



**LET'S
LEARN
ENGLISH
PROGRESSIVELY**

WAHYU TAUFIQ – VIDYA MANDARANI



**UNIVERSITAS MUHAMMADIYAH SIDOARJO
2016**



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Wahyu Taufiq



Vidya Mandarani



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Wahyu Taufiq, M.Ed.
Vidya Mandarani, M.Pd.



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PREFACE

English has been referred to as the language of opportunity, and it's not hard to see why. If someone has ambitions to work overseas or in local multinational corporations, it is essential that he is able to use English fluently since mostly they will use this language. Another example might be, by mastering English, someone may have better access to some of the world's best universities. It is the language that is used most widely, as it is spoken in more countries than any other language.

Using the same spirit to gain more opportunities, the writers formulate this book to be able to stimulate the readers to learn English progressively. Each level is designed to move from some relatively basic and easy knowledge to higher level experiences. Hopefully, the content will be fairly easy to follow and the readers will get the best return for their efforts.

Lastly, we would like to thank to all parties who help and support the publishing of this book: the Rector and vice Rectors of Universitas Muhammadiyah Sidoarjo, UMSIDA, the publishing committee at UMSIDA and all colleagues who give helpful suggestions and supports. Still, we are welcome to more suggestions in order to make it better, especially from the users of this book.

Writers

TABLE OF CONTENT

PREFACE	v
TABLE OF CONTENT	vi
CHAPTER 1	1
Let's read: Emma's Daily Routine	1
Let's write: Expressing regular actions	3
Let's talk: Talking about someone's activity	5
CHAPTER 2	6
Let's read: How High is the Wall? Perception and Reality?	6
Let's write: Expressing the actions happening now	9
Let's talk: Playing Pantomime	11
CHAPTER 3	12
Let's read: Beauty and the Beast	12
Let's write: Expresses an action that is still going on	15
Let's talk: Describing someone	16
CHAPTER 4	17
Let's read: The Biography of Muhammad Ali	17
Let's write: WH Question	20
Let's talk: It's time for investigation	23
CHAPTER 5	25
Let's read: The Vikings Raiders, Travellers Or Brave Explorers?	25
Let's write: Expressing the Completed Action	27
Let's talk: Memorable event	29
CHAPTER 6	30
Let's read: A Proud Flight	30
Let's write: Telling action happening in the future	33
Let's talk: Activities for the next weekend	36
CHAPTER 7	38
Let's read: Ricky Martin's Biography	38
Let's write: Tag Question	40
Let's talk: Asking about the time	42

CHAPTER 8	43
Let's read: Shoot it Harder, Shoot it Softer	43
Let's write: Comparative and Superlative Degree	45
Let's talk: The best movie you have watched	49
CHAPTER 9	51
Let's read: My House.....	51
Let's write: Conditional Sentence	53
Let's talk: Where is it?	56
CHAPTER 10	57
Let's read: Kinds of transportation in Japan to suit your travel.....	57
Let's write: Talking about the possibility of something to happen.....	60
Let's talk: Giving advices.....	62
CHAPTER 11	64
Let's read: Tengger Community Celebrates Karo Feast	64
Let's write: The use Passive Voice.....	67
Let's talk: Guessing Game.....	70
CHAPTER 12	71
Let's read: The Horses of Chincoteague	71
Let's write: The use of Gerund	74
Let's talk: What is your hobby?.....	76
CHAPTER 13	77
Let's read: Pollution and its Negative Effects	77
Let's write: The use of Infinitive.....	79
Let's talk: Talk It Over Using Gerunds and Infinitives.....	83
CHAPTER 14	85
Let's read: Breaking a Bone	85
Let's write: Using Passive Sentences.....	88
Let's talk: Cooking your favorite meal	89
REFERENCES	91

CHAPTER 1

Basic Competence

- Students can mention daily activity
- Student can use present tense

Indicators

Students are able to:

- mention daily activity
- express the regular actions

Let's read

EMMA'S DAILY ROUTINE

- 1 Hi! My name is Emma. I'm ten years old and I'm English. I live with my family. I live with my family in Brighton in the south of England. My day usually starts quite early. I always get up at 7.30 on weekdays, but at the weekends I sleep an hour and a half longer. When I get up, I go to the bathroom first. I wash my face to wake me up, brush my teeth and then I have a shower. After that I comb my hair and get dressed. I usually wear casual clothes, mainly jeans, shorts, T-Shirts and trainers.
- 2 I always have breakfast with my mom and my little brother, Tommy. My Dad never has breakfast with us because he starts works early on weekend. I usually have a bowl of cornflakes with hot milk and toast with marmalade. Before I go to school, I have to walk our dog, Leo.
- 3 I usually walk to school because I don't live very far. Classes star at 8.30. I like Math best but I'm also good at Science and English. I have two breaks, at 11 and at 1 o'clock. I eat a sandwich and drink orange juice. I also play with my classmates in the playground. School finishes ay 3.30 and my dad picks me up and we come back home by car. Then we have lunch together. After lunch I play with my brother for a while and then I do my homework and study. Twice a week I have basketball practice. I love doing sports.
- 4 Before dinner I sometimes meet my friends or watch a TV quiz. I seldom play computer game, I simply find them boring. We have dinner at 7.30 and I often set the table. After dinner I read a book or surf the Internet for a while. At 9.30 I go to the

bathroom to have a shower, brush my teeth and put on my nightdress. Before I go to sleep I listen to music on my MP3 player because it makes me feel relaxed.

Taken from: <http://ow.ly/jKbq301ae1e>

Glossaries:

Usually (Adverb) in the way that most often happen

Always (Adverb) every time or all the time

Never (Adverb) not at any time or not on any occasion

Sometimes (Adverb) on some occasions but not always or often

Seldom (Adverb) almost never

Often (Adverb) many times

Task 1.

Answer these questions based on the text above.

1. Where does Emma live?
2. What time does Emma start her activity?
3. What does the first Emma's activity?
4. Does Emma's father have breakfast every morning?
5. How does Emma go to school?
6. What does the subject Emma's like?
7. What time does Emma's school finish?
8. What does Emma's activity after lunch?
9. Does Emma like to listen music?
10. What does the word "we" in the sixth paragraph line two refers to?

Task 2.

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. Emma wakes up at 7.30 at the weekend
2. Emma wakes up then goes to the bathroom
3. Emma always has breakfast with her father
4. Emma's house is far from school
5. Science is Emma's favorite subject
6. Emma likes to play in the playground with her friends

7. Emma always has lunch with her father
8. Emma takes a nap after play with her brother
9. Emma likes to play games
10. She always listens to the music before sleep

Task 3

Complete these following sentences

1. Emma usually...
2. Emma always...
3. Emma sometimes...
4. Emma seldom...
5. Emma's Dad never...

Let's write

EXPRESSING THE REGULAR ACTIONS

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.
 - I take the bus to the office.
 - The train to London leaves every hour.
2. For facts.
 - A cat has four legs.
 - We come from Indonesia.
3. For habits.
 - I get up early every day.
 - Herry brushes his teeth twice a day.
4. For things that are always / generally true.
 - It rains a lot in rainy season.
 - They speak English at home.

Task 4

Add your own idea using Simple Present Tense to complete the blank spaces below

1. Every morning I.....

2. I always.....every Saturday night
3. My mother never.....
4. The man.....everyday
5. The children usually.....

Task 5

Using the words in parentheses, complete the text below with the appropriate expressions.

Example: They _____ (come, always) late.

Answer : They always come late.

1. Usually she (go) to school by bicycle.
2. Selly.....(take care) of her mother.
3. You always(help) me.
4. Terry....(travel) to the mountain every Sunday.
5. Linda and Tony.....(swim) twice a month.
6. He ... his nails sometimes when he remembers.
7. My dad ... why do my mom get angry every weekend.
8. Sisca ... (go, always) to school every morning.
9. She ... (not, speak) Indonesian because she comes from England.
10. My father ... (read, usually) a newspaper while drinking coffee in the morning.

Task 6

Write down your own activity, use simple present tense, as Emma's activity.

Hi.....my name is.....I am.....I always.....I usually.....

I never.....I seldom.....

Let's Talk.

Task 7

TALKING ABOUT SOMEONE'S ACTIVITY

One student read the following text



This is Juan Uribe. He's from Madrid in Spain but he lives in Argentina. He is an actor. Mr Uribe is 23 years old. He works for TV ARGENTINA. He also studies; he studies Journalism at the Federal University of Argentina. Mr Uribe cannot sing or dance but he can play the violin very well. He loves classical music and he listens to it every day from 5:10 am to 8:45am every morning. After this he has fruit juice for breakfast and goes to university. Mr Uribe is a very good student. He speaks Spanish, Portuguese, and English. Mr Uribe lives in a flat. His flat number is 133, on the 1st floor. Mr. Uribe loves Spanish food but he doesn't like Argentine food. He loves milk caramels but he doesn't like chocolate. He doesn't smoke.

Taken from: <http://ow.ly/VOon301adV7>

The others should take note of the following:

- a. Name:
- b. Age:
- c. Country:
- d. Nationality:
- e. Marital status:
- f. Occupation:
- g. Likes:
- h. Doesn't like:
- i. Curiosities:

Students should describe the person on their sheets of paper using the information given. They must use the 3rd person single of the Present Simple.

CHAPTER 2

Basic Competence

- Students can differentiate between perception and reality to solve problems.
- Student can use progressive tense

Indicators

Students are able to:

- differentiate between the perception and reality
- understand some words and expressions related to perception and reality
- express the actions happening now

Let's read

HOW HIGH IS THE WALL? PERCEPTION AND REALITY

1. It's hard for children to pay attention to classroom activities when they are worried. Sometimes the things they worry about seem *trivial* to adults who have learned how to measure significance with so many more years of experience in perspective.
2. Children see things like children, not adults. I remember when I was five years old, there was a huge wall on my street that was too high to climb. I fell the first time that I tried to climb it, and it took a month before I tried again. Eventually I overcame the wall and *conquered* it.
3. I returned to that street many years later as an adult. The wall that I *feared* so much was so small that it barely reached my waist. I laughed, but also took note of the differences in perception between children and adults. Children cannot behave as adults because they are not adults.
4. That wall is a great *metaphor* for the differences in how we perceive problems. Adults often see a problem as waist-high while a child sees an *insurmountable barrier*. To children, especially younger ones, very small issues may seem like *life-altering* problems. Worry over these problems *interferes* with their classroom attention and, ultimately, their learning. Time *resolves* many of these problems, but *occasionally* the



worry that a child is experiencing is a lot bigger for them than we realize. In these cases, a caring teacher might help.

5. The types of problems that children worry about vary greatly, but they tend to focus on issues related to how they feel physically, how others perceive them, something that might get them in trouble, or doing poorly academically. Perhaps their biggest worry is being *embarrassed*.

Taken from: <http://ow.ly/Xw3w301aemQ>

Glossaries:

Trivial (adj) Unimportant

Conquer (verb) overcome

Fear (verb) be afraid of

Metaphor (noun) Symbol

insurmountable (adj.) Impossible

barrier (noun) Obstacle / difficulty

altering (adj.) changing/ shifting

interfere (Verb) Affect

occasionally (adv.) sometimes

embarrassed (adj.) ashamed

Task 1.

Answer these questions based on the text above.

1. What does the word "they" in the first paragraph line two refers to?
2. What does the word "I" in the passage above refers to?
3. Where is the location of the wall?
4. Approximately, how high could the wall be?
5. Why does the writer use to wall in the story?
6. What does the word "these" in the fourth paragraph line four refers to?
7. What does the word "their" in the fourth paragraph line five refers to?
8. What is the possible major fear when children perceived problems?
9. What does the word "we" in the fourth paragraph line six refers to?

Task 2.

Decide whether each statement below is **TRUE, FALSE or NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. The writer gives his children's past experience to explain the difference between kids and adults.
2. Children cannot face the problem because they are worried.
3. The writer can measure the high of someone's wall with so many more years of experience in perspective.
4. The building that looks like very tall when we were kids may become relatively short after we see it as adults.
5. Children cannot behave like adults because they are still lack of experience.
6. Children maybe smart in facing problem if they work and study hard.
7. Kids tend to see what happens to their society when they perceive problems.

Task 3.

Match the words on the left with the definition on the right. There is one definition which is not used.

Words	Definition
a. Attention	<ul style="list-style-type: none">• concentration of the mind on a single thought
b. Behavior	<ul style="list-style-type: none">• feeling nervous and uncomfortable and worrying
c. Embarrassed	<ul style="list-style-type: none">• about what people think of
d. Perception	<ul style="list-style-type: none">• manner of behaving or acting.
e. Problem	<ul style="list-style-type: none">• matter involving doubt, uncertainty, or difficulty
f. Reality	<ul style="list-style-type: none">• the act of perceiving, or apprehending by means of
g. realization	<ul style="list-style-type: none">• the senses or of the mind
h. Worried	<ul style="list-style-type: none">• the making or being made real of something
	<ul style="list-style-type: none">• imagined, planned, etc
	<ul style="list-style-type: none">• the state or quality of being real.
	<ul style="list-style-type: none">• unhappy because of thinking about a problem or
	<ul style="list-style-type: none">• something bad that might happen

Let's write

EXPRESSING THE ACTIONS HAPPENING NOW

There is one tense in English to express a situation that happening at the moment. It is called Present Continuous tense or also referred as Present Progressive tense. To express the situation, we need to use the combination between to be and V+ing in the complete sentence. For example:

Dany is reading a book, now.

They are studying Math, now.

You are doing a homework, now.

I am sleeping on the sofa, at the moment.

We are taking English subject, this semester.

Subject	to be	Verb+ing	
Dany	is	reading	a book, now
They	are	studying	Math, now.
You	are	doing	a homework, now.
I	am	sleeping	on the sofa, at the moment.
We	are	taking	the English subject, this semester.

Those sentences above expressing situations which are happening at the moment, which started sometimes in the past, still continue until now, and will end sometimes in the future.

Task 4.

