b. No, I no enjoy playing in the park
c. No, I don't enjoy playing in the park
d. No, I don't enjoys playing in the park
10. Q: Does he love his mother?
A: ...
a. He love his mother
b. He loves his mother
c. He to love his mother
d. He is loving his mother

Present Continuous Tense

Present continuous tense is a form stating the time of an event or on going event and finished in the present.

The pattern of Present Continuous tense:

(+) S+ TOBE + V ING
(-) S + TO BE + NOT + V ING
(?) TO BE + S + V ING

Examples:

- (+) Father is talking on the phone at present
(-) Father isn't talking on the phone at present
(?) Is father talking on the phone at present?
Yes, he is/No, he isn't
- (+) Dennis is repairing a car at the present
(-) Dennis isn't repairing a car at the present
(?) Is Dennis repairing a car at present?
Yes, he is/No, he isn't

The pattern for Nominal sentence:

(+) S+ TOBE + (NOUN, ADJ, ADV)
(-) S + TO BE + NOT + (NOUN, ADJ, ADV)
(?) TO BE + S + (NOUN, ADJ, ADV)

Examples:

1. (+) I am happy now

(-) I am not happy now

(?) Are you happy now?

Yes, I am are/No, I am aren't

2. (+) He is very sad at present

(-) He isn't sad at present

(?) Is he sad at present?

Yes, he is/No, he isn't

Verbs that can not be used in Present Continuous:

1. Verbs about feelings, such as: hear, feel, notice, observe, see, smell.
2. Verbs that express emotion, such as: appreciate, care, desire, fear, hate, like, dislike, love, mind, want.
3. Verbs of the mind, such as: agree, disagree, expect, forget, remember, know, mean, understand dan lain-lain.
4. Verbs that show belonging or possession, such as: belong, owe, posses, own.
5. Verb noun, except be and have in special use.

Description of time that is often used in the form of Present Continuous Tense, among others:

- Now
- At present
- This moment
- Right now
- Today
- This afternoon
- This morning

Exercise 2

Complete these sentences below

1. you looking my dictionary?
2. is driving the car in the street now.
3. They Andi. (wait)
4. I music now. (listen, not)
5. We playing football today.
6. I..... visiting my grandparents next weekend.
7. Jhon..... studying really hard for his exams this weeks.
8. You're a video right now.
9. Shewashing her t-shirt right now.
10. Hereading a book at the moment.

Talking About The Present

What is Ms. Chan doing?	She is writing a letter.	Oh. That's nice.
What is he doing?	He's playing hockey.	That's interesting.
What are you doing?	I'm reading a book.	Is it interesting?
Who is singing that song?	Frank (is).	Oh. It sounds good.
Who is washing the dishes?	The children are. I'm going to the library.	That's great. Okay. Have fun.
Where are you going now?		

LISTENING

Exercise 3

Listen to dialogue from Aisyah and Daniati and then complete the missing sentences from the dialogue!

- Aisyah : Hi Daniati, good evening
- Daniati : Hi Aisyah, how are you?
- Aisyah : I am fine, and you?
- Daniati : I am fine too.
- Aisyah : Daniati
- Daniati : And you?
- Aisyah : Not yet, How about we come to Vero's home to help us to answer the question?
- Daniati :
- Daniati : Knock... knock..... Vero..... Vero.....
- Vero : Who is that?
- Daniati :
- Vero : Hi Aisyah and Daniati
- Daniati : Hi Vero.
- Vero : Good evening too.?
- Aisyah : Oh, I am so sorry if we disturb you.?
- I'm not understand with this
- Daniati : Please Vero,
- Vero : Oh sure.Welcome to my room
- Aisyah : Thankyou so much Vero
- Vero : ?
- Aisyah : I'm not understand number 1.
- Daniati : Me too,
- Vero : Oh ok, let's we do guys.
- Aisyah : Ok, vero.
- Daniati : Let's do it.
- Vero : And then you can answer that question.
- Daniati : Oh ok, that so look easy.

- Aisyah : How about number 3?
- Vero : You understand what I mind?
- Aisyah : I'm understood. I think it's easy.
- Daniati : Vero, can I borrow your tape x?
- Vero : Oh sure, this
- Aisyah : Ok, I'm finish
- Daniati : Aisyah, can you help me about number 4,
- Aisyah : Of course, Let's we do it.
- Daniati : You are right, I find that answer
- Vero :? How about if we eat in KFC?
- Aisyah : Let's go...

SPEAKING

First Conversation

- Samy : Henry, you've forgotten to take your shoes off.
- Henry : Sorry! I'll leave them out on the verandah.
- Samy : No! you shouldn't even wear your shoes on the verandah.
The verandah is used for entertaining guests.
- Henry : Where do I leave my shoes?
- Samy : Down at the bottom of the steps where mine area.
- Henry : Right. I'll just leave them here.
- (Samy and Henry enter the house)*
- Samy : What is this huge package you have brought?
- Henry : My video camera. I've also brought a couple of cute stuffed toys as presents for your niece and nephew.
- Samy : That's nice. What are the toys?

Henry : Oh, a cute pig and fluffy dog.

Samy : You can't give them those.

Henry : What? Why not?

Samy : We are Muslims. Our religion considers pigs and dogs to be unclean animals.

(Henry looks embarrassed)

Henry : Oh, I'm sorry. Phew! I'm ready for a beer.

Samy : No. We're having fresh fruit juice today. It's better for you.

Henry : Oh, yes, Muslims do not consume alcohol.

Samy : Mostly, we will serve tea or coffee and fresh fruit after a meal.

Henry : Do we have to sit on the floor? I'm not really used to it.

Samy : You may as well practise. Besides, it's good exercise. It keeps your body supple.

Henry : Okay! Okay! I'll sit over here where I can lean against that chair.

Samy : Hold on!

Henry : What?

Samy : You shouldn't just walk in front of me without excusing yourself. Don't you have that custom back in Australia?

Henry : Yes, but not with friends.

Samy : It's very important custom in Malay houses. You should point your right hand down and bow slightly as you pass me.

Henry : Sorry... *(sit down)*

Samy : Let's look at the food I have served on the mat here for you. *(serves food)* There is only boiled rice on your plate. The meat and vegetable dishes are put in the centre to be shared.

Henry : Is that my spoon in the beef curry?

Samy : No. That's the serving spoon. You should put a little of the beef curry on your rice plate, then pick up the rice and curry with your right hand.

Samy : Yes. Let's eat. Tomorrow, my uncle will probably offer you a taste of every dish on the mat.

Henry : But I don't really like a spicy food. Medium hot, that's okay but not hot-hot.

Samy : You should not refuse anything. It is polite to accept some. You don't have to eat food you don't like but you should still accept a little when it is first offered.

Henry : And the rice?

Samy : Yes. You should finish your rice.

Henry : I wish I could relax and just enjoy this food. It smells so good. Is that duck?

Samy : No, it's chicken, have some.

Henry : Did your wife cook this?

Samy : Yes.

(Henry taste the chicken)

Henry : Delicious... where is she?

Samy : She is at the back of the house with her friends.

In strict Muslim households, the men and women eat separately.

Henry : Oh. So I will be eating with the men tomorrow?

Samy : Most likely. Hey! Scoop the food into your bent fingers and push it into your mouth with the back of your thumb. Don't get the food on the palm of your hand. Keep it in your fingers.

Henry : Oops! So I just use my fingers and not my whole hand?

Samy : Right! Pick it up with your fingers, then push it into your mouth with the back of your thumb.

Henry : It feels strange, picking up my food with my fingers.

Samy : You eat finger food in Singapore, don't you? Sandwiches, take-away chicken, snacks...

Henry : Yes. I suppose it's not unusual to eat food with your hands. Mmm! This is delicious, thank you. I'll watch the video again tonight and tomorrow morning.

Henry : But I don't really like a spicy food. Medium hot, that's okay but not hot-hot.

Samy : You should not refuse anything. It is polite to accept some. You don't have to eat food you don't like but you should still accept a little when it is first offered.

Henry : And the rice?

Samy : Yes. You should finish your rice.

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Henry : Oops! So I just use my fingers and not my whole hand?

Samy : Right! Pick it up with your fingers, then push it into your mouth with the back of your thumb.

Henry : It feels strange, picking up my food with my fingers.

Samy : You eat finger food in Singapore, don't you? Sandwiches, take-away chicken, snacks...

Henry : Yes. I suppose it's not unusual to eat food with your hands. Mmm!

This is delicious, thank you. I'll watch the video again tonight and tomorrow morning.

(Henry stands up)

Samy : Are you leaving already? You should give your presents to the children now, not when you first arrived.

Henry : Oh, that reminds me. What should I get them? It looks like toys are out.

Samy : Don't be silly. Just don't bring the toys you brought today.

Henry : Thanks!

Samy : And remember to arrive on time tomorrow! It is polite to be on time in Malaysia.

Henry : I'll remember. Thanks for your advice.

Samy : See you tomorrow afternoon.

Henry : Yes. I hope I get this right.

Exercise 4

Answer these questions below based on the conversation above!

1. What should Henry not leave his shoes on the verandah?
2. Where Henry should leave his shoes?
3. Why is a toy pig or dog unsuitable as gift for Muslim children?
4. What is the benefit sat on the floor?
5. What is the polite way to walk in front of another person?
6. What do the Malays use to pick up food for eating?
7. What are the dishes that Samy's family gave to Henry?
8. Where was Samy's wife during the meal?
9. What should you do if the food is not to your liking?
10. Do you think Henry will enjoy himself at the lunch the next day? Give a reason for your answer.

Second Conversation

- A : Hey Jack what are you doing?
- B : I'm preparing for climbing equipment.
- A : When you will start to climb?
- B : This day I will be ready to go hiking.
- A : You know weather forecast was very bad day at all?
- B : Yes, I know from the start this morning until now the rain was still falling.
- A : You are not afraid of this?
- B : No, because now I have an adequate climbing equipment.

Exercise 5

1. What's your name?
2. Where do you live?
3. What language do you speak?
4. What do you do every day?
5. What's your hobby?

Practice the two conversations above in front of the class with your partner and make it into some groups!

READING**Reading 1*****Smoking is not a Human Right***

I am writing in response to Nick Hogan's defiant stance regarding the smoking ban and some of the letters sent in supporting him and/or denouncing the ban as unfair.

I cannot believe how many people keep spouting on about how the ban is breaching 'human right'. Since when did smoking itself become a human right? Human rights, especially to do with liberties, are freedoms in areas such as beliefs,

religion or expression. It is legal to smoke, but I would have never called it a 'right'.



(Taken from: luvesilvia91.blogspot.co.id)

The ban is protecting human rights not infringing them, supporting the right of workers to work in a clean, healthy, smoke-free environment. People against the ban seem to have forgotten that this is the main reason it has been introduced.

Nobody complained about smoking bans in offices, but because bars and pubs happen to be places of leisure as well as places of work, they are now up in arms.

Bolton Council needs to get some backbone, support the new legislation and those abiding by it, and prosecute irresponsible landlords like Nick Hogan.

Exercise 6

Answer the questions below:

1. Is smoking a human right?
2. Who is against the smoking ban?
3. What is human right concerned with?
4. What is the purpose of smoking ban?
5. Why do people are now up in arms for smoking in bars or pubs?
6. What does the word "I" in this text refer to?
7. "the ban is protecting human rights not infringing them....." (paragraph 3)
8. What does the underlined word refer to?

9. Which word in the first paragraph that has the closest meaning to 'criticizing'?
10. What is the closest in meaning to the word 'ban' in this text?
11. What is your opinion about smoking ban? Why?

Reading 2

MR. AND MRS. DICARLO

Mr. and Mrs. Dicarlo live in an old Italian neighborhood in New York City. They speak a little English, but usually they speak Italian.

They read the Italian newspaper. They listen to Italian radio programs. They shop at the Italian grocery store around the corner from their friends and neighbors and talk about life back in "the old country"

Mr. and Mrs Dicarlo are upset about their son, Joe. He lives in a small suburb outside the city, and he speaks very little Italian. He reads American newspapers. He listens to American radio programs. He shops at big suburban supermarkets and shopping malls. And when he visits his friends and neighbors. He speaks only English.

In fact the only time Joe speaks Italian in is when he calls Mr. and Mrs. Dicarlo on the telephone or when he visits every weekend.

Mr. and Mrs. Dicarlo are sad because their son speaks so little Italian. They're afraid he's forgetting his language, his culture, and his country.

Exercise 7

1. Where's Mr and Mrs Dicarlo live ?
 - A. New York
 - B. Russian
 - C. French
 - D. Italian
2. Where does Joe live ?
 - A. French

- B. Spanish
 - C. New York
 - D. Russian
3. What do Mr and Mrs Dicarlo shop ?
- A. Mall
 - B. Supermarket
 - C. Neighborhood
 - D. Store
4. What do Mr and Mrs Dicarlo read ?
- A. Coffee
 - B. Newspaper
 - C. Magazine
 - D. Notebook
5. Who is Joe from Mr and Mrs Dicarlo ?
- A. Their son
 - B. Their friend
 - C. Their neighbor
 - D. Their landlord
6. What does Joe listen to ?
- A. American radio programs
 - B. Music of the Italian
 - C. Russian radio programs
 - D. Italian radio programs
7. When Joe speaks only English ?
- A. When he visits his friends and neighbors
 - B. When he visits his parents
 - C. When he visits his grandmother
 - D. When he at school
8. When Joe speaks Italian ?

- A. When he calls Mr. and Mrs. Dicarlo
B. When he calls his friends
C. When he at school
D. When he calls his pet
9. Why Mr. and Mrs. Dicarlo are sad ?
A. Because their son speaks so little Italian
B. Because their son can't speak Italian
C. Because their house so far from the city
D. Because their son are living in the city
10. What Mr. And Mrs. Dicarlo afraid about?
A. They're afraid their son will go far from them.
B. They're afraid their son is forgetting his language, his culture, and his country.
C. They're afraid can't buy something for him.
D. They're afraid their son can't speak Italian.

WRITING

DESCRIPTIVE

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- **Identification:** (contains about the introduction of a person, place, animal or object will be described.)

- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

The example of Descriptive Text

Jakarta City



(Taken from www.dream.co.id)

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year - round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1, 790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

Exercise 8

Creat your own text based on your experience when you went to one city or place base on *descriptive text* and use *Simple Present Text* and *Present Continous Tense*.



UNIT 6

SIMPLE PAST TENSE AND PAST CONTINUOUS TENSE

STANDARD COMPETENCE

Using *Simple Past Tense* and *Past Continuous Tense* in everyday conversation; asking or reporting information, asking someone's location, and notifying someone's location.

