TEACHING MATERIAL:

Course of General English: Intermediate level -1

(as a second language and as foreign language)

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CONTENTS

PAGE

CHAPTFR I : INTRODUCTION Xi

CHAPTER II : SYLLABUS Xiii

MODULATION COURSE UNIT_ Xii

CHAPTER III : TEACHING MATERIAL .....Xv (1-74)

TOEFL EXERCISE Xvi

Preparation & Strategies For TOEFL (see references)..... Xvii

REFERENCES Xvii

CURRICULUM VITAE Xviii

CHAPTER

INTRODUCTION

1.1 Teaching background

The idea of teaching *"the course of general English as a second language an as foreign language"* is taken from the concept of *"International English"*. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is also referred to as Global English, Worlds English, Common English, or General English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.'

Some times international English and the related terms above refer to desire standardization, i.e. Standard English-, however, there is no consensus on the path to this goal. The desire standardization that we would like to use in this course refers to -*basic communication"*.

The very simple basic communication for freshmen or lᵈ semester student, who is not majoring in English, the course would be given as *"general communication"*. The materials are *"four basic approaches":* 1). *Listening for general communication,* 2). *Reading for general communication,* 3). *Speaking for general communication,* 4). *Writing for general communication.*

1.2 Methods of promotion

International English proponents face on the one hand the belief that English already is a world language (and as such, nothing needs to be done to promote it further) and, on the other, the belief that an international language would inherently need to be a constructed one. In such an environment, at least four basic approaches have been proposed or employed toward the further expansion or consolidation of International English, some in contrast with, and others in opposition to, methods used to advance constructed international auxiliary languages.

The four basic approaches give guidance for improving every aspects of student English. Help with listening, speaking, reading, writing, vocabulary, grammar.

1) **Listening for general communication.** For many learners of English listening is the hardest skill to master. Student will practice their listening in the class: toward teacher, other students, listening from tape recorder (as task).
2) **Reading for general communication.** Reading comprehension: student will practice their reading in the class and at home (as task). Reading comprehension will improve student vocabulary, and check their understanding of the articles in class or home: toward reported and explains what was read.
3) Speaking for genera! communication. Student will practice English Dialogues by giving examples of English that they can use in real life situation. Practice them with teacher, friends in class, and fellow learners.
4) Writing for general communication. The common different characteristic between spoken and written English is --*Structure*- Student will practice formal written English that they can use in every situation toward tasks given by teacher. Teacher would help by explained the expressing rule and grammar, but simplify in general basic.
5)

1.3 The Goal and Benefit : the differences of needs

Modern English has a large number of dialects spoken in diverse countries throughout the world. Most of these, however, are mutually intelligible. This includes, as geographic, American English, Australian English, British English, Canadian English, Caribbean English, Hiberno-English, Indo-Pakistani English, New Zealand English, Philippine English, Singapore English, and South African English. These dialects may be met in different context; for example, as demographic, American actors use some accent, while many British, Australian, and non-native English—peaking pop singer use an Industry neutral' American accent.

English speakers, after all, share a common linguistics heritage. The differences in both spelling and formal writing that occur in the various parts of the English-speaking world are less pronounced. *The differences are depending on the subject matter,* but these cause no difficulty in comprehension.

There are also some differences *are basic on the needs of matter* that occur in grammatical usages, spelling, vocabulary, and text. This includes, as linguistics, in using formal English for Public Communication, International Communication, State affairs or Politics Communication, Advertising Communication, and much more specification, as in the context of interdisciplinary matters, for example, Sciences, Pediatrics, Economics, Laws, Technical, Biologics, Psychology, etc.

Students in specifically, are referred to as using Modern English as a common language for use in such diverse application as mentioned above. To the benefit of students in reaching their major, would be given adjustable text or article exercises, and guiding them toward preferred constructions of both spelling and written, certainly, disputes about pronunciation and colloquial expression used in speech abound. Nevertheless, disputes about the written language are relatively few. The main targets are reading comprehension and speaking simple Standard English.

1.4 Advice, Tips, and Test

To improve students through real English communication, they would be given some advice an tips in every aspects of English, as explains an corrections the most common mistakes made by learners of English, analyzing tenses and provide practice, explains how to report speech and articles, having resource topics, textbooks, and dictionary, tests their knowledge of topics by reading comprehension and speaking.