Here is another example, situated in the form of a phone conversation between Don and Sally. Let's see if you can recognize all of the present-continuous-tense expressions. Underline the clauses or sentences that you find. The first present-continuous-tense expression has been found for you.

Don: Hello Sally,

Sally: Hi Don, How're you?

Don: I'm good. I hope that I am not phoning you at the wrong time. Are you busy?

Sally: No, I am browsing on internet, now. Why?

Don: Umm..... I am calling you because I want to remind you that we are going to have a group project, next week. I am collecting some articles from magazines, now. What are you doing?

Sally: Don't worry. I am searching some information from websites for it as well.

Neeta is one of the members of the group, right? What is she doing for it?

Don: Her job is to provide the media. I am sure that she is preparing some videos, now. I hope tomorrow we can meet after the English class.

Sally: OK. I'll see you tomorrow then!

Task 5.

Using the words in parentheses, complete the text below with the appropriate expressions.

Example: I (fish)..... with my friends from one hour ago until the next two hours.

Answer: I am fishing with my friends from one hour ago until the next two hours.

1. Look! Andy (work) in the garden.
2. I (watch) TV at the moment.
3. Listen! Septian and Nisa (play) the piano.
4. Anna (rest)right now.
5. I (talk) on the phone at this moment.
6. Ainun (cook) dinner now.
7. We (renovate) our house this week.
8. This month we (stay) with my Sister.
9. Charlie, what (be/you/do) in the kitchen, now?
10. Why (be/it) so long?

Task 6.

Working in pairs, draw a picture indicating the situation of a class with the students below. Present your picture to others when you have finished. *

There are 16 benches in the class. Every student sits individually on his/her bench. There are two photos of the President and the vice president on the wall as well as the symbol of Garuda Pancasila between those pictures. All of those are above the white board.

Now, the students are waiting for the teacher to come in and start the class. Some students are doing some activities by themselves while the others are waiting outside the classroom.

Amy, the student from Surabaya, is sewing. She is practicing. She is sitting on a bench. She is sitting near to Timmy. Timmy is in the classroom too. He is reading a book. He is sitting on the bench which is located in the front of the right corner near to the door of

the class. John, Susan and other **three** students are playing outside of the classroom. Susan and two students are picking some flowers, while John and his friend are standing next to the door carrying their bags. At this moment, Sarah is walking by the door. She is carrying textbooks to the shelf. She is helping the teacher who hasn't arrived yet.

* There are some students who are not mentioned in the story. Make your own story to add these students into part of your pictures and explain what they are doing.

Let's talk

Task 7.

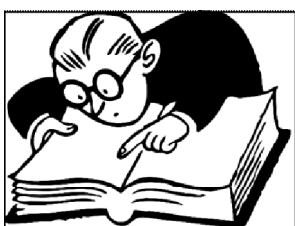
PLAYING PANTOMIME



Taken from : <http://ow.ly/G0Mq301aepY>

Pantomime is acting without saying any word. This is an activity where someone performs by acting, doing or mimicking without saying any words. The audience will understand what the actor is doing.

Now, the class is divided into several groups. The member of the group can be decided randomly or simply chosen by the teacher.



The teacher prepared some sentences in the forms of Present Continuous Tense. One student picked in every group is called in front to act the sentence like pantomime. For example; "You are reading a book." So the student must act as if he is reading a book.

Every group in the class must guess what the performer is doing.

The winner is those who can guess the sentence precisely.

To make variation, the students may make their own sentence, and let the other groups guess.

CHAPTER 3

Basic Competence

- Students can learn to describe something
- Students can use present perfect tense

Indicators

Students are able to:

- describe something
- express the action that is still going on or that stopped recently

Let's read

BEAUTY AND THE BEAST



Taken from : <http://ow.ly/dUSS301af0q>

- 1 Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm. One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.
- 2 Beauty's father told her daughters what had happened. Beauty's sisters ordered her to see the Beast. Beauty went to see the Beast and had to stay at the castle.

She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

- 3 One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

Taken from : <http://ow.ly/mrIX301afCv>

Glossaries

Castle (noun) a large strong building, built in the past by a ruler or important person to protect the people inside from attack

Scared (adjective) frightened or worried

Fairly (adverb) more than average but less than very

Task 1

Answer these questions based on the text above

1. Where does Beauty live?
2. Why was the Beast angry?
3. What does the word "he" in the second paragraph line two refers to?
4. Did Beauty try to run away?
5. Why did Beast allow Beauty to go home?
6. What does the word "she" in paragraph 3 line 4 refers to?
7. Was Beauty's father happy to see Beauty back home?
8. What did Beauty dream?
9. How could Beast change into handsome prince?
10. Did they live happily?

Task 2

How is the description of the character Beauty and the Beast

1. Beauty

2. The Beast

Task 3

Write the opposite adjective in the left column and right

Adjectives	Opposites
Alive	Dead
Beautiful	
	Small
	Sweet
Cheap	
	Dirty
	Straight
Difficult	
	Bad
Early	
	Thin

Let's Write

EXPRESSES AN ACTION THAT IS STILL GOING

The present perfect simple expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result.

Form of Present Perfect

	Positive	Negative	Question
I / you / we / they	I have spoken.	I have not spoken.	Have I spoken?
he / she / it	He has spoken.	He has not spoken.	Has he spoken?

Task 4

Using the words in parentheses, complete the text below with the appropriate expressions.

Example: I (have) problems with the police.

Answer: I have had problems with the police.

1. She (be) here for seven weeks.
2. School(not start) yet.
3. She (pass) the exam.
4. I (not study) English for 3 years.
5. He (drink) too much coffee.
6. I (not read) that book.
7. Has your dad (write) the letter?
8. The movie (begin). Please be quiet !
9. My sister (eat) my cakes.
10. They (sleep) well.

Task 5

Use your own idea to answer this. You can have more than one answer. Present your answer to your class orally.

Have you ever received a gift you hated?

What sports have you played?

Where is the best place you have ever been?

What's the craziest thing you have ever done?

Have you ever gotten a horrible haircut?

Task 6

Here is another example, conversation between Greg and Tina. Let's see if you can recognize all of the present-perfect-tense expressions. Underline the sentences that you find.

Greg : How long have you owned that TV?

Tina : I've owned it since 1995.

Greg : And has it worked OK since you bought it?

Tina : Oh, yes. It's worked very well since I bought it.

Greg : Mine has broken twice since 1998.

Tina : I haven't had any trouble with my TV.

Greg : Have you seen any interesting movies lately?

Tina : Yes, I have. I just saw "Crouching Tiger, Hidden Dragon."

Greg : And did you enjoy it?

Tina : Yes, I did. It's one of the best movies I've ever seen.

Greg : I haven't gone to the movies in a long time.

Tina : I know you haven't. You've been very busy.

Let's Talk

Task 7

DESCRIBING SOMEONE



Her name is Klnasha. She is 3 years old. She has round face. She is fat. She wears purple T-Shirt and pink hat. Her skin is brown. She has bright eyes and thin eyebrows. Her smile is very sweet. She is beautiful.

Now, the class is divided into several groups. The member of the group can be decided randomly or simply chosen by the teacher. The teacher prepared some picture of the person. The group is called in front to describe someone use adjectives like the example above.

CHAPTER 4

Basic Competence

- Students can learn the story of a famous man
- Student can use the simple future tense

Indicators

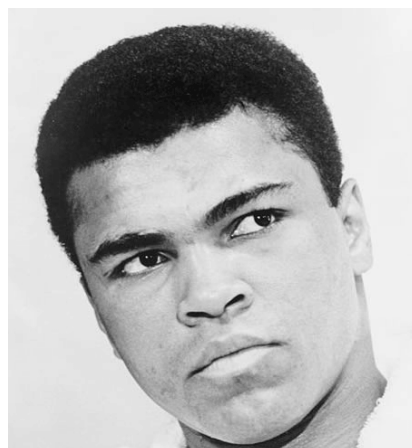
Students are able to:

- Learn the story of a famous man
- Understand the specific information from the text
- express the actions happening in the future

Let's read

THE BIOGRAPHY OF MUHAMMAD ALI

1. Muhammad Ali was one of America's greatest 20th century boxers and athletes. Muhammad Ali was born as Cassius Clay in Louisville, Kentucky. He started fighting at the age of 12 after his bicycle was stolen. Under the guidance of Joe Martin, Clay became an explosive boxer and won six Kentucky Gold Gloves during high school. In 1960, Clay won a gold medal in the Olympics at Rome, Italy.



2. Clay then turned professional under the guidance of Angelo Dundee and became famous for his unorthodox style. Ali tirelessly promoted himself and earned the nickname "The Louisville Lip" for statements such as "I am the Greatest," and "I'm young, I'm pretty, I'm fast, and no one can beat me." From 1960-1963, Cassius Clay had 19 fights and was undefeated with 15 winning through knockouts. On February 25, 1964, Clay defeated Sonny Liston and won the World Heavyweight Championship.
3. In 1965, Clay learnt and joined the Nation of Islam and changed his name to Muhammad Ali. After that everyone call him with this new name.
4. Ali defended his championship for the next several years, winning many matches with a breathtaking combination of speed and power. In 1967, however Ali was

stripped of his championship for refusing to fight in the Vietnam War. Ali immediately became a controversial figure, and was the subject of outrage for many Americans. Although Ali lost his title to Joe Frazier in 1971, he cemented his title as "The Greatest" by outdueling George Foreman in 1974 in "The Rumble in the Jungle". In 1975, Ali defeated Joe Frazier in "The Thrilla in Manila". In one of the best fights in boxing history, Ali won by TKO after the 14th round. In 1981, Ali retired with a career record of 56 wins and 5 losses, with 37 winning through knockouts.

5. In 1984, Ali retired from Boxing. He was diagnosed with Parkinson's Disease, which would eventually confine him to a wheelchair and make it hard for him to communicate.

Taken from : <http://ow.ly/hK08301afOq>

Glossaries:

Explosive (ad.) able to explode easily

Professional (adj.) following an occupation as a means of livelihood

Guidance (noun) the act of guiding; leadership; direction.

Knockout (noun) the act of hitting the other fighter so that they fall to the ground and are unable to get up again within ten seconds

controversial(adj.) characteristic of prolonged public dispute

Rumble (noun) continuous low sound

retired(adj.) withdrawn from or no longer occupied with profession

confine (verb) to limit an activity, person, or problem in some way

Task 1.

Answer these questions based on the text above.

1. What was Muhammad Ali's original name?
2. Why did he change his name?
3. Who is Joe Martin? What was his influence to Ali's career?
4. When did Ali get his first world champion?
5. What is Ali's total record during his career as a boxer?

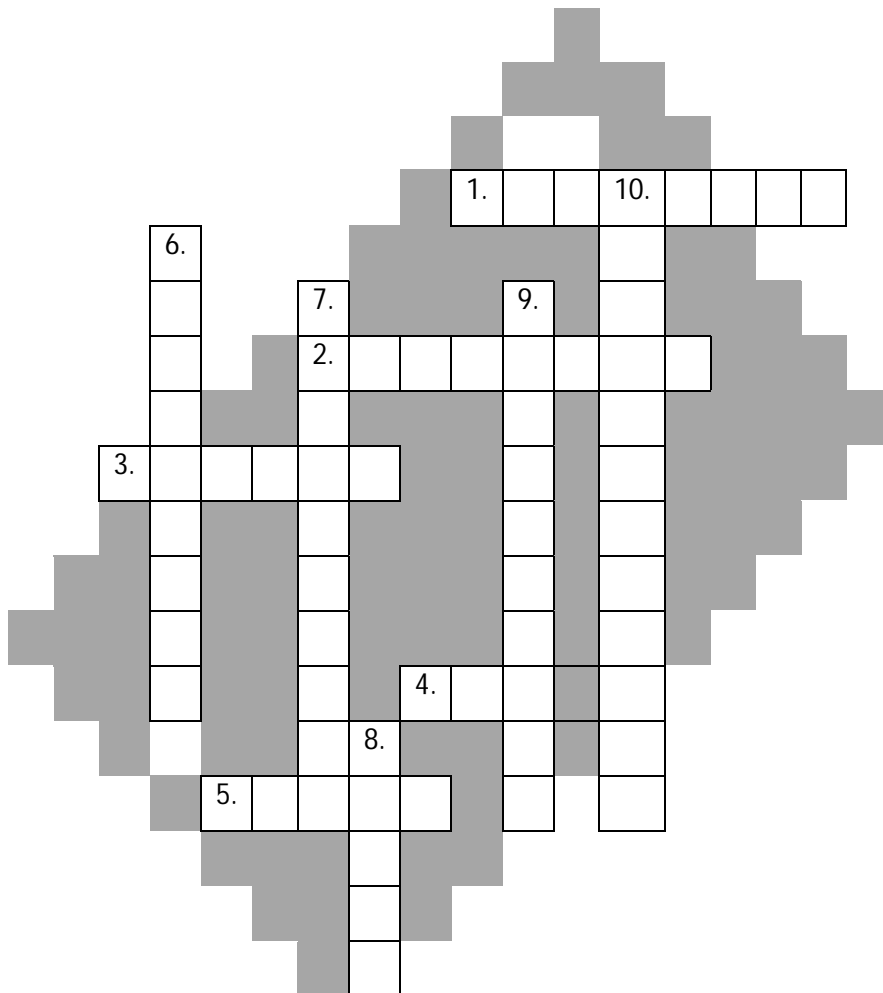
Task 2.

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. Clay was first famous because he used unusual style of boxing.
2. In 1960's, Clay was defeated through knockouts 15 times.
3. Ali was defeated once only by Joe Frazier in 1971.
4. Most of Ali's winning records were through knockouts.
5. Ali's family supported him for his career.
6. Ali had Parkinson's Disease because he fought too much.

Task 3.

This crossword puzzles contains some words from the passage above. Find them by using the clues provided.