INDICATOR

Able to use *Simple Past Tense* and *Past Continuous Tense* appropriately in everyday conversations according to context.

REALITY/CONTEXT

Simple past tense and *Past Continuous Tense* are used to inquire and report information, to ask someone's location. For that, students are required to be able to use *Simple Past Tense* and *Past Continuous Tense* appropriately and in context.

MATERIAL OF LEARNING

Simple Past Tense

Simple Past Tense is very simple because just want to explain just the events or activities that occurred in the past.

The pattern of Simple Past Tense:

(+) S + V II

(-) S + DID + NOT + V I

(?) DID + S + V I

Examples:

1. (+) Father reads a news paper

(-) Father doesn't read a news paper

(?) Does father read a news paper?

Yes, he does/ No he doesn't

2. (+) Mother cooks rice

(-) Mother doesn't cook rice

(?) Does mother cook rice?

Yes, she doesn't/No she doesn't

The pattern for Nominal sentence:

We/You/They + were + not verb

I/He/She/It + was + not verb

Examples :

1. (+) We were enjoy the show last nigh.

(-) We weren't enjoy the show last nigh.

(?) Were you enjoy the show last nigh?

Yes, we were/No, we weren't.

2. (+) He was angry to that boy.
(-) He wasn't angry to that boy.
(?) Was he angry to that boy?

Yes, he is/No, he isn't.

The Using of Simple Past Tense:

1. To declare events or deeds in the past at any given time, is now over.
 - She washed two hours ago
 - I went to the town hall last year
2. Declare habits done in the past, now or not done anymore.
 - I never cheated
 - She always hurt me
3. Declares that an event or action is clearly done in the past, although the time is not mentioned.
 - Olivia fed her pets
 - The train was 20 minute late
4. Using in Conditional type - 2
 - If I had very beautiful face, I would be an actress
 - If I were you, I wouldn't make a relationship with her.

The information of time often used in Simple Past Tense are:

- Yesterday
- Last Night
- Last Week
- Two days ago
- The days before
- Last Month

The Simple Past Tense can be used to show that an action is completed. Note that some past tense verbs end with 'ed' while some past tense verbs do not end with 'ed'.

Commonly Used Irregular Verbs

Infinitive	Past Tense	Past Participle
be (is, am, are)	was, were	been
arise	arose	arisen
awake	awoke	awaked/awoke
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bind	bound	bound
blow	blew	blown
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt/burned	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug

do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	felt	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flow	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
have(has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
know	knew	known
lead	led	led
leave	left	left

lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
rebuild	rebuilt	rebuilt
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
send	sent	sent
set	set	set
shut	shut	shut
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
stand	stood	stood
steal	stole	stolen

tell	told	told
think	thought	thought
wake	woke/waked	woke/waked/awoken
write	wrote	written

Exercise 1

- I.....to the school alone yesterday.
 - walk
 - walked
 - walks
 - walking
- We.....in this restaurant 2 days ago.
 - ate
 - eaten
 - eating
 - eat
- I.....in this sofa with him.
 - sleeping
 - sleep
 - slept
 - sleped
- We..... each other 2 years ago.
 - love
 - be loving
 - are love
 - loved
- I.....this scissors to cut the grass yesterday.
 - cuted
 - cuting
 - cut
 - be cutted
-he read novel last night?
 - Do
 - Done

- b. Did d. Are
7. We..... to aceh two weeks ago
 a. gone c. went
 b. come d. go
8. They..... this music two hours ago
 a. listened c. listening
 b. listen d. be listen
9. Anita.....me in this market yesterday
 a. meeting c. met
 b. meets d. meet
10. Dona..... this delicious food for us, 1 hour ago
 a. cooking c. cooks
 b. cooked d. cook

Past Continuous Tense

Past continuous tense is used to reveal that an action is occurring at a certain time in the past. There are usually two incidents in the past and one event interrupting another. The interrupted incident that uses the past continuous tense.

The pattern of Past Continuous Tense:

- (+) S+ TO BE (WAS/WERE) + V ING
 (-) S + TO BE (WAS/WERE) + NOT + V ING
 (?) TO BE (WAS/WERE)+ S + V ING

Examples:

1. (+) I was listening to the music when you knocked at my door.
 (-) I wasn't listening to the music when you knocked at my door.
 (?) Was you listening to the music when I knocked at your door?

Yes, you was/No, you wasn't.

2. (+) That man was smoking when he carried the baby.
 (-) That man wasn't smoking when he carried the baby.
 (?) Was that man smoking when he carried the baby?

Yes he was/No he wasn't.

Exercise 2

1. Bagas was around the block while Nata was at their backyard yesterday.

a. Run, skipping	c. Running, skipping
b. Running, skipped	d. Run, skip
2. Baim and Riska were video games when their mother back.

a. Playing, came	c. Played, coming
b. Plays, comes	d. Playing, coming
3. She was the movie while her mother was for dinner yesterday.

a. Watched, cooked	c. Watch, cooking
b. Watching, cook	d. Watching, cooking
4. I was when my mother me yesterday.

a. Teaching, called	c. Taught, calling
b. Teach, call	d. Teaching, calling
5. He was not the television when you to his house to borrow his car yesterday.

a. Repaired, came	c. Repairing, come
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- Ika : Who is that?
Ame :
Zidni :?
Ame : Mmm... .., right?
Zidni : Ooh, yes I know it.
Ika : Who's your favorite member?
Ame : It's Zayn Malik
Zidni : Aaah- Zayn Malik, I know him.....?
Ame : Yes, and I'm so sad.?
Ika : I love EXO
Zidni : And my favorite is BTS
Ame : Who are they?
Zidni : They're a very big group and they're very viral these days.?
Ame : Mmmmm... No.?
Zidni : Wait, I will show you their video., but in this video,
Ame : Oooh, so?
Zidni : Ika likes EXO and I like BTS
Ame : Yes, I know it,?
Zidni : My favourite member is Taehyung, he usually called V
Ika : My favourite member is Chanyeol
Zidni : Oooh, chanyeol... I know him. The tall one.
Ame : Oooh, like that,?
Zidni & Ika : Hahaha of course he has,
Zidni : hahaha
Ame :, Zayn Malik is better hehe.
Zidni : Okay, that's all about our own perspective.?
Ika : Oh, I have.
Zidni : Tell us.
Ame : Ooh,?
Ika : Yes, The concert was last year and it called ExoLuxion concert, and you know what? But I still happy because And Sehun giving me a fan service, he give me a flying kiss.
Zidni & Ame : Oh my god hahhaa so lucky.

Ika : I can't believe that too,

 Zidni : I know that

SPEAKING

Practice the dialogues with your partner in front of classroom!

Dialogue 1

Situation : Fatiha gets a gift from her father, she is very happy.

Father : My beloved daughter, your mother said that she would take you to the department store.

Fatiha : Really! That's great. When do we go there, Dad?

Father : Perhaps after had lunch. Mother will buy a new bag for you. Frankly we both are so proud for your performance at school.

Fatiha : Thank for your praise, Dad. I am also happy to have parent like you both.

Father : You are wonderful daughter for us. I am so blessed to be your father.

Fatiha : Thanks, Daddy.

Father : You're welcome.

Dialogue 2

Azka : Hi, Isma.
Isma : Hey, Azka. You look so happy this morning!
Azka : You know what? I'm so thrilled!
Isma : Want to tell me why?
Azka : My father bought me a new car.
Isma : Really! That's great!
Azka : Yeah. I think today is my lucky day!

Dialogue 3

Deasy : Hey, Steve, are you still going to the game?
Steve : Oh, I don't think i'll be able to make it.
Deasy : Why not.
Steve : It turn out my science competition is on the same day.
Deasy : Really? That's too bad.
Steve : Yeah, well
Deasy : Good luck anyway.

Exercise 4

Questions :

1. How many people are there in the dialogue?
2. What happened to Azka?
3. Who bought a new car for Azka?
4. Is Azka so happy?

5. What is the purpose of the text?
6. What is the purpose of the text?
7. What did Deasy ask to Steve?
8. Did Steve accept it?
9. What did Steve say to cancel his appointment?
10. Did Steve give reason? What is it?

Exercise 5

Create the dialogue based on the following situation:

1. You make an appointment with your friend to study together at his/her home. He/she promises that he/she will come.
2. You will cancel your appointment with your sister to have dinner because you will prepare the presentation.

READING

The White Crane



(Taken from whitecraneacademy.com)

A poor old couple lived in Japan. One day, the old man saved a white crane in the snow. After nursing it, the old couple let it go.

That night, a beautiful young girl came knocking at the door. She was hungry and cold. The old couple invited her to stay with them. Her name was Otsuru.

Otsuru was happy living with the old couple who treated her like their own child. Seeing that the old man had to chop wood in the forest to sell for a living, Otsuru decided that she would weave some cloth for them to sell. She made them promise not to go into the room where she was weaving until she had finished.

Otsuru spent many days in the room and when she emerged, she held the most exquisite cloth in her arms. It was soft as down and of the most beautiful colours.

The old couple never knew how Otsuru did her weaving. When the old man brought the cloth to the town to sell, he was paid many gold coins for the exquisite cloth. For the first time in their lives, they had money to buy a large quantity of food for themselves.

Many months later, Otsuru went to the old couple.

“I need to go to the weaving room once more. You must promise not to look inside while I work.” The old couple nodded silently.

Days passed and the loom hummed “whoosh... whoosh...” Otsuru did not come out of the room. At last, the old woman could wait no longer.

“I must take a look to see if Otsuru is all right.”

Silently, she slid open the door, holding her breath as she peeped inside.

“Oh, no!” she gasped and fell back. “I don’t understand. How can it be?”

Inside the room, Otsuru was nowhere to be seen. A magnificent white crane stood there.

With each shift of the loom, it pulled a feather from its wing and wove it into the cloth.

Hearing the gasps, the crane turned and moved gracefully from the loom. As the old couple watched, the white crane disappeared and in its place stood Otsuru.

“Oh my dearest parents, I begged you not to enter!” Otsuru lowered her head and wept. “Now that you know my true form, I cannot stay here longer.”

With tears in her eyes Otsuru explained, “ I am the crane which you rescued from the snow. I came to repay your kindness.”

“Forgive us!” the old couple cried. “Please stay with us for we love you dearly, “ they pleaded.

As they watched, Otsuru faded and in her place stood the magnificent white crane again. Slowly it spread its wings, tears glistening in its eyes. In a moment, it was gone. All that could be heard was the moaning, of the wind and a small voice calling... “Mother, Father, do not forget me...”

Exercise 6

Answer this question below:

1. Who was Otsuru?
2. Why had Otsuru gone to the old couple’s door that night?
3. How do you think the old couple felt after they found out Otsuru’s true identity?
4. Did Otsuru achieve what she had intended to do?
5. Why Otsuru asks to the old couple’s to doesn’t look her when she was at room?
6. How many days Otsuru spent her time in the room?
7. What’s Otsuru gave for the old couple’s?
8. What are the expetation from the old couple’s for Otsuru?
9. If you were Otsuru, how would you repay the old couple’s kindness?
10. Give your opinion about the story!

WRITING

RECOUNT

A recount means is a text that retell a past event, an event that has already happened. **A recount** has three basic components: an orientation, a sequence of events, and a reorientation (which is optional). **A recount** does not always need to have a closing or reorintation. Recount text consists of three element:

- a. Orientation is who were involve in the story, when and where.
- b. Events is tell what happened in a chronological order.
- c. Re-Orientation is the conclusion of the experience.

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

The example of Recount text

Remembering Kevyn

Orientation	I had the great honor of being able to call kevyn Aucoin, my friend. He was not only a magnificent artist, Liza Minelli, introduced us in 1991, we instantly hit it off.
Events	<p>Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony Awards. But I will always remember the day we spent together in my bathroom. Kevyn taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and, as we were finishing, he made a list of what he used. I asked him to come to Blooming dale's with me, fully expecting him to say "No", but he said he'd love to and off we went. By 6.30 p.m, we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and kissed him good bye.</p> <p>Over the years, I'd also buy Allure every month to read his column. His work has trully made make-up as important as fashion.</p>
Re-orientation	Spending time with Kevyn was being hugged. He was an angel and all of us who him were lucky.

Read the text and answer the questions.

Earthquake

I had just got into the bed about half past eleven when I felt the tremor. The bed started to tremble and I noticed the electric light which was hung on the ceiling was swaying.

Then I got out of the bed quickly and went to look out the windows. As I looked, I saw the house opposite began to fall sideways. Then I realize what was happening. I put on my pajamas hurriedly and rushed out into the garden.

I was alone in the house. My wife and children had gone to visit my mother in law. For three or four minutes, I heard a terrible noise of walls falling down and people screaming and I saw clouds of dust in the air. Then, the trembling stopped.

There were about fifty persons killed and more than two hundred injured. The damage to property was considered and about three hundred houses would have to be completely rebuilt.

Exercise 7

Questions:

1. What is the purpose of the text?
2. When did the writer realize what was happening?
3. How did the writer save his life?
4. What is the main idea of the fourth paragraph?
5. How many persons killed in the earthquake?

Exercise 8

Creat your own Recount text and don't forget to use Simple Past tense and Past Continuous tense in your writing.



UNIT 7

SIMPLE PAST TENSE AND PAST CONTINUOUS TENSE

STANDARD COMPETENCE

Using *Present Perfect Tense* and *Present Perfect Continuous Tense* in everyday conversation; asking or reporting information, asking someone's location, and notifying someone's location.

INDICATOR

Able to use *Present Perfect Tense* and *Present Perfect Continuous Tense* appropriately in everyday conversations according to context.

REALITY/CONTEXT

Present Perfect Tense and *Present Perfect Continuous Tense* are used to inquire and report information, to ask someone's location. For that, students are required to be able to use *Present Perfect Tense* and *Present Perfect Continuous Tense* appropriately and in context.

MATERIAL OF LEARNING

Present Perfect Tense

Present Perfect Tense is a tense used to describe an activity that has been done at this time, called perfect because the activity has happened or has completed perfectly at this time or present.

For this reason, it can be said that the present perfect tense is a combined time form of the past and the present. But of course attachment to the present is much more emphasized. Present perfect tense is usually used in everyday dialogue, correspondence, and news in newspapers, radio and television.

Example : I have studied Geography since 6 o'clock in the morning.

This means that the subject has performed the action / activity in the past and within a certain time, i.e from 6 am. In addition, subjects may still perform such activities until the present or in the unknown time.

