

INTEGRATED COMMUNICATIVE ENGLISH

Buku ajar ini disusun menggunakan pendekatan integratif-komunikatif yang dirancang untuk mengembangkan kompetensi komunikatif pembelajar pada keempat aspek keterampilan berbahasa, yakni menyimak, berbicara, membaca, menulis dan aspek bahasa lainnya yaitu kosakata dan tata bahasa. Dalam buku ajar ini, aspek-aspek keterampilan berbahasa dan aspek bahasa lainnya disajikan secara terpadu agar mahasiswa dapat belajar secara seimbang dan lebih optimal yang pada gilirannya akan mendorong mereka lebih aktif berkomunikasi di kelas.

Buku ajar ini memuat seperangkat tugas-tugas komunikasi yang akan dilakukan oleh pembelajar, seperti bermain peran, kerja kelompok, kerja berpasangan, stimulasi dan lainnya. Tugas-tugas dirancang secara integratif agar pembelajar dapat berpartisipasi aktif dalam kegiatan pembelajaran. Tugas-tugas tersebut terdiri dari tugas-tugas untuk keempat keterampilan berbahasa, pembelajaran kosakata, dan pembelajaran tata bahasa. Selanjutnya, penyajian tugas-tugas tersebut dimulai dari tugas-tugas yang dirancang untuk pengembangan keterampilan berbahasa lisan dan dilanjutkan dengan pengembangan keterampilan berbahasa tulis. Sementara itu, tugas-tugas yang berkaitan dengan kosakata dan tata bahasa dirancang untuk memperkuat tugas-tugas sebelumnya. Semoga dengan menggunakan buku ajar ini, motivasi dan hasil belajar pembelajar dalam belajar bahasa Inggris dapat ditingkatkan

UNDIKSHA PRESS
Jalan Udayana No. 11 Singaraja, Bali



-Ribahan -I Nengah Martha -I Nengah Suandi

INTEGRATED COMMUNICATIVE
ENGLISH



INTEGRATED COMMUNICATIVE ENGLISH

Listening, Speaking, Reading, Writing
Vocabulary, Grammar

-Ribahan -I Nengah Martha -I Nengah Suandi

UNDIKSHA PRESS

◆Ribahan
◆I Nengah Martha
◆I Nengah Suandi

INTEGRATED - COMMUNICATIVE
ENGLISH

Integrated - Communicative English
© Undiksha Press 2020

Penulis : Ribahan
I Nengah Martha
I Nengah Suandi
Editor : Gede Artawan
Layout : Yusuf M. Saleh
Desain Cover : Yusuf M. Saleh

All rights reserved

Hak Cipta dilindungi Undang Undang
Dilarang memperbanyak dan menyebarkan sebagian atau keseluruhan isi buku dengan media cetak, digital atau elektronik untuk tujuan komersil tanpa izin tertulis dari penulis dan penerbit.

ISBN : 978-602-6428-32-6
Cetakan 2 : Februari 2020

Penerbit:
Undiksha Press
Jl. Udayana No. 11 Singaraja, Bali
Telp. 0362- 26327, Mobile: 081-805311362
Email: lp3undiksha@yahoo.co.id

KATA PENGANTAR

Buku ajar berperan penting dalam melaksanakan pembelajaran di kelas. Menyediakan pembelajar dengan buku ajar yang tepat sangat penting untuk meningkatkan motivasi dan membantu pembelajar mencapai tujuan pembelajaran. Dalam konteks ini, tersedianya buku ajar yang dapat melibatkan pembelajar secara aktif dalam kegiatan pembelajaran dan mendorong pembelajar untuk berlatih menggunakan bahasa Inggris dalam komunikasi nyata merupakan salah satu alternatif yang bisa dilakukan untuk memperbaiki kualitas pembelajaran bahasa Inggris.

Buku ajar ini memuat materi yang akan diimplementasikan oleh pengajar selama periode perkuliahan. Buku ajar ini merupakan sebuah upaya untuk membantu pembelajar lebih mudah dalam belajar bahasa Inggris, terutama bagi pembelajar yang memprogramkan bahasa Inggris sebagai mata kuliah umum (MKDU). Dalam menyusun buku ajar ini, penulis mengadopsi pendekatan integratif-komunikatif yang dimaksudkan untuk mengembangkan kompetensi komunikatif pembelajar pada keempat keterampilan berbahasa (menyimak, berbicara, membaca, menulis) dan dua aspek bahasa lainnya (kosakata dan tata bahasa). Semua kompetensi tersebut disajikan secara terpadu dan komunikatif untuk memberikan kesempatan kepada pembelajar mempelajari berbagai materi pelajaran dalam satu waktu dan memajukan pembelajar pada konteks komunikasi yang sesungguhnya.

Dalam buku ajar ini, penulis menyusun 10 (sepuluh) unit pelajaran yang dilengkapi dengan tugas-tugas terpadu dan komunikatif dengan harapan bahwa semua pelajaran yang disajikan dapat meningkatkan motivasi dan hasil belajar pembelajar dalam belajar bahasa Inggris. Semua materi dalam buku ajar ini diadaptasi dari berbagai sumber dan diseleksi dengan mempertimbangkan kemudahan, kesederhanaan, keterbacaan, dan kemenarikannya. Dengan demikian, buku ajar ini diharapkan menjadi panduan bagi pengajar agar dapat melaksanakan kegiatan pembelajaran lebih baik dan pada akhirnya tujuan pembelajaran dapat tercapai.

Penulis menyadari bahwa penyusunan buku ajar ini masih jauh dari kesempurnaan sehingga saran dan kritik dari berbagai pihak yang bersifat membann sangat diharapkan untuk menjadikan buku ajar ini lebih baik dan berkualitas.

Singaraja, 19 Juli 2018

Penulis

DAFTAR ISI

KATA PENGANTAR	iii
DAFTAR ISI	v
UNIT 1 NEW PEOPLE	1
A. LISTENING	2
B. SPEAKING	5
C. WRITING.....	6
D. READING.....	8
E. VOCABULARY.....	10
F. GRAMMAR FOCUS.....	12
UNIT 2 FAMILY ENTERTAINMENT	15
A. LISTENING	16
B. SPEAKING	20
C. WRITING.....	21
D. READING.....	23
E. VOCABULARY.....	24
F. GRAMMAR FOCUS.....	26
UNIT 3 JOB APPLICATION	30
A. LISTENING	31
B. SPEAKING	35
C. WRITING.....	36
D. READING.....	37
E. VOCABULARY.....	39
F. GRAMMAR FOCUS.....	40

UNIT 4 GADGETS AND MACHINES	43
A. LISTENING	44
B. SPEAKING	48
C. WRITING.....	49
D. READING.....	51
E. VOCABULARY.....	54
UNIT 5 PERSONAL EXPERIENCES.....	58
A. LISTENING	59
B. SPEAKING	62
C. WRITING.....	64
D. READING.....	65
E. VOCABULARY.....	67
F. GRAMMAR FOCUS.....	68
UNIT 6 FUTURE LIFE.....	71
A. LISTENING	72
B. SPEAKING	77
C. WRITING.....	78
D. READING	80
E. VOCABULARY:	81
F. GRAMMAR FOCUS.....	83
UNIT 7 PUBLIC CELEBRATION.....	87
A. LISTENING	88
B. SPEAKING	92
C. WRITING.....	94
D. READING.....	96
E. VOCABULARY.....	97
F. GRAMMAR FOCUS.....	99

UNIT 8 FOREIGN LANGUAGES	102
A. LISTENING	103
C. SPEAKING	107
D. WRITING.....	108
E. READING.....	109
F. VOCABULARY.....	111
G. GRAMMAR FOCUS	112
UNIT 9 GENERAL ELECTION.....	115
A. LISTENING	116
B. SPEAKING	119
C. WRITING.....	120
D. READING	121
E. VOCABULARY.....	123
F. GRAMMAR FOCUS	124
UNIT 10 SOCIAL MEDIA	128
A. LISTENING	129
B. SPEAKING	133
C. WRITING	134
D. READING.....	135
E. VOCABULARY.....	138
F. GRAMMAR FOCUS.....	140
DAFTAR PUSTAKA.....	143
RIWAYAT PENULIS	145

UNIT 1

NEW PEOPLE

- ◆ In this unit, you will be able to:
 - ® Greeting
 - ® Introduce Yourself
 - ® Introduce Others

INTRODUCTION

In everyday life, we sometimes meet new people in a party, in an office, in a public transportation, etc. Greeting and introducing ourselves to the people who we meet with are two ways of starting a conversation. In this case, we often share or give personal information one another.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. How do you feel when you are being introduced to a new people? Why?
2. Do you find it easy to introduce yourself to a new people?
3. Do you remember the names of new people when you're introduced to them?
4. What questions will you ask when you meet a new people?
5. What things you should not do when you meet a new people?

A. LISTENING

Task 1. Listen carefully to these conversations.

Conversations 1

A: Excuse me. May I introduce myself? My name is Elroy Jetson.

B: Hello, nice to meet you.

A: Thanks and nice to meet you too. I sell computers.

B: You sell computers?

A: Yes, if you ever need a computer, please call me.

B: OK, Elroy. I do appreciate it. I will call you if I need a computer.

A: No trouble at all.

Conversations 2

A: It's nice to meet you. My name is Jack.

B: I'm Steve. It's a pleasure to meet you.

A: What was your name again?

B: Steve.

A: So Steve, What do you do for a living?

B: I work at the public library. How about you?

A: I'm a University student.

B: That's great. It was nice meeting you.

A: Yeah. It was a pleasure meeting you.

Conversations 3

A: Chris, is that you?

B: Terry, fancy meeting you here. Long time no see.

A: It has been long time. Who's your friend?

B: This is my wife, Katrina.

A: I'm pleased to meet you Katrina.

B: Darling, this is Terry, we played on the same basketball team in high school.

C: Nice to meet you, Terry.

B: We're about to have dinner.

C: Would you like to join us?

A: Oh.. thanks, but I'm having dinner with my mother tonight and I must be going.

B: It was good to see you.

A: Good to see you too.

Task 2. Read the expressions in the chart below. How do the speakers use them? Give a tick () for the correct answer.

No	Expressions	Greetings	Introducing Oneself	Introducing Other
1	Hi.			
2	My name is Jessica.			
3	It's nice to meet you.			
4	I'm Steve.			
5	It's a pleasure to meet you.			
6	Long time no see.			
7	It has been long time.			
8	This is my wife, Katrina.			
9	I'm pleased to meet you Katrina.			
10	Darling, this is Terry.			
11	Nice to meet you, Terry.			
12	It was good to see you.			
13	Good to see you too.			

Task 3. Complete the following conversation.

Sumi : _____, Pablo. How are you?

Pablo : Hi, Sumi. _____, thanks.

Sumi : Pablo, _____

Pablo : Hi, Greta, I'm Pablo.

Greta : Hi, _____? **Pablo**: I'm fine, thanks.

Pablo : _____ from, Greta?

Greta : I'm from Germany. Where are you from?

Pablo : _____ from Argentina.
_____ you.

Greta : Nice to meet you too.

USEFUL EXPRESSIONS		
Greetings	Introducing Yourself	Introducing Other
® Good afternoon	® Hello, my name is ...	® May I introduce to you?
® Nice to meet you	® Hi, I am	® John, I'd like to introduce you to Mary
® I'm pleased to meet you	® This is my friend ...	® John, please meet Mary
® I'm glad to see you.	® Let me introduce myself. I'm-	® Have you met?
® How do you do?	® Nice to meet you.	® I'd like you to meet my friend
® Hi	® I'd like to introduce myself.	® John, let me introduce you to Mary.
® What's up?	I'm	® This is
® How's it going?	® Please call me	
® How have you been?		
® What's going on?		
® How are things?		

B. SPEAKING

Task 1. Now walk around the class and take turns introducing yourself and others. Use the expressions that have been discussed.

Task 2. Talk about these famous world leaders. Say three to five things to introduce them and guess who they are.



C. WRITING

Task 1. Go around the class and meet your classmates. Interview them and write their answers.

No	Name	City	Sex	Age	Others
1					
2					
3					
4					
5					

Task 2. You can also ask the survey questions below to add more information about your classmates. Use your own ideas.

- ▷ Do you _____?
- ▷ Are you _____?
- ▷ Do you _____?
- ▷ Are you _____?
- ▷ Do you _____?
- ▷ Are you _____?

**Task 3. Write a short paragraph about your classmates.
Try to use information you have gathered before.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

D. READING

Task 1. Read the passage below.

MAHMOUD AHMADINEJAD

Mahmoud Ahmadinejad is best known as the controversial sixth president of the Islamic Republic of Iran, serving from 2005 to 2013. He assumed the presidency of Iran in 2005 and was re-elected in 2009, though his second election sparked widespread protests by Iranians who considered the contest corrupt. Ahmadinejad's controversial positions on human rights, nuclear development and Israel alienated him from both the Western and the Islamic worlds.

Mahmoud Ahmadinejad was born Mahmoud Saborjhan on October 28, 1956, in the village of Aradan, near Garmsar, in north-central Iran, 82 miles southeast of Tehran. Mahmoud was the fourth of seven children whose father was a blacksmith. In 1957, the family moved from Aradan to the Narmak district of Tehran in search of better economic conditions. During this time, his father, Ahmad, changed the family name from Saborjhan (which translates to "thread painter," the lowliest job in Iran's traditional carpet-weaving industry), to the more religious Ahmadinejad ("race of Muhammad" or "virtuous race").

Mahmoud Ahmadinejad grew up in an Iran dominated by Western influence. Three years before he was born, the U.S. CIA aided in a coup to install the pro-Western Shah Mohammed Reza Pahlavi as head of state. Many Iranians, led by the country's Islamic clerics, resented the Western incursion into Iran's politics.

Ahmadinejad held no interest in politics as a young boy. He went to primary and high school in Tehran, and excelled in his studies. He received high As on the national university entrance exams, finishing 130th out of 400,000 students. He entered the Iran University of Science and Technology in 1975 and received his undergraduate degree in civil engineering in 1979.

Taken from: <https://www.biography.com/people/mahmoud-ahmadinejad>).

Task 2. According to the passage, decide whether the following statements are *true* or *false*.

No	Statements	True	False
1	Mahmoud Ahmadinejad became president of the Islamic Republic of Iran for six years.		
2	Mahmoud's father worked to repair iron objects.		
3	In 1957, Mahmoud's family moved from Aradan to the Narmak district of Tehran to find a better job.		
4	Mahmoud Ahmadinejad development was dominated by Arab influence.		
5	His controversial positions on human rights, nuclear development and Israel made him closer to both the Western and the Islamic worlds.		
6	Ahmadinejad had a dominant interest in politics when he was a young boy.		
7	He graduated from the Iran University of Science and Technology in 1975.		

E. VOCABULARY

Task 1: Study the vocabularies below.

COUNTRIES			
The United States	Afghanistan	Hungary	Philippines
Germany	Costa Rica	Portugal	Greece
Franch	Poland	Egypt	Cambodia
Spain	Finland	Japan	The United Kingdom
Russia	DenA	Korea	Puerto Rico
England	Ireland	Australia	New Zealand
Brazil	Lebanon	Ireland	Laos
Japan	Sweden	Saudi Arabia	Netherland
Mexico	Thailand	Irak	Norway
Canada	Belgium	Italy	Portugal

Task 2. Find the appropriate nationality of the countries above. You are required to choose fiteen countries only and write them in chart below.

No	Countries	Nationalities
1
2
3
4
5
6
7
8
9
10
11
12

13	.....	.....
14	.....	.....
15	.....	.....

Task 3. Complete the sentences correctly with the correct words in bold.