Week	Material	Note
1	1. Introduction: the materials would be given are about basic communication & practicing it. In the 1 st half semester is being familiar using English, and in the 2nd half semester are broader to business English and presentation of majoring study. 2. Making acquaintance: 2.1 Introducing in class 2.2 Class adjustment	Practice basiccommunication, conversation-dialogues, listening & writing comprehension. *(available) – Greetings, time, possessive, my body, number, place, animal, fruit. Personal data: formal & explain: who are you, where do you come from, what do you know about UNIKOM, why do you choose this major
2	1. Daily life: 1.1 Things people do 1.2 Family and friends 1.3 Twin stories	– Reviewing present simple, using frequency words, time, – Focus on form: verb + S, negative, yes/no questions, WH question. Reading & listening activity Consolidation: possessive 's and s', awake, wake up Assignment: autobiography **)
3	1. Talking about places 2. On the move	– Focus on form: verb + S, negative, yes/no questions, WH question. Reading & listening activity Consolidation: possessive 's and s', awake, wake up Assignment: autobiography **) Focus on Form: there is/are, has got, negative forms & questions Reading and listening activity: Public transport, tourist information, airport – Focus on: Where things are, small words & preposition – Consolidation: early, in time, on time, – late, on, in, at. – Assignment: making own story**)
4	3. Feelings	Looking at the ways we feel Wishing & Inviting Expression, **)
5	4. Holiday	Holiday and special event Assignment: making holiday story")
6	5. Talking about now 6. Academic Lecture: Knowledge	Focus on Form: Present continuous, WH questions, These is/are + ing Assignment: making own letter**)
7	Pre Midterm test	Familiar with TOEFL test Reading and Interpreting: Academic.Lecture *(available)
8	Midterm test	*(available)
9	9. Playing games	Personal and team work games: - Drawing game (boat) - Like and dislike*)
10	10. Business English	- Going shopping & dialogues - Buying & selling - A means of payment

11	11. Food & Drink	Reading comprehension assignment: Restaurants*) Consolidation:simple and continuous, get Review: there is/are, have/has got, adjectives
12	12. The past 13. A place to live	Review: past simple,have/has Focus onForm: irregular past forms, WI-1 questions, ago. Places condition &situation: home, room Reading comprehension assignment: Two ghost stories*) – Consolidation: past time expression – Assiament: making own/friend's places.*)
13	14. Telling about Future: What will happen? 15. Preparing presentation	– Fortuna telling Focus on Form: will, won't & might, probably, and future questions Bright Future games*) Now to prepare presentation: major study (assignment**)
14	16. Presentation -1	Speaking skill**)
15	17. Presentation -2	Speaking skill**)
16	18. Final test	*(available)

Things people do

1 Couples

1 Think of things people do in their free time. Use these verbs:

listen to ... read ... watch ... visit ... go (out) to ...

2 These three students are at a British university. Read what they say about themselves.



I often listen to pop music on the radio, and I watch TV a lot – films, mainly. I don't read very much – magazines sometimes, but not books. I like going out with friends. I usually go to bed late – around 12.00 or even later.

I always get up early and I go to bed early too – I'm usually in bed by 11.00. I don't watch TV. I often go out in the evening with friends. Or sometimes friends come round to my flat, and we spend the evening there.





I really like staying at home. Sometimes I read or listen to music – classical music, mostly. I don't watch TV very much, but I usually watch the news, or sometimes films. And I often study in the evening.

Now read about their boyfriends. Can you match the girlfriends and boyfriends?



Mark goes out a lot. He visits friends or goes to parties or cafés. He doesn't like staying at home. When he's at home he usually studies, or he watches films or sport on TV. He usually goes to bed quite late.



John gets up very early and studies before breakfast. In the evening he usually stays at home. He reads a lot – books, newspapers and magazines. He sometimes listens to music, but he doesn't watch TV.



Richard likes rock music and jazz. He listens to music at home, and he often goes out to concerts and clubs. He goes to bed late, and he sleeps a lot at the weekend. He doesn't like getting up early!

Listen and check your answers.

3 You are going to interview another student. Look at the texts and think of some questions.

Work in pairs. Find out about your partner. Ask and answer questions.

Do you watch TV a lot?

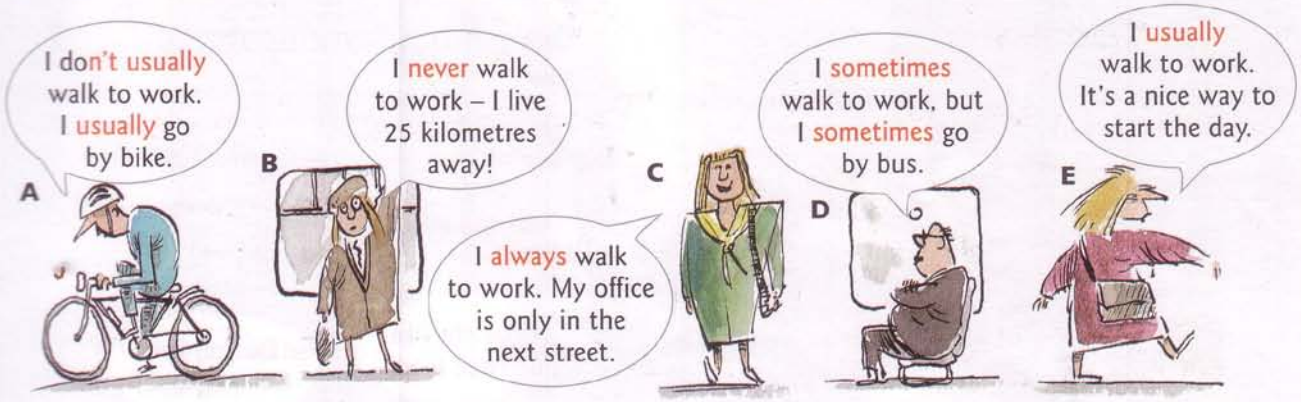
Do you get up late?