The pattern of Present Perfect Tense:

(+) Subject + Have/Has + Verb 3

(-) Subject + Have not/Has not + Verb 3

(?) Have/Has + Subject + Verb 3

The examples:

1. (+) Nanda has just given up his scholarship.
 (-) Nanda has not just given up his scholarship.
 (?) Has Nanda just given up his scholarship?
 Yes, she has / No, she hasn't
2. (+) They have graduated high school this year.
 (-) They have not graduated high school this year.
 (?) Have they graduated high school this year?
 Yes, they have / No, they haven't

The Present perfect has various information phrases to explain things that have been done in the past and are still related to the present. Some phrases related to the use of present perfect tense are: Just, this morning / afternoon / week / etc., lately / recently, for, and since. But without a hint of any time, the present perfect tense can still be used.

Exercise 1

Change these sentences into English by using the Present Perfect Tense pattern!

1. Saya telah bekerja sebagai seorang sekretaris di perusahaan itu selama lima tahun.
2. Nita telah menerima beasiswa dari LPDP.
3. Sudahkah Eko dan Riska menyanyikan lagu kesukaan mereka di panggung?
4. Nita dan saya belum menyelesaikan PR kami.
5. Sudahkah Yoga menyiram bunga di kebun?
6. Paman saya sudah tiba di rumah kami sejak dua hari lalu.
7. Ayah sudah berangkat ke Jakarta sejak enam hari lalu.
8. Ibu sudah tidak memasak makanan untuk kami lagi karena sakit.
9. Kami telah membelikan makanan untuk guru kami.
10. Mereka telah membuang semua isi gudang itu.

Present Perfect Continuous Tense

Present Perfect Continuous Tense is a tense form used to express activities that have started in the past and still continue today, as well as those that have ended in the past anyway.

example: Faranisa has been writing the novel since she was in her twenties and at last it finished.

Actions in the present perfect continuous tense generally have certain duration of time and of course still have a relationship with the current condition. Therefore, in the use of present perfect continuous tense usually come the use of phrases that state a certain time which refers to how long the action or action has taken place.

The pattern of Present Perfect Continuous Tense:

- (+) Subject + have/ has + been + Verb-ing
- (-) Subject + have/ has + not + been + Verb-ing
- (?) Have/ has + Subject + been + Verb-ing

The example:

1. (+) I have been studying in this university since three years ago.
 (-) I have not been studying in this university three years ago.
 (?) Have you been studying in this university three years ago?
 Yes, I have been / No, I have not been.
2. (+) My uncle has been teaching in this school since last year.
 (-) My uncle has not been teaching in this school since last year.
 (?) Has your uncle been teaching in this school since last year?
 Yes, he has been / No, he has not been.

The function of Present Perfect Continuous Tense:

1. Using the Present Perfect Continuous Tense to declare an action (long-term) that started in the past and just finished.

The examples:

- You are out of breath. Have you been running?
 - That man over there is bright red. I think he has been sunbathing.
 - Why are your clothes so dirty? What have you been doing?
 - I have been talking to Jimmy about your problem and he said he will help you.
2. Using the Present Perfect Continuous Tense to ask or state how long something has happened. This time the incident or situation started in the past and still happens or has just stopped.

The examples:

- How long have you been learning English?
 - They have been waiting here for over an hour.
 - I have been watching television since 2 o'clock.
 - Zayn has not been feeling very well recently.
3. In addition, the Present Perfect Continuous Tense can use (with the words 'how long', 'for', and 'since') for repeated actions or activities.

The examples:

- She has been playing tennis since she was eight.
- How long have you been smoking?
- They have not been visiting me since last Monday yet.
- I have been waiting my friend in the cafe for 2 hours, but she didn't come untill now.

Exercise 2

I. Read the situation and then write a sentence with the Present Perfect Continuous Tense.

Example:

Jimmy is out of breath. (he/ run)

– He has been running.

1. Winda is very tired. (she/ work/ hard)

–

2. Bobby has a black eye and Dimas has a cut lip. (Bobby and Dimas/ fight)

–

3. Chintia has just come back from the beach. She is very tired. (she/ lie/ in the sun)

–

4. John is hot and tired. (he/ play/ tennis)

–

5. The little boy's eyes are red and watery. (he/ cry)

–

II. Say how long something has been happening by a making sentence.

Example:

It is raining now. It began raining two hours ago.

– It has been raining for two hours.

1. Kevin is studying. He began studying one hour ago.
– He for one hour.
2. I am learning French. I started learning French in November.
– I since November.
3. Anna is looking for a job. She began looking two months ago.
– for two months.
4. Mary is working in London. She started working there on 18 February.
– since 18 February.
5. Phillip smokes. He started smoking three years ago.
– for three years.

LISTENING

Exercise 3

Listen to dialogue Astiria and Jeseri and then complete the missing sentences from the dialogue!

Once upon a time any a new freshman in a university. She is haven't one friend. In a place she is meet someone and will introduce with her.

Astria : Hello, good morning...

Jersey : Hi good morning too...

Astria : My name is Astria.

Jersey : Hi, I'm Jersey. Good to see you Astria.....?

Astria : Not yet,

Jersey : Really? Ok, Come on,

Astria : Great! Ok let's go.?

Jersey : Over there, the A class

Astria : Wow, she must be smart

- Jeresy :?
- Astria : Oh,
- Jeresy : Oh good.
- Astria : Yeah, because of the reason,..... How about you?.....?
- Jeresy : I live so far from here.
- Astria : Really?
- Jeresy : Hmm.. so are you Andika's cousin?
- Astria : Yup, you are right!
- Jeresy :
- Astria : Yes, of course. Hey,?
- Jeresy : Yes,?
- Astria : I just guess it
- Jeresy : Hi Sinta, how are you?
- Sinta : Hello Jeresy, I'm fine how about you???
- Jeresy : I'm fine too. Oh yes, you right.?
- Sinta : Hi Astria. Good to see you here.
- Astria : Hello Sinta. Where is your class?
- Sinta : It's my class.
- Astria : Oh
- Sinta :?
- Astria : My family moved to this city.
- Sinta :? I mean in Sisingamaraja?
- Astria : Yaps
- Sinta :? I assume like that, because in this city,
- Astria : Yes, you are right.?
- Sinta : Yes, he does. Jeresy father too
- Jeresy : Wow great.
- Astria :, and where you live Sinta?
- Sinta : I live on the street ABRI

- Astria :?
- Sinta : Yes, it just next two districts. I have some cake for you girl.
- Astria : Really? I go.?
- Jeresy : Yes of course. Hmm, how if we plan for holiday?
- Sinta : Oh, it's a good idea
- Astria : We will holiday? Where? And when?
- Jeresy :? We going Sunday morning.
- Astria : Oh, Okay
- Jeresy : Hmm,
- Sinta : Okay no problem.
- Astria :?
- Sinta : Yes, I'm very sure
- Jeresy : Ok, See you Sinta...
- Sinta : See you too...
- Astria : Bye...
- Sinta : Bye too...

SPEAKING

Practice these dialogues with your partner in front of classroom!

First dialogue:



(Taken from <http://Englishcoo.com>)

Storyline : Abby has not seen her friend, Allison. Allison went to America to visit her sick grandmother. It turns out the cause of Allison's grandmother's illness is longing for her grandchildren.

Abby		Hi Allison, I haven't seen you for ages. Where have you been?
Allison		Hi, Abby. I have just visited my granny abroad.
Abby		Oh, I see. But wait... I think you've visited your grandma before, haven't you?
Allison		Yes, I have visited her three times this year. She was sick two weeks ago so we went to America again.
Abby		How is your grandma?
Allison		She is better. She is in my house now.

Abby		Really? How long has she been here?
Allison		She has been here for three days. Actually she has missed her children and grandchildren. That's why she was sick.
Abby		Oh, sickness because of missing people she love. I guess she will be well soon. Send my warm regard to your grandmother.
Allison		I think so. Okay, I will send it to her. Thanks, Abby.
Abby		You're welcome.

Second dialogue:



(Taken from <http://Englishcoo.com>)

Storyline : *Juna treats Tere to lunch because she has just received a writing fee. Tere hopes Juna's writing business succeeds so that she gets lunch everyday.*

Juna		By the way, have you had your lunch?
Tere		No, I haven't.
Juna		Let's eat.

Tere	But I haven't finished my tasks yet. I have to submit it today.
Juna	No worries. I am going to help you after eating. Come on!
Tere	But I haven't felt hungry yet.
Juna	Hey, you need to eat. Your body needs energy to finish all of the tasks.
Tere	But I...
Juna	It's my treat. No worries about money. I have just received my writing fee.
Tere	Wow, you have been a rich woman... Hopefully your writing business runs successfully.
Juna	Oh, thank u. I hope so.
Tere	So... you'll buy me lunch everyday. Ha ha...
Juna	If I have become a boss by 2020, I will pay your lunch everyday.
Tere	Hey, I am just kidding.
Juna	I am serious. You're my best friend.
Tere	Oh, so sweet. Thanks, Juna.
Juna	Ah, don't mention it.

Third dialogue:

(Taken from <http://Englishcoo.com>)

Storyline: *Aliya buys 2 tickets of movie comedy for him and his girlfriend, Ryan. Aliya's favorite movie is horror. In order to watch with Ryan, Aliya willing to learn to enjoy comedy movies, but the movie that they will watch has been watched twice by Aliya.*

Aliya		Let's go to the cinema. I've bought two tickets for us.
Ryan		What is the film?
Aliya		The Boss Baby. That's a comedy. You'll love it.
Ryan		How do you know that I will like the movie?
Aliya		Because I have watched it two times.
Ryan		What? You've watched a comedy movie two times?
Aliya		Yes I have.
Ryan		So, why do you want to watch it again?
Aliya		I want to watch it with you. I want to laugh with you. We haven't gone to the cinema for ages.

Ryan		You know the reason right? We've had different preference. I like comedy and you like horror.
Aliya		Yes, I know it. That's why I've learned to watch comedy movies. My friends and family have helped me.
Ryan		Wow...
Aliya		I have bought two tickets for us. Do you want to go to the cinema with me?
Ryan		Of course I'd love to.
Aliya		Thank you, Ryan.
Ryan		I thank you. You have learned to enjoy comedy movies.
Aliya		No problem. I'm happy to do it.

Exercise 4

Please create your own dialogue based on the following situation: *reunion with your old family, go out for lunch with family or friends, and go to the cinema with your boyfriend or girlfriend.*

READING

Read the text and then answer the questions below.

Avicenna (Part 1)

Avicenna, Persian physician, the most famous and influential of the philosopher-scientists of Islam. He was particularly noted for his contributions in the fields of Aristotelian philosophy and medicine. He composed the *Kitab Ash-shifa* ('Book of Healing), a vast philosophical and scientific encyclopedia, and the Canon of medicine, which is among the most famous books in the history of medicine.

Early years. Avicenna, a Persian who spent his whole life in the eastern and central regions of Persia, received his earliest education in Bukhara under the

direction of his father, who was an *Isma'ili* (a member of Islamic religious and political movement, the theology of which drew on a popularized form of Neoplatonism) Avicenna himself, however, was never attracted to the *Isma'iliyah*. Since the house of his father was a meeting place for learned men, from his earliest childhood Avicenna was able to profit from the company of the outstanding masters of his day. A precious child with an exceptional memory that he retained throughout his life, he had memorized the *Qur'an* and much Arabic poetry by the age of 10. Thereafter, he studied logic and metaphysics under teacher whom he soon outgrew and then spent the few years until he reached the age of 18 in his own self-education. He read avidly and mastered Islamic law, then medicine, and finally metaphysics. Particularly helpful in his intellectual development was his gaining access to the rich royal library of the Samanids-the first great native dynasty that arose in Persia after the Arab conquest-as the result of his successful cure of the *Samanids* prince, *Nuh ibn Mansur*. By the time he was 21 he was accomplished in all branches of formal learning and had already gained a wide reputation as an outstanding physician. His services were also sought as an administrator, and for a while he even entered government services as a clerk.



(Taken from www.aslibumimayu.wordpress.com)

But suddenly the whole pattern of his life changed. His father died; the *Samanid* house was defeated by *Mahmud* of *Ghazna*, the Turkish leader and

legendary hero who established Ghaznavid rule in Khorasan (northeastern Iran and modern western Afghanistan), and Avicenna began a period of wandering and turmoil, which was to last to the end of his life with the exception of a few unusual intervals of tranquillity. Destiny had plunged Avicenna into one of the tumultuous periods of Persia history, when new Turkish elements were replacing Persia domination in Central Asia and local Persian dynasties were trying to gain political independence from the *'Abbasid* caliphate in Baghdad (in modern Iraq). But the power of concentration and the intellectual prowess of Avicenna were such that he was able to continue his intellectual work with remarkable consistency and continuity and was not at all influenced by the outward disturbances.

Avicenna wandered for a while in different cities of Khorasan and then left for the court of the Buyid princes, who were ruling over central Persia, first going to Ravy (near modern Tehran) and then to *Qazvin*, where as usual he made his livelihood as a physician. But in these cities also he found neither sufficient social and economic support nor the necessary peace and calm to continue his work. He went, therefore, to *Hamadan*, west central Persia, where Shans as-Dawlah, another Buyid prince, was ruling. This journey marked the beginning of a new phase in Avicenna's life. He became court physician and enjoyed the favour of the ruler to the extent that twice he was appointed vizier. As was the other of the day, he also suffered political reactions and intrigues against him and was forced into hiding for some time; at one time he was even imprisoned.

Exercise 5

Questions:

1. Tell what you know about Avicenna!
2. What are *As-shifa* ('Book of Healing') and *Canon of Medicine*?
3. Where did he spend his early years?
4. Tell what you know about his father!
5. Why was he called a precious child with an exceptional memory?
6. What were three subjects he was very much interested?
7. Why could he get the access to reach royal library of the Samanids?
8. What caused the pattern of his life to change?

9. What was one of the tumultuous periods of Persia history?
10. Why was he able to continue his intellectual work?

WRITING

REVIEW TEXT

Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

❖ Purpose of Review Text

Review text is used to critic the events or art works for the reader or listener, such as movies, shows, book, and others.

❖ Generic Structure of Review Text

1. Orientation : Background information of the text.
2. Evaluations : Concluding statement : judgement, opinion, or recommendation. It can consist or more than one.
3. Interpretative Recount : Summary of an art works including character and plot.
4. Evaluative Summation : The last opinion consisting the appraisal or the punch line of the art works being criticized.