Across

1. the termination of a boxing match when one boxer has been knocked down
2. something used instead of a person's real name that either makes it shorter, is a joke, or is a word that describes their personality

3. a person as representative of another
4. a contest in a sport between two or more parties
5. a person who fights as a sport, usually with gloved fists, according to set rules;

Down

6. a common neurologic disease had by Muhammad Ali, believed to be caused by deterioration of the brain cells that produce dopamine, occurring primarily after the age of 60.
7. different from what is usually done or accepted
8. a piece of metal often in the form of a coin with designs and words in honor of a special event, a person, or an achievement
9. unbeaten, unconquered, unvanquished
10. a series of competitions or contests to determine a champion

Let's write

W.H. QUESTIONS

W.H. questions begin with what, where, who, which, whom, when, why, whose, and how. The W.H. Questions are used to ask for information and the answer of the question cannot be yes or no, examples:

Question: Who is your favorite boxer?

Answer: Mike Tyson.

Question: When do you go to college?

Answer: Tomorrow.

The W.H. Questions are usually formed with the W.H. + an auxiliary verb (be, do or have) or a modal verb + subject + main verb:

When are you studying?

Where do they stay?

Why didn't you call me?

What have they found?

Where should I put it?

W.H.	an auxiliary verb (be, do or have) or a modal verb	subject	main verb:
When	are	you	studying?
Where	do	they	stay?
Why	didn't	you	call me?
What	have	they	found?
Where	should	I	put it?

There are seven 'W.H. questions in English. Here's what they are, how they are used in sentences.

What is used for a thing. "What is it?"

Why is used for a reason. "Why were you late?"

Which is used for a choice. "Which do you prefer, tea or coffee?"

Who is used for a person. Whose has the same meaning but it is always followed by a noun.

"Who were you talking to?", "Whose car is that?"

When is used for a time or date. "When did you start working here?"

How is used for an amount or the way. "How much does it cost?", "How do I get to the station?"

Where is used for a place. "Where do you live?"

Task 4.

Now, using the text of "the Bibliography of Muhammad Ali" above, make questions which the answers are already provided below.

1. Louisville, Kentucky
2. age of 12
3. "The Louisville Lip"
4. Angelo Dundee
5. He became famous for his unorthodox style
6. In 1965
7. Because he was diagnosed with Parkinson's Disease, which would eventually confine him to a wheelchair and make it hard for him to communicate

Task 5.

RIDDLES

A riddle can be a question with a quick witty answer. It can be just a sentence that makes you have a sudden realization. Whatever the definition, one thing is clear: riddles will riddle us for years to come.

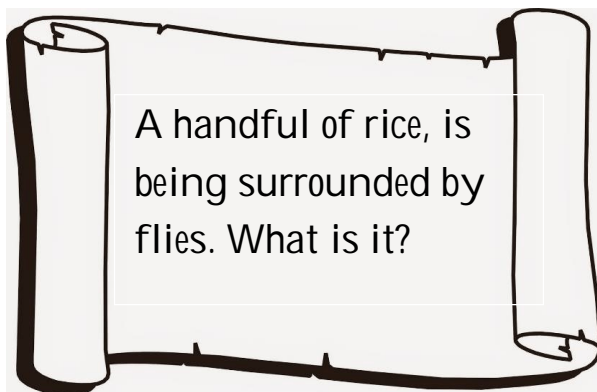
A riddle which we are going to practice today is a question having a puzzle to be solved or answered. The riddle itself sometimes sounds funny, facts or simply unrealistic. Here are the examples:

"How many letters are there in the English alphabet?" The answer is 18 letters! 3 in "the", 7 in "English", and 8 in "alphabet"

"Why did the boy bury his flashlight?" Because the batteries were dead. (See? I doesn't have to be realistic)

"There are 5 birds in a tree. A hunter shoots 2 of them dead. How many birds are left?" The answer is 2 birds. The other 3 fly away!

Even every country has different famous riddles which people are still using them. Here is one popular riddle from Java ethnic of Indonesia. Guess what the answer is!



Now, make your own riddle. Write on a piece of paper and collect it to the teacher. Let him decide whose riddles are going to be read in front of the class and try to guess the answers!

Task 6.

W.H. questions are useful to dig information from others. On this activity, you are questioning one or two of your friends about their activities they like to do every day or so. Use this table to get your answers. You can use the W.H. more than once.

Present your finding to the others.

W.H. Question	Key words of the Answers
What	

Taken from : <http://ow.ly/O1nT301ag1L>

Let's talk.

Task 7.

IT'S TIME FOR INVESTIGATION



Taken from : <http://ow.ly/mdn3301age2>

The teacher prepared a situation in advance, which is about to find out the best person to do the job. The job is to travel around the world to accompany someone very important to learn about how to cook new food from different countries around the world.

Three to Seven students are asked voluntarily to stand in front of the class to answers some questions from the other students who remind seated. The volunteers are prepared with some facts about him, however they still can improvise the condition.

It will be good if the volunteers have good ability in English or at least how to handle questions.

The seated students are divided into several groups and let them ask and then decide who suits to the job. The group with the best questions and conclusion is the winner.

Note: You can try to vary the case, such as about a murder, kidnapping or simply finding someone who become superhero. You can practice it in your English club you have outside the class.

CHAPTER 5

Basic Competence

- Students can mention jobs
- Student can use past tense

Indicators

Students are able to:

- Mention jobs
- Use past tense

Let's read

THE VIKINGS RAIDERS, TRAVELLERS OR BRAVE EXPLORERS?

- 1 The Vikings sailed the seas, attacked towns and stole treasures all over Europe between the years 800 and 1100. They started from Scandinavia and attacked many countries in Europe. They settled in Britain, Ireland and France. They also crossed the Atlantic Ocean and arrived in Iceland and Greenland. They discovered North America but they also travelled east to Russia and south to Arabia.
- 2 They were good farmers and excellent shipbuilders. They used their ships for wars. They also used them to carry people and goods to new lands. In winter, when there was not much farm work to do, they stayed at home and did other interesting jobs. Men made swords to use them in battles. The Vikings liked swords so much they often decorated themselves with gold and gave them names. Women cooked food and made clothes, shoes and jewelry for them, their children and their husbands. The Vikings believed in many gods and goddesses. Their favorite was Odin, the god of the dead!
- 3 In 866 the Vikings captured an Anglo-Saxon town. They called it Jorvik and it was the capital of the Viking kingdom for 200 years. They made Jorvik rich and one of the most famous cities in Britain. Some years ago, archeologists discovered part of that Viking town in York, the modern city of Jorvik. They found many things such as jewelry, coins and clothes. If you ever go to York and you want to travel back in time and see how the Vikings lived, visit the Jorvik Viking Centre!

Taken from: Wilson, D. M. (1987) The Vikings

Glossaries

Raiders (noun) someone who enters a place illegally

Treasures (noun) valuable things

Settled (verb) agree

Swords (noun) weapon

Battles (noun) a fight

Archeologists (noun) someone who studies the buildings, graves, tools, and other objects of people who lived in the past

Task 1

Now read the text and complete the notes.

1. The Vikings were and
 - a. pirates
 - b. sailors
 - c. farmers
2. In winter
 - men
 - womenand
3. Their favorite god was
4. was the capital of their kingdom.
5. The name of the museum in York is

Task 2

Answer these questions based on the text above.

1. Where did they start to go?
2. What were their jobs?
3. What does the word "they" in the first paragraph line three refers to?
4. Why did the Vikings like swords very much?
5. What was the favorite Viking's God?
6. What's happened in 866?
7. What does the word "them" in the second paragraph line two refers to?
8. What was the modern city of Jorvik?
9. What did they find in Jorvik?
10. What does the word "it" in the third paragraph line two refers to?

Task 3

Match the equipment on the left with the person who would use it on the right.

- | | |
|-----------------|-----------------|
| 1. chalk | jockey |
| 2. Hose | carpenter |
| 3. Axe | teacher |
| 4. Anchor | forestry worker |
| 5. Whip | fisherman |
| 6. Spanner | car mechanic |
| 7. Hammer | fire fighter |
| 8. Spirit level | surveyor |

Let's write

EXPRESSING THE COMPLETED ACTION

The simple past is used to talk about a **completed action** in a time **before now**. Duration is not important. The time of the action can be in the recent past or the distant past.

Patterns of simple past tense for regular verbs

Affirmative

Subject + verb + ed

I skipped.

Negative

Subject + did not + infinitive without *to*

They didn't go.

Interrogative

Did + subject + infinitive without *to*

Did she arrive?

Interrogative negative

Did not + subject + infinitive without *to*

Didn't you play?

Task 4

Write the past simple form in the right column

Base Form	Past simple (V2)
dig	
creep	
dream	
grow	
hurt	
build	
fly	
hold	
fall	
hide	

Task 5

Using the words in parentheses, complete the text below with the appropriate expressions

Example : He (win).....the president election several months ago

Answer : He won the president election several months ago

1. I (lost) ... my drawing book two days ago
2. (do)... she read novel last morning?
3. My brother (have) ... a motorcycle yesterday.
4. My teacher (give) ... new book last week.
5. I (see) ...Julian at the Nick's party. He was handsome.
6. Julio (be) ... active student last year.
7. Michael Jackson (sing) ... in his last concert at 2011
8. I (try) ... to call you yesterday, but no one picked up my phone
9. I and my family (move) ... to Los Angles last month
10. She (cross) ... over the bridge by motorcycle last night

Task 6

Finish these sentences about your past experience

1. In elementary school, I used to.....
2. When I was child, I.....

3. After graduating from senior high school, I.....
4. When I was baby, I.....
5. In my junior high school, I.....

Let's talk

Task 7

Read this short story about the **memorable events** which used past tense.

Having the feeling of losing a loved one is something that everyone eventually experiences. Losing my grandpa in a car accident is by far the most devastating thing I had to learn to cope with. My grandpa and I were really close. We did many things together until the day somebody decided to have a drink while driving behind the wheel. Not only did the drunk driver pay dearly for his senseless act. He also took my grandfather's life when he collided into the side of his car. Though my grandfather's death was five years ago, I still remember him. An image of him is still locked in my mind, but my memories of him are faint. After breakfast on Saturdays, we would play in the park and feed the ducks. I would hold my grandpa's hand and I remember how his hands felt very much like paper, yet very callused from long years of hard work. When it rained out, he baked me fudge brownies and cookies. My grandpa was always there when I needed a wound to be tended to or when I was sick and not feeling well. I miss my grandpa dearly with all my heart, and I wish I could tell him now how much I miss everything we used to do together.

Everyone must have memorable events. Prepare on a piece of paper of your memorable events with your family. Present your story to your friends.

CHAPTER 6

Basic Competence

- Students can learn about a myth
- Students can learn how to make expression about situations happening in the future

Indicators

Students are able to:

- mention kinds of myth
- expression about situations happening in the future

Let's read

A PROUD FLIGHT



Taken from : <http://ow.ly/6qIO301agy5>

1. Long ago, people looked to the sky and saw birds fly. They wondered if there was a way they could fly like birds. People made up myths about flying. A myth is a story that has imaginary people and places in it.
2. A myth that people in Greece made up was about a young man. The young man was called Icarus. In the story, he and his father, Daedalus, were imprisoned by an evil man. They were kept on an island. They could not escape because there were high walls. The island was surrounded by water.

3. His father was an inventor. He invented wings made from bird feathers. He used wax to get them to stick to a frame shaped like a wing. They would use the wings to escape.
4. Because they were made with wax, the wings could melt if they got hot. So Daedelus warned his son not to fly close to the sun. At that time, which was hundreds of years ago, people did not know how very far away the sun is. The story comes from Greece, where the sun feels very hot in summer.
5. You probably guessed what happened next. Daedelus and Icarus used the wings to escape. They flew individually over the walls. They flew away from the island. They were flying across the sea. But Icarus forgot what his father had warned him about. He forgot to stay away from the sun. There were no clouds. The sun shone brightly. It melted the wax. The feathers fell off the wings. They would no longer support him in the air. So he fell to the sea.
6. Daedelus was sad to see his son fall into the sea. But he could not help him. He knew this could happen. That was why he had tried to tell his son how dangerous it was to fly close to the sun.

Taken from : <http://ow.ly/jbqZ301agDb>

Glossaries:

Wonder (verb) to ask yourself questions about something

Myth (noun) a traditional or legendary story

Imaginary (adj.) existing only in the fancy; not real

Imprison (verb) to confine in or as if in a prison

escape(verb) to get free from something, or to avoid something:

invent(verb) create as a product of one's own ingenuity

melt(verb) to become liquefied by warmth or heat

Task 1.

In Greece, many times people told myths to educate other people. There were three lessons to learn from this myth. What are those lessons? It is the time for you to figure out. Mention which sentence of the paragraph that show the lesson you can learn.

The first Lesson:

The Second Lesson:

The third lesson:

Task 2.

Find the words in each paragraph, and get what they refer to.

10. What does the word "they" in the first paragraph refers to?
11. What does the word "it" in the first paragraph refers to?
12. What does the word "they" in the second paragraph refers to?
13. What does the word "them" in the third paragraph refers to?
14. What does the word "they" in the fourth paragraph refers to?
15. What does the word "you" in the fifth paragraph refers to?
16. What does the word "it" in the fifth paragraph refers to?
17. What does the word "him" in the sixth paragraph refers to?

Task 3.

What should Icarus and Daedalus do to escape together safely? Use your own idea to answer this. You can have more than one suggestion to answer. Present your suggestion to your class orally.

Let's write.

TELLING ACTIONS HAPPENING IN THE FUTURE

In this section, we are going to learn how to express the situation that happens in the future. The tense which is used is called Simple Future tense. Here is the example;

- You **will** help him, tomorrow.
- Next week he **will** be seven years old.
- You **are going** to meet Jane, next Monday.
- I hope she **will** have a happy family.
- She **will not finish**, soon.
- Human **will not survive** in space without air.

	Subject	will/be going to	verb	
	You	will	help	him, tomorrow.
Next week	he	will	be	seven years old.
	You	are going to	meet	Jane, next Monday.
I hope	she	will	have	a happy family.
	She	will not	finish,	soon.
	Human	will not	survive	in space without air.