4 Write a few sentences about your partner. Can other students guess who it is?

[redacted] likes listening to music. She likes pop music and classical music, but she doesn't like jazz. She often watches TV and

2 I usually ...

1 Read the bubbles. Who walks to work the most often? Put the people in order.



What about you? How often do you walk to work or school?

2 Look at these sentences. Add frequency words so that they are true for you.

a I sleep with the window open.
b I make my own bed.
c I have a big breakfast.
d I sleep in the afternoon.
e I drink wine with my evening meal.
f I read in bed.

3 What do you know?

Questions

1 Read these quiz questions. Can you choose the right answers?

PEOPLE AND JOBS
What does a butcher sell?
– newspapers
– clothes
– meat



FESTIVALS
When do Chinese people celebrate New Year?
– January and February
– March and April
– May and June



ANIMALS
Where do penguins live?
– Antarctica
– Siberia
– Iceland



FOOD AND DRINK
What do people eat in a sushi bar?
– rice and fish
– burgers and chips
– pasta and chicken



FESTIVALS
When do people send Valentine cards?
– 14th January
– 14th February
– 14th March



MUSIC
Where do people play the balalaika?
– Greece
– Russia
– China



FOOD AND DRINK
Where does champagne come from?
– Italy
– France
– Spain



2 *Student A*: Turn to page 105. Ask B your questions.
Student B: Turn to page 106. Ask A your questions.

Where do kangaroos come from: Africa, Australia or America?

Australia.

3 Work with a partner. Write a quiz question of your own.

Focus on Form

1 Verb + s

Complete the table, then read out the text. Which verbs need *-s*?

play	→	plays
work	→	.....
drive	→	.....
speak	→	.....
watch	→	watches
go	→	.....
teach	→	.....
wash	→	.....
study	→	studies
fly	→	.....
have	→	has

I (have) a sister and a brother.

My sister (work) for a big American company. She (drive) a Cadillac, and (fly) to New York every month.

My brother (speak) four languages. He (teach) Spanish at University and he (go) to Mexico for his holidays. He also (play) the piano in a band.

And me? I'm a student. I (study) during the day, and I (watch) TV in the evening. And at the weekend I (wash) dishes in a restaurant.

2 Negatives

Fish fly.

They don't fly – they swim.

The American President lives in the Kremlin.

He doesn't live in the Kremlin – he lives in the White House.

Correct these sentences.

a Lions eat fruit.
b In Mexico, people speak Portuguese.
c The British Prime Minister lives in Edinburgh.
d In America, people drive on the left.
e Kangaroos come from South Africa.

3 Yes/no questions

Do you walk to work?	Yes, I do. No, I don't.
Does she walk to work?	Yes, she does. No, she doesn't.



Work in threes. Use these ideas.

a ... drive a car?
b ... play the piano?
c ... like cheese?
d ... eat meat?
e ... speak German?
f ... work on Sundays?

4 Wh- questions

'X' is your partner. Ask questions to find the missing information.

a X lives in ...
b X gets up at ...
c X eats ... for breakfast.
d X goes to ... at weekends.
e X speaks ... languages.

Now ask about a famous person. Make up the answers!

Where do you live?

Where does (Bill Clinton) live?

How to say it

1 Listen to *doesn't* and *don't* in these sentences. Practise saying them.

He doesn't like staying at home.
She doesn't speak French.
They don't go out very often.
I don't play the piano.

2 Listen to the *-s* and *-es* endings.

drives	drinks	watches
reads	works	teaches
listens	gets	washes

Practise saying these sentences.

He drives a car.
She drinks Coca-Cola.
He watches TV every night.

Family and friends

1 Photo album



1 These are photos of a young woman with some of her relatives and friends. Which person do you think she is?

Here are the other people in the photos. Which are relatives, and which aren't?

- her older brother
- her younger brother
- her boyfriend
- her grandmother
- her flat-mate
- her parents
- her brother's girlfriend
- her neighbours

Can you find them in the photos?



2 Listen to the tape.

Which photos does the woman describe? What does she say about each person?









3 Bring in a few photos of your family and friends. Show them to other students, and say who the people are.

This is my ...

Her name's ...