The example of Review Text :

Harry Potter: Order of the Phoenix

Orientation

I absolutely love the Harry Potter series, and all of the books will always hold a special place in my heart.

Evaluasi 1

I have to say that of all of the books, however, this was not my favorite.

Evaluasi 2

When the series began it was as much of a "feel good" experience as a huge mug of hot cocoa. The stories were bright, fast-paced, intriguing, and ultimately satisfying.

Interpretation

Order of the Phoenix is a different kind of book. In some instances this works...you feel a whole new level of intensity and excitement by the time you get to the end. I was truly moved by the last page. Other times the book just has a slightly dreary, depressing feel. The galloping pace of the other books has slowed to a trot here, and parts of it do seem long, as if we're reading all about Harry "just hanging out" instead of having his usual adventures. Reading in detail about Harry cleaning up an old house, for example - housekeeping is still housekeeping, magical or no, and I'm not very interested in doing it or reading about other people doing it.

A few other changes in this book - the "real" world comes much more in to play rather than the fantasy universe of the previous books, and Harry has apparently been taken off his meds. I know that he had a lot to be grumpy in this book, especially with being a teenager and all, but the sudden change in his character seemed too drastic. He goes from being a warm-hearted, considerate person to someone who will bite his best friend's heads off over nothing. It just seemed like it didn't fit with his character, like he turned into a walking cliché of the "angry teen" overnight.

Summary

The "real" story seemed to happen in the last 1/3 of the book, and this part I loved. I actually liked the ending (and yes, I cried!) as sad as it was. It packed a punch and it made me care about the story even more. Still a really good book, with some editing it would have been great.

Exercise 6

Creat your own writing about Review text based on your experience when you read a story or other, and don't forget to use Present Perfect tense and Present Perfect Continuous tense.

The logo for Unit 8 features the text "UNIT 8" in a bold, black, sans-serif font. The text is enclosed within a stylized, grey, oval-shaped graphic that has a thick black border on the right side and a thin grey border on the left side, resembling a speech bubble or a stylized letter 'C'.

UNIT 8

PAST PERFECT TENSE AND PAST PERFECT CONTINUOUS TENSE

STANDARD COMPETENCE

Using *Past Perfect Tense* and *Past Perfect Continuous Tense* in everyday conversation; asking or reporting information, asking someone's location, and notifying someone's location.

INDICATOR

Able to use *Past Perfect Tense* and *Past Perfect Continuous Tense* appropriately in everyday conversations according to context.

REALITY/CONTEXT

Past Perfect Tense and *Past Perfect Continuous Tense* are used to inquire and report information, to ask someone's location. For that, students are required to be able to use *Past Perfect Tense* and *Past Perfect Continuous Tense* appropriately and in context.

MATERIAL OF LEARNING

Past Perfect Tense

Past Perfect Tense is a form of time that indicates a similar action or activity that begins before the time the subject spoke in the past, and still lasts in a certain past or has stalled at a certain time. In addition, the past perfect tense can be used to show actions or activities that stop doing before the time the subject speaks.

Example : They had worked in American Cruise for ten years; then they retired and married. Their children now at school.

If the present perfect tense form uses phrases since and for to show certain actions or activities that began in the past and are still in the present or just finished. Thus, the characteristic of the past perfect tense is the phrase added plus the third verb form (verb3). And *Had* can be used for singular or plural subject.

The pattern of Past Perfect Tense:

(+) Subject + Had + Verb 3

(-) Subject + Had not+ Verb 3

(?) Had + Subject + Verb 3

The functions of Past Perfect Tense:

- Expresses one past time before another past time.
Ex: The thieves had already left when the police arrived.
- Denotes time completed in relation to the past.
Ex: He had done his assignment before he went to bed.
- Is used in that clause after wish.
Ex: I wished that I had accompanied her to the zoo.
- If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The past perfect tense is mainly used in such situation. The simple past is used in one clause and the past perfect in the other.

Ex: When I reached the station, the train had started (so I couldn't get into the train).

Note:

If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The past perfect tense is mainly used in such situations. The simple past is used in one clause and the past perfect in the other.

Exercise 1

Put the verbs in the brackets into the correct tenses!

Example : He thanked me for what I (do).

He thanked me for what I had done.

1. When he arrived at the cinema, the movie already (start).
2. He told me that he (ring) me before.
3. Before he moved here, he (live) in Bandung.
4. He wished that he (do) the test correctly.
5. Did he tell you that something (happen)?
6. He said that he (read) the novel twice.
7. He (wait) a long time before she arrived to the cinema.
8. The man (commit) crime before the judge finally sentenced him to jail.
9. They (strive) hard before they eventually got success.
10. We (consider) it carefully before we made the decision.

Past Perfect Continuous Tense

Past Perfect Continuous Tense is a tense that shows an activity that has occurred in the past and is still going on at certain times in the past as well. Past perfect continuous tense, in addition to expressing actions or activities that have begun in the past can also be used to indicate actions or activities that continue in the past.

Example: When Tia finished her homework, Tejo had been watching television.

In the above sentence it is clear that the activities carried out by Tejo's subject are still ongoing although the activities done by Tia's subject have been completed in the past.

The pattern of Past Perfect Continuous Tense:

- (+) Subject + had + been + Verb-ing
- (-) Subject + had + not + been + Verb-ing
- (?) Had + Subject + been + Verb-ing

The examples:

- Gilda had been trying to do the best.
- Roger and Iko had been cooking for their mother.
- Didu had not been moving the furniture to the his new apartment.
- They had not been staying up late, so the bunglar stole everything.
- Had Gunawan been working in Garuda Indonesia Airlines after he finished his study?

From the above examples, the past perfect continous tense can be used to assert an action or activity performed continuously or repeatedly in the past by a particular subject. Consider the first sentence; the subject of Gilda is trying to do the best continuously.

It can be concluded that the difference between past perfect tense and past perfect continuous tense lies have continuity in actions or activities undertaken. In the past perfect continous tense the action is most likely to continue after the time the subject spoke in the past. But in the past perfect tense, action may occur at a time adjacent to the subject's time of speech, but there is usually a considerable distance between the two times (the time of the tenses with the subject's speaking time).

Exercise 2

Choose the Correct answer for the questions below!

1. Oscar an article for about three hours
 - a. had been writing
 - c. had be writing

- b. had been written d. had is writing
2. We here since 2009.
- a. hadn't been lived c. hadn't been living
b. had been not living d. hadn't be lived
3. learning english for several hours?
- a. Had she be c. Had be she
b. Had she been d. Had she is
4. We our holiday in Bali for several days.
- a. had be spending c. had been spending
b. had are spending d. are had spending
5. They had been in this company for about six years.
- a. worked c. to work
b. works d. working
6. borrowing this book from the library for several days?
- a. Had been Cindy c. Had be Cindy
b. Had Cindy been d. Had Cindy be
7. She sleeping for an hour.
- a. hadn't be c. hadn't is
b. is hadn'd d. hadn't been
8. Paul for you since 9 o'clock.
- a. had be writing c. had is writing
b. had been writing d. had be written
9. standing here for long time?
- a. Had been you c. Had you been
b. Had you be d. Had be you
10. He hadn't the problem for long time.
- a. been discussed c. be to discuss

b. is discussing

d. been discussing

LISTENING

Exercise 3

Listen to dialogue from Selvi and Tri, and then complete the missing sentences from the dialogue!

- Selvi : Hello guys...guys...??
- Tri & vero : Ohhh.. hello...
- Selvi :
- Tri : Really ??
- Selvi : Yes, I live near the blue house.
- Tri :
- Selvi : My name is selvi sheila.. and you ?
- Tri :
- Selvi : And you ..??
- Vero : My name is Vero
- Selvi :
- Vero : This is my house..
- Selvi : Ohh.. ok.. ok.. and you putri ?
- Tri :
- Selvi : Ohhh.. ok..
- Tri : ?
- Selvi : and you putri ..?
- Tri : I come from Medan
- Selvi : And you Vero ?
- Vero :

- Selvi : Ohhh.. its sound good place..... ?
- Vero : I think putri,
- Selvi : Really ..? Putri is younger of Vero
- Tri : Ohh guys... I forget, I have a puding..... ?
- Vero & Selvi : Sure..
- Tri : Ohh wait wait.. Hi..
- Selvi : Ohh.. its a yummy...
- Tri :?
- Selvi :
- Vero : Yess... ..
- Selvi : Who is Yulia ..?
- Vero :
- Selvi : Ohhh.. okk... I don't know..
- Tri :? Right?
- Vero :,Your pudding is more delicious than mine..
- Tri : Really ?
- Vero : Of course
- Tri : Hahahaha... I don't think so..
- Selvi : Ok guys.. thank you for your attention, and
Thank you for your puding Putri and Vero.. ..
- Tri : Thank you for your flatter selvii...
- Selvi : Hahaha... nice to meet you
- Vero and Tri : Ok.. nice to meet you too Selvi...

SPEAKING

Read and study the dialogues and then practice with your friends in front of the class!

First dialogue

Ranti : Hi, Linda. How's life?

Linda : Hello Ranti. Fine, thanks. Have you finished your assignment to create a funny story?

Ranti : Sure. I have.

Linda : Let's check it.

Randa : Alright.

(then after some time)

Linda : Will you be here at nine tomorrow?

Ranti : To be here on Sunday?

Linda : Yes, we are going to talk about our programmes. It's quite important that you be here on time.

Ranti : Ok. Shall we also ask the others to come?

Linda : Of course. All the committee members should take part. Don't forget to tell Intan and Santi to prepare food and drink. Also tell Rahmad and Bagus to prepare the meeting room.

Ranti : Ok. I will tell them. And see you on Sunday.

Linda : Thank you.

Exercise 4

Answer these questions below based on the dialogue above:

1. Where do you think the dialogue takes place?

2. Why does Linda ask Ranti to come on Sunday?
3. What does Linda ask Intan and Santi to do?
4. What does she also ask Rahmad and Bagus to do?
5. What does Linda ask Ranti to do? And how does she express it?

Second dialogue

Beautician	: Hi, how can we help you today?
Customer	: Yeah. I'd like to get my hair trimmed a little. Nothing fancy. Just a basic trim. A little off the top and sides. That's all. I mean, that's all.
Beautician	: No problem. Relax. You're in good hands. Ok, here we go. Now, how does this work?
Customer	: Huh? Wait. You know what you're doing, right?
Beautician	: Relax, sir, relax. I've been doing these ten years. Sit back and relax. So, what do you do for a living?
Customer	: I'm a lawyer, specializing in workplace accidents, and I'm in town for an interview for a new job, and
Beautician	: Oops...
Customer	: What do you mean oops? Hey, can I see a mirror?
Beautician	: Nothing to worry about, sir. Just relax. I'm just making some adjustment to the hair trimmer. There we are. Okay...
Customer	: Ouch. That hurts. What are you doing?
Beautician	: Nothing to worry about, sir. Relax.
Customer	: That's what you just said a minute ago, and look at all of my hair on the floor. How much are you really cutting off? And where's a mirror?
Beautician	: Oh. And time for the shampoo. Just lean back and we'll wash your hair away.
Customer	: You mean what's left of it?

Beautician	: Relax..... Relax.....
Customer	: Hey, you got shampoo in my eyes. I can't see.
Beautician	: Relax, sir, relax. I'm almost finished.
Customer	: Yeah, just wait till I get finished with you!
Beautician	: Okay, now let's dry your hair, put a little styling jell in it, and now style it with a blow dryer, and brush.
Customer	: Hey, what happened to my hair? And what's left of my hair turned purple. Are you even a licensed beautician?
Beautician	: Well, sir. We offer a money-back guarantee on all our work, so if you're not completely satisfied.
Customer	: Satisfied? I'm anything but satisfied. I want to talk to the manager..... now!
Beautician	: I'm sorry, but he's on vacation, and he left me in charge, so if you....
Customer	: How in the world am I supposed to go to a job interview looking like this? Forget it. Is there any place in this town that can give a decent haircut and fix the damage?
Beautician	: Well, my brother works next door, and he offers a complete package for
Customer	: I know, nine, ninety-nine. I've had it. Forget I even asked.

Exercise 5

Find the expressions of feeling angry from the dialogue above. Then, practice the dialogue with your friend.

READING

Read the text, and then answer the following questions.

Avicenna (Part 2)

Writings. This was a period when he began his two most famous works. *Kitab Ash-shifa'* is probably the largest work of its even written by one man. It treats of logic, the natural sciences, including psychology, the *quadrivium* (geometry, astronomy, arithmetic, and music), and metaphysics, but there is no real exposition of ethics or of politics. His thought in this work owes a great deal to Aristotle but also to other Greek influences and to Neoplatonism. His system rests on the conception of God as the necessary existent: in God alone essence, what he is, and existence, that he is, coincide. There is a gradual multiplication of beings through a timeless emanation from God as a result of his self-knowledge. The Canon of Medicine (*Al-Qanum Fi At-tibb*) is the most famous single book in the history of medicine in both East and West. It is a systematic encyclopaedia based for the most part on the achievements of Greek physicians of the Roman imperial age and on other Arabic works and, to a lesser extent, on his own experience (his own clinical notes were lost during his journeys). Occupied during the day with his duties at court as both physician and administrator, Avicenna spent almost every night with his students composing these and other works and carrying out general philosophical and scientific discussion related to them. These sessions were often combined with musical performances and gaiety and lasted until late hours of the night. Even in hiding and in prison he continued to write. The great physical strength of Avicenna enabled him to carry out the programme that would have been unimaginable for a person of a feebler constitution.



(Taken from <https://hannemanarchive.com>)

The last phase of Avicenna's life began with his move to Isfahan (about 250 miles south of Tehran). In 1022 *Shah ad-Dawlah* died, and Avicenna, after a period of difficulty including imprisonment, fled to Isfahan with a small entourage. In Isfahan, Avicenna was to spend the last 14 years of his life in relative peace. He was esteemed highly by 'Ala' ad-Dawlah, the ruler, and his court. Here he finished the two major works he began in Hamadan and wrote most of his nearly 200 treatises; he also composed the first work on Aristotelian philosophy in the Persian language and masterly summary of his "Book of Healing" called *Kitab An-najat* ("Book of Salvation"), written partly during the military campaigns in which he had to accompany 'Ala' ad-Dawlah to the field of battle. During this time he composed his last major philosophical opus and the most "personal" testament of this thought, *Kitab al-isharat wa at-tanbihat* ("Book of Directives and Remarks"). In this work he described the mystic's spiritual journey from the beginnings of faith to the final stage of direct and uninterrupted vision of God. Also in Isfahan, when an authority on Arabic philology criticized him for his lack of mastery in the subject, he spent three years studying it and composed a vast work called *Lisan al-'arab* ("The Arabic Language"), which remained in rough draft until his death. Accompanying 'Ala' ad-Dawlah on a campaign, Avicenna fell ill and, despite his attempts to treat himself, died from colic and from exhaustion.