1. Alain is a **France/French** artist. He is from **France/French**. There is a **France/French** flag in his new painting.
2. Carmelo is from **Italy/Italian**. He is a famous **Italy/Italian** cook. Rome is the capital city of **Italy/Italian**.
3. Yarah is a **Brazil/Brazilian** dancer. She likes **Brazil/Brazilian** very much. **Brazil/Brazilian** is famous for its carnivals.
4. **Greece/Greek** is a European country. Kalyca is a **Greece/Greek** musician. She is in her **Greece/Greek** costume.
5. **Egypt/Egyptian** is in Africa. Gyasi is an **Egypt/Egyptian** boy. Cairo is the capital city of **Egypt/Egyptian**.
6. London is the capital city of **Britain/British**. Walton is a **Britain/British** author. He is from **Britain/British**.
7. Ottawa is a big city in **Canada/Canadian**. Russel is a **Canada/Canadian** student. He loves winter in **Canada/Canadian**.
8. Liang is from **China/Chinese**. He is a **China/Chinese** samurai. He likes teaching **China/Chinese** martial arts.
9. Sedric is an **Ireland/Irish** teacher. He teaches **Ireland/Irish** at school. He lives in Dublin. It is the capital city

of **Ireland/Irish**.

10. Lucero has got a **Mexican/Mexico** guitar. He is from **Mexican/Mexico**. He likes playing Mexican/Mexico music.

F. GRAMMAR FOCUS

PRESENT SIMPLE		
	Points	Examples
Use	We use the present simple to talk about: (1) something that is true in the present, (2) something that happens again and again in the present, (3) something that is always true, and (4) something that is fixed in the future.	<ul style="list-style-type: none"> ⊙ I'm nineteen years old. ⊙ I play football every weekend. ⊙ The adult human body contains 206 bones. ⊙ The school term starts next week.
Questions	With the present tense, we use do and does to make questions. We use does for the third person (she/he/it) and we use do for the others.	<ul style="list-style-type: none"> ⊙ Do you play the piano? ⊙ Does Jack play football?
Negatives	With the present tense we use do and does to make negatives. We use does not (doesn't) for the third person (she/he/it) and we use do not (don't) for the others.	<ul style="list-style-type: none"> ⊙ They don't work at the weekend. ⊙ John doesn't live in Manchester
Do you know the rule?		

Task 1: Make these sentences negatives.

No	Sentences	Negatives
a	The young man is an engineer.	.....

b	I have two sisters and bothers	.....
c	My father makes breakfast	.....
d	Billy goes to office by car.	.....
e	She lives near my house.	.....
f	The guests are unfriendly.	.....
g	The woman wants to drink.	.....
h	The street is very busy.	.....
i	His sister works at a bank.	.....
j	Danny phones his father on Sundays.	.....

Task 2. Complete these conversations.

A: _____ she from puertorico?

B: Yes, she _____ She's from Puertorico.

A: Excuse me, _____ you know the way to Airport?

B: Yes, I _____. It takes about 30 minutes from here.

A: _____ your father work everyday?

B: No, _____. He works five days a week.

A: _____ Rony and Jeffry from Saudi Arabia?

B: No, they aren't _____. They are from Malladewa.

A: _____ the blonde hair girl a Japanese?

B: Yes, she _____. She is a Japanese.

A: _____ they like sightseeing?

B: Yes, they _____. They like sightseeing.

Task 3. Work in pair. Practice asking and answering the questions in task 2.

UNIT 2

FAMILY ENTERTAINMENT

◆ In this unit, you will be able to:

- Ⓜ express likes
- Ⓜ express dislikes
- Ⓜ express preferences

INTRODUCTION

We often talk about things we like and dislike. When you talk about your likes, you may talk about your favourite TV shows, movies, actor-actresses, food, books, pets, sports & music, etc. Otherwise, when you talk about your dislikes, you may talk about kind of films, subjects, fashion or musics you dislike.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates

1. Do you enjoy watching movies?
2. Where do you find movies to watch at home? Library? Cable? Blockbuster? Netflix
3. What kinds of movie do you like best? and what movies do you hate to watch?
4. Which do you prefer, comedy or action?
5. Would you rather watch movie at home or in the theatre?

A. LISTENING

Task 1. Listen carefully to these conversation.

Conversations 1

A: It's Friday evening. What are you up to?

B: I'm trying to decide what to do.

A: Well, we have several options, going to a theater, visiting Mary, or going out for dinner.

B: I'd prefer going to the theater with Mary.

A: That's a good idea. Would you prefer picking her up or meeting her at the theater?

B: I'd rather pick her up. I know her car is broken.

Conversation 2

A: What type of movies do you like?

B: I like all sorts of movies, primarily drama and science fiction.

A: That's an interesting combination. How about western movies?

B: Western and horror are the two types of movies I don't care for.

A: Why don't you like horror? They're entertaining."

B: Some are entertaining, but I find most of them stupid and childish. For example, I don't understand why a person always goes into the house alone when something is suspicious.

A: Ha ha. I know what you mean. But it's just a movie. They need for the characters to do that.

Conversation 3

A: Look at this Meg!

B: What is it?

A: It's that new reality show, The Tourist.

B: Oh no, I hate reality shows!

A: Me too. I don't understand it. This show is really popular but look it's so boring.

B: What else is on?

A: Let's see. There is a wild life program.

B: OK. Great. I like wild life programs

A: It's about spiders.

B: Aagh no. I don't like spiders! Quick change channels. Oh, it's Roomies! I like this sitcom. it's really funny. Let's watch this.

A: Ok.

B: Oh no, it's the end!

Task 2: Find out in the conversations the expression of likes, dislikes, and preferences.

	Expressions
Expressing Likes
Expressing Dislikes
Expressing Preferences

Task 3. Listen again to the conversations above. Mention the things they like, dislike, or prefer.

What they like	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
What they dislike	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
What they prefer	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

USEFUL EXPRESSIONS		
Expressing Likes	Expressing Dislikes	Expressing Preferences
<p>Ⓜ I love</p> <p>Ⓜ I like</p> <p>Ⓜ I enjoy</p> <p>Ⓜ I am fancy</p> <p>Ⓜ I'm crazy about</p> <p>Ⓜ I'm mad about</p> <p>Ⓜ I'm keen on ..</p> <p>Ⓜ I'm fond of</p> <p>Ⓜ I adore</p>	<p>Ⓜ I hate</p> <p>Ⓜ I don't like</p> <p>Ⓜ I don't fancy</p> <p>Ⓜ I can't stand</p> <p>Ⓜ I can't bear</p> <p>Ⓜ I'm fed up wit</p> <p>Ⓜ I'm tired of</p> <p>Ⓜ I detest</p> <p>Ⓜ I loathe</p>	<p>Ⓜ I prefer</p> <p>Ⓜ I'd prefer</p> <p>Ⓜ I like, better than</p> <p>Ⓜ I would rather</p> <p>Ⓜ I'd rather, than.....</p>

B. SPEAKING

Task 1. Study the following dialogue carefully and practice it with a partner.

A: Hey, how would you like to go see a movie tonight?

B: Sounds great! What would you like to see?

A: I don't know... how about that new horror movie at 21 Theater?

B: Oh, I heard about that. It sounds a little scary to me. I'm more into romantic movies. Or maybe a romantic comedy.

A: No way! I hate that kind of stuff!

B: Really? Well then, what kinds of movies do you like?

A: I guess I'm really into action and adventure type of movies.

B: Oh yeah, well I guess they are okay, as long as they aren't too bloody. I also heard about this great new musical that just came out. What do you think about that?

A: Musical? I don't know. That doesn't sound too exciting. Is there anything we can agree on?

B: It doesn't seem like it. Oh, I remember another movie that came out last week. It's a mystery and it had a little romance and some action, too. I heard it's pretty exciting because nobody can guess who the killer is and it has a surprise ending. What do you think about that one?

A: I guess that doesn't sound too bad. What time does it start?

B: 9. pm

Task 2. Talk about the following TV genres. Tell the class the programs you like, dislike or prefer from the genres.

	Documentary Cartoon Kids'/Children's Drama News Reality TV	
--	---	--

C. WRITING

Task 1. Using the following questions, ask your friends about family entertainments they like or dislike and write their answers in the chart below. You can make your own questions.

- | |
|--|
| ® Do you like _____
® What kind of _____ do you like?
® What is your favourite _____?
® Who is yo |
|--|

Names	Movies/ Actor/ Actress	Talk Show	News/ Presenter	Music/ Singer	Reality TV	Sports

Task 2. What are the favourites of your classmates?

<p>Favouries</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--

Task 3. Write a short paragraph about what your classmate like and dislike based on task 2.

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

D. READING

Task 1. Read the passage below.

SOAP OPERAS

Watching TV is a very popular pastime in the UK. But what kind of programmes do British people like to watch? Well, the most-watched TV programmes every week are very popular dramas that are usually on at least four times every week. They are dramas based in one neighbourhood that try to depict ordinary life in the UK - we call these dramas 'soap operas' or 'soaps'.

In the early days of TV, there were often dramas on during the day. Back in those days, it was traditional for the husband to go out to work and for the wife to stay at home and look after the house and the children. Most of these daytime dramas were aimed at entertaining the housewives who would traditionally be at home, probably doing the washing. Companies selling washing powder would advertise their products at times when these dramas were on, and sometimes those companies would even sponsor the drama. Hence the word 'soap'.

So what about the word opera? Well, that's because these dramas are often an exaggeration of real life. They are supposed to represent ordinary lives but, to make them entertaining, lots of dramatic events, like murders, divorces, affairs etc., all happen probably much more regularly than they would in a normal neighbourhood.

Most soap operas these days are shown in the evening. Each show will have several different storylines happening

at once that continue over several shows. The same cast members will appear in every show, too.

So what about the word opera? Well, that's because these dramas are often an exaggeration of real life. They are supposed to represent ordinary lives but, to make them entertaining, lots of dramatic events, like murders, divorces, affairs etc., all happen probably much more regularly than they would in a normal neighbourhood.

Taken from <https://www.edu.xunta.gal>

Task 2. Decide whether these statements are true or false. Give a tick () for the correct answer

No	Statements	True	False
1	People don't like to watch TV in the UK.		
2	The word 'soap' in 'soap opera' refers to washing powder used by housewives to do the washing		
3	The word 'opera' in 'soap opera' refers to the classical singing you hear in the dramas.		
4	Soap operas have lots of continuing storylines happening over a few shows		
5	Coronation Street has been on British TV since 1985.		

E. VOCABULARY

Task 1. Study the vocabularies below.

TV SHOW, MOVIES AND MUSICS			
horror	cartoon	lifestyle	historical
R&B	Sci-Fi	action	travel or holiday

news	Sci-Fi	cookery	hip-hop
opera	country	rock	western
Jazz	DIY	animal or wildlife	pop
makeover	quizz	acoustic	sports
alternative	disco	drama	reggae
talk show or chat show	comedies	game show	reality TV
game show	blues	classical	romantic
infotainment	thriller	documentary	punk

Task 2. Complete the chart below with words from the list above.

No	TV Show	Movies	Musics

Task 3. Pick out ten words from the list and write their definitions in the chart below.

No	Words	Definition
1
2
3
4
5

6	.....	.....
7	.....	.....
8	.....	.....
9	.....	.....
10	.....	.....

F. **GRAMMAR FOCUS**

LIKE, ENJOY, LOVE DISLIKE, HATE, PREFER, WOULD PREFER, WOULD RATHER LIKE, ENJOY, LOVE, DISLIKE, HATE PLUS VERB – IN		
	Points	Examples
Like, Enjoy, Love	You can use such verbs as like, enjoy, love to talk about things you like.	<ul style="list-style-type: none"> ⊙ They like pizza. ⊙ He loves jazz music very much. ⊙ We enjoy Korean drama.
Dislike, Hate,	You can use such verbs as dislike, hate to talk about things you don't like	<ul style="list-style-type: none"> ⊙ They like pizza. ⊙ He loves jazz music very much. ⊙ We enjoy Korean drama.
Prefer, Would Prefer, Would Rather	We often use words like prefer, would prefer, would rather to talk about preferences.	<ul style="list-style-type: none"> ⊙ I prefer tea to coffee. ⊙ He would rather to see a movie today. ⊙ Alice would rather go to the party than read her book.
LLike, Enjoy, Love, Dislike, Hate Plus Verb – ing	You can use like, enjoy, love, dislike, hate plus verb ing to talk about things you like or dislike	<ul style="list-style-type: none"> ⊙ I love playing football. It's fantastic. ⊙ The child enjoys going to the park. ⊙ He hate watching horror movies.
Do you know the rule?		

Task 1: Look at the table and build up sentences according to the model.

Example: Abdul likes orange juice. He doesn't like tea. He prefers coke.

No	Name	Likes	Dislikes	Preferences
1	Abdul	orange juice	choke biscuits	tea
2	Melisa	cake steak	hamburgers	lollipops
3	Sudais	coffee	Tea	pizza
4	Ilham	fish	Meat	coke
5	Sapar	fruit	Ice-cream	soup
6	Rony	yoghurt	Fruit	chocolates
7	Jafar	chicken	Fried chiken	doughnuts
8	Khotibul	water	milk cake	meat
9	Asfi	cookies	-	coffee
10	Laila	-	-	pudding

Task 2: Complete these conversation.

A: I _____ anything with chocolate the best.

B: I _____ chocolate myself.

A: Is there any kind of ice cream you _____?

B: I really _____ any ice cream with nuts in it.

A: Do you _____ playing cricket?

B: Yes, I _____ it. How about you?

A: Well, I _____ playing cricket, but I _____ watching it on TV.

B: That's interesting. So beside that, what do you _____ doing in your free time?

A: Well, I _____ meeting new people. I also _____ gardening and cooking.

B: Cooking? I can't stand it.

A: I can't believe you are watching movies. The weather is great. You should be outside.

B: I _____ the hot weather. I'd rather stay indoors with the air conditioner.

A: What else do you like to do besides watching movies?

B: I like _____ to play computer games, read books, go shopping, and play pool.

A: Out of those _____?

B: My favorite is to play computer games.

A: What is your _____?

B: My favorite is Diablo. It used to be Star Craft, but it is getting a little old.

A: If you like to play so much, when do you ever exercise?

B: Although I _____ to exercise, I go jogging at least twice a week.

Task 3. Rewrite the second sentence using the word in bold.

1. Dany thinks American movies are better than European ones.

Prefer: Dany ____

2. He likes blockbusters more than any other type of film

I'd rather: _____

3. Do you want to go to the cinema rather than watch a dvd at home?

Like: Would _____

4. My sister doesn't want to answer that question

I'd rather: My sister _____

5. Let's go out!

Prefer: I _

UNIT 3

JOB APPLICATION

◆ In this unit, you will be able to:

- Ⓜ ask for information
- Ⓜ give information

Introduction

Sometimes you want to ask people for information because you want to know about something. In addition, you also need to explain something or give information when the people ask you, of course, as long as you know about it.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates

1. What are some common occupations in your country?
2. What does your father do?
3. What kind of work do you want to do in the future?
4. Do you have a part-time job? If so, what do you do?
5. What are you trying to do to get a job?

A. LISTENING

Task 1. Listen carefully to these conversations.

Conversation 1

A: Hello.

B: Hello, how can I help you?

A: I would like to enquire about any current or future job vacancies within your company. Are you hiring at the moment?

B: We do have a position we are currently trying to fill. The position is in the Acting department.

A: That's great. I have a degree in Acting and I have 5 years experience.

B: That sounds great. What companies have you worked for?