He works in a ...

He's ... years old.

She's a ...

They live in ...

2 Relatives



Male	*Female*
.....	grandmother
uncle	.....
nephew	.....
.....	sister-in-law
.....	

1 Who are the people in the picture? Complete the table.

2 How many relatives do you have? Make a list.

0 grandparents
1 uncle
3 cousins

3 Talk about members of your family. Who's ...
... the oldest?
... the youngest?
... the nicest?
... the richest?
... the most interesting?

3 Love story

1 These expressions are all connected with love and marriage. Put them in a likely order.
Do other students have the same answer?

have children get engaged meet get divorced get married fall in love go out together

2 Look at this story. Can you fill the gaps?



3 Cover the text and try to tell the story yourself.

4 Identical twins

1 What are *twins*? What are *identical twins*?

2 Read the first part of the text. Why do you think identical twins often do the same things?

Now read about the twins in the text. Can you match them with the pictures? (There are two pictures for each pair of twins.)

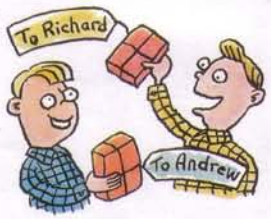

A


B


C



D



E


F



G


H


I


J

Twin stories



Do you know any identical twins? Identical twins look the same, and they often do the same things – wear the same clothes, listen to the same music, eat the same food, and even do the same jobs.

But why? Because they're twins? Or because they grow up together in the same family?

Well, here are some twins who *didn't* grow up together. They went to live in different families when they were babies, and they met for the first time when they were adults.

- Tony and Roger met when they were 24. They both use the same after-shave, smoke the same cigarettes and use the same kind of toothpaste. And they both hold a pen in the same, unusual way.
- Tina and Jane were 36 when they first met. They wear seven rings on their fingers. One has a son called Andrew Richard, and the other has a son called Richard Andrew.
- Jerry and Mark are 40. They both have big moustaches, and wear the same kind of glasses. They're both electricians, and in their free time they work as firefighters.
- Paula is 26. After she met her twin Kitty for the first time, she sent her a birthday present. When she opened her own birthday present from Kitty, it was exactly the same thing.
- Oscar and Jack met when they were 65. They both read magazines from the back to the front, and when they're in a lift, they like to frighten the other people by sneezing loudly.

3 You will hear someone talking about Jim Lewis and Jim Springer.

Which of these are the same, and which are different? Write S (= same) or D (= different).

a	S their first name	*g*	☐ their pet's name
b	D their last name	*h*	☐ their home town
c	☐ number of times they married	*i*	☐ their job
d	☐ the names of their wives	*j*	☐ their car
e	☐ the name of their son	*k*	☐ where they go on holiday
f	☐ the kind of pet they had		


Jim Lewis


Jim Springer

Consolidation

Possessives: 's and s'


my mother's car


my parents' dog


the children's bikes


Fred's hat



the boys' room



the men's toilet

1 When do we use *'s*? When do we use *s'*?

2 Add an apostrophe (') to these sentences.

a Is that Peters new computer?
b You can stay at my grandparents house.
c Where shall I put the childrens toys?
d He works in a butchers shop.
e Please do not park in the teachers car park.
f What is your girlfriends name?
g Do you sell womens clothes?
h Juventus is one of Italys best football teams.

What about this sentence?

i The students flat isn't very big.

awake and wake up

I'm always awake before everyone else in our family. I usually wake up very early – around 6 o'clock. Then I read the paper in bed and drink tea, and I get up at about 7 o'clock and get dressed …

… In the evening, I get undressed and go to bed at about 11 o'clock, and then I read in bed, but not for very long. I'm usually so tired that I go to sleep very quickly, and I'm always asleep by midnight.

1 Read the text and write opposites in the table.

(be) awake	(be) asleep
wake up	.....
get up	.....
get dressed	.....

2 Fill the gaps in these sentences.

a ..... and ..... quickly! You'll be late for school.
b Ssh! They're ..... . Don't make a noise, or they might ..... .
c Are you still .....? It's nearly midnight – time to ..... now.
d I'm tired. I think I'll ..... now.

Review

Telling the time



1 Look at the clocks and watches. What times do they show? Here are some useful expressions.

(a) quarter … … to … … o'clock
half … … past …

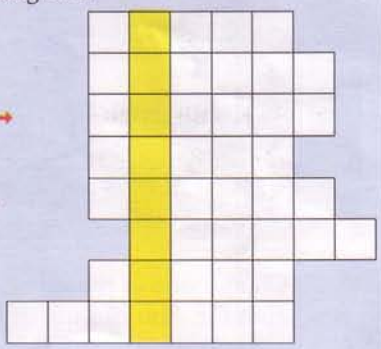
2 What time do you usually …

… wake up?
… get up?
… start work/school?
… have lunch?
… have dinner?
… go to bed?
… go to sleep?