The future tense has two different forms in English, those are characterized by the use of "will" and "be going to." In short, "Will" often suggests that a speaker will do something voluntarily. It is also usually used in promises, while "be going to" expresses that something is a plan. It does not matter whether the plan is realistic or not. Even the two forms may sometimes be used interchangeably, they often express two different meanings. These different meanings might seem too difficult to understand at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time that happens in the future.

Read this short story which used future tense.

What is going to happen?

On Sunday, Jono will be five year old. His parents are going to conduct a party to celebrate Jono's birthday. The party is going to start at noon on Sunday. Many people will come to the party. Jono will have so much fun!

Jono's father is going to serve special java fried rice. Jono's grandmother is going to prepare Teler ice. Jono's aunt is going to bake traditional cakes such as SemarMendem and Onde-onde. There will be also Tumpeng rice. Everything will be typical Indonesian food and beverage. Jono and everyone will love the party.

All of Jono's relatives and friends will bring presents. Jono is going to open his presents after lunch. Then, everyone will eat cake and dring the Teler ice. Jono is going to have a good birthday party!

Task 4.

Based on the story above, answer the following questions. Use the Simple Future tense.

1. How old will Jono be on Sunday? When is his party going to start?

2. Who is going to provide cakes? What kind of cakes will they be?

3. When is Jono going to open his presents? What will happen then?

Task 5.

Rewrite the following sentences as negative sentences, yes/no questions, and WH-questions (using the underlined word or phrase)

Examples for the sentence "Alex will make dinner tonight."

Negative: Alex will not make dinner tonight.

Yes/No Question: Will Alex make dinner tonight?

WH-Question: Who will make dinner tonight?

1. Dona and Arwan are going to get married.

- Negative:

- Yes/No

Question:

- WH-Question:

2. After today, they will be Mr. and Mrs. Arwan.

- a. Negative:

- b. Yes/No

Question:

- c. WH-Question:

3. Everyone will be there!

- Negative:

- Yes/No

Question:

- WH-Question:

4. Arwan's parents are going to serve dinner and dessert.

- Negative:

- Yes/No

Question:

- WH-Question:

5. The best man will give a speech.

- Negative:

- Yes/No Question:

- WH-Question:

6. Then everyone will dance.

- Negative:

- Yes/No Question:

- WH-Question:

7. The dance will last until midnight.

- Negative:

- Yes/No Question:

- WH-Question:

8. Mr. and Mrs. Arwan are going to travel to Hawaii.

- Negative:

- Yes/No Question:

- WH-Question:

Let's talk.

ACTIVITIES FOR THE NEXT WEEKEND

Everyone mostly have a plan to do during the weekend. Prepare on a piece of paper some keywords as the activities that you are going to do on weekend, and then continue with some "promise" that you will do. Present your plan to your friends.

Example:

Keywords: friends, fishing, cooking.etc.

Your presentation might be:

This weekend, I am going to see my friends. We are going to catch some fish on the lake near to our village. We will cook the fish together and eat them together. and the story continue until you finish using all of your keywords. Use either "will" or "be going to."

Now write your keywords:

CHAPTER 7

Basic Competence

- Students can differentiate the use of preposition of time
- Student can use tag question

Indicators

Students are able to:

- Use preposition of time
- use tag question

Let's read

RICKY MARTIN'S BIOGRAPHY

- 1 Born December 24, 1971, in San Juan, Puerto Rico. Ricky Martin began appearing in commercials at age six. He was a member of teen singing group Menudo until he turned 18. After finishing high school, he appeared on stage and television while also pursuing his solo music career. His debut English album and single were hugely successful. He continues to make music in both Spanish and English today.
- 2 Born Enrique Jose Martin Morales IV, he began appearing in commercials on local television around the age of six. He auditioned three times for the teen singing group Menudo before finally earning a spot in 1984. In his five years with Menudo, Martin toured around the world, singing in several languages. He reached the group's age limit of 18 in 1989, and returned to Puerto Rico just long enough to finish high school before moving to New York to pursue a solo acting and singing career. His debut solo album, *Ricky Martin*, was released in 1988 by the Sony Latin division, followed by a second effort, *Me Amaras*, in 1989.
- 3 Martin traveled to Mexico to appear in a stage musical; the gig led to a role as a singer on the 1992 Spanish-language telenovela, *Alcanzar una Estrella*, or *To Reach a Star*. The show proved so popular that he reprised the role in a movie version of the serial. In 1993, Martin moved to Los Angeles, where he made his American TV debut in the NBC sitcom *Getting By*. In 1995 he acted on ABC's daytime soap opera, *General Hospital* and in 1996 he starred in the Broadway production of *Les Miserables*.
- 4 While Martin was actively pursuing his acting career, he was also recording and releasing albums and making concert appearances. He had become well-known in his

native Puerto Rico and among the Latin/Hispanic community as a whole. His third album, *A Medio Vivir*, came out in 1997, the same year that he lent his voice to the Spanish-language version of Disney's animated feature, *Hercules*. His fourth album, *Vuelve*, released in 1998, featured the hit single, "La Copa de la Vida" ("The Cup of Life"), which Martin performed at the 1998 World Cup soccer tournament in France, as part of a showcase broadcast to 2 billion people around the world.

Taken from : <http://ow.ly/jBKR301agOE>

Glossaries

Pursuing (verb) to try to catch

Hugely (adverb) great

Reprised (noun) repeat of something

Sitcom (noun) situation comedy

Showcase (noun) stage

Broadcast (verb) send out a programme on television

Task 1

Answer the question based on year from the text

1. In 1971, Ricky Martin ...
2. In 1984, ...
3. In 1988, ...
4. In 1989,
5. In 1992, ...
6. In 1995, ...
7. In 1997, ...
8. In 1998, ...
9. In Puerto Rico,
10. In Mexico, ...

Task 2

Answer these questions based on the text above.

1. Where did Ricky Martin start his career?
2. How old did Ricky Martin join Menudo singing group?
3. What does the word "his" in the first paragraph line four refers to?
4. What was the name of Ricky Martin's third album?

5. What was the title of the first Ricky Martin's act on television"
6. Why did Ricky Martin back to Puerto Rico?
7. What was the name of Ricky Martin's third album?
8. What was the name of Ricky Martin's fourth album?
9. What single did Ricky Martin perform in World Cup?
10. Did he act on ABC's daytime soap opera?

Task 3

Can you put the words into the correct groups?

1999, my childhood, Christmas Day, Tuesday, November, New Year, January, April 15th, Sunday afternoon, January 11 2016, Easter.

In	On
1999	

Let's write

TAG QUESTION

We do commonly use contractions in tag questions:

Example :

A: *You've contacted Jan, haven't you?*

B: *No, I haven't.*

In question forms, *am not* is contracted to *aren't*:

I'm getting a pay rise, aren't I?

Not: ~~amn't I?~~

Task 4

Here is another example, situated in the form of conversation between Smith and Lady. Let's see if you can recognize all of the negative contructions expressions. Underline the sentences that you find.

Smith : I was visiting a friend and saw a photo on the wall. I said, "That's a picture of your grandson, isn't it?" My friend answered, "Yes, it is. That picture is from when he was two. He's a lot taller now."

Lady : Oh yeah, he is in elementary school right now. Is he walking to school, isn't he?

Smith : No, he isn't. He is taking the bus.

Lady : okey we are supposed to be sitting here, aren't we?

Smith : Yes, you are right.

Task 5

Using the words in parentheses, complete the text below with the appropriate expressions.

Example: Your friends don't live near here, ...?

Answer: Your friends don't live near here, do they?

1. It's a bit early, ... ?
2. Mum isn't in trouble, ... ?
3. You're in a desert in the middle of Australia, ... ?
4. I can't imagine her doing anything else, ... ?
5. I'm next in the queue, ... ?
6. You're from Beijing, ... ?
7. I think she might be getting a bit old for this sort of travelling, ... ?
8. We told you not to drive in the outback on your own, ... ?
9. It's a nice day today, ... ?
10. You can play the piano, ... ?

Task 6

Make affirmative or tag question using the words in parentheses.

Example: **Miss Daisy:** Oh, you are Little John, (...)?

Answer: **Miss Daisy:** Oh, you are Little John, aren't you?

Miss Daisy: Hey Little John. How are you?

Little John: Hello (I am)... fine, thank you.

Miss Daisy: Oh, you are Little John, (...)?

Little John: Oh, okay. Well, you can call me John, (...)?

Miss Daisy: I know, but I like calling you "Little" John.

Little John: Well, I will call you Madam, (...)?

Miss Daisy: Hehe. Okay then. You can call me Madam if you like. So, (what is) up?

Little John: Oh, nothing new. (I am)... just walking to town, and talking to the people I see.

Miss Daisy: Ahhh. That's sound like fun, (...)?

Little John: Oh, (it is)... not too bad. There are something to pass the time, (...)?

Miss Daisy: Yes. Well, (I would)... like to talk longer, but (I have)... got to go. I am late for the royal banquet.

Little John: The royal banquet?! Why, (you had)... better hurry then! I (would not) want to make you late for that! By the way, (when is)... the ceremony starting?

Miss Daisy: It's at eight, ... ?

Little John: Well then! You can go now, ...?

Let's Talk

Task 7

ASKING ABOUT THE TIME

Form groups consisting of two students, then each question and answer some question as below. Write a time, day, month or year. Use the correct preposition.

1. When do you leave for work? _____
2. When do you finish work? _____
3. What days don't you go to work? _____
4. When do you get paid? _____
5. When do you have your holidays? _____
6. When did you last take a day off? _____
7. When do you have to do your taxes? _____
8. When did you start working at the place you are now? _____
9. When is the busiest time of year for you at work? _____
10. When is the slowest time of year for you at work? _____

CHAPTER 8

Basic Competence

- Students can learn the use of comparative and superlative degree in daily life
- Students can learn how to make expression about the comparative and superlative degree in daily life

Indicators

Students are able to:

- use the comparative and superlative degree in daily life
- make the comparative and superlative degree in daily life

Let's read

SHOOT IT HARDER, SHOOT IT SOFTER



1. The arcade was full of little kids, and they were all playing different games – racing games, basketball games, pinball games. Beeps and buzzers and “game over” sounds were ringing out all over the place.
2. Davey was over at a basketball game called Hoop Fever. He took a quarter out of his pocket and stuck it in the machine. A scoreboard with big red numbers lit up – five, four, three, two, one: Go!
3. Five rubber basketballs rolled down. Davey had 50 seconds to shoot as many buckets as possible. He really wanted to beat his all-time record of 10 buckets, and was feeling a little nervous. Davey picked up a ball and took his first shot, using all his might. The ball sailed out of his hands, slammed into the backboard and came bouncing back.

4. Davey knew he shot the ball too hard. He quickly picked up another ball and shot it with a little less power. This time the ball clanged off the back of the hoop. Still a little too hard. He picked up another ball and shot it with even less strength. It was just right. The ball bounced on the rim and fell through the net. Davey kept shooting just like that, and ended up getting 12 buckets. He beat his all-time record!
5. Across the way, Samantha was playing her brother Harry in a game of air hockey. Samantha was smaller than Harry and wasn't as strong, but she knew how to outsmart him. Every time Harry hit the puck with his hand mallet, he would hit it as hard as he could and it would go flying – sometimes right off the table!
6. Samantha knew this about Harry. So she would keep her mallet right in front of her goal, and Harry's shot always bounced right off it. When Samantha got the puck, she would shoot just hard enough to keep it moving, but not too hard. The puck would go back and forth, back and forth – not too fast, and not too slow – and Harry would let his guard down. When this happened Samantha would strike. She would smack the puck as hard as she could and it would shoot right into Harry's goal. Score!

Taken from :<http://goo.gl/RQqpYg>

Glosaries:

arcade (noun) covered game area

beat (verb) to defeat or do better than

bounce (verb) action of moving up and down on a surface

mallet (noun) wooden or plastic tool used to strike the balls in the air hockey

puck (noun) disk that is to be hit into the goal

Quarter (noun) coin worth 25 cents

rim (noun) curved edge of the basketball ring

Scoreboard (noun) large board on which the score of a game is shown

Task 1.

Answer these questions based on the text above.

1. What did Davey learn to make his shoots better?
2. If Davey can put 2 ball into the bucket every 5 seconds, how many points can he possibly achieve in the Hoop Fever?
3. What is Samanta's strategy to play the air hockey game against Harry?
4. Between Samanta and Harry, who would possibly win the game? Why?

Task 2.

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. There are some kids in the game area playing pinball games
2. In the Hoop Fever, David has put 12 balls into the buckets more than his previous record
3. In the arcade, Davey only played the basketball game.
4. Davey is playing at the same time with Samanta
5. Samanta is smarter than Davey
6. Harry's power is stronger than samanta's.
7. Harry and Samanta are siblings.

Task 3.

Have you ever played in the arcade? What is your favorite game? Tell your friends how did you play and what was your strategy?

Let's write

COMPARATIVE AND SUPERLATIVE DEGREE

Most adjectives and adverbs have three different forms, the positive, the comparative, and the superlative. The **comparative** form is used for comparing two people or things. The superlative is used for comparing one person or thing with every other member of their group. The comparative and superlative degrees are formed by adding the -er and -est suffix to adjectives and adverbs.

positive	comparative	Superlative
-----------------	--------------------	--------------------

big	bigger	Biggest
-----	--------	---------

soon	sooner	Soonest
------	--------	---------

big	bigger	Biggest
-----	--------	---------

Degrees of comparison can also be distinguished with the use of "more" and "most"

positive	comparative	Superlative
-----------------	--------------------	--------------------

Unusual	more unusual	most unusual
---------	--------------	--------------

Beautiful	more beautiful	most beautiful
-----------	----------------	----------------

Degrees of comparison have regular forms as mentioned above and irregular forms.

positive	comparative	superlative
good	better	best
bad	worse	worst
much	more	most
little	less	least
	farther	further
far	farthest	furthest
much	more	Most
little	less	Least
	farther	further
far	farthest	furthest
much	more	Most
well	better	Best

Here are some examples in sentences.