A: I worked for The Soda Pop Company for 1 year, for Elegant Shoes for 2 years and for Design Corp for the past 2 years.

B: That sounds great. Do you have your résumé?

A: Yes I do. Here it is.

B: Okay, I'll pass it on to the Human Resources Department and they will contact you for an interview.

A: Great, thank you for doing that for me.

B: You're welcome. Have a good day.

Conversation 2

A: Could you help me figure out how to look for a job?

B: We have lots of options, what type of job do you need?

A: I want to work in an office.

B: Do you want to work part-time or full-time?

A: I want to work full-time.

B: We have binders with local job listings or you can make use of the computers. OK?

A: I am confused a bit but I am sure that I can figure it out.

B: If you make an appointment with a job counselor, they can also provide you with a lot of information. Do you want to see a counselor?

A: No, I don't think I need to do that.

B: Well, you know that this job center is here for your use, so help yourself. Good luck!

Conversation 3

A: Good afternoon. Thank you for the opportunity to interview for this position.

B: Hello, have a seat. I'm Bill Gotcha. I am assuming you found your way here with no trouble?

A: Actually, I am very familiar with the area so there was absolutely no problem.

B: I am curious as to why you want to leave your current employer.

A: I am interested in switching fields.

B: Do you feel that you are exceptionally good at anything in particular?

A: I am good at pulling together teams of people to accomplish a task.

B: What are you not good at?

A: I am impatient with myself at times and am hard on myself.

B: We appreciate hearing that about you!

Task 2. Underline three up to six expressions in the conversations and write them in the table below. Then, state how the speakers use them in the conversations.

No.	Expressions	Use/Functions

Task 3. Listen again to the conversations and explain what kind of information the speakers are asking for and giving in each conversation.

	Information
Conversation 1
Conversation 2
Conversation 3

USEFUL EXPRESSIONS	
Asking for Information	Giving Information
<ul style="list-style-type: none"> ⊙ Could you tell me? ⊙ May I ask you? ⊙ Can you tell me? ⊙ I wonder if you could tell me? ⊙ Do you know? ⊙ I'd like to know ⊙ Could you find out? ⊙ I'm looking for..... 	<ul style="list-style-type: none"> ⊙ My name is ⊙ I'm from ⊙ He's ⊙ He works at ⊙ I live in ⊙ I'm

B. SPEAKING

Task 1. Study the dialogue below and practice it with a partner.

A: Welcome to our egeinnering company.

B: I am glad for the chance to be interviewed.

A: What specific job are you applying for?

B: I am an electrical engineer (double E) and I would like to try to get the job you advertised on the Net last week.

A: I see from your resume that you are very experienced.

B: Yes I've worked as an electrical engineer for 10 years now. But I think it is a good career move to join your company.

A: Why did you leave your former company?

B: It was a dead end job.

A: Yes our company is large and there is plenty of room for advancement.

B: So you'll give me the job?

A: Yes, but for the first month you will be on probation with half-pay. After that you will be a full employee of the company. Any questions?

B: What is the salary?

A: 50 k per year

B: Sounds good. When do I start?

A: Report to the engineering dept. on Monday at 9 am.

B: Great, thank you.

A: I look forward to working with you.

C. WRITING

Task 1. Look at these pictures. Name the job or occupation in the pictures.

Task 2. Give a description of duties or responsibilities of the jobs in the pictures.

No	Jobs	Duties/Responsibilities
	
	
	
	
	

Task 3. Write a short paragraph about what people do based on information from task 2.

.....

.....

.....

.....

.....

D. READING

Task 1. Read the passage below about job advertisements.

A. Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street, Leeds.

B. Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366 - 76564 for more information.

C. Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at 457-896754

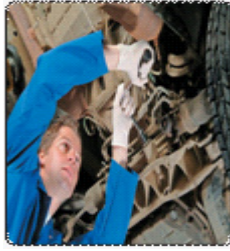
D. Teacher Needed: Hania's Playschool needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licences. For more information visit Hania's Playschool in Leicester Square

E. Part Time work available: We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 345-674132

F. University positions open: The University of Bristol is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Bristol for more information.

Taken from: <http://www.world-english.org/reading-comprehension.htm>

Task 2. Which position is best for these people? Choose only one position for each person.



- a. Jane McInnery. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.
The best job for Jane is
- b. A Cohen. A graduated from the University of Bristol with a degree in Economics two years ago. He would like an academic position.
The best job for A is
- c. Kasia Page. Kasia is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.
The best job for Kasia is
- d. Alice Plant. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer.

She is looking for a full time position.

The best job for Alice is

- e. Julian Smith. Julian went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Julian is

- f. Vincent Fish. Vincent loves working with children and has an education licence from the city of Birmingham. He would like to work with young children.

The best job for Vincent is

E. VOCABULARY

Task 1. Study the vocabularies below.

JOBS AND WORK			
programmer	hawker	engineer	porter
dentist	caregiver	airhostess	judge
shop assistant	caregiver	part-time worker	electrician
teller	hef	clerk	sales representative
accountant	cartoonist	freelancer	vet
architect	sailor	pharmacist	welder
pharmacist	pilot	fire fighter	chambermaid
plumber	receptionist	street patrol	baker
docker	civil servant	fitter	surgeon
nurse	air traffic controller	operator mechanic	police

Task 2. Find workplace of the jobs below. You may have more than one places.

No	Jobs	Workplaces	No	Jobs	Workplace
1	air traffic controller	.....	7	caregiver	.....
2	pharmacist	.....	8	airhostess	.....
3	porter	.....	9	street patrol	.....
4	surgeon	.....	10	docker	.....
5	cartoonist	.....	11	receptionist	.....
6	welder	.....	12	freelancer	.....

F. GRAMMAR FOCUS

WH-QUESTIONS AND INDIRECT QUESTIONS		
	Points	Examples
WH-Questions	We use question words to ask certain types of questions. We often refer to these words as WH words because they include the letters WH. Wh-questions begin with what (things) when (time) where (place) who (person) whom (person) which (choice) whose (possession) why (reason and how (process). We use them to ask for information.	<ul style="list-style-type: none"> ⊗ What does the abbreviation stand for? ⊗ When did you wake up this morning? ⊗ Where's the coffee machine? ⊗ Who is your favourite actor? ⊗ Whom did you see? ⊗ Which horse won the race? ⊗ Whose car is this? ⊗ Why didn't you call me? ⊗ How was your weekend in Bali?

Indirect Questions	Indirect questions are also used to try to get information. However, we use indirect questions if we want to ask a more personal or formal question. Indirect questions are more polite than direct questions. Indirect questions can start with introductory phrases such as these:	<ul style="list-style-type: none"> ⊗Could you tell me where Market Street is? ⊗I wonder why you moved to Europe. ⊗I'd like to know how much this motorcycle costs. ⊗Do you know what
Do you know the rule?		

Task 1: Put *What, Where, Why, When, or How* into the gaps and form meaningful questions.

- a. _____ is the weather like today?
- b. _____ don't you like apple juice?
- c. _____ about a walk through the forest?
- d. _____ do you play volleyball?
- e. _____ is my red sweat shirt, Mum?
- f. _____ do Anne and Betty get to school every day?
- g. _____ does your father go to work?
- h. _____ is the dog's bone?
- i. _____ are we going for a holiday by the sea again?
- j. _____ do you like your coffee?

Task 2: Change the direct questions into indirect questions. Use “do you know”.

No	Direct Questions	Indirect Questions
1	Did she go out last night?	.....
2	Where did she meet her brother?	.....
3	Was David the first to arrive	.....
4	Did Lucy work at home yesterday?	.....
5	What was the problem?	.....
6	Were they at the beach?	.....
7	Who did we see at the party?	.....
8	Were they in the garden?	.....
9	Why did they arrive so late?	.....
10	Did John finish the report?	.....

UNIT 4

GADGETS AND MACHINES

◆ In this unit, you will be able to:

- Ⓡ ask for instruction
- Ⓡ give instruction
- Ⓡ follow instruction

INTRODUCTION

Sometimes other people don't know how to do something or cannot make things happen and they ask us for some instructions. When you are giving instructions, it is important that you give them properly. If you don't do so, the one following your instructions may have problems in following them.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates

1. What are the latest technologies people using in your country today?
2. Do you have a smart phone?
3. What do you use your smartphone for?
4. How do you access the internet on your smart phone?
5. How do you chat with your friends on the internet?

A. LISTENING

Task 1. Listen carefully to these conversation.

Conversation 1

A: you've got a beautiful camera.

B: Yes, I bought it only yesterday.

A: Let me have a look. Oh, it looks a bit technical. How do you operate it?

B: It is not that difficult. First, press this red button to switch it on. Then, look through the viewfinder. You can adjust the distance by pressing these zoom buttons. After you're ready just click it here.

A: Sound simple.

B: Yes, but be careful not to touch this slider, it is for rewinding the roll.

A: OK. And what about the flash?

B: It has an auto flash system.

A: OK. Ready. Say cheese.

Conversation 2

A: I need to go to the ATM.

B: So, why don't you?

A: I have no idea how to use the ATM.

B: What do you mean?

A: This will be my first time using an ATM.

B: I can help you with that.

A: Explain to me how to use it.

B: Just put your card into the machine.

A: Now what do I do?

B: Then you need to type in your PIN.

A: Now what?

B: Just click on one of the choices they give you, and that's it.

Conversation 3

A: This soup is delicious. How do you make it?

B: Well, it is very simple. You need fresh vegetables like cauliflower, carrot and peas.

A: Ok, then?

B: First, cut up the vegetable and shell the peas. Then boil some water, After that put the vegetables in the water. Let them boil for about two minutes.

A: All right, what's next?

B: Next, add some flour and stir for some times. Then add salt to taste and simmer the soup until it becomes thick. Finally chop up some onions and

cut some coriander leaves and put them in the soup.
Now the soup is ready to serve.

A: That's it thanks for the recipe.

Task 2. Pick out the expressions in the conversations above and explain how the speakers use them in the conversations.

Expressions	Use/Function
.....
.....
.....
.....
.....
.....
.....
.....
.....

Task 3. Complete the dialogues below

a. help me hang up this picture C. *take a look at my hand* phone
b. please, turn it off

Young girl : Hello, I need a help. My printer got jammed.

Jenny : _____. Wait for a second and turn it on again.

Young girl : OK. Wait a minute.

Jenny : Does it print again?

Young girl : yes, it does. Thank you.

Teacher : Hey, Ratna. *Come here and* help me, please.

Ratna : *Yes, Mom. I'm coming. What should I do for you, Mom?*

Teacher : _____ . will you? It went blank.

Ratna : *Yes, Mom. I will.*

Kevin : *Would you mind helping me for a minute, Justin?*

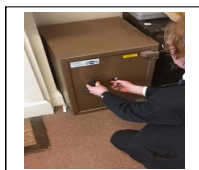
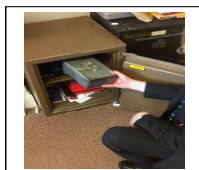
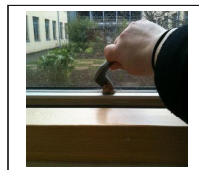
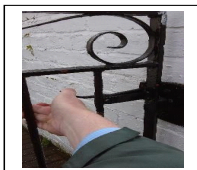
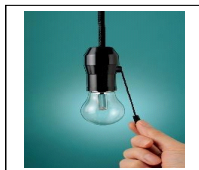
Justin : *I'd be glad to, Kevin. What do you want me to do?*

Kevin : _____ .

USEFUL EXPRESSIONS	
Asking for Instruction	Giving Instruction
How do I...?	First, you
Can you show me how to...?	Then, you
Do you know how to...?	Next, you
How do I go about...?	Lastly, you
What do you suggest?	
What is the first step?	Press
What is the best way to...?	Put
	Don't press
	Don't put

B. SPEAKING

Task 1. Practice giving instruction based on the pictures below.



Task 2. Think of a machine you often use. Tell the class how to use it but do not say what it is. Get the other students guess what it is.

Task 3. Talk about how to do the followings and tell the class your ideas.

- ▷ Do you know how to make a telephone call from your smartphone.
- ▷ Do you know how to activate internet on your smartphone.
- ▷ Do you know how download apps from your smartphone.

C. WRITING

Task 1. Match the instruction in column A with the names of the technology in Column B.

Column A	Column B
Arrange cutlery and crockery in baskets Push the baskets into the machine Put 2 level tablespoons of cleaning agent in the dispenser Close the door Check-rise level indicator Press programme button Turn on the water tap Press the off button	How To Use Vacuum Cleaner
Examine the area of the vacuum where it deposits dirt. Check the vacuum's height. Move all of the smaller items out of the vacuum's way. Turn the vacuum on and push the vacuum forward and backwards over your carpet, in slow, even strokes. Use the vacuum's attachments such as the simple hose with exchangeable ends, to clean corners and under the edges of furniture.	How to Use a Digital Camera
Put clothes in the washing machine Put washing detergent in the detergent compartment (you can use liquid or powdered) Add bleach or fabric softener in the proper compartment. Choose programme Choose temperature according to the fabric type Press start	How to Use a Dishwasher

<p>First, you need to turn on the power.</p> <p>Then, you can look at the display and focus on the view or object you like. To Focus, just press the shutter button half way and the camera will automatically focus for you.</p> <p>After that, all you need to do is to push shutter button.</p> <p>There you have it!</p>	<p>How to Use a Digital Camera</p>
<p>First, you need to turn on the photocopier.</p> <p>Then, you put the face of the paper that you want to copy, on the screen of the copier.</p> <p>Next, you need to select the paper size and how many copies you want.</p> <p>After that, you push the start button and the copier starts working.</p> <p>Finally, you get the papers that you want.</p>	<p>How to use a washing machine</p>

Task 2. Write a short paragraph about instructions on how to deal with the following things.

- ▷ How to make a cup of coffee
- ▷ How to search for a topic on Google
- ▷ How to make a call on your cell phone Or listen to your voice mail.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

D. READING

Task 1. Read the passage below.

THE LATEST GADGET

Technological innovations are often quite stupid. The idea that you might want to walk down the street holding a mobile phone in front of your face, just to experience the wonders of video calling, is clearly ridiculous. Luckily for the tech companies, however, there are some people who jump at the chance to buy into new gadgets before they are fully ready and cheap enough for the mass-Aet. They are called *early adopters*, and their fate is a terrible one. I should know, since I am one myself.

Early adopters have a Mecca: it's Tokyo's Akihabara district, also known as "Electric City", a neon-soaked warren of high-rise gadget emporia. There, in 1999, I bought a digital camera, a new-fangled type of gizmo that few people in Britain had heard of. Over the next few years I watched in mounting dismay as digital cameras became more popular, cheaper and more powerful, until better models could be had for a quarter of the price I had paid. Did I feel stupid? What I actually did was this: I splashed out more money last year for a new one, one that let me feel pleasantly ahead of the curve once again. But I know that cannot last, and I'll probably have to buy another in a few years.

Thus early adopters are betting on other people eventually feeling the same desires. And it's worse if that future never arrives. Early adopters of the Betamax home-video format in the 1970s could only look on in dismay

when their investment was nullified by the triumph of VHS. All sorts of apparently marvelous inventions, such as videogame consoles like the Atari Jaguar have been consigned to the dustbin of history right after a few early adopters bought in. Those who invested thousands in a Segway motorized scooter on the wave of absurd hype that accompanied its launch a couple of years ago can join the club.