Countries

1 What are the names of the countries? Write them in the diagram.

a Madrid is in →
b Warsaw is in →
c São Paulo is in →
d Rome is in →
e Moscow is in →
f Athens is in →
g Tokyo is in →
h London is in →



What is the country in the yellow squares?

2 Test your partner with other countries.

Ankara is in … … Turkey.

Talking about places

1 Behind the door

There is/are • has got

1 Look at these two doors. What rooms do you think are behind them?

Read the sentences in the box. Which room do they describe? Could any sentences describe both rooms?

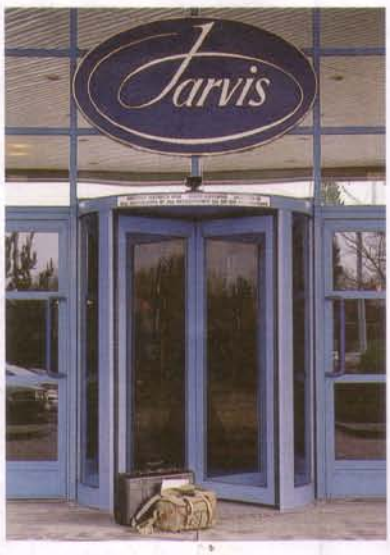
a	There's a map on the wall.
b	There's an ashtray.
c	There's a video in the corner.
d	There are two phones.
e	There are flowers by the window.
f	The room has got a blackboard.
g	The room has got a thick carpet.





What else do you think there is in each room?

2 Now look at these doors. Where do you think they are?







3 Choose one of the other doors, and imagine what's behind it. Write a few sentences about it. You can use these ideas, and add ideas of your own.

bed menu table chair television

picture sofa clock lift phone

fax machine magazine shower computer reception desk

4 Show your sentences to another student. Did you imagine the same things?

2 Good points and bad points

Negative forms

1 Here are parts of three letters. What are they about? How do you think they continue?

What are the negative forms? Complete the table.

Positive	*Negative*
There's a bathroom.	
There are some computers.	
The classroom has got a video.	
It's got some beaches.	

A It hasn't got a computer room, but there are some computers in one of the classrooms, and every classroom has got a video. The building's quite small, so there isn't a

B It's a beautiful place, and it's got some lovely beaches. Unfortunately, it's a bit quiet in the evenings. There aren't any

C I have to share my room with two other people, and there's only one bathroom on each floor. The worst thing is, it hasn't got

2 Look at these sentences. What do you think comes next? Add one or two sentences to each one.

a It isn't a very interesting town to live in.

b They live in a really unusual house.

c I don't like my office at all.

d It isn't a very good library.

e It's a very, very small island.

3 Is there a swimming pool?

Questions

1 Here are some questions about this hotel.

Is it near the airport?

Is there a bar?

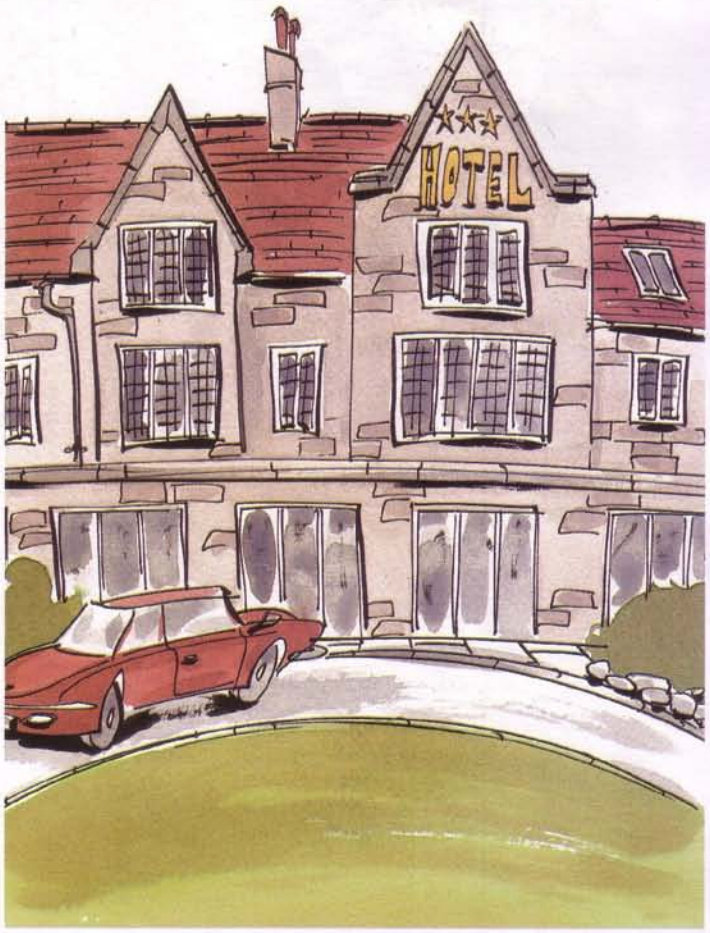
Are the rooms warm?