*This puzzle is **easier** than the last one.*

*He is **taller** than me.*

*The book was **more interesting** than the film.*

*This puzzle is the **easiest** in the whole book.*

*He was the **tallest** boy in the class.*

*It's the **most interesting** book I've ever read.*

In most reliable dictionaries, the spellings of the words are shown having different forms. For example, if you look up '[happy](#)' in *Oxford Dictionaries*, you'll see that the comparative and superlative forms are given in [brackets](#) directly after the part of speech:

happy ► *adjective* (**happier, happiest**)

Task 4.

Fill in the blanks with the comparative or superlative form of the adjective given in the brackets. Use dictionaries if you are unsure about the answers. Number one is done for you.

1. How is your mother today? Is she any (Good)*better*.....?
2. Valencia played (bad) than Real Madrid yesterday.
3. Yanti is (Pretty)..... than her sister.
4. Who is the (Beautiful) girl in your class?
5. She's got (little) money than you, but she doesn't care.
6. Her husband is ten years (Old) than her.
7. He thinks Chinese is (difficult) language in the world
8. I think you require a (Nutritious) diet.
9. Australia is (big) than England.
10. It was the (Proud) moment of my life.

Task 5.

Make comparison using these groups of pictures



Tom
Age : 28
Height: 1.75
Weight: 78
Intelligent: +
Happy: +
Good: ++



Sally
Age: 25
Height: 1.82
Weight: 67
Intelligent: +++
Happy: ++
Good: +



Ellen
Age: 15
Height: 1. 60
Weight: 54
Intelligent: ++
Happy: +++
Good: +++

Taken from : <http://goo.gl/RQqpYg>

Tom is taller than Sally and Ellen. He is the tallest. Sally is _____

TIMMY



ANDY



JIMMY

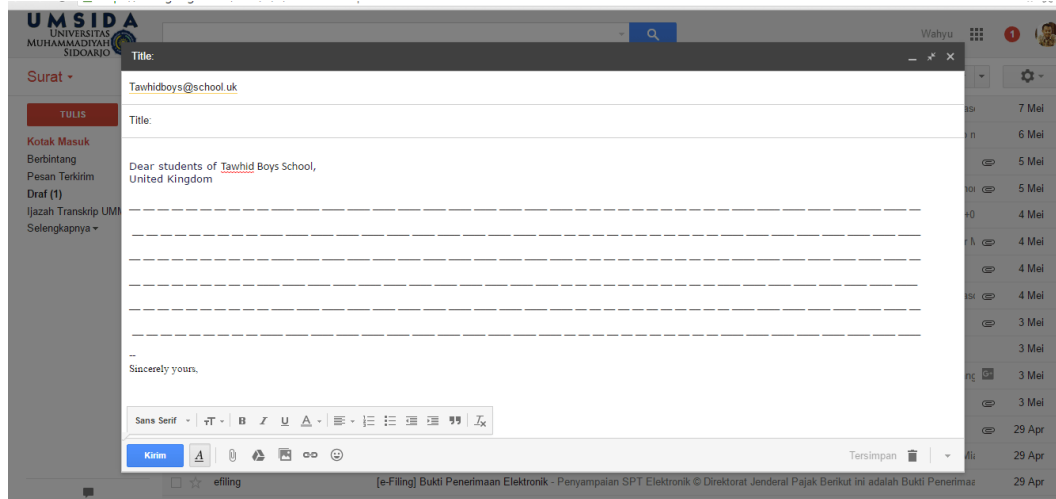


Taken from : <http://goo.gl/UNplBq>

Task 6.

JAKARTA, BALI OR LOMBOK?

Students from the Tawhid Boys School, a high school in United Kingdom, have a plan to conduct a visiting program to some particular cities Indonesia, next semester. The class is divided into three big opinions about the destinations, whether it is Jakarta, Bali or Lombok. Help this class about where to go using the best opinion you have. Use comparison to make your opinion sound right and send it using this email form.

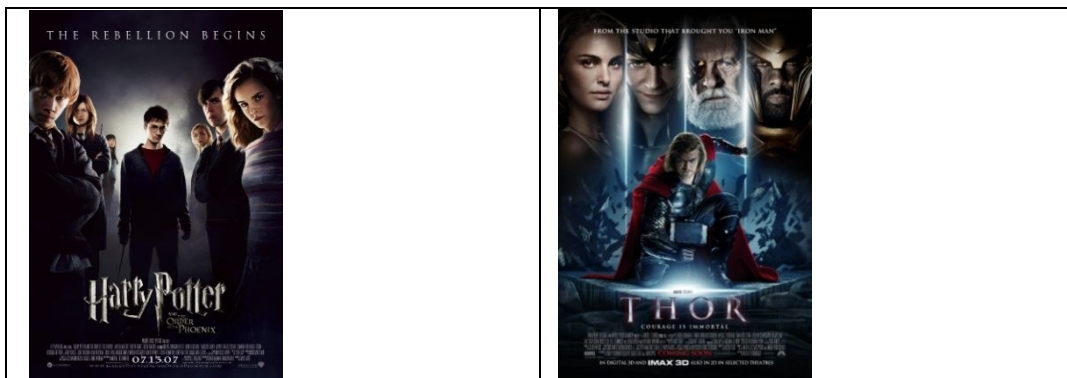


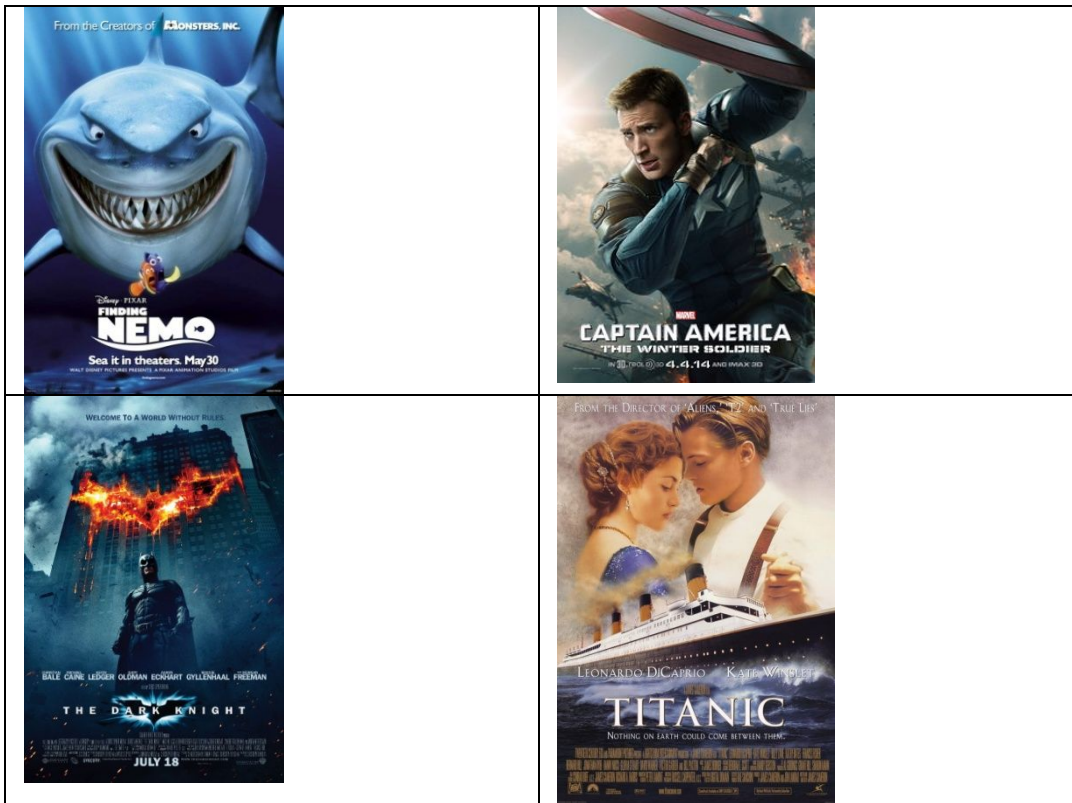
Let's talk

THE BEST MOVIE YOU HAVE WATCHED

In this activity, the class is divided into some different groups voluntarily. The number of the groups doesn't have to be equal. Each group is the represent of different title of movies. Use the information which you already have with these movies. Use comparison to make your opinion sound right.

Present your opinion about the best movie(s) you have watched for about 3 to 5 minutes.





Taken from:

<http://goo.gl/mzoR4y>

<http://goo.gl/UryJHf>

<http://goo.gl/EmA7XP>

<https://goo.gl/91rqdh>

<https://goo.gl/7pmlDi>

CHAPTER 9

Basic Competence

- Students can use preposition of place
- Student can use conditional sentence

Indicators

Students are able to:

- Understand how to use preposition of place
- Use conditional in sentences

Let's read

MY HOUSE

- 1 My house is located in Pattimura Street 09, Kota Baru. My house has a land area of 1500 m² and a building area only 300 m². There are several rooms in my house. They are a living room, a family room, kitchen and bathroom, three bedrooms and a warehouse. The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofas, desks, and framed photos on the wall and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room because the decoration is chosen by me.
- 2 The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly. Furthermore, we usually turn the light off when we want to see a horror movie and it is like watching in the real cinema.
- 3 Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that I love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and arwana. Those fishes are so cute when they are grown up. Also, the family room is used for me to do a lot of works. In this room, there is a computer which has been a long time. May be my father will buy a new computer this year, I hope for it.

- 4 We have a large kitchen, including a dining room. There is also a bathroom near the kitchen. I have three bedrooms in my house. The first room is my sister's room. It is close-set to the living room. The second room is my parent's room, and last room is mine. My parent's room is bigger than mine and there is a big bed includes TV and sound system for my father. He usually listens to the music and country is his favorite genre of music. My room is located in the corner of house. My room is completed by some furniture and there are some big pictures on the wall. Most of the pictures are the football players such as Cristiano Ronaldo and Steven Gerard. That's my home, the small and quiet place that I love.

Glossaries

Warehouse (Noun) a large building for storing things

Approve (verb) to have a positive opinion of someone

Decoration (noun) something looks more attractive

Spacious (adjective) large

Gather (verb) to collect several things

Task 1

Answer these questions based on the text above.

1. Where is the house address?
2. Where is the sofa?
3. Where is the framed photo?
4. Where is the lavender pot?
5. Where is the aquarium?
6. Where is the television?
7. Where is the bathroom?
8. Where is the computer?
9. Where is the big bed?
10. Where is the picture of football player?

Task 2

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. The building area of the house is all of the land area.

2. There are 7 rooms in the house
3. The living room is colored so calm
4. The family have dinner in the family room
5. The family like to see the film
6. There is a big aquarium in the dining room
7. The bathroom is near my room
8. My room is smaller than my parent's room
9. There is picture in my room
10. I like my house because it is small and quiet

Task 3

Put preposition of place (in, on at) in the following sentences below.

Example :

Question : My sister eats ... the dining room

Answer : My sister eats in the dining room

1. Paris is ... France.
2. My cat is sleeping ... the carpet.
3. Do you play football ... school?
4. My room is ... the 2nd floor.
5. You will find job vacancy ... the newspaper.
6. There is no coin left ... my pocket.
7. We will gather ... the bus stop.
8. Will you continue your study ... university?
9. Wait a minute! She is ... a lift right now.
10. Willy is sick. He's ... the hospital.

Let's Write

THE USE OF CONDITIONAL SENTENCE (TYPE 1)

The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the **present or future** and the situation is **real**.

In a Type 1 conditional sentence, the tense in the 'if' clause is the simple present, and the tense in the main clause is the simple future.

Example :

- If it rains, you will get wet.
- You will get wet if it rains.
- If Sally is late again I will be mad.
- I will be mad if Sally is late again.
- If you don't hurry, you will miss the bus.

In type 1 conditional sentences, you can also use modals in the main clause instead of the future tense to express the degree of certainty, permission, or a recommendation about the outcome.

Examples

- If you drop that glass, it might break.
- I may finish that letter if I have time.
- If he calls you, you should go.
- If you buy my school supplies for me, I will be able to go to the park.

Task 4

Using the words in parentheses, complete the text below with the appropriate expressions.

Example: You will (miss) ... the bus if you don't hurry.

Answer: You will miss the bus if you don't hurry.

1. If Risa (come) ... on time, I will be happy.
2. If Risa has much time, she will (help) ... you.
3. If you (be, not) ... study hard, you will not pass the test.
4. If the game (be)... good, I will (play) ... it.
5. If I (have) ... much money, I will (buy)... a new smartphone.
6. If she (be, not) ... , I won't be angry.
7. If I can (reach) ... the target, my boss will give me reward.
8. My boss will (give) ... me reward, if I can reach the target.
9. If I invite you, will you (come) ...?
10. What will you (do) ... if you miss the plane?

Task 5

Each of conditional sentences is missing a verb. Fill it with the correct form.

Joe: Hey, Alex, what's up?

Alex: Nothing... you know, I really like this girl, and I want to ask her out.

Joe: So, what's the problem?

Alex: Well, what if I _____ her and she said no? (*ask*)

Joe: Why would she say no?

Alex: Well, maybe if I _____ in a band, she'd go out with me. Do you want to start a band? (*be*)

Joe: No. You don't even play an instrument. That's crazy.

Alex: Yeah. Well, I think her last boyfriend had a really cool car. Maybe if I _____ a nicer car, she'd say yes. (*have*)

Joe: You're lucky to have a car.

Alex: I don't know. She's really pretty. If I _____ better-looking, she might say yes. (*be*)

Joe: You look fine. You can't worry about that.

Alex: Well, if I _____ more money, I could take her to a really nice restaurant. Hey, could I borrow some money? (*have*)

Joe: No way, then she'd expect you to take her to nice restaurants all the time.

Alex: Yeah, you're right.

Joe: Look, maybe if you _____ so nervous about it, she'd say yes. Just be yourself and ask her out. If she _____ you, she'll go out with you. (*be, like*)

Alex: Yeah, you're right. I'll call her and ask her out.

Joe: Great. I'll see you later. Let me know what happens.