You might think we should just stop being so silly, save our money, and wait to see what really catches on. But the logic of the industry is such that, if everyone did that, no innovation would become popular. Imagine the third person to buy an ordinary telephone soon after Alexander Graham Bell had invented it. Who was he going to call? Maybe he simply bought two phones, one for a special friend. But still, the utility and eventual ubiquity of the device wasn't clear at the time. Indeed, the telephone was originally Aeted as a way to listen to music concerts from the comfort of your own home. Nobody dreamed of the possibility of being able to speak to any one of millions of people. And yet if Telephone Man, and the subsequent hundreds and thousands of early adopters after him, had not bought into the idea, the vast communication networks that we all take for granted today would never have been built.

The same goes, indeed, for all new technologies. Those yuppies holding bricks to their ears that we laughed at in the 1980s made the current mobile phone possible. People who bought DVD players when they still cost a fortune, instead of today's cheap one at the local super Aet, made sure that the new format succeeded. Early adopters' desire

for desires bankrolled the future. And what did they get for their pains? They got a hole in their bank accounts and inferior, unperfected technology. But still, they got it first. And today they are still at work, buying overpriced digital radios, DVD recorders and LCD televisions, and even 3G phones, so that you will be eventually be able to buy better and less expensive ones.

So next time you see a gadget-festooned geek and feel tempted to sneer, think for a minute. Without early adopters, there would be no cheap mobile phones or DVD players; there would be no telephone or television either. We are the tragic, unsung foot- soldiers of the technology revolution. We're the desire-addicted vanguard, pure in heart, dreaming of a better future. We make expensive mistakes so you don't have to. Really, we are heroes.

Taken from www.onestopenglish.com/

Task 2. Choose the correct answer. Discuss the answers with a partner.

1. What is an early adopter?
 - a. someone who likes to buy the latest gadgets
 - b. someone who invents new gadgets
 - c. someone who gets to the shops first
2. What can you buy in Tokyo's Akihabara district?
 - a. very cheap gadgets
 - b. poor quality gadgets
 - c. very new gadgets
3. Which of the following gadgets were successful?
 - a. the Atari Jaguar console

- b. the Segway motorized scooter
 - c. the VHS home video
4. How were telephones first Aeted?
- a. as a way of speaking to special friends
 - b. as a way of listening to music
 - c. as a way of communicating with millions
5. Why are early adopters ‘heroes’?
- a. because they spend lots of money
 - b. because they try out new inventions for the rest of us
 - c. because they are funny

E. VOCABULARY

Task 1. Study the vocabularies below.

OPERATING MACHINES AND GADGETS			
scanner	an alarm clock	telephone	air conditioner (AC)
disk drive	stove	dishwasher	GPS
Wi-fi	a digital camera	remote control	mobile
laptop	freezer	an antenna	video game
mobile phone	flat screen TV	toaster	hard drive
wireless headset	iPad	hairdryer	clothes dryer
remote control	MP3 player	e-mail	games console
smart phone	Joy stick	projector	computer
flashlight	DAB radio	video game	DVD player
iPod	USB	vacuum cleaner	camcorder

Task 2. Match the definitions with the list above.

No	Definition	Operating Machine/ Gadgets
1	It is used for going on the internet, storing information, and playing games.	
2	it is used to cool and dry the air in one room or an entire home.	
3	It is used to connect computer and mobile phone.	
4	It is a kind of computer that can travel with you.	
5	It is used to cook food using heat (either powered by electricity or gas).	
6	It is used to make food very cold.	
7	It is the tablet computer used for videos, photos, music, and Internet functions, such as web-browsing and emailing.	
8	It is used to capture images from photographic prints, posters, magazine pages, and similar sources for computer editing and display.	
9	It is used to connect internet without wires or cables.	
10	It is used for exchanging messages between people using electronics.	
11	It is used to controls a machine, especially a television or VCR, from a distance.	
12	it is used to dry and remove lint (small particles of cloth) from clothing.	
13	It is used for showcasing presentations and movies.	
14	It is used for listening to music and even to communicate.	

15	It is used for handling different steps while playing a video game.	
----	---	--

Task 3. Which of operating machine or gadgets in the lists do you use most?

IMPERATIVES AND SEQUENCING WIRDS		
	Points	Examples
Imperative	We usually use the imperative to tell people to do something or to give instruction. To form the imperative, we use the infinitive form of the verb without "to." To make a negative imperative, put "do not" or "don't" in front of the verb. If you want to be more polite when using an imperative, just add "please."	<ul style="list-style-type: none"> Ⓡ Open your book. Ⓡ Don't open your book. Ⓡ Do your homework. Ⓡ Don't do your homework. Ⓡ Switch off the light. Ⓡ Don't switch off the light. Ⓡ Turn left. Ⓡ Don't turn left Ⓡ Please, pain the fence. Ⓡ Please, do not smoke here.
Sequencing Words	We often use "sequencing words" to tell someone what to do and the order in which to do it. These words also tell us about how each step in the instructions link to the other steps. The common "sequencing words" are "first", "next", "then" and "finally" We use a comma after the "sequencing words" when they introduce the sentence that describes the action.	<ul style="list-style-type: none"> Ⓡ First, boil some water. Then, put coffee into a cup. Ⓡ Next, pour the hot water into the cup. Ⓡ After that, add a little milk. Ⓡ Finally, stir the coffee.
Do you know the rule?		

Task 1. Fill in the gap with the imperative form of the verbs given in the box.

a. to listen	b. not to put	c. to put	d. to pass
e. not to drive	f. to write	g. to repeat	h. to install
i. to switch off	j. not to speak	k. not to walk	l. to help
m. not to spend	n. not to climb	o. to wash	

1. yourself to a drink! The glasses are over there.
2. your mobile phone.
3. after me; I won't do that again.
4. Please, these dirty plates.
5. these programmes on the computer.
6. so fast. It's dangerous.
7. good care of your sister.
8. me the salt, please.
9. the tree! You will fall down.
10. so loud! The baby is sleeping.
11. so much money on worthless things.
12. Please, aside. I can't see through you.
13. on your jackets. It's hot.
14. your name at the bottom.
15. to what your parents say. They give good advice.

Task 2. Put the instructions about how to use one-cup coffee machine. Use sequencing words to order the instruction.

INSTRUCTION	CORRECT ORDER
<ul style="list-style-type: none"> Ⓡ Enjoy your coffee. Ⓡ Choose your cup size. Ⓡ Press the power button. Ⓡ Turn on the coffee machine. Ⓡ Close the filter lid and put it back in the machine. Ⓡ While you're waiting for the water to heat up, take out the red plastics filter and fill it with finely ground coffee. 	

UNIT 5

PERSONAL EXPERIENCES

◆ In this unit, you will be able to:

- Ⓜ ask about past actions/ events
- Ⓜ retell about past actions/ events

INTRODUCTION

Everyone must have experience in the journey of his/her life, from time to time, whether it's a fun or a sad experience. The past events might be a party you **went** to, a trip you **made**, a job you applied for, a love relationship you **had**, an examination you joined, etc. Everyone would also want to share the events that happened to the others.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. Can you tell us what you did for the last 24 hours?
2. When was the last time you practice your Arabic or English?
3. Did you study hard last semester?
4. Who did you meet yesterday?
5. Did you celebrate your birthday last year?

A. LISTENING

Task 1. Listen to carefully to the conversations below.

Conversation 1.

A: How was the airplane ride?

B: It was a twelve hour flight. It was so boring. I tried to sleep but it was too uncomfortable on the plane.

A: How about the movies they play on international flights?

B: I saw both movies they played. I was just unlucky.

A: Did you take a book with you?

B: I accidentally packed it with my luggage that I checked in.

Conversation 2.

A: Did you read the newspaper yesterday?

B: No, I didn't.

A: There was a fire.

B: Did anybody get hurt?

A: No, fortunately not.

B: Where was the fire?

A: It was at 789 Bryant Street.

B: Did the firefighters arrive quickly?

A: They arrived very quickly.

B: Did they rescue the people?

A: They rescued everybody.

B: I didn't know about it.

Conversation 3

A: Hi, Mike. How was your trip to gorkha?

B: It was wonderful! I really enjoy it.

A: How long were you there?

B: I was there for three days.

A: What did you do there?

B: Well, I visit the Gorkha Durbar. It's really fantastic!
Then I went trekking down to the Daraudi River.
Finally, I went to Manakamana Temple by cable car.
It was a great experience.

A: Did you like food there?

B: Yes, I did. I mostly had the local food – dal, bhat, tarkari. It was good. But I didn't like the pickle they serve. It was very hot and had a pungent smell.

A: Were the hotels any good?

B: Yes, the hotel I stayed in was very comfortable and it also had a great view. By the way, do you want to see my photos?

A: Sure.

Conversation 3
----------------	---

USEFUL EXPRESSIONS	
Asking About Past Actions or Events	Retelling About Past Actions/Events
Ⓜ Did the building fall down? Ⓜ Was the store closed? Ⓜ How was the airplane ride? Ⓜ What did you do last night? Ⓜ What did Sally have for lunch? Ⓜ When did you get back? Ⓜ Where did you stay? Ⓜ What did he eat last night? Ⓜ Why did you drink so much? Ⓜ How was the weather?	Ⓜ No. It didn't. Ⓜ Yes. It was. Ⓜ It was a twelve hour flight. It was so boring. Ⓜ I met some friends and we had dinner in a restaurant. Ⓜ She had soup and sandwiches Ⓜ I got back on Saturday night. Ⓜ I stayed with my parents. Ⓜ He ate Chinese food. Ⓜ I was so depressed. I just wanted to forget about everything. Ⓜ It was wonderful.

B. SPEAKING

Task 1. Study the dialogue below and practice it with a partner.

- Anggie** : So, what did you do last weekend?
Mona : Well, on Saturday, I went shopping.
Anggie : Really? What did you buy?
Mona : I bought this new dress. Do you like it?
Anggie : Nice. How much did it cost?
Mona : It cost 30 pounds.
Anggie : And what did you do in the evening?

- Mona** : In the evening, I met my friends, Gibran and Ayu. We went to the cinema.
- Anggie** : What did you see?
- Mona** : We saw a romantic comedy. After that, my friends went dancing. But I was tired so I didn't go with them. I went back home and I read a book. And you? What did you do?
- Anggie** : I went to a Padang restaurant with my friends. We ate Rendang and Sambalado and drank juice. And then, we went to a club together.
- Mona** : Really? Did you have a good time?
- Anggie** : Yes we did. We have a great time. We ate a lot and listened to music.
- Mona** : I hope you weren't too full .
- Anggie** : No I weren't.
- Mona** : What time did you get up on Sunday?
- Anggie** : I got up very late on Sunday. About midday.

Task 2. Talk about the past actions or events connected to one of the followings. Tell the class one or two you supposed to be the most amazing.

A birthday	Study	Excited things	A song
Holiday	Teachers	Difficult things	A movie
Friends	Food	People	

C. WRITING

Task 1. Go around the class and find out what your classmates did at the weekend using the ideas below and write their answers.

No	Activities	Student A	Student B	Students C
1	Listen to a funny story			
2	Go on holiday			
3	Laugh really hard			
4	Read a good book			
5	Go for a walk			
6	Celebrate your holiday			
7	Watch TV			
8	Go out			

Task 2. You can also use these questions to get more information. Use your own ideas.

▷ Did you _____?
▷ Who was _____?
▷ Were you _____?
▷ How did you _____?
▷ Why did you _____?
▷ Where did you _____?

her final test. After all, it was cumulative, meaning the test would test her on everything she had learned.

Luella knew what she had to do. It was time to buckle down and study like there was no tomorrow. Motivated and determined, Luella sat at her desk and studied for at least three hours for the next three days. By the time the night before the test came, Luella felt confident that she would do well.

Luella woke up that Monday morning with a grin on her face. She had dreamed of taking the test. In the dream she passed her test with an A. It was up to Luella to make her dream come true that Monday morning. Luella was assured she would. She knew all that studying was about to pay off as she walked into her classroom and sat down at her desk. “Nothing can go wrong,” Luella said to herself.

She was right! Luella not only breezed through all the math problems, but was the first person to finish in her class. Luella knew she could do it. It was of no surprise when she discovered the grade she received. It was an A plus.

Taken from <https://www.eslfast.com>

Task 2. Choose the correct answer. Discuss the answers with a partner

1. What does Luella have to get on her big test to get an A in Algebra?
 - a. 90 points.
 - b. 90%.
 - c. 100%.
 - d. 95%.
2. What does it mean when a test is “cumulative?”

- a. it will only contain the material from that past 3 months.
 - b. it will contain material from the class Luella took last year and the class Luella is currently taking.
 - c. it will contain material from everything Luella learned in Algebra.
 - d. it will only contain material from the past week.
3. How many hours did Luella study for each day?
 - a. 3.
 - b. 4.
 - c. 5.
 - d. 6.
 4. What specifically happened in Luella's dream?
 - a. she failed the test.
 - b. she got an A in the class.
 - c. she got an A on the test.
 - d. she left the test completely blank.
 5. What was Luella's final grade?
 - a. A+
 - b. A
 - c. A-
 - d. B

E. VOCABULARY

Task 1. Study the vocabularies below.

Childhood Memory			
suffed animals	soccer ball	phyton	balloon
swings	climb trees	snowball	chick
cartoons	bicycle	water pistol	scooter
seek and hide	dog	hulla-hup	teddy bear
cars	comic books	fishing	brood

hamster	rabbit	plasticine	banana race
tag	cat	kitten	spin
trading cards	marbles	lego	dancing
dolls	hopscotch	horse riding	peekaboo
jump role	yo-yo	catapult	kite

Task 2. Put some words in the list into each category below.

Games	Pets	Toys	Hobbies
.....
.....
.....
.....
.....

F. GRAMMAR FOCUS

SIMPLE PAST TENSE		
	Points	Examples
Simple Past	The simple past tense refers to an action which occurred at a specific time in the past, completed action, and past status. The simple past tense is expressed with the past form of the verb and nothing else.	® I ate lunch at noon today (specific past action). ® Jan finished her report on time (completed action) ® John was still single in 1995 (past status).
Do you know the rule?		

Task 1. Change the verbs in the following sentence into past tense.

No	Sentences	Verb /Past Tense
1	Yesterday, I go to the restaurant with a client.	

2	We drive around the parking to find a parking space.	
3	When we arrive at the restaurant, the place is full.	
4	The waitress asks us if we have reservations.	
5	I say, "No, my secretary forgets to make them."	
6	The waitress tells us to come back in two hours.	
7	My client and I slowly walk back to the car.	
8	Then we see a small grocery store.	
9	We stop in the grocery store and buy some sandwiches.	
10	That is better than waiting for two hours.	

Task 2. Complete the paragraph by using the words in parentheses in the past simple tense.

Last year my friend, Evan, and I _____ (take) a trip to France. I never _____ (travel) to another country before that trip. We _____ (study) French for two months before we _____ (leave). When the day of our flight finally _____ (arrive), we _____ (be) so nervous and excited! The flight _____ (be) fun because the flight attendants _____ (speak) French, and we _____ (practice) speaking with them. Finally we _____ (arrive) in Paris. It _____ (be) so beautiful! We _____ (ride) on the subway to get from the airport to our hotel. After that first day, we _____ (ride) the subway every day. I _____ (feel) so thrilled to finally be in another country. Evan _____ (fall) in love with the city,

and wants to move there permanently. While we were there, we _____ (eat) croissants, _____ (go) to many museums, _____ (see) a lot of monuments, and _____ (meet) a lot of interesting people. We _____ (make) so many new friends, and some of them are going to come visit us in New York! My trip to Paris _____ (be) so wonderful, I feel like I _____ (catch) a lucky star. I can't wait to return.