Has the hotel got a swimming pool?

Have the rooms got phones?

Are there any single rooms?

Think of some other questions.



2 Three people talk about the hotel. Which questions do they answer?

Is this a good hotel for
- a group of students?
- someone on a business trip?
- a retired couple?

3 Role-play

Student A: You're thinking of staying at the hotel. Ask B questions.

Student B: You work at the hotel. Answer A's questions.

Focus on Form

1 there is & there are



In the picture ...

... there's a school.
... there isn't a church.

... there are some shops.
... there aren't any trees.

Look at the picture on page 104 for 10 seconds.

What can you remember about it? Talk about these things using *There is/isn't* and *There are/aren't*.

- lighter
- books
- camera
- magazines
- video
- cigarettes
- watch
- pens
- keys

2 Is there ...?

There's a school. → Is there a school?

There are some shops. → Are there any shops?

Ask questions about the picture on page 104. Ask about these things:

- bag
- shoes
- CDs
- books
- cards
- apple
- TV
- phone
- glasses

What are the answers?

3 have got & has got

Look at these people and correct the sentences.



a The man's got long hair. — He hasn't got long hair. He's got short hair.
b He's got black eyes.
c The woman's got fair hair.
d She's got blue eyes.
e They've got a six-year-old child.
f They've got a cat.

They've got = They have got
She's got = She has got

4 Have they got ...?

Have they got a dog?

Has he got long hair?

Ask other questions about ...

... the woman (dark hair?)
... the man (green eyes?)
... the man and the woman (baby? cat?)

How to say it

1 Notice the sound of *there* in these sentences.

a There's a phone on the desk.
b There are some flowers on the table.
c Is there a television in the room?
d Are there any shops near here?

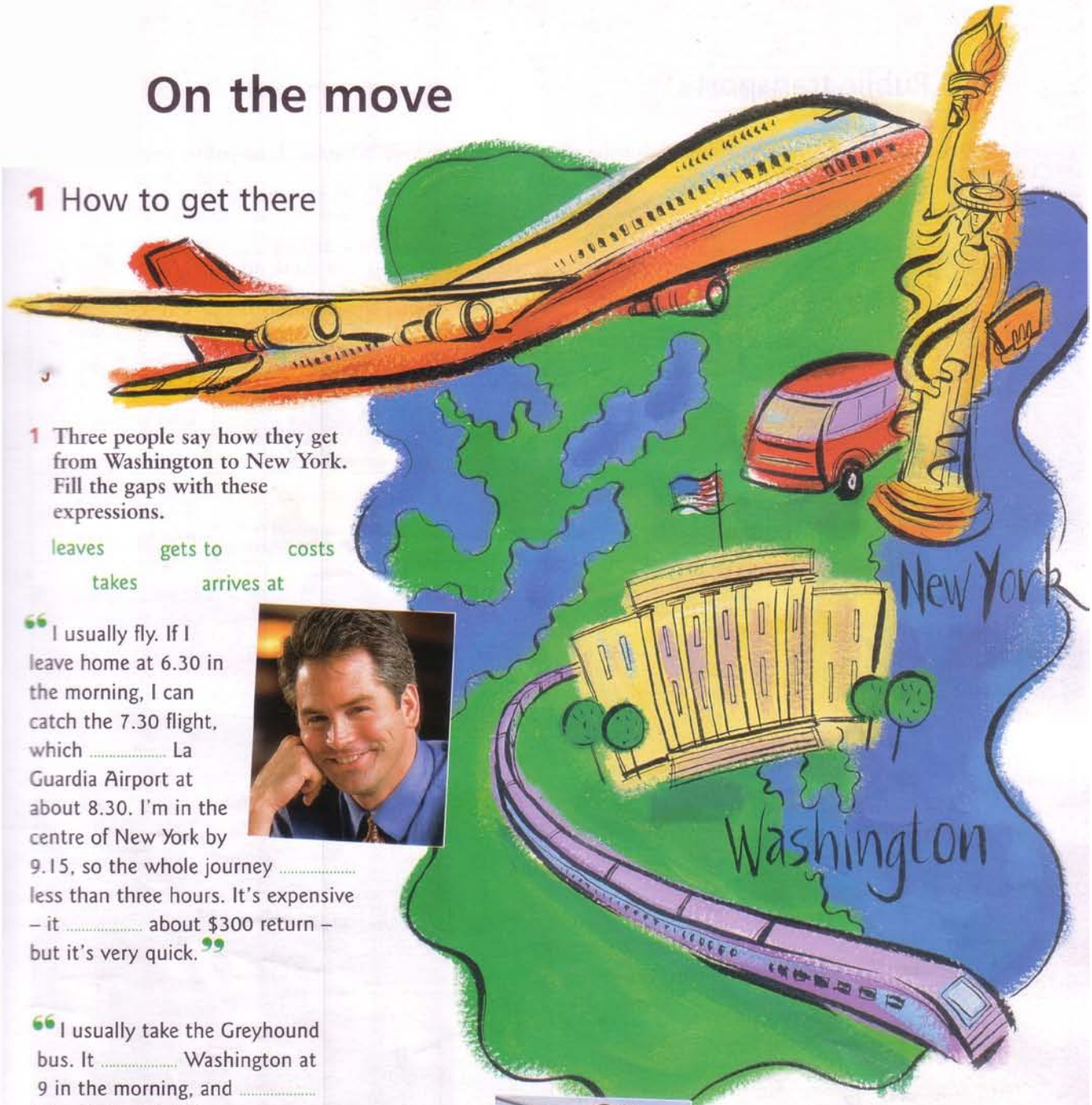
Practise saying them.