Alex: Okay... Wait Joe. Wait. What if she _____ yes, but she really doesn't like me? Joe? Joe? (*say*)

Task 6

Now it's time for writing use conditional sentence. Every student can continue the conditional sentence, use your imagination. Write in a piece of paper then present in front of the class

If you got \$1000 million of money, I will _____

Let's Talk

Task 7



Taken from : <http://ow.ly/1Ak3301ahD6>

Based on the image above, describe the position of objects that can be found using the preposition of place.

Next, you can find your own picture, then present in front of the class use preposition of place.

CHAPTER 10

Basic Competence

- Students can learn many kinds of transportation
- Students can learn how to make expression using conditional sentence

Indicators

Students are able to:

- mention kinds of transportation
- mention the strength and weakness of different kinds of transportation
- expression about situations using conditional sentence

Let's read

KINDS OF TRANSPORTATION IN JAPAN TO SUIT YOUR TRAVEL



Taken from : <http://ow.ly/36OB3019qZT>

1. There are various modes of transportation available in Japan. Understanding these various modes may help you plan or draft out your *itinerary* better. Each of the transportation modes may serve your different needs / purposes during your trip.
2. Walking, by far, is the best mode if you wish to explore the *vicinities* within a city area. Of course, it is the cheapest because it does not cost any money. However, if you are moving from one prefecture to another, this will not be a good idea as the distance is too long for you to walk. If you are travelling within the city using this mode, ensure you have a map or GPS map and compass with you in case you cannot understand Japanese words.

3. Bus or some countries call it tram, is the next cheapest solution. These are buses running within each city. Usually the cost of buses may start from 100 yen onwards, depending on the distance that you travel. Using this transportation, try to carry small change if you intend to take buses. Check out the local city's bus web site before your trip to get familiarized with the bus stops. The bus system generally is pretty straight forward. You collect a bus ticket from the entrance. There are no bus buzzers in the bus that you can press to signal to stop the bus, naturally the bus driver will stop at every bus stop even if the bus stop is in a remote area.
4. Ferry is the next model of transportation in Japan. There are two types of ferries: one is for sightseeing and the other one is for transporting from the main island, Honshu, to Hokkaido or other smaller islands. Prices vary from at least 1,000 yen onwards and depends on where you are heading to. Try to check the schedule and book the ferry ticket for travel before your trip. It helps than getting to the ferry terminal and realize that there is no ferry scheduled for the day.
5. Rail in Japan is renowned for having a complicated railway system. There are several kinds of rails in Japan, one of them is Metro or Subway. This is a short line of rail system that runs in the city area and separates from the main rail system. Some cities that have metro lines are Tokyo and Sapporo. Some metro offers a One-Day Ticket that allows unlimited rides on the Metro Line. If you are intending to go for sightseeing within the city for a day or two, you may want to purchase the One-Day Ticket at the metro station. Such tickets may range from few hundred yen to few thousand yen, depending on the operator and line.
6. Taxi, by far, is the most expensive type of transportation. Meters usually start with a base fee ranging from 550 yen in Hokkaido to 700 yen in Tokyo and increments in blocks of 100 yen. Taxis are good if you are taking it from the nearest train station to your destination.

Taken from : <http://ow.ly/pRZc3019r5I>

Glossaries:

Buzzer: (noun) bell for signaling.

Entrance: (noun) gate

Itinerary: (noun) planned route or journey.

Prefecture: (noun) city

Remote: (adjective) (of a place) situated far from the main centers of population;

Renowned: (adjective) famous.

Sightseeing: (noun) activity of visiting places of interest in a particular location.

Vicinity: (noun) area near to a particular place

Task 1.

Answer these questions based on the text above.

1. How many modes of transportation explained above? What are they?
2. If you plan to have cheap travel in Japan, what modes of transportation that suits you?
3. If you plan to have more than one day travelling only for sightseeing around Japan, what mode of transportation that suits you?
4. What you should do before, if you plan to use ferry?
5. What is the weakness exploring the cities using the train?
6. If you are only able to speak using English and your own language, what you should bring during travelling in Japan?
7. What you should bring during your trip using tram?
8. In what situation you have to use Taxi?
9. Based on the passage above, what is the best mode of transportation you prefer? Why?

Task 2.

Fill in the blank using proper words provided. There are some words which are not used.

transportation	buzzers	vicinities
Taxi	walking	itinerary
		ticket

1. The better understanding of the different kinds of transportation, might help you to have the better plan of
2. Preparing a pair of comfortable shoes and a GPS is necessary if you plan to choose for travelling.
3. In some countries, there is a button called which is used as signal to stop the bus.
4. must be booked before travelling, to ensure that we know the ferry schedule.

5. As the most expensive kind of transportation, is best to used if you are near to your destination.

Task 3.

Complete this sentence below to make one complete paragraph as the closing and conclusion of the passage above.

To sum up, it is important for you to have clear destination where and when to go in Japan.

Let's write

TALKING ABOUT THE POSSIBILITY OF SOMETHING TO HAPPEN*

In this section, we are going to learn how to use if clause which talks about the possibility of something to happen now or in the future. A sentence with "if clause" is also called conditional sentence expressing factual implication, or hypothetical situation and itsconsequences. The validity of the main clause of the sentence is conditional on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context. The sentence contains two clauses: the dependent clause expressing the condition, and the main clause expressing the consequence. Here are the examples:

1. If you don't eat for a long time, you become hungry.
2. If you touch a flame, you burn yourself.
3. If it rains, the picnic, will be cancelled.
4. If John invites me, I will go to the party

the dependent clause as the condition

the main clause as the consequence

- | | |
|--------------------------------------|-------------------------------|
| 1. If you don't eat for a long time, | you become hungry. |
| 2. If you touch a flame, | you burn yourself. |
| 3. If it rains, | the picnic will be cancelled. |
| 4. If John invites me, | I will go to the party |

If "the condition" is used for scientific facts or statements that are always true, the consequence is real and possible, like in the first and second examples above. The tense in both parts of the sentence is the simple present. The word "if" can usually be replaced by the word "when" without changing the meaning.

If "the condition" is used to talk about the possibility of something happening in the future, the consequence refers to the present or future that the situation is real. The "if clause" is in the simple present, and the main clause is in the simple future, like in the third and fourth examples above.

* If you are interested to know more about the use of if clause please refer to conditional sentence in a specific grammar book.

Task 4.

Match each clause in column A with the clause in column B. There is one clause in column B which is not used.

Column A	Column B
If we don't drink water,	we will die
If you make a mistake,	the waves are high.
If you work late	we will get wet.
if we stand in the rain	we will have a picnic.
If we heat water to 100 degrees,	it boils.
If the sea is stormy,	we will go skiing.
If it snows	We will make dinner.
	we will let you know.

Task 5.

Complete the sentences below using proper clauses. Use your own ideas to answer.

1. If it is sunny tomorrow, _____.
2. If water becomes too cold, _____.
3. If I become President, _____.
4. If it rains this afternoon, _____.
5. If he invites you, _____.
6. If you see your friends, _____.
7. We won't be able to go out _____.
8. Barcelona will be champions _____.
9. I will look after the children _____.
10. I will be very happy _____.

Let's talk

GIVING ADVICES

In this section, you will practice how to make "if clause" for advising purposes, which the advice is for other people and the advice for yourselves. For example:

You need to save your money starting from now. If you have enough money, you will go to Japan. I am sure about it. More importantly, you need to learn the Japanese language. If you can speak Japanese, it will be easy for you to travel.

Come on! We have to be hurry. Because if we are late, they will have to go without us. Japanese people are really strict with the schedule. If they have to wait for late people, everyone will be angry.

Task 6.

Make advice using "if clause" for this condition.

1. Your brother is going to have a National examination next week. He keeps playing games on computer and going to Internet Café very often. He really wants to continue his education to university level. Suggest him what to do and its consequences.
2. Your best friend has problem with his money management. Sometimes he has to borrow some money from you because his outcome is not really matched with his income. He still has a hope that someday he can save money for his parents to perform hajj.

3. Your class have a plan to conduct an outing program for the next day, but the forecast says that it will be rainy. The main purpose of the program is to strengthen the togetherness and to be happy. The budget is pretty expensive, therefore some students cannot afford it.

Task 7.

Using if clause for this condition. What you will do if you want to be in this situation.

1. You have a target that your GPA for the next semester will be at least 3.50.
2. You want to graduate with a very good GPA, and a lot of experiences.
3. You are still a student of a university. In the future, you want to have good job with a good salary.
4. You want to be a useful person for your family, religion, and country.

CHAPTER 11

Basic Competence

- Students can understand about the vacation
- Student can use passive voice

Indicators

Students are able to:

- Understand about the vacation
- express the actions using passive voice

Let's read

TENGGER COMMUNITY CELEBRATES KARO FEAST



- 1 The winding and ascending cement road with muddy holes, as well as steep ravines on both sides, leading to the Bromo-Semeru National Park was quite a challenge to visitors. Riding on motorcycles or in cars, visitors must at times share the road with big trucks coming down carrying fresh produce. Unlike on normal days, there were no signs of farmers cultivating their land in the destination village. Instead, traditional Javanese music was vaguely heard and a tent was seen at the village cemetery, while residents invited passersby to enjoy meals with the hosts.
- 2 Most residents were well dressed, with women wearing *kebaya* (long-sleeve blouses) and village officials clad in black costumes. It was the last day of the Hari Raya Karo celebration observed by members of the Tengger ethnic group in Ngadas village, Poncokusumo district, Malang regency, East Java. The Karo feast has been a tradition of the Tengger community living in the highlands of Bromo-Semeru National Park,

covering the regencies of Malang, Lumajang, Probolinggo and Pasuruan. As an expression of gratitude for God's blessings throughout the year, the celebration is also called Riyaya (a religious holiday) as a means of ancestral purification and veneration.

- 3 Karo ceremonies lasted for 15 days starting on the 7th of Karo (the second month of the Javanese Saka calendar) and was due to close on the 22nd of Karo. The dates coincide with October or November. But the Karo feast isn't held simultaneously like Yadnya Kasada [the major Tengger religious holiday]. Each village has its own calculation and marks the day according to its custom, said Sutomo, a *dukun* (shaman) of Ngadas. The Karo tradition in Ngadas included the rituals of *petren* (prayers), *kauman* (dining together), *tayuban* (folk dancing), *tumpeng gede* (rice cone offering), *sesanti* (blessing) and *sedekah panggonan or tamping* (delivery of food), before being wound up with *sadranan* (praying and dining at the cemetery) and *ujung* (rattan whip fighting).
- 4 The Karo ceremonies essentially aim at returning to a purity also known as satya yoga. On the last day of Karo, ancestral spirits are asked to return to heaven through a ritual called nyadran or *sadranan*, during which residents pray for the souls of their ancestors and deceased family members and eat their meals at the cemetery. Before *sadranan* and *ujung*, local residents were gathering in the morning in the house yard of the village head to carry out panggonan or tamping, the delivery of food symbolizing the agricultural produce of Ngadas to the village leader. The food was collected by the villagers and wrapped in sarongs or scarves. After the dukun said a prayer, the food was handed over.

Glossaries:

Winding (adjectives) not straight road

Ascending (verb) climb

steep (adjective) rising

ravines (noun) valley

vaguely (adjective) not clear

passersby (noun) someone who is going past a particular place

clad (adjectives) dressed

veneration (verb) to honor

Task 1

Answer these questions based on the text above.

1. What was quite a challenge to visitors in Bromo-Semeru National Park?
2. What does the word "their" in the first paragraph line four refers to?
3. Where did Hari Raya Karo celebrated?
4. How long Hari raya Karo implemented?
5. Who is Sutomo?
6. What's Yadnya Kasada means?
7. What is the meaning of Hari Raya Karo celebration?
8. What did they do at last day of Hari Raya Karo?
9. What does the word "the celebration" in the second paragraph line seven refers to?
10. What does Karo essentially aim?

Task 2

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. The women are wearing Kebaya in Hari Raya Karo
2. The Karo feast hasn't been a tradition of the Tengger community
3. The official costumes are not always black.
4. Hari Raya Karo celebration in Poncokusumo village.
5. Hari Raya Karo is held in the second month of the Javanese Saka calendar
6. Riyaya as a means of ancestral purification and veneration.
7. Karo feast is held simultaneously like Yadnya Kasada
8. Bromo-Semeru National Park is covering the regencies of Malang, Lumajang, Probolinggo and Pasuruan.
9. The delivery of food symbolizing the agricultural produce.
10. They eat their meal at the yard

Task 3

Match the word with its meaning

Example: gastronomy is the art of appreciating fine food (noun)

- | | |
|---------------------------|---|
| 1. Entertainment (noun) | A) A search through or into for the purpose of discovery |
| 2. destination | B) A provision for guests esp. in public places (noun) |
| 3. recreation | C) Relating to something exhibited to view as unusual |
| 4. attractions | D) Something that serves as a reminder (noun) |
| 5. souvenir | E) A location that is the goal of a journey (noun) |
| 6. resort | F) A detailed plan or account for a trip |
| 7. vacation travel (noun) | G) Period of suspension of regular work, usually for |
| 8. exploration | H) A refreshment of strength and spirits after toil (noun) |
| 9. itinerary (noun) | I) Features that appeal to interest or feelings (plural noun) |
| 10. spectacular (noun) | J) A place with multiple facilities where people go |

Let's Write

PASSIVE VOICE

In Passive voice the sentence focus on object i.e. who/what is receiving the action and not on who/what is performing the action. In passive voice, the actor of the verb (action) is either understood at the end of the sentence or maybe not told. The passive voice is used in writing facts, truth, lab or technical reports in which the actor is not important or unknown, but the action happening on the object is very important.

Rules for Active to Passive conversion		
Tense	Active voice	Passive voice
Simple Present Tense	Subject + infinitive + object E.g. The grocer sells fresh vegetables.	S + to be + past participle + by object E.g. Fresh vegetables are sold by the grocer.
Present Continuous Tense	Subject + to be (is, am, are) being + present participle + object E.g. My boss is giving many assignments.	S + to be (is, am, are) + being + past participle + by object E.g. Many assignments are being given by my boss.