UNIT 6

FUTURE LIFE

◆ In this unit, you will be able to:

- ® asking about future plans or intentions
- ® expressing future plans or intentions
- ® expressing purposes

INTRODUCTION

You might agree with me that everyone has a plan for the future that he/she has already thought about. With friends, we often ask about what we are planning on doing something or what we are going to achieve at some time in the future. However, the plan can be successful or fail. The plans for the future are often connected with the dreams; better life, more interesting job, a happy family, etc.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates

1. What kinds of scholarships are there for the students at your university?
2. How can a student receive a scholarship at your university?
3. Do you have a plan to apply for a scholarship?
4. What scholarship are you going to apply for?
5. Why are interested to join a scholarship?

A. LISTENING

Task 1. Work in pairs. Listen carefully to these conversations.

Conversation 2

A: I'm planning to study abroad this summer.

B: Cool! Where are you going?

A: I'm going to Italy.

B: What are you studying there?

A: I'm taking a cooking class.

B: That sounds interesting.

A: I'm excited to learn in a totally new environment.

B: Italy seems beautiful.

A: It's beautiful in the pictures I've seen.

B: Take a lot when you're there.

A: I will, and I'll study hard, too.

B: Also, learn some Italian while you're there.

Conversation 1

A: What do you plan to do after you graduate from here?

B: I'm planning to go to medical school. You?

A: I'm planning to teach English in underprivileged countries.

B: That's really kind of you.

A: Thanks. The first country I'm teaching in is Kenya.

B: While you're at Kenya, I'll be studying for medical school.

A: What kind of doctor do you want to be?

B: I want to be a pediatrician.

A: Because you like kids?

B: I don't really have a good reason. I just think I'll be good at it.

A: You should do what you love, not necessarily what you're good at.

B: That is very cheesy advice.

Conversation 3

A: So Emilia how do you achieve your dream?

B: That's a good question. First, I worked part-time at another coffee shop to learn about the business.

A: What did you learn?

B: Well, I learned it's very important to know your customers.

A: Know your customers, what do you mean?

B: you need to know what your customers like. For example, I sold only cupcakes and coffee here at first. But my customers wanted other things - like muffins, donuts and pie. Now I'm selling those things to get more customers and to improve my business.

A: I see. My store will only sell cookies.

B: Hmm, you might have a problem.

A: Really? I think people love mu cookies. Try one.

B: Hmm. These are good. But, really, it's a difficult job. You'll work at night. You'll work on the weekend. You'll work early in the morning

A: I see. Well, what about money? How do you get the money to start your business?

B: I went to the bank to get a loan.

A: Oh, that's easy.

Task 2. Read the expressions in the chart below. Ho do people use the expressions? Give a tick () for the correct answer.

No	Expressions	Asking about future plans or intentions	Expressing future plans or intentions	Expressing purposes
1	I'm planning to study abroad this summer.			
2	I went to the bank to get a loan.			

3	What kind of doctor do you want to be?			
4	I'm selling those things to get more customers.			
5	What do you plan to do after you graduate from here?			
6	I want to be a pediatrician.			
7	I'll be studying for medical school.			
8	What are you studying there?			
9	I worked part-time at another coffee shop to learn about the business.			
10	I'm taking a cooking class.			
11	Where are you going?			
12	I'm going to Italy.			

Task 2. Listen again to the conversations above. State the plans or purposes the speakers want to do.

Conversation 1	Plans/Purposes

Conversation 2	..... ..... ..... ..... ..... .....
Conversation 3	..... ..... ..... ..... .....

USEFUL EXPRESSIONS		
Asking About Future Plans And Intentions	Expressing About Future Plans And Intentions	Expressing Purposes
<ul style="list-style-type: none"> ® What are you doing tomorrow? ® What's your plan for tomorrow? ® Are you doing anything tomorrow? ® Got any plans for tomorrow? ® What are you up to? ® Busy tomorrow? ® Are you going to ® Have you got anything on tomorrow? ® Have you got anything planned for tomorrow? ® What are your plans for..? 	<ul style="list-style-type: none"> ® I'm going to next month. ® I'll be going to.... tonight ® I plan to ... tomorrow. ® I'm planning to.... next weekend. ® It is my intention to ... this afternoon. ® My intention is to ® I will..... ® I want to.... ® I'm thinking of ® I intend to 	<ul style="list-style-type: none"> ® I am looking for a part time job to save some pocket money. ® I bought some flowers to give to his wife. ® I locked the door to keep everyone out. ® I do it to improve my listening skills. ® I need a chair to sit down.

B. SPEAKING

Task 1. Walk around the class and find someone

- ▷ Who is going to visit a friend tonight.
- ▷ Who is going to walk home from campus today.
- ▷ Who is going to watch TV tonight.
- ▷ Who is going to get a hair cut this week.
- ▷ Who is going to have a birthday next month.
- ▷ Who is going to buy a present for someone this week.
- ▷ Who is going to get up early tomorrow.
- ▷ Who is going to do homework tonight.
- ▷ Who is going to join student exchange program next year.
- ▷ Who is going to borrow some book from library today.

Task 2. Talk about things related to the future plans below. Tell the class why you want to do it.

® Studying hard	® Reading a a lot of books
® Doing homework	® Meeting with a professor
® Browsing internet	® Applying for a scholarship
® Going to the library	® Improving your English skills
® Taking an english course	® Reading international journals
® Attending an academic writing class 0	® Having a discussion with friends

C. WRITING

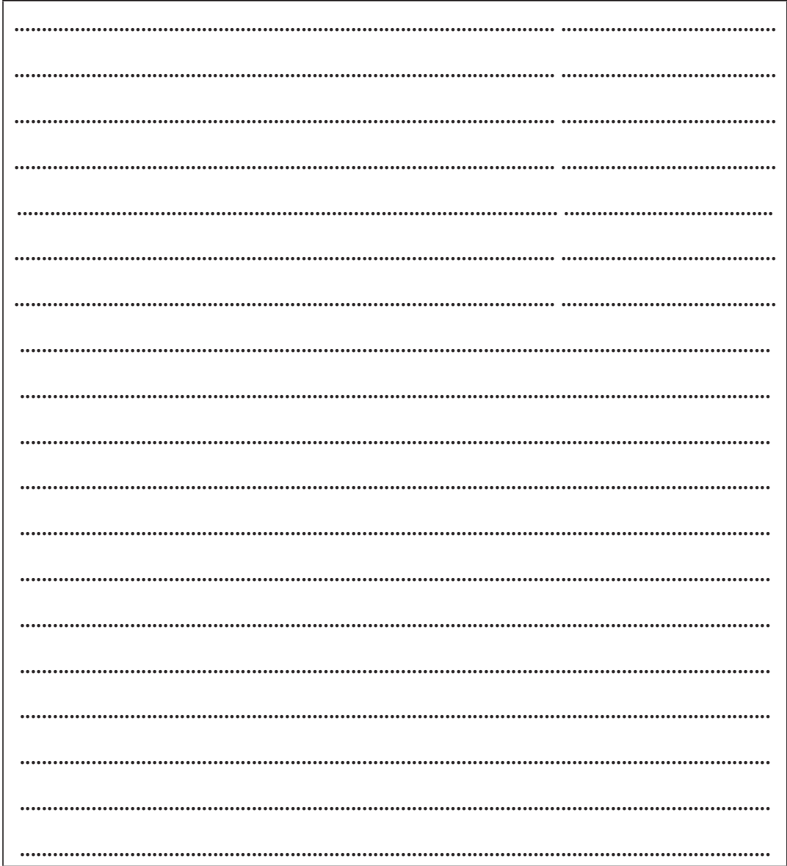
Task 1. Ask your classmates about their plans for the future and write down their answers in the chart below.

	plans
Later today
Tomorrow
Next weekend
Next month
Next year

Task 2. You can also ask your classmates about their future plans using the questions below to gain further information.

- Ⓡ Where are you going to
- Ⓡ When are you going to
- Ⓡ Why are you going to
- Ⓡ How are going to
- Ⓡ Who is going to

Task 3. Write a short paragraph about your classmate's plan for the future. Use information from task 1 and 2. Exchange paper and read each other's compositions.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

D. READING

Task I. Read the passage below.

MY FUTURE PLANS WHEN I AM OLDER

My name is Omesh. I am twenty years old. When I am older, I want to be an entrepreneur or businessman. To me, this is the fastest way to become a rich person. Since I have no knowledge and experience about how to run a business, I will learn from my uncle who has been very successful in his property business. To start my business, I am going to rent a building as the office, recruit employees, and borrow some money from the bank. I am sure that my business will have a good prospect and it can make a lot of money. It makes sense, isn't it?

Hi. My name is Hary. I am seventeen years old. I am going to be a doctor when I am older. I love to study and will go to medical school when I am twenty. Before this I am going to travel abroad to Africa and India and work in hospital to get more experience. I know it will be difficult, but I will be strong and won't get frightened and scared even if things get hard I want to be the best.

When I am older I am going to travel more. I came to the UK from Italy when I was five and I will return there one day soon. As I am going to travel, I will learn as many languages as I can while I am at school. I really want to learn Chinese and Russian, but the school doesn't teach it at the minute, although the teacher says this will change soon. Sorry I forgot to say, my name is Sarah and my age is eighteen. I hope I will meet you on my travel in the future.

My name is Ryan and I am fifteen years old. I am not sure about what job I want when I am older, but I do know that I want to go to university. I am going to study English, Italian, Maths in year 2012 and 2013 then go to a good university to learn modern languages. Maybe I will become a famous writer or artist.

My name is Yankee. My age is nineteen. When I was a kid, I had a dream to be a politician. And when I am older, I am going to be a pilot like my father. After I graduated from High School, I plan to continue my study at Academy of Flight Training. Then, I want to work in a major commercial airplane such as Etihad, American Airline, Lufthansa, United Airlines, etc. I know that this work will be very challenging and at high risk. However, it will pay me higher than when I work

Task 2. Answer these questions based on the passage above.

1. Who is going to be a doctor? What is he going to do?
2. What Sarah is going to be? What is she going to do?
3. How about Yankee? Is he going to be a politician?
4. Who is going to be a famous writer or artist? What is he going to do?
5. Why is Omesh going to be a businessman?
6. Is it true that becoming a pilot will be very challenging?
7. Who is going to be a businessman? What is he going to do?
8. Which plan is interesting for you?

E. VOCABULARY:

Task 1. Study the vocabularies below.

Career and College			
interview	transcript	apprentice	outsourcing
resume	admission	undergraduate	personnel
response	Julytion	doctorate	credentials
background	scholarship	occupation	overtime
applicant	professor	profession	colleague
objective	credit	application	Benefit
evaluate	university	resume	income
salary	pathway	references	promotion
requirements	major	interview	employee
expectations	minor	employer	matriculation

Task 2. Find the words from the list to match with with the definitions below.

No	Definition	Word
1	Fixed compensation for services, paid on a regular basis.	.....
2	Someone's education, experience, etc. that prove s/he has the ability to do a job.	.....
3	Courses taken by a student to gain entry to a higher course or towards a final qualification.	.....
4	Things that are considered reasonable or required. In job hunting, a salary expectation is the amount of money a person expects to earn.	.....
5	A formal meeting in person, esp. one arranged for the assessment of the qualifications of an applicant.	.....
6	Someone who is paid to work for a person, organization, or company.	.....
7	The practice of using workers, supplies, or parts from an outside company instead of producing them yourself.	.....
8	A person who knows you well and writes a letter containing information about you, usually to a new employer.	.....
9	Someone you work with, especially in a profession	.....
10	Time that you work on your job in addition to your usual working hours.	.....
11	To examine and judge carefully.	.....
12	A person who is in a position to recommend another or vouch for his or her fitness for a job.	.....
13	The highest level of degree given by a university.	
14	An official report that has a list of classes you took and the grades receive.	.....
15	A brief account of one's professional or work experience and qualifications.	.....

F. GRAMMAR FOCUS

THE PRESENT CONTINUOUS TO BE + GOING TO + VERB TO INFINITIVE		
	Points	Examples
The Present Continuous	The present continuous is used when we say what we have planned and arranged to do at a specific time in the future. These are fixed plans with definite time and/or place.	<ul style="list-style-type: none"> ⊙ m starting university in September. ⊙ I'm going to the doctor nextweek ⊙ I'm meeting my friend after school. ⊙ I'm doing my homework this evening.
To be + Going to + Verb	We use 'going to' to express the future when we intend to do something or have decided to do something but did not arrange it. It is just an intention.	<ul style="list-style-type: none"> ⊙ I'm going to drive to work today. ⊙ Jim is going to watch a film. ⊙ We are going to play football on the beach. ⊙ They are going to buy a new computer
To infinitive	We use to + infinitive when we want to show the purpose of an action, i.e. to say why we did it (to answer "Why...?").	<ul style="list-style-type: none"> ⊙ He bought some flowers to give to his wife. ⊙ He locked the door to keep everyone out. ⊙ he came to collect her pay cheque. ⊙ I am calling to ask you about dad.
Do you know the rule?		

Task 1. Complete the conversation using the prompts.

ROSITA : Hi Sara! (1) _____

(you / be at the barbecue tonight?).

SARA : Yes, I am.

ROSITA : What (2) _____
(you / wear?).

SARA : I don't know. What about you?

ROSITA : (3) _____
(I / wear my summer dress).

SARA : Is Anita coming?

ROSITA : I think so. (4) _____
(I / send her a message) and check.

SARA : (5) _____
(Steve / be there?)

ROSITA : Yes, he is.

SARA : Good. I have to go now. I'll see you at
the barbecue.

ROSITA : Ok. What (6) _____
(you / to do now?)

SARA : (7) _____
(I / get ready). I want to wash my hair.

ROSITA : Ok. (8) _____
(I / do my homework). I'll see you later.

SARA : Bye.

**Task 2. Complete the sentences with the correct form of
going to and the verbs in brackets.**

- a. They've already decided on their next summer holiday.
They _____ (do) a tour of Norway.
- b. What are your plans for this evening?" I

- c. The weather forecast is good for the next few days. It _____ (be) very sunny.
- d. I can't come on the march tomorrow. I _____ (look after).
- e. He is buying some butter and eggs because he _____ (make) a cake later.
- f. She wants to get her mum a birthday present. But she _____ (not buy) it today.
- g. Their suitcases are packed. _____ (go) on holiday.
- h. Look at that boy at the top of that tree! He _____ (fall).
- i. My cousin _____ (work) in the UK for a year.
- j. We _____ (study) very hard for the next few days.

Task 2. Complete the conversation with the words from the box.

to pay attention	to drive	to be	to get
------------------	----------	-------	--------

Rob : OK, how do we get to your house?

Sue : Well, finding my house is pretty easy. It takes about twenty minutes (1) _____ there from here. Start by taking Orchard Road for about fifteen minutes. It is important for you (2) _____ slowly because there is a school nearby. It's unusual for there (3)

_____ children playing
in the street, but be careful. It is also important
for you (4) _____ to
the big gray wall on your left because you have
to turn right on the street after the wall. After
turning, go to the end of the street.

Rob : OK, let's go!

UNIT 7

PUBLIC CELEBRATION

◆ In this unit, you will be able to:

- Ⓜ expressing congratulations
- Ⓜ expressing hopes/wishes
- Ⓜ expressing gratitudes

INTRODUCTION

There are numerous times (holiday, birthday, graduation, wedding, promotion, Independence Day, Ramadhan, etc.) during the year when you may want to congratulate other people. You may also hope something to happen when people are having a celebration. In addition, people have a great variety of ways to thank people and showing appreciation for a gift or an act of kindness.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. Do you think holidays are important? Why?
2. How many holidays do you have in your country?
3. What holiday is the most exciting in your country?
4. How do you celebrate Independence Day in your country?
5. Is there any religious holiday that has a special meaning for you?