Exercise 6

Questions:

1. What are the contents of *Kitab Ash-shifa'*?
2. Who influenced him in the way of thinking?
3. What does the writer say about Avicenna's book "The Canon of Medicine"?
4. What did Avicenna do with his students almost every night?
5. Where was the last phase of his life?
6. How long did he spend there?
7. Why do you think 'Ala' ad-Dawlah esteemed him?
8. What did he do most of the time in Isfahan?
9. How did he react when was criticized by an authority on Arabic philosophy?
10. What can we learn from the answer to question number 9?

WRITING

REPORT TEXT

Report Text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Generic Structure of Report

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

Language Feature of Report

1. Introducing group or general aspect.
2. Using conditional logical connection; when, so, etc.
3. Using simple present tense.

The Example of Report Text:**Rose Flower**

If you are in love, you may remember a rose. It is a symbol of romantic thing. However do you know the nature of this beautiful flower?

Rose is in a family of Rosaceae. The flower is large and showy. The colours range from white through yellows and reds. Most species of rose are native to Asia, Europe, North America, and northwest Africa. Rose plants can grow in different size from compact, miniature, to climbers which reach 7 meters in height.

The popular species of roses are Banksianae, Caninae, Carolinae, Chinensis, Gallicanae. Banksianae is a rose flower from China which is white and yellow. Caninae is a species from Asia, Europe and North Africa which is pink and white. Carolinae is known from North America which has a white, pink, and bright pink colour. Chinensis is a white, pink, yellow, red and mixed-color rose from China

and Burma. Gallicanae is a species of roses from western Asia and Europe which is pink to crimson.

Roses are best known as ornamental plants grown for their flowers in the garden and sometimes indoors. They have been also used for commercial perfumery and commercial cut flower crops.

Exercise 7

Creat your own writing about Report text based on your experience and don't forget to use Past Perfect tense and Past Perfect Continuous tense.

A graphic consisting of a thick black curved line that starts from the left, curves upwards and to the right, then curves downwards and to the left, forming a shape that resembles a stylized '9' or a speech bubble. The text 'UNIT 9' is written in bold, black, uppercase letters inside this shape.

UNIT 9

FUTURE TENSE: TO BE GOING TO AND FUTURE CONTINUOUS TENSE

STANDARD COMPETENCE

Can be using and mastering *Future: Going To* and *Future Continuous Tense* in English.

INDICATOR

Be able to use, create questions, create dialogs, and show *Future: Going To* and *Future Continuous Tense* in everyday conversations.

REALITY/CONTEXT

In everyday conversations it requires an understanding to use *Future: Going To* and *Future Continuous Tense* is appropriate in context in making inquiries, making dialogue, and showing *Future: Going To* and *Future Continuous Tense*. For that students should learn how to use *Future: Going To* and *Future Continuous Tense* in the right context.

MATERIAL OF LEARNING

Simple Future Tense / To Be Going To

Simple future tense explains or states actions or activities to be performed by the subject in the future or in the future. Or a tense that declares an activity that happens in the future (will come) or still a plan.

Example: I will meet you tomorrow morning.

In addition, simple future tense can also be used to show promises made to be implemented in the future.

Example : I shall help you with the project next week.

Simple future tense is usually marked with the word 'Will or Shall' which means "will". Then is there any difference in using 'Will and Shall'? A simple explanation of the difference between 'Will and Shall' use is, 'Shall' is used in Subject I and We, while 'Will' can be used for all subjects.

Another way to use Simple future tense is to use 'To be + going to'. 'To be + going to' is usually used for actions or activities that have been planned or intended previously. In addition, 'To be + going to' is also used to express our assumption that something is about to happen. Therefore, a simple future tense form with 'To be + going to' most likely the action or activity will be executed or done immediately. Please note, in Simple Future Tense with the pattern 'to be + going to' will use the form to be from present tense.

The pattern of Simple Future Tense:

- (+) Subject + will/shall / to be + going to + Verb-1
- (-) Subject + will/shall / to be + not + going to + Verb-1
- (?) Will/shall /to be + Subject + going to + Verb-1

Examples :

1. (+) I am going to go to the book store at three O'clock.
- (-) I am not going to go to the book store at three O'clock.
- (?) Am I going to go to the book store at three O'clock?

Yes, I am / No, I am not.

2. (+) I will go to Kalimantan next week.
 (-) I Will not go to Kalimantan next week.
 (?) Will you go to Kalimantan next week?

Yes, I will / No, I will not.

It is also important to remember that there is little difference in verbal and nominal sentences in a simple future tense, the difference being that in the nominal sentence there is no Verb or Verb, after the word “Will” is added with the word “Be”.

Sentences in Context

Will	Be going to
<ul style="list-style-type: none"> ▪ I will finish my homework in an hour. ▪ I will give you the money back next week. ▪ I think it will rain tomorrow. ▪ There’s no way that we will lose the game. ▪ You will meet a tall, dark, handsome stranger. 	<ul style="list-style-type: none"> ▪ I’m going to finish my homework in an hour. ▪ I’m going to take a few days off. ▪ We’re going to visit my parents at the weekend. ▪ I’m going to eat a whole watermelon. ▪ She’s going to eat a whole watermelon.

Exercise 1

Choose the Correct answer for the questions below!

1. Rachmat all of his friends to the celebration next week.
 - a. Will invite
 - b. Invites
 - c. Invited
 - d. Invitation

2. Manda and I some plates and glasses on the dining table for the dinner tonight.
 - a. Was preparing
 - c. Shall prepare

- b. Prepared
d. Prepare
3. Yongki and Yoga will not in music competition at school next month.
a. Participates
c. Patcipation
b. Participate
d. Participated
4. Ami : Hey! Look at those dark clouds!
Kiki : Woow! It rain soon
a. Will
c. Coming
b. The
d. Going to
5. Rama give back Dayat’s phone?
a. Is
c. Does
b. Will
d. Was
6. Will you the suspect tomorrow?
a. Arresting
c. Arrested
b. Arrest
d. To arrest
7. I will not my Dad about the accident.
a. Tell
c. Tells
b. Telling
d. To tell
8. The athletes with the college track team next month.
a. Trains
c. Will train
b. Trained
d. Have joined
9. Manda : I the students exchange programme next year.
Kiki : that’s good idea
a. Join
c. Will join
b. Joined
d. Have joined
10. Nita : what are you planning to do with all these sculpture?
Rachmat : I them in cultural fair next month.

- a. To be exhibiting c. Will exhibit
b. To exhibit d. Be exhibiting

Future Continuous Tense

Future continuous tense is a form of time or tense used to express actions or activities that are expected to occur in the future. Future continuous tense is characterized by the use of the word "Will + be" and followed by an ending -ing or "V-ing" verb. Consider the following sample continuous tense sentences:

Example : The students will be sitting in the classroom on Monday.

In addition, future continuous tense can also be used to indicate that an activity or action is a common thing done or done repeatedly, and is expected to happen again in the future.

The pattern of Future Continuous Tense:

- (+) Subject + will/shall + be + V-ing
- (-) Subject + will/shall + not + be + V-ing
- (?) Will/shall + Subject + be + V-ing

The examples:

1. (+) I will be visiting your house when I finish my homework at 1 p.m.
(-) I will not be visiting your house when I finish my homework at 1 p.m.
(?) Will I be visiting your house when I finish my homework at 1 p.m.?

Yes, you will / No, you will not.

2. (+) Ziggy will be studying English Literature in Cambridge University next year.
(-) Ziggy will not be studying English Literature in Cambridge University next year.
(?) Will Ziggy be studying English Literature In Cambridge University next year?

Yes, he will / No he will not.

Exercise 2**Choose the Correct answer for the questions below!**

1. They at nine tomorrow morning.

a. Are fishing	c. Go fishing
b. Will be fishing	d. Will fishing
2. Manda and Kiki will not the meal when you arrive at home.

a. Cook	c. Be cooking
b. Cooking	d. Cooked
3. Will you be the candles and the cake for Tari's birthday?

a. Bringing	c. Brought
b. Bring	d. Brings
4. Kiki Nita tomorrow.

a. Will helps	c. Will be helping
b. Am helping	d. Help
5. My mother will be when I arrive.

a. Sleeping	c. Sleep
b. Sleeps	d. Slept
6. My father teaching at 10 a.m tomorrow.

a. Will	c. Is
b. Will be	d. Will
7. My sister will not at holiday.

a. Studies	c. Be studying
b. Studying	d. Studied
8. My parents will be a movie tonight.

a. Watching	c. Watched
b. Watch	d. Watches
9. George will be Indonesia at 9 a.m tomorrow.

a. Leaving	c. Left
------------	---------

- b. Leave
 10. They will be dinner at Mr.Crab restaurant tonight.
 a. Have
 b. Having
 c. Had
 d. Has
 d. Live

LISTENING

Exercise 3

Listen to dialogue from Yuni, Juna and Citra and then complete the missing sentences from the dialogue!

- Yuni : Hi, guys, Are you ready for that ?
 Juna : I am not ready yet. How about you, citra ?
 Citra :, she will help me to prepare what I need for the camp.
 Yuni : I will prepare it with my mother too. So, I will bring
 Juna : Wow, thanks you. They are so delicious.
 Citra : Yes, I do agree with Juna.
 Yuni : Oh, thanks you.

SPEAKING

Exercise 4

Answer the following questions orally based your experience!

1. Have you ever visited a factory or an industrial complex?
2. Is the work done by human beings?
3. What about in Japan, the USA and Germany? Do you think all the work is also done by human beings?

Practise the following dialogue, and then answer the question below!

Alice : I've just been reading an interesting article about robots. You know that the typical factory worker in the future will be a robot. What do you think of it, Betty?

Betty : I think that's scary.

Alice : Yeah, and they'll even use robots to make and repair other robots.

Betty : That's hard to imagine. And when is this supposed to happen?

Alice : Within thirty years. And robots will also be building factories in outer space and even mining minerals on the moon.

Betty : Hey, suppose they'll have invented a robot to clean my apartment!

Alice : You know, the job market is going to be affected by robots, and also all the work in factories.

Betty : Yeah. I think a lot of job are going to disappear. It could cause a lot of problems.

Alice : It sure could. Hmm..... you know, sometimes I wonder if it'll ever really happen.

Betty : I'm really interested in the article you told me about. May I read it?

Alice : Of course, I promise I'll bring it tomorrow.

Betty : OK. Thanks.

Exercise 5

Questions:

1. What are they talking about?
2. What jobs will be done by robots?
3. What does Betty think about robots?
4. What does Betty suppose within thirty years?

5. What is Betty's opinion about jobs?
6. What does Alice say about the job market and works in factory?
7. Is Betty interested in the article?
8. When will Alice bring the article?
9. What does Alice ask about Betty's opinion o robot?
10. Find some expressions of asking about and giving opinions from the dialogue above!

READING

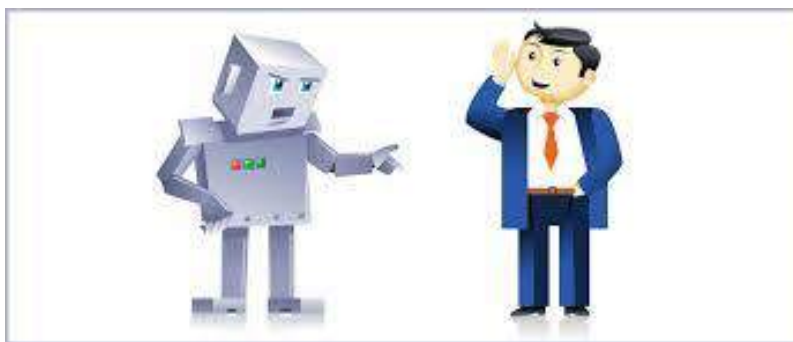
Reading 1

Read and study the following text carefully.

Robots vs Workers

Robots have become a common sight in Japanese factories. It is estimated that as many as sixty percent of Japanese manufacturing firms now have industrial robots or other computer equipment. According to the Japan Industrial Robot Association, at least 100.000 robots have been placed on production lines in Japan. There are more robots in Japan than in the rest of the world.

The robots in Japanese factories are mostly of one type-faceless, bodiless, one-arm robots. Most do the work of the shoulder, elbow, wrist and finger of a human.



(Taken from www.generationrobots.com)

Although the simple industrial robot was invented and first developed in the United States, American factories have been slow to use them. However, American scientists have been busy developing more human-like robots which can work in homes and offices.

What are the effects of using so many faceless, bodiless, one-arm robots in Japanese factories? It is clear that there are many advantages. Robots have taken over many of the hot, dirty, dangerous, tiring and boring jobs on the production line, especially in car factories. Secondly, robots are small, strong and easy to use and look after and are quite cheap. They also work faster and better than humans. They make fewer mistakes and the quality of their work is better. It is easy to see, therefore, the advantages of using industrial robots.

But what about the disadvantages? The main one is unemployment. It is estimated that at least 50,000 workers in Japan have been replaced by robots. Most of these workers are old and middle-aged men and women. Although some workers have moved into other jobs in the factory such as sales or computer programming, many workers now spend their time in unimportant positions on the production line, like pushing buttons on robots.

Even though the unemployment problem will grow, it is clear that robots will continue to be used, not only in large car factories but also in the smaller factories and workshops all over Japan. As Professor Ichiro Kato of Waseda University says, "Now robots are working out of sight, in factories, but by the year 2000s they will be everywhere, in shops, in homes, working in full view. In the near future we can expect the robot population of Japan to be something like ten million about one robot for every ten human beings."

Exercise 6

Answer the questions below based on the text above.

1. What are the types of Japanese robots?
2. How many robots that have been placed on production lines in Japan?
3. Who is Ichiro Kato?
4. Which word in paragraph 1 mean "predicted"?
5. Which paragraph talk about American robots?

6. What does paragraph 4 tell us about?
7. Why does the writer say that robots have become “a common sight”?
8. What is the different between American dan Japanese robots?
9. What lesson can you learn from the text above?
10. When the robots will work for everywhere jobs?

Exercise 7

Complete the text with the words from list below.