Present Perfect Tense	Subject + has/have + past participle + object E.g. I have taken him out.	S + have/has been + past participle + by object E.g. He has been taken out by me.
Simple Past Tense	Subject + past participle + object E.g. He built a large house.	S + was/were + past participle + by object E.g. A large house was built by him.
Past Continuous Tense	S + was/were + being + past participle + object E.g. She was cooking dinner.	S + was/were + being + past participle +by object E.g. Dinner was being cooked by her.
Past Perfect Tense	Subject + had + past participle + object E.g. She had posted the letter.	S + had been + past participle + by object E.g. The letter had been posted by her.
Simple Future Tense	Subject + will + infinitive + object E.g. I will give you a present.	S + will + be + past participle + by object E.g. A present will be given to you by me.
Future Perfect Tense	Subject + would + infinitive + object E.g. The doctor shall have examined ten patients by 10 O'clock.	S + would + be + past participle + by object E.g. Ten patients will have been examined by 10 O'clock by the doctor.

Task 4

Rewrite the sentences in passive voice.

Example : He opens the door.

Answer :The door is opened by him

1. John collects money. The money....
2. Anna opened the window.
3. We have done our homework.
4. I will ask a question.
5. He can cut out the picture.

6. The sheep ate a lot.
7. We do not clean our rooms.
8. William will not repair the car.
9. Did Sue draw this circle?
10. Could you feed the dog?

Task 5

Complete the sentences. Use the passive (present or past) of the verbs:

Example : Your room should ... (clean) every Saturday.

Answer : Your room should be cleaned every Saturday

1. A tree ... (blow) down in the storm last Friday.
2. Butter ... (make) from milk.
3. This house ... (build) now.
4. My watch ... (repair) yesterday.
5. The final examination ... (hold) next month.
6. These books ... (print) in 1976.
7. The knife ... (make) of steel.
8. The bridge ... (build) before the Second World War.
9. The gate ... (lock) every night.
10. His father ... (injure) in the car crash last night.

Task 6

Last night some people robbed the school. They took some supplies. They broke a window. They stole a television and two computers. Finally, they photocopied all the final exam papers.

Retell the story to each other, but this time using the passive.

Example the first sentence: Last night the school was robbed.

Then please continue in pairs.

Then make your own story for each other (sample titles: the kidnapping, the murder, the corruption scandal).

Let's Talk

Task 7

GUESSING GAME

This is a guessing game. Prepare three clues about a person or thing – include at least one passive in the clues.

e.g. for a person

- *I was born in Australia.*
- *I worked with wild animals all my life.*
- *I was killed by a stingray in 2006.*

(answer: Steve Irwin, the Crocodile Hunter)

e.g for a thing

- *I'm found deep underground.*
- *I'm used for many purposes, including heating, gasoline and making plastics.*
- *I'm almost finished now, people say I will be gone in fifty years.*

(answer: oil)

Demonstrate the game by telling the students your clues and asking them to guess who or what you are.

Then students make similar clues and test each other orally.

Ask two or three more questions before guess.

CHAPTER 12

Basic Competence

- Students can learn about particular kind of horses and their environment
- Students can learn how to use gerund

Indicators

Students are able to :

- mention kinds of horses and their environment
- expression about situations using gerund

Let's read

THE HORSES OF CHINCOTEAGUE



Taken from :<http://ow.ly/OAJV3019rsN>

1. When I was a child, one of my favorite authors was Marguerite Henry. She wrote about wild ponies that live on the Island of Chincoteague. Chincoteague is an island off the coast of Virginia and Maryland. For hundreds of years, wild ponies have lived on Chincoteague's neighboring island, Assateague. The ponies, like the ones in Henry's book, get to Chincoteague each year by swimming across the channel between the two islands. Locals *round up* some of the wild ponies from Assateague and swim the ponies across the channel between the two islands. Once the ponies get to Chincoteague, they are auctioned. The ponies adapt well to domestic life, and the culling, or removal, of some of the horses helps keep the wild pony herds healthy. Because I read so many of Henry's books about these two islands, I

developed a mental picture of how they would look. All of the beautiful descriptions found in these books helped me create pictures in my mind, and I could just imagine the ponies prancing along the beach and swimming across the channel. I desperately wanted to go there to see the wild ponies.

2. After much *pleading*, my parents agreed to take my family on a vacation to visit these islands. We drove through the middle of the night so we could spend the whole next day touring the islands. We arrived before the sun rose. Because it was so dark, no one in my family realized we had parked next to a paddock that held a herd of horses. Just as the sun started to come up over the horizon, we heard the whinnying of ponies and the pounding of hooves. We awoke to ponies galloping across the field. It was just like I had imagined. There was so much I wanted to learn about the islands while I was there, but I really wanted to learn about the ponies. I had an idea of what they were like from the books I had read, but it was exciting to see them with my own eyes and learn everything I could about them.
3. While my family vacationed in Chincoteague, I learned many things about the wild ponies. The Chincoteague ponies come in all shapes, sizes and colors. Because of their diet, these ponies have very round bellies. When the ponies are in the wild, on Assateague, they live a difficult life. They *forage* for food in the salty *marshlands* eating marsh grasses, seaweed and even poison ivy. Because their diet is so high in salt, they must drink twice as much water as typical ponies. Though they live on an island, they cannot drink the salty ocean water; therefore, they must find fresh water inland to drink. Although these wild ponies have difficult lives, they have survived many hundreds of years in the wild.
4. The ponies are a significant part of the history of the islands of Chincoteague and Assateague. I was so glad I was able to see them in person. The books of Marguerite Henry introduced me to a place I had never before been able to visit. Through these stories, I learned about the beautiful ponies living in the wild and the process they go through when they are domesticated. Without reading Henry's books, I may have never known of the wonders of these islands, and I may never have been so determined to visit. You too can begin learning about these beautiful, wild horses by reading one of Marguerite Henry's most famous books, *Misty of Chincoteague*.

Taken from :<http://ow.ly/rE0D3019rnE>

Glossaries:

Coast (noun) the land next to or close to the sea

round up (verb) to drive or bring (cattle, sheep, etc.) together.

Auction (verb) sold to the highest bidder

Culling (noun) selected animals

Herd (noun) a large group of animals

Pleading (noun) persuading

Galloping (noun) increasing or developing at a very fast rate

Forage (verb) moving from one place to another for food

Marshland (noun) an area of soft and wet land

Task 1.

Answer these questions based on the text above.

1. Who is Marguerite Henry?
2. Why did the author want to go to the islands?
3. In the first paragraph, what does the word "they" refer to?
4. How are the ponies' condition during in wild life?
5. What kind of text written in the Henry's book?

Task 2.

Decide whether each statement below is **TRUE**, **FALSE** or **NOT GIVEN**. It is **TRUE** if the statement is stated in the text, **FALSE** if the statement is the opposite of what is explained in the text and **NOT GIVEN** when there is no information about it.

1. The writer and her parents arrived to the island in the middle of night.
2. They put their car next to the horse's paddock
3. The authors' family come from a rich family.
4. The author knows how the islands and their surrounding look like before coming there.
5. Ponies can adapt easily either to live in wild and with human.
6. The writher really wants to go there only to see the islands
7. It is not easy to encourage the parents to visit to the islands.
8. The ponies have less food in the wild than living with human.

Task 3.

Make a summary of the process of the writer's story from the beginning up to be able to visit and see the Islands along with the ponies.

Task 4.

Answer these questions based on your experience.

1. Have you ever been to somewhere that you have previously known from written information, such as books or magazines? If you have, is there any different between the real place and the information that you have previously received?
2. Is there any other place that you have had many information about it but you haven't been there? What will you do to make it possible for you to get there?

Let's write

THE USE OF GERUND

Gerund is simply the name given to a verb that is used as a noun, made by adding "-ing" to the verb. For example the gerund form of the verb "read" is "reading." Here are the examples. The gerund is shown in bold.

Smoking is bad for your health.

A popular hobby in England is **stamp-collecting**.

I dislike **shopping**.

Gerunds are easily used as the subject, the complement, or the object of a sentence.

Here are some examples of these varieties of use:

Smoking costs a lot of money.

I don't like **writing**.

My favorite activity is **reading**.

A gerund can also have an object itself. The whole expression (gerund + object) can be the subject, object or complement of the sentence.

Smoking cigarettes costs a lot of money.

I don't like **writing** letters.

My favourite occupation is **reading** detective stories.

Like nouns, gerunds can be used with adjectives (including articles and other determiners):

Pointless **questioning**

A **settling** of debts

The **making** of this film

his **drinking** of alcohol

A gerund does not usually take a direct object:

A **settling** of debts (not a settling debts)

Making this film was expensive.

The **making** of this film was expensive.

Somehow, gerund is a difficult aspect of English grammar. The learner must use the dictionary carefully case-by-case to make the correct choice of gerund.

Task 5.

Do you see the difference in the following two sentences? In one, "reading" is a gerund (noun). In the other, "reading" is a present participle (verb). For example:

My favourite occupation is **reading**. (gerund)

My favourite niece is **reading**. (present participle)

Decide whether the sentence use gerund or present participle.

1. My friend's hobby is gardening.
2. My friend is currently gardening.
3. One of my friend is attending the meeting.
4. One of his duties is attending meetings.
5. The hardest thing about learning English is understanding the gerund.
6. Listen! Septian and Nisa are playing the piano.
7. Charlie, what are you doing in the kitchen, now?
8. One of life's pleasures is having breakfast in bed.
9. Look! Andy is working in the garden.

Task 6.

Complete the sentences with the gerund form of the verbs in parentheses. The first is done for you.

1. Rita is good at (dance) dancing.
2. Deni dreams of (be) _____ a popstar.
3. Feri is crazy about (sing) _____.
4. Amrul and Dita are afraid of (swim) _____ in the sea.
5. I don't like (play) _____ cards.
6. You should give up (smoke) _____.
7. Ahmad is interested in (make) _____ friends.
8. My friend is afraid of (go) _____ by plane.
9. We insist on (cook) _____ the dinner ourselves.

Let's talk

Task 7.

WHAT IS YOUR HOBBY?

What is your favorite hobby? Present your friend what your hobby is and tell how you do it. Use gerund as many as possible in your speech.

My hobby is _____

CHAPTER 13

Basic Competence

- Students can understand the environment
- Student can use to infinitive

Indicators

Students are able to:

- Students understand the environment
- express the actions using to infinitive

Let's read

POLLUTION AND ITS NEGATIVE EFFECTS

- 1 Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution. Pollution occurs when ecosystems can not get rid of substances introduced into the environment.



The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

- 2 The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents. These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air.
- 3 Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. We have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public

health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Taken from : <http://ow.ly/iQyc301aigk>

Glossaries

Degradation (noun) spoiled

Terrestrial (adjective) earth

Threshold (noun) entrance

Compromised (noun) agreement

Spills (verb) fall

Task 1

Answer these questions based on the text above.

1. What is pollution?
2. What is the impact of pollution?
3. How pollution occurs?
4. What are the sources of pollution?
5. How do to prevent the pollution?
6. What does the word "they" in the second paragraph line three refers to?
7. What does the word "we" in the third paragraph line two refers to?
8. How do we punish the polluters?
9. How do we protect our environment?
10. What are government obligations to solve pollution?

Task 2

There are several types of pollution below, please discuss with your friends, regarding the type of pollution and its causes

1. Land pollution

2. Water pollution

3. Air pollution

Task 3

Write the definition of the words/phrases

Example : Toxic gases expelled by cars

1. The rise in temperature caused by gases in the atmosphere
2. Animals which are in danger of becoming extinct
3. The process by which the earth is heated when the atmosphere traps heat from the sun
4. Polluted water falling from the clouds
5. A Type of spray containing pressurized liquid
6. Pollution of the atmosphere
7. A dense forest in a tropical region
8. It protects us from the sun's ultraviolet radiation
9. The natural world in which people, animals and plants live
10. The power that comes from coal, electricity, gas, that is used for producing heat

Let's Write

THE USE OF TO INFINITIVE

Infinitives are the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the subject, the complement, or the object of a sentence.

Examples:

- **To learn** is important. *subject of sentence*
- The most important thing is **to learn**. *complement of sentence*
- He wants **to learn**. *object of sentence*

Infinitives can be made negative by adding "not."

Examples:

- I decided **not to go**.
- The most important thing is **not to give up**.

Task 4

Choose the best answer from the multiple choice question below

1. ____ all the way home made us tired.
 - A. Walk
 - B. Walking
 - C. We have walked
 - D. We walk
 - E. We are walking
2. It is difficult to get used ____ with chopstick.
 - A. eat
 - B. eating
 - C. not eating
 - D. to eat
 - E. to eating
3. I was interested in ____ more about history.
 - A. learn
 - B. to learn
 - C. learning
 - D. learnt
 - E. to learning
4. She is used to Harry's ____ about the food.
 - A. to complain
 - B. complaining
 - C. complains
 - D. to complaining
 - E. complained
5. "You ought to give up smoking", means ____
 - A. You shouldn't stop to smoke
 - B. You shouldn't begin to smoke
 - C. You should stop to smoke
 - D. You should continue smoking
 - E. You should stop smoking
6. Nina told me story but now she forgets that she did it. Nina forgets ____ me a story.

- A. to tell
 - B. tells
 - C. tell
 - D. told
 - E. telling
7. This knife needs _____. it is dull.
- A. to be sharpening
 - B. to sharpen
 - C. sharpens
 - D. sharpen
 - E. sharpened
8. Lina is working hard for her examination. He avoids _____ too much.
- A. to be going out
 - B. to go out
 - C. go out
 - D. goes out
 - E. going out
9. "What did he deny?"
" _____ "
- A. Stealing the wallet
 - B. When he stole the wallet
 - C. Stolen the wallet
 - D. He had stolen the wallet
 - E. To steal the wallet
10. Would you mind _____ your pet snake somewhere else?
- A. to put
 - B. to putting
 - C. putting
 - D. put
 - E. puts

Task 5

Put the verb into either gerund (-ing) or the infinitive (with 'to')

1. I don't fancy.....(go) out tonight

2. She avoided(tell) him about her plans
3. I would like(come) to the party with you
4. He enjoys(have) a bath in the evening
5. She kept.....(talk) during the film
6. I am learning.....(speak)English
7. Do you mind(give) me a hand?
8. She helped me.....(carry) my suitcases
9. I've finished.....(cook)
- 10.He decided.....(study) biology

Task 6

Writing Gerund and to infinitive Phrase Exercises

Exercise Instructions: Unscramble the words to make gerund and to infinitive phrase that can be put in the blanks to complete the sentence.