A. LISTENING

Task 1. Work in pairs. Listen carefully to these conversation.

Conversation 1

A: Hey Stephanie. Guess what?

B: What?

A: Robert asked me to marry him. We're getting married.

B: Congratulations. I'm so happy for you. So when is the big day?

A: We haven't set the date exactly, but it looks like it will be sometime in July.

B: How did he propose to you?

A: On Valentines day, he got me a present. I thought it was an ordinary Valentines day present, but when I opened it, it was this big diamond ring. Right then, he got on his knees and proposed.

B: That's so neat. So you really got surprised?

A: We talked about marriage a little, but I never knew he was serious.

B: You are going to be busy with wedding plans. But you have several months to prepare for it.

A: It's going to be pretty hectic for me. So I'm going to need some help. First of all, I was wondering if you would like to be my Maid of Honor.

B: I would be honored."

Conversation 2

Happy bithday to you,happy birthday to you,
Happy birthday, happy birthday, happy birthday to you.

A: Blow out the candles and make a wish!

B: How many wishes do I get?

A: You can have as many wishes as you want! It's your birthday.

B: Ok. Heh...

A: What do you wish for?

B: Well, I wished for world pace.

A: O, that's good. Anything else?

B: And I wished for an end to desease.

C: Wow, so good. What else?

A: And I wished that every body can be happy.

C: Very impressive, is that it?

A: Nuv, I also wished for lots and lots of cool presents.

D: Ha, ha, ha, here is your first one.

A: Oh, my wish has come true. Thank you

Conversation 3

A : Angela, come in!

B : Happy Birthday

A : Thanks. I can't believe you remember that.

B : Well, I have a calendar in my computer. It helps me remember things like that. What are you up to?

A : I'm reading a book. My cousin gave me for my birthday.

B : Let me see. Ok, I have this book at home. I want to give you a present too.

A : Wow it's a guitar. I already have one. I like this one better? Thank you.

B : You're welcome. Do you know how to play the guitar?

A : Yeah. I know how to play. My father taught me when I was young.

B : Will you play it now? I want to listen to some music.

A : OK. Do you know this one?

B : Yeah, I have heard that one. I could sing that song when I was in middle school.

A : It's an old one. It makes me feel old. When I was in college, they use to play it on the radio all the time.

Conversation 2	.........................
Conversation 3	....................

USEFUL EXPRESSIONS		
Expressing Congratulation	Expressing Hopes/Wishes	Expressing Gratitude
<ul style="list-style-type: none"> ☐ Congratulations. ☐ Congratulation on ☐ Happy New Year. ☐ Happy anniversary. ☐ I'm really proud of you ☐ Let me congratulate you. ☐ That's great. ☐ Well done. 	<ul style="list-style-type: none"> ☐ I hope (the present/the simple past) ☐ I wish (the simple past/the past perfect/ would). 	<ul style="list-style-type: none"> ☐ Thanks. ☐ Thanks a lot. ☐ Thanks a million. ☐ Many thanks. ☐ Thank you so much. ☐ Thank you for ☐ Thank you very much for ... ☐ I am so grateful for

B. SPEAKING

Task 1. Study and practice the dialogue below.

A: A letter came for you in the mail.

B: Give it here.

A: What's the letter about?

B: I think it's my acceptance letter from UIN Mataram.

A: Did you get in?

B: I got in!

A: You're not kidding?

B: They really let me in.

A: Congratulations!

B: I really wanted to get into UIN Surabaya, but UIN Mataram is just as good.

A: You have no idea how proud I am of you.

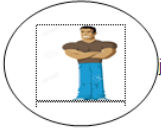
B: I'm so excited.

Task 2. Talk about the following situations. Tell the class what you hope or wish.

- ▷ Someone lent your tennis racket and he broke it.
- ▷ Your friend always tells a stupid jokes all the time.
- ▷ Your brother is playing music so loud.
- ▷ Very few people came to your birthday party.
- ▷ The exam is very difficult.
- ▷ It's going to rain tomorrow.
- ▷ You don't know what to do.
- ▷ You want to buy a present for your 1 sister.
- ▷ TV programme is always the same.
- ▷ You cannot speak Arabic very well.
- ▷ You will celebrate new year's party.
- ▷ Someone took your wallet.

C. WRITING

Task 1. Look at the pictures and write what each person wishes or hopes using the words given.



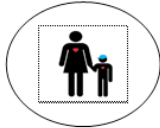
tall/strong



have/car



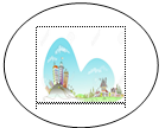
work/office



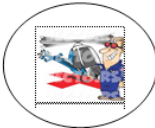
Live/with myson



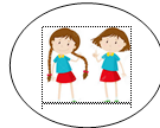
can/swim



not/live/city



pilot/helicopter



not/have/short hair

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Task 2. Interview your classmates using the questions in the chart below and write down their answers.

Interview Questions	Answers
What is something you can't do, but wish you could?
What is something you don't have, but wish you did?
Who is someone you don't know, but wish you did?
What is something you wish had never happened?
Where is some places you wish you were right now?

D. READING

Task 1. Read the text below.

CELEBRATIONS AROUND THE WORLD

Eid ul-Fitr or Id-ul-Fitr

Eid ul-Fitr or **Id-ul-Fitr** often abbreviated to **Eid**, is a **Muslim holiday** that marks the end of Ramadan, the Islamic holy month of **fasting**. **Eid** is an Arabic word meaning "festivity", while **FiTr** means "to **break the fast**" (and can also mean "nature", from the word "fitrah"); and so the holiday symbolizes the breaking of the fasting period. It is celebrated starting on the first day of the Islamic month of **Shawwal**. Eid ul-Fitr is a three day celebration and is sometimes also known as the "Smaller Eid" as compared to the Eid ul-Adha that is called the "Greater Eid."

Easter

Easter is the time for holidays, festivals and a time for giving chocolate Easter eggs. But Easter means much more. Easter is the oldest and the most important Christian Festival, **the celebration of the death and coming to life again of Jesus Christ**. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year. Easter is the story of Jesus' last days in Jerusalem before his death. The Easter story includes **Maundy Thursday** (the Last supper leading to the Eucharist), **Good Friday** (the day on which Jesus was crucified) and **Easter Day** (the day on which Jesus came back to life).

New Year's Day

New Year's Day is the first day of the new year. It is celebrated on **January 1**, often celebrated with fireworks at the stroke of midnight as the new year starts. **January 1** As the end of a period of remembrance of a particular passing year, especially on radio, television, and in newspapers, which usually starts right after **Christmas Day**. This day is traditionally a religious feast, but since the 1900s has become an occasion for celebration the night of December 31, called New Year's Eve. There are often fireworks at midnight.

Thanksgiving Day

Thanksgiving Day is a **harvest festival**. Traditionally, it is a time to give thanks for the harvest and express **gratitude** in general. It is a holiday celebrated primarily in Canada and the United States. While perhaps religious in origin, Thanksgiving is now primarily identified as a secular holiday. Today, Thanksgiving is celebrated on the second Monday of October in Canada and on the fourth Thursday of November in the United States. Thanksgiving dinner (turkey) is held on this day, usually as a gathering of family

The International Women's Day

The international women's day is celebrated on 8th of March. Women's Day or Working Women's Day is a day of international solidarity, and a day for reviewing the strength and organization of proletarian women. It was decided to have a Woman's Day in every country as a form of struggle in getting working women to vote. This day was to be a day of international solidarity in the fight for common objectives and a day for reviewing the organized strength of working women under the banner of socialism.

Taken from <http://www.myenglishpages.com>

Task 2. Decide if the statements are true or false.

No	Statements	True	False
1	The international women's day is celebrated on 1 st of January.		
2	In the United States, Thanksgiving dinner (turkey) is held on the second Monday of October.		
3	Shawwal Eid ul-Fitr is also known as the "Smaller Eid."		
4	New Year's Day is traditionally a celebration the night of December 31, called New Year's Eve.		
5	Easter is the story of Jesus' last days in Jerusalem before his death.		

E. VOCABULARY

Task 1. Study the vocabularies below.

CARNAVAL AND PARTY			
fiesta	season	firework	carnival float
flag	celebration	vacation	gala
costume	ceremony	ramadhan	holiday
garland	costume	christmas	reception
dinner	origin	Easter	garden party
Idul Fitri	culture	confetti	food stand
false nose	parade	birthday	banquet
custom	clown	Pageant	anniversary
event	religious	Feast	procession
bunting	decoration	Tradition	paper streamer

Task 2. Complete these sentences using the lists above.

1. _____ culminated in a spectacular fireworks display.
2. How much money did you spend on your last _____?
3. At the parade, many people dress up as _____ and wear false noses.
4. Some people dress themselves up in other funny _____ like a mouse or a lizard.
5. The _____ is ready, but no one has come to partake of it.
6. The parade's participants are throwing small, colourful pieces of paper called _____.
7. Many also have _____ these are rolled up, colourful strips of paper that fly through the air when you blow through them.
8. _____ decorated with garlands are rolling through the streets.
9. Even the streets are nicely decorated. There is _____ hanging between the lamp posts.
10. The spectators by the side of the road are waving small _____.
11. The people are celebrating in high spirits and whoever is hungry can buy some hotdogs at the _____.
12. How many times do I have to tell you not to eat candy just before _____?
13. No one knows when such a _____ came into existence.
14. I hope you will join us in the _____.

and march along the street.

15. Once the teacher organized a _____ and invited all the neighbors.

F. GRAMMAR FOCUS

HOPE AND WISH		
	Points	Examples
Hope	<p>We use the verb hope when something is very possible.</p> <ul style="list-style-type: none"> • To say what you hope about the past, you use the simple past: • To say what you hope about the present, you use the present: • To say what you hope about the future, you use the present (or the future, although it is less common): 	<p>Ⓡ I hope she found the restaurant</p> <p>Ⓡ I hope he passed his class last semester.</p> <p>Ⓡ I hope he's having a good time in Florida.</p> <p>Ⓡ I hope he likes Chinese food.</p> <p>Ⓡ I hope he has a good time in India next month.</p> <p>Ⓡ I hope she comes to see us when she passes through Singapore.</p>
Wish	<p>We use the verb wish about impossible things or things that are not likely to happen (things that you don't really expect to happen.)</p> <ul style="list-style-type: none"> • To say what you wish about the past, you use the past perfect: • To say what you wish about the present, you use the past: • To say what you wish about the future, you use would 	<p>Ⓡ I wish I had passed my English class last semester.</p> <p>Ⓡ I wish she had given me her phone number.</p> <p>Ⓡ I wish I had a good job.</p> <p>Ⓡ I wish I knew how to speak Japanese.</p> <p>Ⓡ I wish Obama would do more to help the poor.</p> <p>Ⓡ I wish you would quit smoking soon</p>
Do you know the rule?		

Task 1. Use *hope* or *wish* for the correct sentence.

No	Sentences	Hope/ Wish
1	I (wish/hope) you wouldn't order hamburgers at nice restaurants.	
2	I (wish/hope) you would take me to restaurants with better hamburgers.	
3	I (wish/hope) you have a nice vacation.	
4	He (wishes/hopes) he will get a better job.	
5	He (wishes/hopes) he had more money.	
6	I (wish/hope) you got the apartment you wanted.	
7	I had (wish/hope) he would have called me sooner.	
8	We (wish/hope) you a merry Christmas.	
9	Let's (wish/hope) that everything is better next year.	
10	She (wishes/hopes) that the situation will not get worst.	

Task 2. Choose the correct verb in the parenthesis

- The students wish that the class _____(is finished / was finished / were finished)!
- She hopes this _____ the last time it happens. (is / was / were)!
- My coworker wishes I _____ him with the presentation. (helped / had helped / would helped)!
- The landlord hopes that they _____ their rent on time. (pay / would pay / were pay)!
- She wishes it _____ raining soon. (stops / will stop / would stop)!

Task 3. Complete the conversation using *hope or wish!*

Peter : Should we go to the beach tomorrow?

Claire : Sure, but if it rains we'll do something else

Peter : I _____ it doesn't rain

Claire : Me too.

Peter : I _____ I had more money, I'm so broke at the moment.

Claire : What would you buy if you had more money?

Peter : I'd buy an apartment in the city, but not a big one.

Claire : I'd buy a country cottage if I could afford it.

Andin : Tomorrow my little brother will celebrate his birthday.

Bondan : Good. I _____ he has a nice birthday party.

Andin : Thank you. You should come.

Bondan : I am sorry; I can't go anywhere tomorrow.

Danar : What I really want is to have a car.

Handy : Buy it now. Your father is a rich man. You'd be easy to ask a car.

Danar : No. I don't want. _____
I can buy it by my money.

Handy : I don't believe you can do that.

UNIT 8

FOREIGN LANGUAGES

◆ In this unit, you will be able to:

Ⓜ asking about abilities

Ⓜ expressing abilities

Ⓜ expressing inabilities

INTRODUCTION

You might agree with me that people might have the power or skill to do something anytime they want, like being able to read or speak a language, because they once have learned it. Otherwise, people might have no the power or skill to do something in a particular situation, like being able to move something very heavy or find something you are looking for.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. How many languages do you speak?
2. What are the benefits of learning foreign languages?
3. What careers are possible if you speak a foreign language?
4. Do you think that knowing a foreign language might encourage you to live abroad in future?
5. What are your problem in learning a foreign language?

A. LISTENING

Task 1. Work in pairs. Listen carefully to these conversation.

Conversation 1

A: When I was younger, I couldn't travel abroad because I didn't have the money and I couldn't speak English

B: But you currently have a job that pays you well and you can also speak English now.

A: So, you should travel now.

B: Well. I can afford to travel, but I can't do it, because I don't have the time.

A: If you really want to travel, you can find a way.

B: You are right, I can and I should.

Conversation 2

A: I need to make a plane reservation.

B: That is what I am here for. What is your destination?

A: I will be traveling to Aspen, Colorado.

B: Would you prefer to leave from Los Angeles or Burbank Airport?

A: Burbank Airport would be best for me.

You can leave in the morning or afternoon from that airport. Do you have a preference?

A: I can only take a flight that leaves in the afternoon.

B: I can book that for you right now. When you return, would you prefer morning or afternoon?

A: I think that I would like a morning return flight better.

B: I was able to book your flight, and I will print your tickets right now. Have a great trip!

Conversation 3

A: Hello.

B: Hi.

A: Sorry to bother you, but, could you take my picture, please?

B: That's no problem.

A: Could you get me in the foreground and the Opera House in the background?

B: I can do that.

A: Thank you very much for your help.

B: No problem.

A: You just need to press the big button on the top of the camera.

B: Okay, one, two, three, cheese.

A: Cheese.

B: Okay, come and have a look at the picture.

A: That looks great. Could I get you to take one in landscape as well?

B: Sure, no worries.

A: Thank you.

B: Okay, one, two, three, cheese.

A: Cheese.

B: Here you go.

A: That looks great, thank you for your help.

B: You're welcome.

A: Have a great day.

Task 2. Read these expressions and explain how the speakers use them in the conversations.

Expressions	Use/Function
I couldn't travel abroad.
I couldn't speak English.
you can also speak English now.
I can afford to travel, but I can't do it.
You can find a way.
You are right, I can.
You can leave in the morning or afternoon from that airport.

I can only take a flight that leaves in the afternoon.	.....
I can book that for you right now.	.....
Could you take my picture, please?	.....
I can do that.	.....