- | | | | |
|--------------|--------------|----------|-----------|
| a. also | c. connected | e. given | g. people |
| b. available | d. changed | f. use | h. phone |

Remember, not so long ago, when the telephone used to be a simple receiver (1) _____ by a wire to the wall. And all you used your (2) _____ to make a phone call. Today, new technology has (3) _____ the telephone and what people use for it.

Computer based technology has (4) _____ us instand connections and clearer communication over the telephone. Nowadays, people (5) _____ the telephone to do their banking, to rent videos and to buy things. (6) _____ use their telephones to connect their home computers to computerized information centres. People (7) _____ send letters and documents through phone lines by fax. And new systems may be (8) _____ shortly for sending video pictures over the telephone.

WRITING

DISCUSSION

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

Generic Structure of Discussion

- Statement of issue; stating the issue which is to be discussed
- List of supporting points; presenting the point in support of the presented issue
- List of contrastive point; presenting other points which disagree with the supporting point
- Recommendation; stating the writer's recommendation of the discourse

Language Feature of Discussion

- Introducing category or generic participant.
- Using thinking verb; feel, hope, believe, etc.
- Using additive, contrastive, and causal connection; similarly, on the one hand, however, etc.
- Using modalities; must, should, could, may, etc.
- Using adverbial of manner; deliberately, hopefully, etc.

The example of Discussion text:

The Advantage and Disadvantage of Nuclear Power

Issue

Nuclear power is generated by using uranium which is a metal mined in various parts of the world. The first large scale of nuclear power station was opened at Calder Hall in Cumbria, England in 1956.

Supporting Point

Some military ships and submarines have nuclear power plants for engines. Nuclear power produces around 11% of the world's energy needed, and produces huge amounts of energy. It causes no pollution as we would get when burning fossil fuels. The advantages of nuclear plants are as follows:

- It costs about the same as coal, so it is not expensive to make.
- It does not produce smoke or carbon dioxide, so it does not contribute to the greenhouse effect.
- It produces huge amounts of energy from a small amount of uranium.
- It produces a small amount of waste. It is reliable.

Contrasting Point

On the other hand, nuclear power is very, very dangerous. It must be sealed up and buried for many years to allow the radioactivity to die away. Furthermore, although it is reliable, a lot of money has to be spent on safety because if it does go wrong, a nuclear accident can be a major accident.

Conclusion or Recommendation

People are increasingly concerned about this matter. In the 1990's nuclear power was the fastest growing source of power in many parts of the world.

Exercise 8

Create your own writing about Discussion text based on your experience and don't forget to use Simple Future tense and Future Continuous tense in your writing.

UNIT 10

FUTURE PERFECT TENSE AND FUTURE PERFECT CONTINUOUS TENSE

STANDARD COMPETENCE

Can be using and mastering *Future Perfect Tense* and *Future Perfect Continuous Tense* in English.

INDICATOR

Be able to use, create questions, create dialogs, and show *Future Perfect Tense* and *Future Perfect Continuous Tense* in everyday conversations.

REALITY/CONTEXT

In everyday conversations it requires an understanding to use *Future Perfect Tense* and *Future Perfect Continuous Tense* is appropriate in context in making inquiries, making dialogue, and showing *Future Perfect Tense* and *Future Perfect Continuous Tense*. For that students should learn how to use *Future Perfect* and *Future Perfect Continuous Tense* in the right context.

MATERIAL OF LEARNING

FUTURE PERFECT TENSE

Future Perfect Tense is a tense that serves to declare an action or activity that will have been completed done in the future.

The pattern of Future Perfect Tense:

- (+) Subject + will + have + Verb-3
- (-) Subject + will + not + have + Verb-3
- (?) Will + Subject + have + Verb-3

The Examples:

1. (+) I will have found a good job by the end of this month.
 (-) I will not have found a good job by the end of this month.
 (?) Will you have found a good job by the end of this month?

Yes, I will / No I will not.

2. (+) She will have gone anywee by the end of this week.
 (-) She will not have gone anywhere by the end of this week.
 (?) Will she have gone anywhereby th end of this week?

Yes, she will / No, she will not.

In addition to the above sentence pattern, there is also a sentence pattern for the following **nominal sentence**:

- (+) Subject + will + have + Noun/ adjective/ adverb
- (-) Subject + will + not + have + Noun/ adjective/ adverb
- (?) Will + Subject + have + Noun/ adjective/ adverb

The examples:

- (+) I will have been a manager next year.
- (-)They will not have been at school this evening.
- (?) Will you have been busy at the end of this week?

Future Perfect Tense can also be used to declare something that will have been completed or will happen before something or other activity happens in the future.

There are some information that can be used in the sentence of Future Perfect Tense as follows:

By the time, By the end of ..., For, Next month, Next year, Tonight, Tomorrow, This afternoon, This evening, By next year, By next month.

The examples:

- I will have cooked for dinner by the time you arrive home.
- Before you come, they will not have watched the movie.
- Will we have gone to Australia by the time the girl comes here?

Exercise 1

Fill in the blanks with the correct Future Perfect Tense form of the verb:

Example : *By this time tomorrow, I **will have read** (read) the book.*

1. By the time you get here, I _____ (*finish*) watching the movie.
2. By the time he graduates, Tom _____ (*take*) all the necessary classes.
3. By this time next year, Nancy _____ (*move*) to a new apartment.
4. By this time tomorrow, We _____ (*put*) all the furniture in the basement.
5. By the time my wife gets home, I _____ (*prepare*) supper.
6. By this time next week, We _____ (*buy*) all the Christmas presents.
7. By this time tomorrow, the Teacher _____ (*speak*) to her about her grades.
8. By the time you wake up, your Brother _____ (*go*) to work.
9. By the time we get to Chicago, we _____ (*drive*) for 10 hours.
10. By the time my friends arrive, I _____ (*do*) my homework.

FUTURE PERFECT CONTINUOUS TENSE

Future Perfect Continuous Tense is a tense that serves to declare an action or activity that has been done and there is a possibility to continue in the future. So,

future perfect continuous tense is a series of actions that occur before a certain time in the future.

The pattern of Future Perfect Continuous Tense:

- (+) Subject + will + have + been + Verb-ing
- (-) Subject + will + not + have + been + Verb-ing
- (?) Will + Subject + have + been + Verb-ing

The examples:

1. (+) They will have been watching a movie at this time tomorrow.
 (-) They will not have been watching a movie at this time tomorrow.
 (?) Will they have been watching a movie at this time tomorrow?

Yes, they will / No, they will not

2. (+) He will have been doing his examination on Monday afternoon.
 (-) He will have been not doing his examination on Monday afternoon.
 (?) Will he have been doing his examination on Monday afternoon?

In addition to the above sentence pattern which is a verbal sentence, there is also a sentence pattern **for the nominal sentence** in the Future Perfect Continuous Tense as follows:

- (+) Subject + will + have + been + Noun/ adjective/ adverb
- (-) Subject + will + not + have + been + Noun/ adjective/ adverb
- (?) Will + Subject + have + been + Noun/ adjective/ adverb

The Examples:

- (+) I will have been being a teacher by the end of this year.
- (-) He will have been being a student in this university next month.
- (?) Will they have been being my friends when I study in this university?

There is some time statements commonly used in the Future Perfect Tense sentence as follows:

There is some time statements commonly used in the Future Perfect Tense sentence as follows: *For ...*, *For a week*, *For two years*, *By the end of ...*, *By ...*, *By tomorrow*, *At this time ...*, *At this time tomorrow*, *When*, *Before*, *This year / month / week*, *Next year / month / week*.

If you are confused between Future Perfect Tense and Future Perfect Continuous Tense, here is an example of the difference.

Future Perfect Tense	Future Perfect Continuous Tense
Donna will have done her school project by the end of this year.	Donna will have been doing her school project for four months by the end of this year.
(= Donna's school project will be finished by the end of this year)	(= Donna's school project is on going to be finished and by the end of this year she will still be doing it)

Exercise 2

Fill in the blanks with the correct Future Perfect Tense form of the verb:

Example:

The teacher gives the students an assignment on their holiday. (The students/ do/ their assignment on holiday)

- The students will have been doing their assignment on holiday.
 1. The Math examination will end at 3 p.m. this afternoon. (The students/ do/ the examination at 2 p.m. this afternoon)
 -
 2. I have done so many works today and I will sleep after 8 p.m. (I/ sleep/ at 9 p.m. tonight)
 -

3. Fiska is going to Turkey next month for a year. (She/ be/ in Turkey by next two months)
4.
5. There will be a new branch of our company next week. (The manager/ run/ the new branch of our company by next week)
 -

Alif is enrolling his study in a university and he chooses Economic Faculty. (He/ be/ a new student of the university by the beginning of next month)

.....

Try to translate some of the following sentences or sentences into English using Future Perfect Countinuous Tense pattern.

6. Nenek saya akan telah sedang mengunjungi kami besok pagi.
7. Vinsfeld si pencuri akan telah sedang mencuri berlian besok malam.
8. Nenek saya tidak akan telah sedang mengunjungi kami besok pagi.
9. Vinsfeld si pencuri tidak akan telah sedang mencuri berlian besok malam.
10. Apakah nenek kamu akan telah sedang mengunjungi kamu besok pagi?

LISTENING

Exercise 3

Listen to dialogue from Panca and Tri and then complete the missing sentences from the dialogue!

Conversation I: New Tri's car

- Panca : What a great car you have, Tri.
- Tri : Thank you, Panca.
- Panca :?
- Tri : Yes, it is.
- Panca : What did you do to it?
- Tri : Not much.

Panca : wow Great job!

Tri : Thanks.

Conversation II: Aisyah's T-shirt

Panca : That's a nice and cute T-shirt you're wearing.

Aisyah : I appreciate you compliment.

Panca : Where did your mother buy it?

Aisyah :

Panca : Your look beautiful with that expensive T-shirt.

Aisyah :

SPEAKING

Answer the following questions orally.

1. What facilities might you need when you stay at a hotel?
2. What will you do if you feel not satisfied with their service?
3. What expression will you say then?

Study the following dialogue, and then take turn with your friend.

Dialogue 1

Clerk : Do you like your room, madam?

Woman : Oh yes, I'm very pleased with it. Good enough.

Clerk : I hope you enjoy staying here.

Woman : By the way, do you have cold and hot water here?

Clerk : Yes, madam. There you are.

Woman : Thanks a lot.

Exercise 4

Answer the following questions based on the dialogue above.

1. Does the woman enjoy staying there?
2. What does the woman say to express her pleasure?
3. What does the woman ask the clerk?
4. Is the thing the woman asks available there?
5. Is the woman satisfied with the condition?

Dialogue 2

Herman : “When will you graduate Robin,”

Robin : “I will have graduated in November this year but”

Lia : “But why? There is something wrong?”

Robin : “Yeah, I got stuck little bit on my final project.”

Vivi : “Don’t worry Robin, I’m sure you will have finished your final project before November. Just pray and keep do the best you can.”

Robin : “Thank you, I promise I will have graduated in November.”

Herman: “Yeah, you must promise to graduated early.”

Lia : “You must be serious when doing your project. Because the time is will be daedline soon.”

Vivi : “Yeah, I'm sure you can do it seriously.”

READING

Answer the questions below.

1. What would you say about the public transportation in your town?
2. What is your comment about using Gojek (motorcycle transport)?
3. Give your opinion about the use of delman and becak for public transportation!

Read this text carefully.

Sign Accelerating Progress in China

Honda, the Japanese carmaker, has just given China the kind of industrial and marketing boost other fast-growing countries can only drool over. It announced last week that it will open a factory in the southern city of Guangzhou to make cars for export, with an initial output of 50,000 units.

Chinese media reports said that over time, production could rise to six times that, a good percentage of it to be sold locally. Together with an existing plant that makes 50,000 Accords and Odyssey mini-vans a year for the home market, Honda's investment is indicative of the brutal worldwide contest for sales and production efficiency. Honda will save 20 percent in production costs by operating in China.

Volkswagen, Daimler-Chrysler, Ford and General Motors had all preceded Honda to China, and they are beginning to reap the benefits of their investment. Mainstay European makers besides the Germans (the Italians, French and Sweden) and Korean companies could be next in line. Bernd Leissner, president of Volkswagen Asia-Pacific, predicts that "All the big international players and their latest models will be in China within three to five years".

Even if his forecast is off by a few years, the trend looks inexorable. All these developments are of little comfort to Southeast Asian countries acutely aware of China's puling power. While Thailand, Malaysia and Indonesia have had a measure of success with their car and parts manufacturing spurring industrial growth and downstream activities, what China can gain is simply unimaginable.

The first element is the multiplier effect of the automotive industry in a country of such scale. Honda's decision to pump in more funds is a recognition of China's ability to handle precision engineering and complex manufacturing work. It has been for some years a production platform for consumer electronics and computers the well-known brands of other countries.

Assembling cars is the next step. After that will come body design and engine innovations. But the intermediary stage of parts and accessories sets a poser. Honda plans to ship to China the necessary parts. Unless manufacture of these critical items eventually becomes as big in China as is car assembly, with the quality to match, growth will be slower. But do not underestimate the country's

persuasiveness in making the appropriate demands of their investors. Honda opened its first plant in 1998 only after it had started, at China's "urging", a part facility which it also had to manage.

Exercise 5

Answer the questions below based on the text above.

1. What has the Japanese carmaker given to China?
2. What does "it" in paragraph 1 refer to?
3. What is the car production mainly for?
4. What will happen when production rises six times?
5. What advantage will the Honda can get when processing car making in China?
6. Mention other countries which invest their capital in car making.
7. What is the comment of Bernd Leissner about the development of car production in China?
8. Why has Honda invested more capital in China?
9. What has spurred industrial growth in Indonesia, Malaysia and Thailand?
10. What is the purpose of this text?

Exercise 6

Fill in the blanks with suitable words from the list.

Manufacture	ship	export	assembled	process
Connects	inter-insular	bridges	developed	role

1. A lot of cars from other countries are _____ here in our country.
2. Ferry play in important _____ to connect our separated islands.
3. To reduce production costs, developed countries_____ their car making in developing countries as the labour force in these countries is pretty cheap.
4. The flood swept away the bridge that _____ the two village.

5. The government has decided on a special location to_____ different kinds of goods so it won't bother the people and the environment.
6. Countries like Indonesia and the Philippines need_____ transportation to activate their economic activities.
7. Exporters send goods to other countries by means of
8. To smoothen the traffic, _____ which connect towns and provinces are widened.
9. Air transportation has_____so extensively that people can fly anytime they like.
10. _____Quality goods are not sold in the domestic markets.