1. Rikki's roommate admitted _____
without her to laptop permission use
2. _____ was fun for Elena.
beach the on Photographing children the
3. Joanna completed _____
her earlier paper expected to type than
4. All the students dreaded _____
examination to final take chemistry the
5. Jennifer forgot _____
her to anthropology to Karolyn lend notes
6. _____ was suggested by Eric.
the Having mountains in picnic to the
7. Suparak really hates _____
class her for morning be late to
8. _____ was Lee's favorite deed of the day.
walk Taking for his a dog
9. Zeinya often neglects _____
homework her assignments weekend doing
10. _____ never seems to bother Brazela.
in cold Walking rain the

Let's Talk

Task 7

TALK IT OVER USING GERUNDS AND INFINITIVES

Materials needed: Copies of the “board” game provided for each small group. Each group also needs a marker for each player (a nickel, a dime, a pencil eraser, a button, etc.), and each group needs a coin to flip. **Description:** This is a guided-speaking activity with conversation prompts. The prompts encourage use of gerunds and infinitives following a main verb. Students can play in groups of three or four, using a coin to flip. You can use heads moves one and tails moves two, or to create more competition, heads moves one and tails moves three. Students should use the questions as prompts, and rather artificially, speak with a few full sentences in order to practice the use of gerunds and infinitives. However, beyond that, encourage students to converse freely about the questions, asking each other questions for more details.

Start here ↓

What do you enjoy doing in your free time? →	What will you never stop doing? →	What do you sometimes put off doing? →	What is something you promised your mother to do? ↓
What would you like to learn to do? ↓	Have you ever forgotten to do something important? ← What?	What is something special you really want to do before you die? ←	What are thinking about doing next summer? ←
Why do you believe or not believe in ghosts? →	What are you nervous about doing in your future? →	What chores were you responsible for doing when you were a child? →	What are you doing in the future that you are excited about? ↓
Do you ever feel to shy to do something? Explain. ↓	What do you think you are too young to do? ←	What do you think you are too old to do? ←	Do you have enough time to do what you need to do in your life? Explain. ←

Are you considering any job or career changes? Explain. →	What are you good at doing? →	What topics are you interested in reading about? →	What do you hate doing? ↓
END	What is something you can't wait to do? ←	When and where is the last place you went sightseeing? ←	What do you need to do to succeed in school? ←

Taken from : <http://ow.ly/Fy043019rHT>

CHAPTER 14

Basic Competence

- Students can understand the bones in human body
- Student can use the passive voice

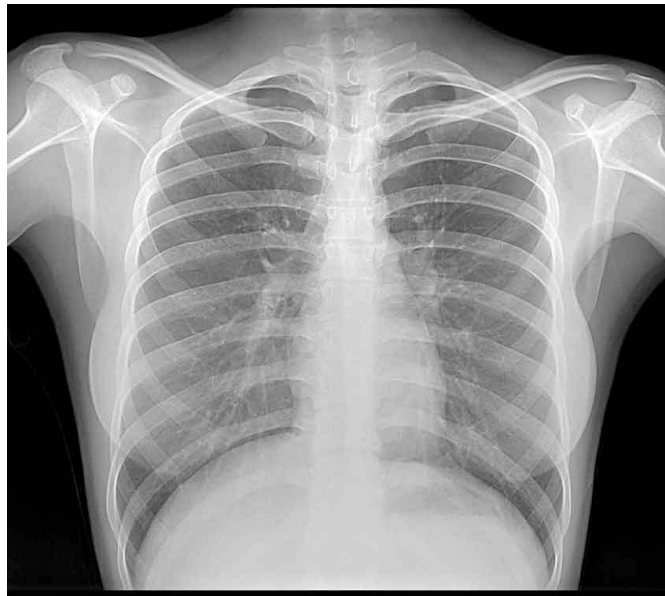
Indicators

Students are able to:

- differentiate the mention some information about the bones in human body
- express the actions using passive voice

Let's read

BREAKING A BONE



1. An adult human has about 206 bones. These bones come in all shapes and sizes. As people grow, the bones in their bodies are very much alive. Bones are constantly growing and changing along with the person. One way they change is that bones in a young child are very soft, but as people get older, their bones gradually harden. Bones are fully grown and have reached their maturity when someone reaches the age of 25. Bones have a number of different functions, but two of the most important are that bones provide support and protection for the body. Bones give the body its shape and also protect sensitive organs like the heart, lungs, and brain. Human bones are very strong, but, no matter how strong bones are, sometimes they break.

2. A broken bone is called a fracture, which can be very painful. When people fracture a bone, they go to the doctor, who will try to fix the fracture. For a while it hurts to move the injured part of the body; but fortunately, a doctor can fix a broken bone and make the injured person feel better. The first thing a doctor will do is to take an x-ray to see where the break is. An x-ray is a picture, taken by a special machine, of the inside of your body. Once the doctor has an x-ray, he can see what a person's bones look like and if one is broken. If it is a complex fracture, the doctor might have to operate to put the pieces back together before putting on a cast. If it is a simple fracture, many times the doctor can use the cast to keep the bones in the right place so they can heal. A cast is made of wet bandages put around the part of your body with the break, and the bandages harden so the bones cannot move.
3. The human body is very good at fixing itself when a part of the body is injured. When there is a fracture, the body sends lots of blood to the area to bring nutrients to the injury. The bones will then use those nutrients and start to grow. The bones will eventually mend together. Once the bones heal back together the cast be removed. A special saw is used to remove the cast. The process of removing the cast does not hurt. Although breaking a bone can be scary, it is good to know doctors can help.

Taken from : <http://ow.ly/3RrL3019rXr>

Glossaries:

maturity (noun) the state of being completely grown physically

painful (adj.) feeling or giving pain

bandage (noun) narrow piece of cloth that is tied around an injury

nutrient (noun) substance that living beings need to live and grow

injured (adj.) harmed or damaged

mend (verb) to repair something that is broken or damaged

Task 1.

Answer these questions based on the text above.

1. What happens to the bones when a person reaches 25 years old?
2. Why must a special saw be used when removing a cast?
3. "Bones give the body **its** shape and also protect sensitive organs like the heart, lungs, and brain." What does the word "it" refers to?
4. What are the two most important functions of bones in the human body?

5. What happens with the bones when a human grows up?
6. What is the main idea of the third paragraph?

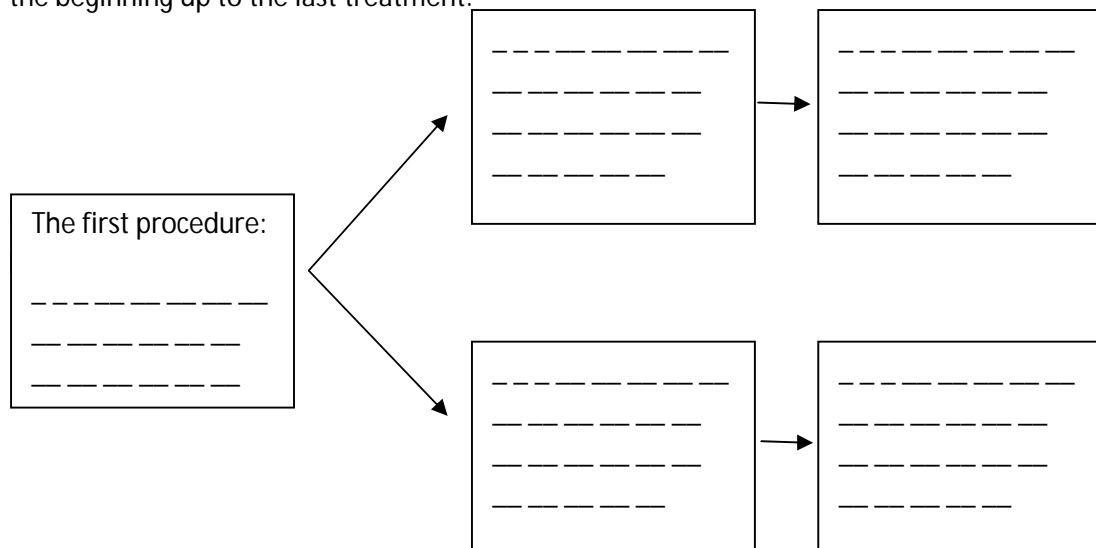
Task 2.

Match the words on the left with the sentences on the right. Some words are not used.

Words	Definition
a) Cast b) x-ray c) Bone d) blood e) fracture f) bandage g) nutrient	1. It is progressively shifting along with the body's development. 2. It may be really hurting, and must see the doctor to fix. 3. It is only can be taken by a machine, used by the doctor to see the condition of our bone, for example to see whether it is broken or not. 4. It is put around the part of the body with the break, and usually made of wet bandages. 5. The human body sends lot of it to the broken area of the bones to bring nutrients.

Task 3.

Using your own words, please describe the procedure of a doctor to treat fractures from the beginning up to the last treatment.



USING PASSIVE SENTENCES

Sentences as well as the tenses have "active forms" and "passive forms." In order to successfully speak English, someone must learn to recognize the difference of these two forms. In passive sentences, the thing receiving the action is more important or should be emphasized. Also, it can be used when the doer of the action is not mentioned.

Example: My bike was stolen. In this example, the focus is on the fact that the speaker's bike was stolen. He does not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made. In this case, the focus on the fact that a mistake was made, nobody is not blamed.

In general, the form of Passive sentence is shown below.

Subject + finite form of to be + Past Participle (3rd column of irregular verbs)

Subject	to be	Past Participle
My bike	was	stolen.
A letter	is being	written.
The novel	has been	published.
The house	is	cleaned.
That castle	has been	visited.

Task 4

Using some simple tenses, rewrite the sentences below in passive voice. example:

He opens the door.

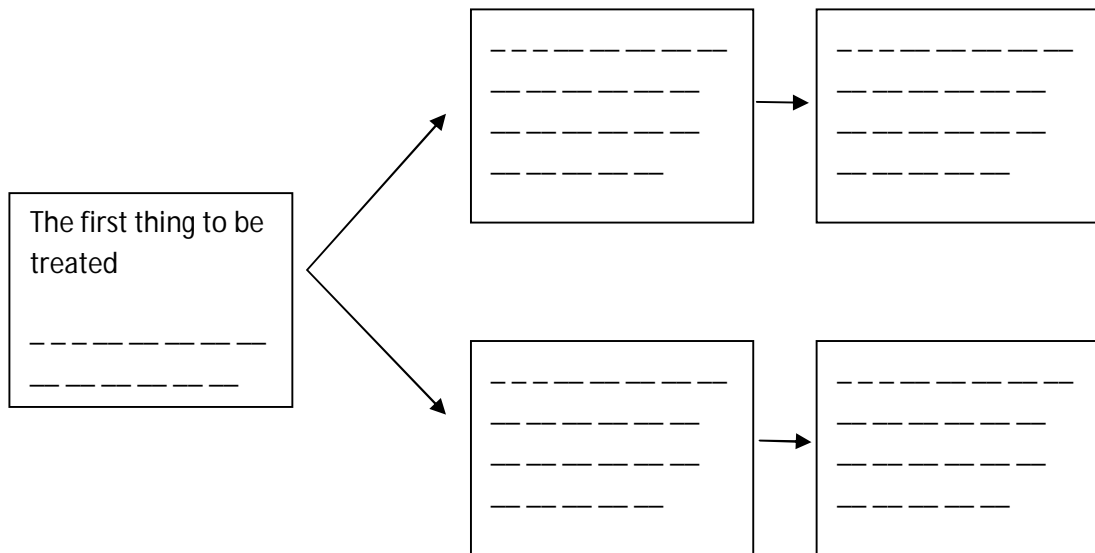
The answer using passive voice is: *The door is opened by him.*

1. Dony pays a lot of money.
2. We will set the table.
3. Joko drew a picture.
4. They wear red shoes.
5. She sang a song.
6. They will not help you.
7. Millions of people will visit the museum. -
8. The teacher doesn't enter to the class.

9. You do not write the story.
10. Does your mum pick you up?
11. We stopped the bus.
12. Jane will buy a new computer.
13. Our boss will sign the contract.
14. Will the police officer catch the bad guy?

Task 5

Using the answers you have done in task 3 above, rewrite the procedure using passive. So you emphasize on the things to be treated not the doer or the doctor.



Let's talk

COOKING YOUR FAVORITE MEAL



Let's cook something which you are familiar and share it to your classmates. Try to avoid explaining fast food and instant like instant noodle or a simple sandwich. The first things

you need to do are listing the ingredients and then explaining what to do with them. Use the passive voice to tell your friends what to do. Here is the table to help you listing your cooking activities.

Ingredients	what to do
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
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REFERENCE

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ABOUT THE AUTHORS



Wahyu Taufiq - Teaching is part of his life. As a typical Indonesian teacher, he is a hard worker, happy to adapt and learn new things, like to meet people and of course share knowledge. He is teaching mostly in college and university level, however he also had some experiences teaching at Senior and Junior high school levels occasionally in 2005-2006.

His expertise is in education fields, especially in Teaching English for Second Language (TESOL) and Information Technology in Education. He has a bachelor degree in English education from Universitas Muhammadiyah Malang, graduated in 2004 and a master degree in two different majors; TESOL and Education in Information Technology in Education and training from University of Wollongong, Australia in 2012.

Now, he is a full time lecturer at Universitas Muhammadiyah Sidoarjo. He teaches various subjects related to English education and training at various departments. Instead of teaching, he also has

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Vidya Mandarani – Dedicating her life to education. She is very friendly, enthusiastic, highly motivated to always learn and strive. She is teaching the university level, however she also had experiences teaching young learner level.

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