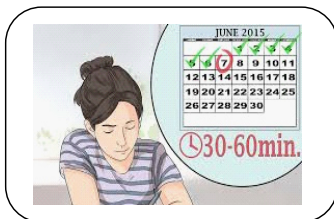
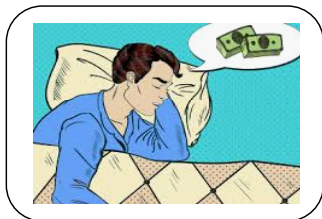
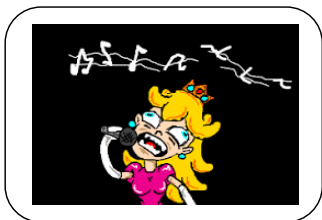
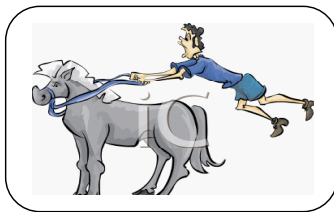
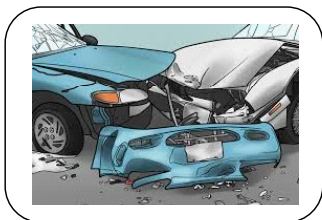
Task 3. Listen again to the conversation and say what each conversation tells you about.

Conversation 1	Conversation 2	Conversation 3
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

USEFUL EXPRESSIONS		
Asking about Ability	Expressing Ability	Expressing Inability
☒ Can you ?	☒ I can	☒ He can't
☒ Are you able to?	☒ She/ could	☒ We couldn't
☒ Could you?	☒ They are able to	☒ You are not able to

C. SPEAKING

Task 1. Make a conversation about what you can do based these pictures.



Task 2. Talk about the things below with your friends and tell the class two or three things you can do when you have

a lot of friends on facebook
 a study club
 a smart gadget
 a social media
 a good internet access

an ability of foreign languages
 a computer skill
 a self-income
 a social foundation
 an international network

D. WRITING

Task 1. Ask your friends or classmates using the following questions and write down their answers in the table below.

No	Can you do these things?	Answer
1	Can you speak french?	.....
2	Can you play a musical intrument?	.....
3	Can you say <i>hello</i> in five languages?	.....
4	Can you whistle?	.....
5	Can you dive?	.....
6	Can you run two kilometres without stopping?	.....
7	Can you say <i>good bye</i> in five languages?	.....
8	Can you swim 100 metres?	.....
9	Can you name 5 English speaking countries?	.....
10	Can you type with five fingers?	.....

Task 2. Write a short paragraph about one of the following topics. Then, exchange your composition with your friend.

- Ⓡ Something you have always wanted to be able to do
- Ⓡ Something you have never been able to do
- Ⓡ Something you can't do last week
- Ⓡ Something you will be able to do in the future
- Ⓡ Something you could do well in the past

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

E. READING

Task 1. Read the text below carefully.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign writers in the original, which makes your outlook wider. It is not surprising that many intellectuals and well-educated people are polyglots. I study English. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, the South

Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology. To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one." That is why in order to understand oneself and environment one has to study foreign languages.

Taken from <http://www.myshared.ru>

Task 2. Answer these questions based on the text

1. What does the text tell you about?
2. Why do people learn languages?
3. What is polygot?
4. How many people speak English as a mother tounge nowadays?
5. In which country does the native speakers of English live?
6. How can we undertand oneself and environment according to Goethe?

F. VOCABULARY

Task 1. Study the vocabularies below.

DICTION AND DICTIONARY			
elocution	expression	speech	oratory
concordance	inflection	accent	parlance
idiom	eloquence	wordage	ropmtory
enunciation	encyclopedia	glossary	phrase
intonation	line	lexicon	utterance
ecyclopedia	vocabulary	reference	voicing
fluency	localism	wording	pronunciation
terminology	slang	lingo	rhetoric
gift of gab	tounge	locution	usage
command of language	statement	palaver	verbalism

Task 2. Find the definition of the words below.

No	Words	Definition	No	Words	Definition
1	intonation	.....	11	lingo	.....
2	expression	.....	12	verbalism	.....
3	glossary	.....	13	accent	.....
4	utterance	.....	14	elocution	.....
5	rethoric	.....	15	speech	.....
6	lexicon	.....	16	encyclopedia	.....
7	slang	.....	17	inflection	.....
8	fluency	.....	18	glossary	.....
9	idiom	.....	19	pronunciation	.....
10	statement	.....	20	wording	.....

G. GRAMMAR FOCUS

MODALS VERBS: CAN, CAN'T, COULD, COULDN'T, BE ABLE TO		
	Points	Examples
can/ can't	We use can/can't to say that somebody has the ability to do something in the present or future.	® I can speak English ® can you speak Japanese? ® I'm sorry I can't come to your party tonight
be able to	We use be able to to say that somebody has the ability to do something in the present or future. Note: can is more usual than be able to in the present. However, can only has a present and past form (could), so sometimes it is necessary to use be able to for, for example in the present perfect or infinitives	® Are you able to speak any foreign languages? ® I'm not able to come to the meeting tomorrow. ® I haven't been able to sleep lately (present perfect). ® He would like to be able to sing (infinitive).
could/ couldn't	We use could/couldn't to say something that somebody had the general ability to do something in the past. General ability means you can do any time you want after learning it, for example reading, swimming, etc. We often use could+see, hear, smell, taste, feel, remember, understand	® My cousin could play the piano when she was five. ® My grandfather couldn't swim. ® I couldn't hear what he was saying. ® I could smell a fire.
Do you know the rule?		

Task 1. Put in *can*, *can't*, *could* or *couldn't*. If none of these is possible, use *be able to* in the correct tense.

- He's amazing, _____ speak five languages, including Chinese.
- _____ you swim when you were 10?

- c. We _____ get to the meeting on time yesterday, because the train was delayed by one hour.
- d. He _____ arrive at the party on time, even after missing the train, so he was very pleased.
- e. I searched for your house for ages. Luckily I _____ find it in the end.
- f. She's seven years old, but she _____ read yet. Her parents are getting her extra lessons
- g. I read the book three times, but I _____ understand it.
- h. I _____ speak Japanese when he lived in Japan, but he's forgotten most of it now.
- i. Lucy _____ make it to our meeting after all. She's stuck in traffic.
- j. John _____ play tennis really well. He's champion of his club.

Task 2. Circle the correct auxiliary modal verb in each sentence

- a. I (could, can) help you with your homework now.
- b. Five years ago, I (cannot, couldn't) play the piano.
- c. I (can, could) get an A on the test.
- d. I (can, could) run ten miles if I train hard enough.
- e. We (can, could) speak English well.

Task 3. Complete the dialogue with the expressions in the box.

- | | |
|---------------------------------------|----------------------|
| a. can I enter the competition | b. yes, you can |
| c. I can draw and paint good pictures | d. I can draw things |
| e. can you get some for me? | f. Yes, I can |

Angie : Yes mother, (1) _____

Mother : That's good. What sort of pictures can you draw?

Angie : (2) _____ like a village hat, a school at break, city life, a zoo, etc.

Mother : But you haven't shown me any of your pictures. (3) _____

Angie : (4) _____. (After a few minutes she comes back with some of her pictures.) Here they are.

Mother : Hmm! That's good! . . . Ah, this is beautiful!

Angie : My teacher says my painting is very good. So, _____ please?

Mother : (6) _____. Good luck!

Angie : Thanks, mum.

UNIT 9

GENERAL ELECTION

◆ In this unit, you will be able to:

- Ⓜ ask for certainty
- Ⓜ express certainty
- Ⓜ express uncertainty

INTRODUCTION

Sometimes we know that we are right or we are not sure about something. When we feel confident of our facts, we show other people how certain we are. Otherwise, when we are doubtful about the truth, we show other people how uncertain we are.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. Did you vote in the last election?
2. What type of political system does your country have?
3. What are the main political parties in your country?
4. How do you decide how you will vote?
5. Which party is now in power in your country??

A. LISTENING

Task 1. Work in pairs. Listen carefully to these conversation.

Conversation 1

A: Are you going to vote?

B: Yes, are you?

A: Yes, but what day are the elections?

B: You don't know what day the elections are?

A: That's why I'm asking you.

B: They're this coming Tuesday.

A: Really?

B: Yes, I'm serious.

A: Good thing you told me.

B: I can't believe you didn't know when the elections were.

A: It slipped my mind.

B: You should watch the news more often.

Conversation 2

A: Will you be voting this year?
B: Of course! Will you?
A: This is going to be my first time voting.
B: Are you serious?
A: I'm not sure what I'm doing.
B: Voting is easy.
A: I don't know anything about the bills or laws they're trying to pass.
B: The ballot gives you all that information.
A: Nobody told me that before.
B: You have nothing to worry about.
A: I'm so glad you told me that.
B: Good luck on your first election.

Conversation 3

A: Are you going to vote tomorrow?
B: I sure am. How about you?
A: I am.
B: Do you know where your polling place is?
A: My polling place is up the street at the park.
B: Oh, really?
A: Where's yours at?
B: I'm not sure.
A: You should know that already.
B: I didn't receive my polling place in the mail.
A: You do know that you can look online, right?
B: I didn't know that. I'll go look right now.

Task 2. Underline the expressions used in the conversations and write them in the chart below. Then state how the speakers use them in the conversations.

	Expressions
Asking about certainty
Expressing certainty
Expressing uncertainty

**Task 3. Rearrange these sentences to be a good dialog!
Then practice with your friends!**

Sarah : Okay. Let's go there right now.

David : Do you know what? I'll make my own birthday cake.

Sarah : Are you sure?

David : Absolutely. You know, we can buy all the ingredients in the grocery store near here.

Sarah : Have you ever made a birthday cake before?

Sarah : Really?

David : No, but I bet I can make it. Look at this recipe.
It is easy, isn't it?

USEFUL EXPRESSIONS		
Asking for Certainty	Expressing Certainty	Expressing Uncertainty
Ⓜ Are you sure?	Ⓜ I'm absolutely sure.	Ⓜ I'm not sure about it.
Ⓜ Really?	Ⓜ I have no doubt about it.	Ⓜ I doubt it.
Ⓜ Are you serious?	Ⓜ I'm quite sure about it.	Ⓜ I'm not really sure about...
Ⓜ Are you sure about it?	Ⓜ Of course.	Ⓜ I don't know for sure...
Ⓜ Are you certain about it?	Ⓜ I'm positive.	Ⓜ I don't think so.
Ⓜ Do you think it is true?	Ⓜ I'm really certain that...	Ⓜ There's some doubt in my mind that ...
Ⓜ Do you think so?	Ⓜ I believe that ...	
Ⓜ Do you believe that ...		

B. SPEAKING

Task 1. Role play. Make a conversation about presidential election in your country. Who do you think will win the election? Show your certainty or uncertainty about the candidates.

Task 2. Talk about some of the issues below. Tell the class whether you are sure or not they will be better or improved in the future.

Education	Economics
National Defense	Energy
Taxes	Health Care
Social Security	The Environment

D. READING

Task 1. Read the text below carefully.

TRUMP WINS U.S ELECTION

Donald Trump is to become the 45th president of the United States after he defeated Democrat Hillary Clinton in a stunning victory. The result meant global stocks plummeted, as polls had suggested a comfortable Clinton win. But Trump upset predictions and won the key states of Florida, Ohio, and North Carolina. The result in Wisconsin gave him the 270 out of 538 votes that were needed to secure the White House. At this victory celebration in New York Trump said: "I just received a call from Secretary Clinton. She congratulated us on our victory." Hillary has worked very long and very hard over a long period of time, and we owe her a major debt of gratitude for her service to our country. Mrs. Clinton, 69, did not show up for what was supposed to be her victory celebration across town in Manhattan. The mood was somber at her election night party as supporters went and left early. Trump who declared that he wanted to be president in June last year, said that this victory had been "tough". The real estate tycoon, former reality TV star and political outsider was globally ridiculed for running for president but won previously safe Democrat states and held onto key Republican territory. Trump caused controversy when campaigning with his comments about women, Muslims and his plan to stop the flow of immigrants from Mexico by building a wall along the border. He spoke directly to the white working-class Americans who are angry at those

in power and feet left behind by the global economy. When it was time for voting, men were much likely to back Mr Trump, while women mainly backed Mrs Clinton. Nearly nine in 10, black voters and two-third of Latinos voted for the Democate, but more than half of white voters backed the Republican. The result of the election was very surprising because Mrs Clinton had been ahead in many opinion polls. However, her ccampaign was plagued by FBI investigatios into the claims that she abused state secrets by operating a private email server when she was US secretary of state. She was cleared of criminal chargesonce again last Sunday, but the incidents may have hurt her chances of winning the election. Despite winning more votes, Trump has divided American society. During the last hours of voting, Canada’s main immigration website crashed and visitors were greeted with a “this page isn’t working” error message.

Taken from <https://www.linguahouse.com>

Task 2. Put *true* or *false* for each statement. Say why the false statements are false.

No	Statements	True / False
1	The result of the election did not affect global financial Aets.	
2	Donald Trump thanked Hillary Clinton for the work that she has done.	
3	Mrs. Clinton congratulated Mr. Trump in person on his victory.	
4	Voting was split by sex and enthnicity.	
5	Nine in 10 Latinos of black voters voted for the Democratic candidate.	

E. VOCABULARY

Task 1. Study the vocabularies below.

DEMOCRACY			
regime	oligarchy	vice president	amendment
candidate	state	democracy	republic
parliament	autocracy	sovereignty	separation of powers
authoritarian	political party	election	dictatorship
ballot	minority	government	opposition
head of state	prime Minister	bureaucracy	theocracy
campaign	queen / king	majority	vote
anarchy	election day	president	monarchy
congress	incumbent	exit poll	debate
political ads	constitution	speeches	campaign slogan

Task 2. Match the word on the left to the definitions on the right.

No	Word	Definition
1	candidate	The person who already holds a political office and who is running for the same job again
2	ballot	The person who lead a country or the leader of a country
3	campaign	The use of an advertising campaign to influence you and get your support
4	political ads	The group of people with the authority to govern a country or state
5	political party	The person who serves as president in the president's absence
6	election	a person running for elected office (like the presidency)

7	incumbent	to express your opinion by choosing a candidate or supporting or not supporting a proposed law
8	vice president	catchy phrases that help voters remember a candidate's name and ideas
9	government	an event where opposing candidates answer questions about their ideas and accomplishments
10	president	an event in which the candidates speak to many people about their vision
11	exit poll	All the activities designed to get a candidate elected, including speeches, debates, and political ads
12	speeches	It's a group of people who nominate candidates and work to get them elected.
13	vote	a time when people vote in order to choose someone for a political job
14	debate	the activity of asking people about how they voted and the answers are used to predict who won and why.
15	campaign slogan	It's a piece of paper used by the voters to vote in an election.

F. GRAMMAR FOCUS

ADVERBS OF DEGREE: ABSOLUTELY, QUITE, VERY, REALLY		
	Points	Examples
Adverbs of degree	An adverb of degree modifies an adjective, a verb, or another adverb that tells to what level or extent. When we use adverbs of degree to modify adjectives we usually have to use different adverbs for gradable and non-gradable adjectives.	® absolutely, definitely, really, extremely, pretty, totally enough completely, quite, hardly, very, , etc

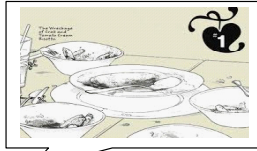
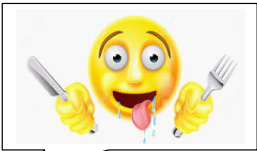
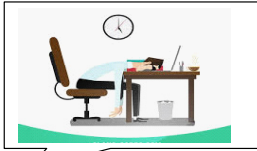
Absolutely	We use absolutely to emphasize that something is completely true. It can be used with non-gradable adjectives.	® I'm not absolutely certain I posted it. ® I was absolutely furious with him. ® You're absolutely right. ® This cake is absolutely wonderful.
Quite	When we use quite with a non-gradable adjective, it usually means very, totally, or completely and we use quite with gradable adjectives, it means something like fairly or rather.	® The scenery was quite incredible. ® Helen had said the food was awful here. ® The film was quite good. ® She was quite right.
Very	We use very to add more emphasis. It means to a great degree. We do not usually use very before some ungradable adjectives such as dead, married, etc.	® The girl was very beautiful. ® The house is very expensive. ® Everyone was very excited. ® It's very cold in here.
Really	We use the adverb really when we want to emphasise something: the adverb really can be used with gradable and non-gradable adjectives.	® That film is really terrifying. ® The food smelled really disgusting. ® She is a really interesting girl. ® That pasta was really delicious. Thank you.
Do you know the rule?		