2 Practise the sound of *has got*.

a He's got a green car.
b The hotel has got three lifts.
c It's got a swimming pool.
d The house has got a big garden.

On the move

1 How to get there



1 Three people say how they get from Washington to New York. Fill the gaps with these expressions.

leaves gets to costs
takes arrives at

"I usually fly. If I leave home at 6.30 in the morning, I can catch the 7.30 flight, which ..... La Guardia Airport at about 8.30. I'm in the centre of New York by 9.15, so the whole journey ..... less than three hours. It's expensive – it ..... about $300 return – but it's very quick."

"I usually take the Greyhound bus. It ..... Washington at 9 in the morning, and ..... New York at 1.40 in the afternoon. The New York bus terminal is in Manhattan, so it's very convenient, and it only ..... about $85 return on weekdays."





"I usually go by train: it's only a bit slower than the plane and it's more reliable. It's about $100 return. The journey ..... about four hours. I usually catch the 10.30 train, which ..... New York at ten past two. It's comfortable, and it's always on time."

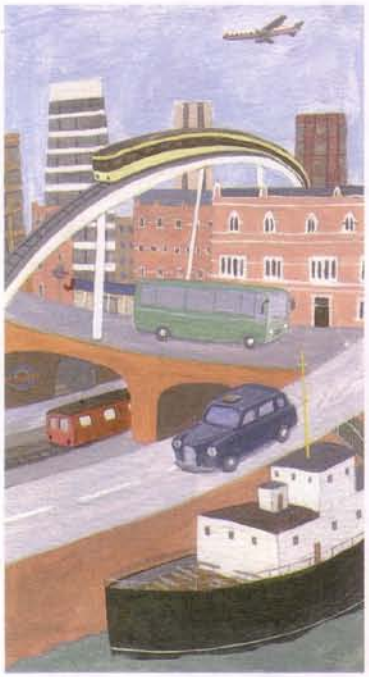
2 What's good about:

– going by plane? – going by bus? – going by train?

3 Write sentences about a journey you make regularly.

I go by ... It leaves ... It arrives at ... It gets to ... The journey takes ... It costs ...

2 Public transport



1 Think about the place where you live. What kinds of public transport are there? Make a list.

2 Together, choose one kind of transport.

Complete the table. Which sentences do you think are true? Write ✓ or ✗.

		They're comfortable.			You don't have to wait long.
		They're expensive.			They're slow.
		They usually come on time.			It's a pleasant way to travel.
		They're often crowded.			It's a safe way to travel.

3 Tell other people your answers. Do you all agree?

3 Tourist information

1 Listen to the conversations. What are the questions?

1

.....?

You can get there by bus or by taxi.

.....?

The bus is £5, and a taxi is about £25.

2

.....?

The best way is by underground.

.....?

About 15 minutes. It isn't very far.



What other questions could the tourists ask?

2 Imagine tourists coming to your area. Make a list of some places to visit.

3 Role-play

Student A: You're a tourist. Choose a place from the list. Find out how to get there.
Student B: You work at the tourist information office. Answer A's questions.

4 Airport

Reading and listening activity

1 Can you match the sentences with the numbers? Fill the gaps, then check your answers in the text.

a Heathrow Airport handles over ..... items of baggage every year.
b More than ..... people work at Heathrow Airport.
c Every day, around ..... planes take off and land at Heathrow.
d Passengers lose ..... mobile phones every day at Heathrow.
e The duty-free shops sell more than ..... bottles of whisky every hour.
f Passengers buy ..... cups of tea at Heathrow every day.
g Heathrow's police station has ..... dogs that can smell drugs.
h Every year, around ..... people die of heart attacks travelling to or through Heathrow.
i There are ..... baggage trolleys for passengers to use.
j You can fly direct from Heathrow to ..... countries.