WRITING

ANECDOTE

Definition and Social Function of Anecdote

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

Generic Structure of Anecdote

1. Abstract
2. Orientation
3. Crisis
4. Incident.

Language Feature of Anecdote

1. Using exclamation words; it's awful!, it's wonderful!, etc
2. Using imperative; listen to this
3. Using rhetoric question; do you know what?
4. Using action verb; go, write, etc
5. Using conjunction of time; then, afterward
6. Using simple past tense

The example of Anecdote text:**Snake in the Bath****Abstract**

How would you like to find a snake in your bath? A nasty one too!

Orientation

We had just moved into a new house, which had been empty for so long that everything was in a terrible mess. Anna and I decided we would clean the bath first, so we set to, and turned on the tap.

Crisis

Suddenly to my horror, a snake's head appeared in the plug-hole. Then out slithered the rest of his long thin body. He twisted and turned on the slippery bottom of the bath, spitting and hissing at us.

Reaction/Incident

For an instant I stood there quite paralysed. Then I yelled for my husband, who luckily came running and killed the snake with the handle of a broom. Anna, who was only three at the time, was quite interested in the whole business. Indeed I had to pull her out of the way or she'd probably have leant over the bath to get a better look!

Coda

Ever since then I've always put the plug in firmly before running the bath water.

Exercise 7

Creat your own writing about Anecdote text based on your experience and don't forget to use Future Perfect tense and Future Perfect Continuous tense in your writing.

A graphic consisting of a thick black curved line that starts from the left, curves upwards and then downwards to the right, forming a partial oval shape. The text 'UNIT 11' is written in bold, black, sans-serif capital letters across the middle of this curve.

UNIT 11

WH QUESTION WORDS

STANDARD COMPETENCE

Understand and implement *Integrated English Language Skills* especially in *WH Question Words*.

INDICATOR

To mastering *Past Tense WH Question; Yes, No Questions* in English. Can mention, write, use, and show *WH Question*.

REALITY/CONTEXT

In everyday conversations an understanding is required to use *WH Question Word* to communicate with others in context. For that students must learn how to use *WH Question Words*.

MATERIAL OF LEARNING

Question Words

We use question words to ask certain types of questions (question words). We often refer to them as WH question words because they include the letters WH (for example: Why, How).

Question Word	Function	Example
What	Asking for information about something	What is your name?
	Asking for repetition or confirmation	What? I can't hear you. You did what?
what for	Asking for a reason, asking why	What did you do that for?
When	Asking about time	When did he leave?
Where	Asking in or at what place or position	Where do they live?
Which	Asking about choice	Which colour do you want?
Who	Asking what or which person or people (subject)	Who opened the door?
Whom	Asking what or which person or people (object)	Whom did you see?
Whose	Asking about ownership	Whose are these keys? Whose turn is it?
Why	Asking for reason, asking what for	Why do you say that?
Why don't	Making a suggestion	Why don't I help you?
How	Asking about manner	How does this work?
	Asking about condition or quality	How was your exam?
How + adj/ adv	Asking about extent or degree	See examples below
How far	distance	How far is Pattaya from Bangkok
How long	Length (time or space)	How long will it take? S
How many	Quantity (countable)	How many cars are there?
How much	Quantity (uncountable)	How much money do you have ?
How old	Age	How old are you?

How come (informal)	Asking for reason, asking why	How come I can't see her?
---------------------	-------------------------------	---------------------------

WH- Questions

QUESTION WORDS

Woodward

Who?



Who is calling?
Who will reach the phone first?

Where?



Where should I go?

When?



When can I go on vacation?

Why?



Why are you angry?

What?



What is making that sound?

Which?



Which dish should I choose?

How?



How do I stop the baby from crying?

EXPLANATION

I want to know the

Who?	Person
Where?	Position, Place
When?	Time, Occasion, Moment
Why?	Reason, Explanation
What?	Specific thing, Object
Which?	Choice, Alternative
How?	Way, Manner, Form

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

(Taken from www.woodwardenglish.com)

WH- Questions allow a speaker to find out more information about topics.

They are as follow:

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

Other words can also be used to inquire about specific information:

- Which (one)? Choice of alternatives
- Whose? Possession
- Whom? Person (objective formal)
- How much? Price, amount (non-count)
- How many? Quantity (count)
- How long? Duration
- How often? Frequency
- How far? Distance
- What kind (of)? Description

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

- (Someone has my baseball.) Who has my baseball?
- (Something is bothering you.) What is bothering you?

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

- I can do it.
- They are leaving.
- I have eaten my lunch.

- I should have finished my homework.

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

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

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

- (He is someone) ? is he
Who is he?
- (The meeting was some time) ? was the meeting
When was the meeting?

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

- (You want something.) ? do you want
What do you want?
- (You went somewhere.) ? did you go (past tense)
Where did you go?
- (She likes something) ? does she like (third person-s)
What does she like?

HOW is used to describe the manner that something is done. (= I want to know the way)

- How do you cook lasagna?

- How does he know the answer?
- How can I learn English quickly?

With **HOW** there are a number of other expressions that are used in questions:

How much – refers to a quantity or a price (uncountable nouns)

- How much time do you have to finish the test?
- How much is the jacket on display in the window?
- How much money will I need?

How many – refers to a quantity (countable nouns)

- How many days are there in April?
- How many people live in this city?
- How many brothers and sister do you have?

How often – refers to frequency

- How often do you visit your grandmother?
- How often does she study?
- How often are you sick?

How far – refers to distance

- How far is the university from your house?
- How far is the bus stop from here?

Exercise 1

Choose the correct answer !

1. ... car do you think is overpriced? this car.

a. Which	c. When
b. Whose	d. Why
2. ... will you pay off your student loan? next monday.

a. Where	c. What
b. When	d. How
3. ... book is on the floor?

- | | |
|----------|---------|
| a. Whose | c. Whom |
| b. Who | d. What |
4. ... do you want to invite to your garden party?
- | | |
|----------|---------|
| a. Whose | c. Who |
| b. Whom | d. When |
5. ... do you earn from the business? one hundred dollars a month.
- | | |
|-------------|-------------|
| a. How many | c. How long |
| b. How much | d. How far |
6. ... did we meet for the first time? at the coffee shop.
- | | |
|----------|---------|
| a. How | c. When |
| b. Where | d. What |
7. ... did she cook for dinner? lasagna
- | | |
|----------|---------|
| a. Where | c. What |
| b. When | d. Who |
8. ... does it take to be a gastroenterologist?
- | | |
|--------------|-------------|
| a. How long | c. How far |
| b. How often | d. How many |
9. ... does his face look pale? because he is sick.
- | | |
|--------|----------|
| a. Why | c. What |
| b. How | d. Where |
10. ... is going to pick you up tomorrow morning?
- | | |
|---------|----------|
| a. Who | c. When |
| b. What | d. Where |

LISTENING

Exercise 2

Listen to dialogue from Kristina and Nurjanah and then complete the missing sentences from the dialogue!

Kristina : Hi Nurjanah

Nurjanah : Hi Kristina

Kristina : Today is our last day in school isn't it.

Nurjanah : Yeah it seems.

Kristina :

Nurjanah :

Kristina : You like camping?

Nurjanah : Yeah, I really like camping,....., like climbing mountain and sit around the camp fire and

Kristina : Wow, its sounds intresting.

Nurjanah : Yeah very intresting,

Kristina : hmm.. let me think about it first Nurjanah. How about else?

Nurjanah : Well, if I do not camp,

While Nurjanah and Kristina are in the middle of their discussion fitrah came.

Fitrah : Hi nurjanah , Hi kristina

Nurjanah and Kristina : Ohh, Fitrah

Fitrah : What are you guys talking about? Can I join too?

Nurjanah and Kristina : Yeah Fitrah, for sure.

Fitrah : So what all of this about?

Kristina :

Fitrah : Ohh, so what would you do nurjanah ?

Nurjanah : Yeah like I said before I would like to go to camp with my friends, and when I do not camp I usually playing football with my friends,

Fitrah : Why you want to go there?

Nurjanah : It would make your mind relaxed when staying in there, of course in the night we having a barbeque party with the local people in there.

Kristina : So how about if you were alone kristina ? What you're gonna do then?

Nurjanah : Well When I was alone I usually read books

Kristina : Wow, you had a lot things to do then.

Fitrah :

Nurjanah : Yeah, of course.

SPEAKING

Dialogue 1

Study the following dialogue, and then take turn with your friend.

Tiwi : Dian, are you there?

Dian : Just come in. It's not locked.

Tiwi : I don't think I can go to school today. I feel very dizzy. Can you pass this letter to Mr. Sihotang ?

Dian : Certainly I can. What about the assignment? Have you finished it?

Tiwi : I did until number 7. I cannot do 8 to 10. Have you?

Dian : Yeah. I plan to submit it today, right?

Tiwi : But the deadline is not today, right?

Dian : No, until this coming Friday.

- Tiwi : It means I still have two more days. May I ask you about those I haven't finished?
- Dian : Sure. That's what a friend is for, right?
- Tiwi : Thanks in advance.
- Dian : Oh, that's nothing, but I suggest that you should see the doctor, or else your dizziness will become more serious.
- Tiwi : Thank you for your advice. I think I should. Bye Dian.
- Dian : Take care, bye....

Dialogue 2

Read and study the following dialogue.

- Budi : Good morning, sir. May I come in?
- Mr. Somad : Morning, Budi. Good to see you again. Are you okay now?
- Budi : Yes, sir. Thank you. I'm quite alright. I'm ready to study.
- Mr. Somad : Very good.
- Budi : Sir, I'm already left behind because of my sick leave. Could you show me the parts I have to learn? I hope I can catch up with the others.
- Mr. Somad : Certainly. I believe it easy for you to understand them well. Don't worry too much. Oh..... take a seat, please!
- Budi : Thank you, sir. Of course I'm worried. I hope you can explain the part which I don't catch, sir. If you don't mind, I'll come to your house for that.
- Mr. Somad : You don't need to. I'll explain some of them in the classroom. Furthermore, some of your friends may not understand them, either.

Budi : Thank you for your kindness, sir. I expect to be able to understand them in a short time.

Mr. Somad : I believe you're able to.

Exercise 3

Now, answer the following questions based on the dialogue above.

1. What is the relationship between the speakers?
2. Where does the dialogue take place?
3. Why did Budi not attend the class?
4. What is he worried about?
5. What did he ask Mr. Somad to do?
6. What did Budi request?
7. Did Mr. Somad expect something?
8. How did Mr. Somad express it?
9. Why was Budi telling to Mr. Somad?
10. What was Mr. Somad advice to Budi?

Dialogue 3

Study the following dialogue, and then take turn with your friend.

Heri and Mail : Good morning, sir.

Teacher : Good morning. Please sit down both of you.

Heri and Mail : Thank you, sir.

Teacher : I want to talk to you both because I notice you have not been on good terms recently. Do you have any problems?

Heri : I don't know, sir.

Teacher : You don't know?

Heri : I tried talking to him, but he would not respond; so at the end,

I gave up.

Teacher : Can you tell me what's wrong then, Mail?

Mail : He's talking about me behind my back, sir. And that's why I don't want to be his friend anymore.

Teacher : Is that true, Heri?

Heri : No. Who told you that?

Mail : Herman. He said you told him I'm dishonest and a liar.

Heri : That's not true. I never talked behind your back, and I certainly did not say those things to him.

Teacher : Alright, now. I think it would be better if I talked to Herman, too. You two can go back to class now. Tell Herman to come to see me, will you, please. I'll call you back in later.

Heri and Mail : Yes, sir.

Exercise 4

Answer the following questions based on the dialogue above.

1. Where might the conversation take place?
2. What does the teacher notice?
3. What does Mail say to Heri?
4. Who told Mail about Heri?
5. What does the teacher ask them to do?

READING

Reading 1

Answer the questions below.

1. What do you see in the picture below?
2. What is a popular lake in your region?
3. Have you ever been there? Share your story with the class!

Read and study the following text, and then answer the questions below.

Lake Toba



(Taken from <http://cosmopolitanfm.com>)

A long time ago, there was no Lake Toba. In its place was once a green valley where a young farmer named Shari lived.

One day he caught a very big fish in a pot. But to his surprise, a beautiful young woman emerged from the pot. She told Shari that she was changed into a fish by wicked spirit. By catching her, Shari changed her back into a human being. She told Shari that she belonged to him and would be his wife under one condition.

He had to promise never to tell anyone what happened to her and never to use the word ‘fish’ when she was around. If he broke his promise, something bad would happen. Shari was very happy that he was going to have a beautiful wife.

Did he keep his promise? Unfortunately not. One day he was very hungry but there was no food. Apparently, while waiting for him, his hungry son was terrified and ran away. Without realizing it, Shari shouted angrily. “Come back here you greedy son a fish!”

Suddenly the ground began shake violently and the water from the river started to flow into the village very fast. Soon the village turned into a lake. That's show Lake Toba came into being.

Exercise 5

Questions:

1. Who lived in the green valley?
2. What did Shari catch one day?
3. Who changed the beautiful woman into a fish?
4. Why was Shari happy?
5. What did Shari promise to the beautiful woman?
6. Did Shari keep his promise?
7. What did Shari say to his son?
8. What happened after that?

Reading 2

ALL THE STUDENTS IN MY ENGLISH CLASS ARE ABSENT TODAY



(The picture taken from www.google.com/gambar+kelas)

All the students in my English class are absent today. George is absent. He's in the hospital. Maria is absent. She's at the dentist. Mr. and Mrs. Sato are absent. They're at the Social Security Office. Even our English teacher is absent. He's home in bed!.

What a shame! Everybody in my English class is absent today. Everybody except me.

Exercise 6

Answer These Questions:

1. Where's George?
2. Where's Maria?
3. Where are Mr. and Mrs. Sato?
4. Where's the English teacher?
5. Where am I right now?

WRITING

SPOOF TEXT

Definition and Social Function of Spoof

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

Generic Structure of Spoof

1. Orientation; is a opening part which tells us the issue or the problem that will be solved or told in the story. Orientation gives us the important thing about the characters and their problems.
2. Events; parts where the story explained into paragraphs that linked each other. Events are not limited into one or two scene or act. Events also adds more specific problems that happened, explains how the problems raise, and the dilemma.
3. Twist; will be explained in the next page. Twist can only be found in spoof texts.

Language Feature of Spoof

1. Focusing on people, animals or certain things.
2. Using action verb; ate, ran, etc.

3. Using adverb of time and place.
4. Told in chronological order.

The example of Spoof text:**Penguin in the Park*****Orientation***

Once a man was walking in a park when he come across a penguin.