Task 1. Choose the correct answer.

1. Sean lives a _____ stressful life.
 a) quite b) very

- J2. Joanne isn't just an ordinary singer. She's _____ fantastic.
- a) absolutely b) very
3. The concert was _____ wonderful.
- a) very b) absolutely
4. Spain is a _____ great country.
- a) very b) really
5. She had worked all day and by the evening she was _____ exhausted.
- a) really b) absolutely
6. Rodin's sculptures are _____ well-known
- a) absolutely b) very
7. John is, in my opinion, _____ mad.
- a) very b) absolutely
8. Scarlett Johansson looked _____ gorgeous at the Oscars ceremony.
- a) really b) absolutely
9. Mary is _____ nice.
- a) really b) absolutely
10. The mop was _____ a simple invention.
- a) very b) quite

Task 2. Make sentences using adverbs of degree *really* or *very*, based on the pictures below.



UNIT 10

SOCIAL MEDIA

◆ In this unit, you will be able to:

- Ⓜ stating opinion
- Ⓜ expressing agreement
- Ⓜ expressing disagreement

INTRODUCTION

A lot of issues or problems can be the subject of debate or discussion. It's a good idea to ask another person about his/her opinion before you tell them your opinion loudly and strongly. Maybe they completely agree or disagree with you.

Warming up

Look at the picture



(Source: <https://www.google.co.id>)

Discuss these questions with your classmates.

1. What social networking sites do you use?
2. What do you do on Facebook?
3. Do you use Twitter?
4. What are some good and bad points about social networking??
5. What type of information should you put on social networking sites?

A. LISTENING

Task 1. Listen carefully to these conversation.

Conversation 1

A: Don't you think that internet is killing face-to-face communication?

B: I totally disagree. With the internet you can talk to more people at the same time.

A: I'm not so sure about that. I think that not seeing the person affects the quality of the communication.

B: That's not always the case. Remember that there are programs such as skype that allow you to have an almost natural face-to-face conversation.

A: You have a point there. However, most of internet users communicate with their friends through facebook or twitter.

Conversation 2

A: Where were you Ben?.

B: Why I went shopping.

A: Wow! Shopping! Why did you go alone? You could have asked me to come with you.

B: I didn't ask you because you always disagree with my selection of clothes.

A: That's right, Ben. I disagree with your selection because you didn't pick the right stuff.

B: Well, it may not be the right stuff for you, but I like my choices. This time, I wanted to buy something I like.

A: All right. So. show me what you got.

B: May be later, Kelly. I don't feel very well.

A: What's wrong?

B: I think the shrimp platter I ate at the mall didn't agree with me.

A: See! That 's another reason you should call me when you go out. I know shrimp never agrees with you.

B: You are right, Kelly. I can't disagree with you... you always know what's the best.

Conversation 3

A: That was a great concert last night, Scarlett.

B: Thanks.

C: As we know, Scarlet's got new CD coming soon. So, let's have a look at the best way we can promote it in France.

A: Ok. Well... I think Scarlett should visit the major music stores. In my opinion, it's thebest way to meet her fans.

B: I' m not so sure. What do you think, Jacques?

A: Actually, I don't agree with Jacques. Scarlett isn't commercial in that way.

B :Scarlett? Scarlett?

A: I Agree with Jacques. I don't have a commercial image. It's not my style.

B: Ok. Scarlett needs more publicity. What about a series of TV and radio interviews? Don't you agree?

A: Yes, but that's what everybody does. What we want is something different.

B: Personally, I think Scarlett should o tour clubs and summer festivals. She can DJ, play her favourite music, play the new CD, and meet her fans, too.

A: Yes, absolutely. That's much better idea. Mark?

B: Ok. Why not?

A: Scarlett?

B: I think, that's a great aidea. Thank you. Jacques.

Task 2. Underline the expressions used to *give opinion*, to *agree* or *disagree* and fill the chart with the expressions you found.

Expressing opinion	Agreeing	Disagreeing
.....
.....
.....
.....
.....
.....

.....
.....

Task 3. Find the topic in which the speakers agree and disagree in the conversations and the way they agree or disagree.

	Topic	Agree	Disagree
Conversation 1			
Conversation 1			
Conversation 1			

USEFUL EXPRESSIONS		
Expressing Opinion	Expressing Agreement	Expressing Disagreement
® I think (that)... ® In my opinion... ® I am of the opinion that... ® My personal view is that... ® I believe (that)... ® I feel that... ® I am sure/certain/ convinced that... ® In my experience...	® I agree. ® I think so, too. ® That's exactly what I think. ® I think it is the right thing to do. ® I feel that it is a good idea.	® I disagree. ® I don't think (that)... ® I don't agree (with)... ® I don't believe (that)...

B. SPEAKING

Task 1. Make a debate about the positive and negative effects of social media.

Task 2. Talk about the following issues. Tell the class your opinion about it.

- ® Social media causes people to spend less time interacting face-to-face
- ® Social media had a bad effect on teenagers.
- ® Social media spreads information faster than any other media
- ® Social media enables cheating on school assignments
- ® Social media allows people to improve their relationships and make new friends

C. WRITING

Task 1. Work in pairs. Interview your friends about social networking in the table below. When you have finished and write down their answers.

No	Social Media	Opinion	Agree	Disagree
1	Twitter			
2	Google			
3	Facebook			
4	Instagram			
5	Whats Up			
6	LinkedIn			
7	You Tube			

Task 2. Write a short paragraph about social networking based on the information in task 1.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

D. READING

Task 1. Read the text below.

FACEBOOK

One of the most recent social changes taking place in the United States, and in the world, is social networking. Social networking in itself is not a new development. These types of groups have been in existence for at least 150 years, and probably longer than that. In the times before the invention of the personal computer, and the advent of the World Wide Web, social networking was done in person. People who had similar likes and interests would gather together to share experiences, make new contacts, and promote themselves, or their businesses.

On the Internet, social networking websites made their

first appearances during the late 1990s. The first major social networking website in the United States was MySpace. MySpace was a comprehensive, social networking site that allowed its users to exchange messages, share pictures, and make new friends in a way that was never thought of in the past. With MySpace, people who did not go out much could reach out to others from the comfort of their own homes.

In 2004, Facebook was created. It was originally a website created for use by Harvard University students, graduates, and faculty, but it soon expanded to include just about everyone. Facebook is an elaborate social networking site that has grown incredibly fast. It is now larger than some of the largest companies in the world. It is a website that is in constant change. New features are added regularly. Facebook has revolutionized the way people stay connected with each other and the rest of the world. The way it works is simple. Users can set up a new account easily. All a new user needs is an email address to start. Once a person has created an account, he, or she can invite friends by sending a request out to people they know who also have their own Facebook pages. Once you get started, making new friends will come easily.

Taken from <https://www.eslfast.com/eslread/ss/s077.htm>

Task 2. Choose the best answer.

1. Facebook is an example of _____
 - a. social networking
 - b. social experiments

- c. online videos
 - d. the Internet games
2. What was the first major social networking website?
- a. Facebook
 - b. Twitter
 - c. MySpace
 - d. Instagram
3. When was Facebook created?
- a. 1994
 - b. 2001
 - c. 2004
 - d. 2006
4. Who originally created Facebook?
- a. Tom Smith
 - b. Harvard students
 - c. The internet
 - d. MySpace
5. New users to Facebook need _____ to create an account.
- a. first and last name
 - b. to sign a contract
 - c. an email address
 - d. high speed Internet

E. VOCABULARY

Task 1. Study the vocabularies below.

SOCIAL NETWORKING			
admin	microblog	URL	auto-DM
app	like-gated	TT	status
SoNet site	profile banner	Auto-DM	like-gated
DM	retweet	follower	trending
fan page	app	selfie	flame war
tweet	twitpic	linkbait	tweetup
landing page	webpage	profile	wall
server	upvote	mod	email
trend	verified	humblebrag	Internet Service Provider
linkbait	social media	social networking	twitter client

Task 2. Complete definition below with the words from the list in task 1

No	Definition	Word
1	Service that allows you to post images to Twitter.	
2	Third party application like Hootsuite or Tweetdeck that adds features to Twitter.	
3	Personal details and other information that someone posts about themselves.	

4	A posting on a social networking site that tells other members what you are thinking or doing.	
5	Informal a photo that you take of yourself, usually for use in social media.	
6	A statement on social media in which you pretend to be modest but which you are really using as a way of telling people about your success or achievements.	
7	Day of the week when some Twitter users recommend favorite friends and followers to others.	
8	Electronic mail	
9	To be a very popular subject discussed on the microblogging service Twitter.	
10	Trending topic - one of the most popular current topics on Twitter	
12	A social networking website.	

13	The creation and sharing of information and ideas in online communities accessed via mobile and web-based technologies.	
14	Very popular as a subject discussed on the microblogging service Twitter	
15	New technology platforms such as Facebook and Twitter that allow people to interact on the Web or using mobile phones.	

F. GRAMMAR FOCUS

LINKING WORDS: AS WELL AS, SUCH AS, BECAUSE, ALTHOUGH, AS A RESULT		
	Points	Examples
Linking words	Linking words help you to connect ideas and sentences when you speak or write English. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or to contrast ideas.	® Moreover, such as, likewise, however, although, for example, in addition, futhrtmore,as a result, etc.

as well as	As well as is an expression used in grammar to say 'not only, but also'. You are adding more information to an already known fact or a piece of information.	® John, as well as Mary, wants to leave early. ® She is greedy as well as dishonest
such as	We can use such as to introduce an example or examples of something we mention. We normally use a comma before such as when we present a list of examples.	® Jill would love to travel to several European cities such as London and Florence, ® He has worked in several countries, such as Australia, New Zealand, Canada, etc
because	Because introduces subordinate clauses. It connects the result of something with its reason. When we use because, we are focusing on the reason.	® The police arrested him because he broke into a bank. ® She is angry with me because I opened the letter.
although	Although means 'in spite of something'. It is a subordinating conjunction. This means that the clause which it introduces is a subordinate clause, which needs a main clause to make it complete.	® Although England has the best language schools, it has the worst weather. ® Everyone enjoyed the trip to the final although [subordinate clause]we lost the match!
as a result	As a result is often used as a conjunctive adverbial phrase to indicate cause-and-effect relationships.	® He lacks self-confidence. As a result, he is unlikely to be successful.

Task 2. Complete the sentences with *because*, *although*, *as a result*, *as well as* or *such as*.

1. Some animals, _____ lions can be dangerous.
2. _____ they don't have a burglar

alarm, they've never been burgled.

3. He wasn't competent, _____, the lost his job.
4. Pat was late for the conference _____ he couldn't catch the bus.
5. You will receive the product packaging _____ the new design concept tomorrow.
6. He gave up smoking two months ago, _____, my father's health has improved a lot.
7. GDP in developing countries _____ Vietnam will continue growing at a high rate.
8. The guests ate all the food _____ Mary doesn't cook very well.
9. We were disappointed _____ the art gallery was closed.
10. The moon _____ the stars gives us light at night.

Task 3. Combine the following sentences using *as well as*.

1. She is greedy. She is dishonest.
2. He is well-educated. His sister is well-educated.
3. Peter is innocent. His friend is also innocent.
4. Animals need food to survive. Plants need food to survive.
5. The cow gives us milk. The goat gives us milk.

6. Elephants are found in India. They are also found in Africa.
7. The chairman attended the meeting. The secretary attended the meeting.

DAFTAR PUSTAKA

Azar, B.S. 2002. *Using and Understanding English Grammar*. Third Edition. New York. Longman.

Foley, Mark and Hall, Diane. 2003. *Advanced Learners Grammar: A Self-Study Reference and Practice Books with Answers*. England: Pearson Education Limited.

Hornby, A. S. 2006. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

Redman, Stuart. 2001. *English Vocabulary in Use: Pre-Intermediate and Intermediate*. Jakarta: Erlangga.

Swan, Michael. 2005. *Practical English Language Usage*. Fourth Edition. Oxford: Oxford University Press.

Richard, Jack. C. 1995. *New Person to Person. Communicative Listening and Speaking*. New York. Oxford University Press.

Richard, Jack. C. 2017. *Interchange. Fifth Edition*. London: Cambridge University Press

<http://www.basicenglishspeaking.com/>

<http://www.dictionary.cambridge.org>

<http://www.eslgold.com>

<http://eslfast.com/>

<http://myenglishpages.com>

<http://www.teachingenglish.org>

www.talkenglish.com

<https://learnenglishteens.britishcouncil.org>

<http://linguahouse.com/>

<https://www.esolcourses.com>

<http://vocabulary.com>

<http://youtube.com>

<https://www.ihbristol.com>

RIWAYAT PENULIS



Ribahan adalah dosen MKDU Bahasa Inggris yang bertugas di Fakultas Syari'ah dan Ekonomi Islam, Universitas Islam Negeri (UIN) Mataram sejak tahun 2003. Ia lahir di Kalijaga 23 Juli 1979. Pendidikan sekolah dasar (SD) dan sekolah menengah pertama (SMP) ditempuh di Kalijaga, Lombok Timur. Sementara pendidikan sekolah menengah atas diselesaikan di SMAN 1 Aikmel, Lombok Timur pada tahun 1997. Selanjutnya, pada tahun 2002 ia berhasil mendapatkan gelar sarjana Sastra Inggris (S1) dari Fakultas Sastra, Universitas Udayana, Bali. Tiga tahun kemudian tepatnya tahun 2005, ia melanjutkan studi S2 (Magister) di Program Pascasarjana Universitas Negeri Malang (UM) Jurusan Pendidikan Bahasa Inggris dan saat ini ia tengah menyelesaikan studi S3 Pendidikan Bahasa di Program Pascasarjana Universitas Pendidikan Ganesha (UNDIKSHA) Singaraja, Bali. Pada tahun 2014, bersama dengan beberapa kolega dari UIN Mataram, ia mendapat kesempatan untuk mengikuti *Short Course on Teaching and Learning in Islamic Higher Education* di University of Melbourne, Australia. Beberapa hasil karya ilmiahnya yang telah dipublikasikan di antaranya adalah: *Beberapa Strategi Membaca Pemahaman, Kedudukan Grammar Dalam Pengajaran Bahasa Inggris dan Upaya Mensintesa Pendekatan Pengajarannya, The teaching of Listening and Reading, Developing English Syllabus for the Students of Family Law,*

Faculty of Law and Islamic Economics, IAIN Mataram, Pengajaran Prosa Menggunakan Pendekatan Kolaboratif Tipe Investigasi Kelompok, Students' Perceptions of the Characteristics of Effective English Teachers at Mataram State Institute of Islamic Studies, Lombok Motivation, Attitude, Need, and Evaluation of the Students of IAIN Mataram in Learning English as a General Subject to Deal with Globalization Era.