Event

He took him to a policeman and said, "I have just found this penguin. What should I do?" The policeman replied, "take him to the zoo".

The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The policeman was rather suprised and walked up to the man and asked "why are you still carrying that penguin about? Didn't you take it to the zoo?"

Twist

"I certainly did" replied the man.

"And it was a great idea because he really enjoyed it, so today I am taking him to the moviest, and the next day I'll take it to the beach. It'll be so much fun" said the man.

"Owh my God. You are so stupid. I asked you to take the penguin and give it to the zoo. I didn't ask to take it to the zoo and had fun there with it." policemen said.

Exercise 7

Creat your own Spoof text based on your experience and don't forget to use WH – Question in your writing !



UNIT 12

PASSIVE VOICE

STANDARD COMPETENCE

Using *Passive Voice* in daily conversation; asking or reporting information, asking someone's location, and notifying someone's location.

INDICATOR

Able to use *Passive Voice* appropriately in daily conversations according to context.

REALITY/CONTEXT

Passive Voice is used to inquire and report information, to ask someone's location. For that, students are required to be able to use *Passive Voice* appropriately and in context.

MATERIAL OF LEARNING

Passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Passive voice is formed by using the verb to be + past participle. The by phrase is used if we want to emphasize the agent. If there are two objects in active voice, it is more usual to take the personal object as the subject of the passive voice.



(Taken from www.studiobelajar.com)

The pattern of Passive voice

Subject + to be + Verb-3
 Subject + to be + being + Verb-3

Tense	Passive Voice
Simple present	is/am/are + V-3
Present continuous tense	is/am/are + being + V-3
Simple past	was/were + V-3
Past continuous tense	was/were + being + V-3
Future tense	will/shall/would/should + be +V-3
Present perfect tense	have/has + been + V-3
Past perfect tense	had + been + V-3
Modal	modal + be + V-3

The examples:

Active Sentence	Passive Sentence
My mother gave me some money.	I was given some money.
I give him a book for his birthday.	She was given a book for his birthday.
Marry is helping John.	John is being helped by Mary.
Someone sent her a cheque for a thousand euros.	She was sent a cheque for a thousand euros.

If we want to show the person or thing doing the action we can use *by*:

- She was attacked *by* a dangerous dog.
- The money was stolen *by* her husband.

Exercise 1

Put the following sentences into the passive voice.

1. The boss promises us higher wages.
2. The police ordered the prisoners to stand up.
3. His father is teaching him French this semester.
4. Shakespeare wrote that play.
5. Someone has stolen my car.
6. They had eaten all the dinner before our coming.
7. He should make the lesson more interesting.
8. I can finish the work in ten minutes.
9. You must not throw the rubbish into the river.
10. They haven't changed the school regulation yet.

Exercise 2

Put the following passive voice into tenses suggested.

1. That building formerly (*use*) as prison. (*simple past tense*)

2. Passive voice (explain) seriously. (*present continuous tense*)
3. English (*speak*) as a foreign language in this country. (*simple present tense*)
4. The cassette (*play*) far too loudly. (*past continuous tense*)
5. The office (*not open*) for two months. (*present perfect tense*)
6. The answer (*write*) on a piece of paper. (*must/modal present*)
7. He saw the table (*push*) into the conner. (*past perfect tense*)
8. You (*tell*) what time the plane take off. (*simple future tense*)
9. They (*ask*) several questions. (*shall/modal past*)
10. The result (*announce*) two weeks from now. (*simple future tense*)

LISTENING

Exercise 3

Listen to dialogue from Pinca and wiwin and then complete the missing sentences from the dialogue!

PINKA MEET WIWIN IN THE SCHOOL YARD

- Pinka : Hi Wiwin.
- Wiwin : Hi Pinka.
- Pinka :
- Wiwin : Oh no I didn't, why?
- Pinka : Hmm... ..!
- Wiwin : Oh.... ..!
- Pinka : Yeah
- Wiwin : Why? It is blue?
- Pinka :
- Wiwin : Oh... of course,
- Pinka :

Wiwin : Here.....
Pinka : Yes of course,
(they laugh together)
Wiwin : Bye
Pinka : Bye Wiwin

SPEAKING

Read and practice the dialogue below!

Dialogue 1

Diva : Good morning, Sheila.
Sheila : Morning, Diva! I am so happy you could come.
Diva : I am sorry to hear that your little brother was death. It must be pretty hard on you.
Sheila : He was too young. Why did he have to die?
Diva : I know, what's your feeling?
Sheila : It's God's will, I suppose.

Exercise 4

Answer the following question based on the dialogue above!

1. When did the dialogue take place?
2. Who was dead?
3. Who was offering condolence?
4. Is he was too young to dead?
5. What expression did Sheila use to respond Diva's sympathy?

Dialogue 2

- Danu : What happened to your knee?
Dini : I tripped and fell over.
Danu : You poor thing here Ill take a look.
Dini : I'm not too bad actually.
Danu : You'll still need a lot of band – aids. I'll go get some.
Dini : Thanks. I'll go clean up the wound.

Answer the following question based on the dialogue above!

1. Why did Danu and Dini have the conversation?
2. What happened to Dini?
3. What did Danu say when he expresses his sympathy?
4. In what kinds of situation do you usually express your sympathy?
5. How many people of the dialogue above?

Dialogue 3

- Mr. Aril : Great work today guys?
Sintia : What should we do with the test tubes, sir?
Mr. Aril : Clean them and put them back in the cupboard.
Sintia : All right!
Mr. Aril : Wait! Let the hot ones cool first otherwise they'll break when they touch cold water.
Sintia : Yes, sir!

Answer the following question based on the dialogue above!

1. Why did Mr. Aril talk to Sintia?
2. Who is Mr. Aril ?

3. Who are involved in the dialogue?
4. What are they talking about?
5. What does Mr. Aril say when instructing?

READING

Read carefully the following text, and then answer the questions that below!

The Two Frogs

Once upon a time in the country of Japan there lived two frogs, one of whom made his home in a ditch near the town of Osaka, on the sea coast, while the other dwelt in a clear little stream which ran through the city of Kyoto. Being such a great distance apart, they had never even heard of each other, but funnily enough, the idea came into both their heads at once that they should like to see a little of the world. The frog who lived at Kyoto wanted to visit Osaka, and the frog who lived at Osaka wished to visit Kyoto, where the great Mikado had his palace.



(Taken from www.homeolibrary.com)

So one fine morning in the spring they both set out along the road that led from Kyoto to Osaka, one from one place and the other place. The journey was more tiring than they expected, for they did not know much about travelling, and halfway between the two towns there was a mountain which had to be climbed. It took them a long time and a long time and a great many hops to reach the top. But there they were at last, and what surprised both of them was seeing another frog in front of them.

They looked at each for a moment without speaking, and then started a conversation, explaining the cause of their meeting so far from homes. It was delightful to find that they both had the same wish – to learn more about their native country – and as there was no sort of hurry they stretched themselves out in a cool, damp place, and agree that they would have a good rest before they parted to go their way.

“What a pity we are not bigger,” said the Osaka frog. “For then could see both towns from here, and tell if it is worth our while going on.”

“Oh, that is easily managed,” returned the Kyoto frog. “We have only got to stand up on our hind legs, and hold onto each other, and then we can each look at the town we are travelling to.”

This idea pleased the Osaka frog so much that he at once jumped up and put his paws on the shoulder of his friend, who had risen also. There they both stood, stretching themselves as high as they could, and holding each other tightly, so that they might not fall down. The Kyoto frog turned his nose towards Osaka, and the Osaka frog turned his nose towards Kyoto; but the foolish things forgot that when they stood up their great eyes lay in the backs of their heads, and that though their noses might point to the places to which they to go, their eyes looked at the places from which they had come.

“Dear me!” cried the Osaka frog, “Kyoto is exactly like Osaka. “If I had any idea that Osaka was only a copy of Kyoto, I should never have travelled all this way,” exclaimed the frog from Kyoto. As he spoke he made his hands from his friend’s shoulders, and they both fell down on the grass. Then they held a polite farewell to each other, and set off for home again. Untill the end of their lives, they believed that Osaka and Kyoto, which are as different to look at as two towns can be, were alike as two peas.

Exercise 5

Questions:

1. How does the writer start the story?
2. What did the two frogs want to do?
3. Why did they say that the journey was more tiring than they expected?
4. What is the main idea of paragraph three?
5. How did they feel when they met each other?

6. In which paragraph is the climax of the story?
7. In which paragraph does the writer introduce the characters, the time and the setting?
8. Which paragraph and sentences tell you about the problem faced by the two frogs?
9. Write down the rhetorical stages of this text!
10. What is the name of the text type of this story?

Exercise 6

Fill in the blanks with the suitable words from the list on the left.

<p> dwell set out hop surprise delightful stretch please native manage wish </p>

1. A big _____ I once experienced in my life was when my parents rewarded me with a special birthday party.
2. Our manager was very _____ as we could conduct the office program successfully.
3. New students who have completed all necessary documents may _____ in the dormitory beginning from next week.
4. Children were amused watching their parents to _____ like a frog when commemorating the anniversary of our independence day.
5. Having done such tiring work, the foreman allowed his workers to _____ out their bodies for some time.
6. It is strongly advisable to have a _____ speaker to teach a foreign language.
7. They _____ to know why you could persuade the villagers to join the family planning program.
8. More than a half of the participants could not _____ to reach the finish as it was raining cats and dogs.
9. "Sir, please tell us what we should do to _____ our parents."
10. If you have no more things to do, you _____ this afternoon.

WRITING

PROCEDURE TEXT

Purpose : To describe how something is accomplished through a sequence of action or steps.

Generic Structure:

- **Goal** : The final purpose of doing the instructions.
- **Materials** : Ingredients, utensils, equipment to do the instruction.

Steps : A set of instructions to achieve the final purpose.

Language Features :

- Use of imperatives
- Use of action verbs
- Use of connectives
- Use of adverbial phrases

The example of Procedure text:

Goal :	How to Make a Cardboard Photo Frame
Materials :	To make a cardboard photo frame, you need some equipments and materials like cardboard, paper, string, photo, glue, paint, sticky tape and ruler.
Steps :	Let's start to make it. First, find a photo. Then, measure up frames. Cut out the first frame. Cut out the second frame so that the first can fit on top without slipping through. Make the third frame with the same overlap. Paint the frames in different ways. Finally attach a stand or handle.

Exercise 7

Read the procedure text below and then answer the questions below.

MAKING BREAD

First thing is to prepare the yeast. Use fresh yeast and mix it with some sugar until the yeast goes a little water bit liquid. Then, you add a little water or milk. Leave it till its all bubbly, and about twice as the volume it was.

Then, add the flour. Mix it well and gradually mix in the liquid (it might be hot water or milk). Mix this until you've got soft dough. It is something, which is sticky, but not very sticky.

At the point, take it out of the bowl and start kneading (kneading is when you push it into shape, pull it again). Keep on doing this for about five or ten minutes until the dough start to become very elastic. When it become very smooth and springy and began to appear blistery on the surface, it's then ready to rise. You can leave it really as long as you like.

Dough, when risen properly, should have doubled in size. Knock it down by punching all the air out of it. Then, divide it into several loaf tins and let it rise again in the tin. Bake the loaves in a very hot oven for 25 minutes and start bringing the temperature down.

For the white bread, it takes about 30 – 40 minutes to make. To see whether it's done, you have to tip out of the tin and give it a sharp tap in the underneath. If you get a sort of hollow sound, then that's the bread.

Questions :

1. What should you prepare to make bread?
2. How many steps do we need to make bread?
3. When could we leave the dough to rise?
4. How long will it take to bake the bread?
5. Find the meaning of the words below!
 - a. Liquid =
 - b. Dough =
 - c. Hollow =

Exercise 8

Read the procedure text below and then answer the questions below.

Making Fried Rice

This dish is best made from cold leftover rice, but you can cook a fresh batch and leave it to cool for at least 4 hours. Beat the eggs and make into an omelet, slice into strips and set aside. Heat the oil in a wok or large frying pan. Add the copped onion, leek, garlic and chilies. Fry until the onion is soft. Add the coriander and cumin. Slice chicken into strips and add with the prawns to the onion mixture and cook, stirring occasionally until they are well mixed. Add the rice, soy sauce and omelet strips and cook for a further 5 minutes. Decorate with some of the left over leek and serve hot. And then enjoy it.

Questions :

1. What does the text explain about?
2. What ingredients do we need to make fried rice?
3. Where do we heat the oil?
4. What should we do after add the cooped onion, leek, garlic and chilies?
5. Do we serve it hot more delicious?

Exercise 9

Creat your own proseduce text based on your experience when you make something and don't forget to use Passive Voice in your writing !

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INTEGRATED ENGLISH

Integrated English is a blend of four aspects of English language skills, namely listening, speaking, reading, and writing.

Listening is an activity in which someone actively hears and aims to understand the other's opinion, ideas, or thoughts.

Speaking is an activity of conveying intentions, ideas, thoughts, feelings, and contents of our heart to others by using spoken language so that others can understand what we meaning to say.

Reading is the act of expressing or understanding the written source to obtain the message or idea conveyed in the texts. Reading is also one of the tools for learning various sciences.

Writing is the ability of the author to produce writing with content and format that fulfills class assignments at the proper age and levels. Writing is one of the productive skills, which contains symbols (orthography) and involves complex processes.

This book is divided into twelve units and each unit consists of four aspects of English language skills: listening, speaking, reading, and writing. The units in question are as follows:

- Unit 1 To Be: Introduction
- Unit 2 To Be + Possessive Adjective, Nouns, Verbs, Adverb, Subject Pronouns
- Unit 3 To Be: Yes/No Questions, Short Answer, Possessive Nouns
- Unit 4 Preposition There Is/There Are, Singular/Plural: Introduction
- Unit 5 Simple Present Tense and Present Continuous Tense
- Unit 6 Simple Past Tense and Past Continuous Tense
- Unit 7 Present Perfect Tense and Present Perfect Continuous Tense
- Unit 8 Past Perfect Tense and Past Perfect Continuous Tense
- Unit 9 Future Tense: To Be Going to and Future Continuous Tense
- Unit 10 Future Perfect Tense and Future Perfect Continuous Tense
- Unit 11 WH Question Words
- Unit 12 Passive Voice

Throughout each unit of this book, they are several tasks covering all four aspects of the English language: listening, speaking, reading, and writing.



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