14
20
40
85
500
1,200
9,500
26,000
57,000
75,000,000

How many did you guess right?

Welcome to Heathrow



HEATHROW AIRPORT is the busiest international airport in the world.

More than 90 airlines use Heathrow. They fly direct to around 200 destinations in 85 countries around the world.

Every year, Heathrow handles 430,000 international flights. That's an average of 1200 every day – more than one a minute from six o'clock in the morning till midnight.

57,000 people work at Heathrow – that's the population of a small town.

Heathrow handles around 75,000,000 items of baggage every year.

There are 9,500 baggage trolleys for passengers – more than at any other airport.

Passengers lose 20 mobile phones every day.

Passengers buy 26,000 cups of tea and 6,500 sandwiches at Heathrow every day.

The duty-free shops sell a bottle of whisky every seven seconds – that's more than 500 bottles an hour.

Heathrow police station has 14 dogs that can smell drugs, and 300 police officers.

The most common illness among passengers is heart attack. Every year about 40 people die in this way while travelling to or through Heathrow.

2 Three people answer these questions.

How do you feel when you're at an airport?

What do you do while you're waiting for your flight?

a Match the speakers with the feelings.



b Match the speakers with the photos. What else does each person do?

c Imagine you're going on a plane journey. Which person would you like to travel with?



Study pages

Focus on ... Where things are

1 Look at the people. Which person is

– opposite the cinema?
– above the café?
– in front of the café?
– behind the tree?
– beside the post box?
– between the cinema and the bookshop?



2 Look at the pictures on page 105. Can you find places to

a post a letter?
b make a phone call?
c buy a newspaper?
d have coffee?
e go to the toilet?
f change money?
g buy a plane ticket?

Where is each place?

3 Can you remember where the places are? Ask and answer questions.

Excuse me. Is there a post box near here?

Yes. There's one opposite the cinema.

Excuse me. Where can I post a letter?

Well, there's a post box opposite the cinema.

4 Ask and answer questions about places in the town where you are now. Where can you do the things in Part 2?

Pronunciation: Small words (1)

1 Listen to the words in the box. They have the sound /ə/ when they are not stressed.

at	at six o'clock
for	for five hours
of	a packet of tea
to	listen to music
from	from Japan
some	some coffee
and	brothers and sisters
them	I don't like them

2 You will hear eight sentences. Each sentence contains one word from the box. Write the word you hear.

3 Practise saying the sentences.

Phrasebook: Buying a ticket (1)

Put this conversation in the correct order.

At 6.30, from Platform 3.

Return.

That's £45, please.

Single or return?

When does the train leave?

A ticket to Cambridge, please.



Now listen and check.

Have similar conversations.

A You're going by train to London. You want two return tickets.
B The train leaves at 1.00 p.m. from Platform 10. The tickets cost £96.

A You're going by bus to Heathrow Airport. You want a single ticket.
B The buses leave every half hour. The ticket costs £5.

Consolidation

early, in time, on time, late

It was my sister's wedding last Saturday at 11 a.m.



My mother was very nervous, and she arrived early – at about 9 o'clock!



I started late, but I arrived just in time – at about 10 to 11.



My sister arrived exactly on time – at 11 o'clock.



The wedding started, and then at 11.30 my brother arrived – late as usual.

Fill the gaps in these sentences.

a You're just ..... . The film starts in a few minutes.

b The bus arrives at exactly midday – it's always ..... .

c I usually come to class ..... , so I have time to do my homework before the lesson.

d We always go to bed quite ..... – usually around 12 or 1 o'clock.

e Please come to the meeting ..... . If you're ..... , everyone has to wait for you.

The time of day

on
I play football on Wednesday.
He has a piano lesson on Tuesday morning.

in
I'm usually at home in the morning.
She often sleeps in the afternoon.

at
We have dinner at 8.30 (in the evening).
They usually go away at the weekend.

Improve these sentences. Add *in*, *on* and *at*.

a She usually visits me Sunday afternoon.

b The film finishes 10 o'clock the evening.

c The plane leaves 8 o'clock Friday evening.

d Are you still awake? It's 2 o'clock the morning.

e I usually go to bed midnight the weekend.

Review

Verbs and nouns

1 What can come after these verbs? Find two nouns in the box for each one.

drive ...
have ...
listen to ...
play ...
read ...
ride ...
speak ...
watch ...
wear ...

French	jeans	a shower
cards	TV	the paper
a bike	a car	a jumper
the radio	English	cartoons
a lorry	tennis	a horse
a magazine	music	breakfast

2 What else can come after each verb?

You can drive a taxi.

You can have a party.

3 Write one or two true sentences about yourself and people in your family.

I don't watch cartoons, but my little brother watches them all the time.

Relations



This is my grandson – he's my daughter's son.

Talk about these people in the same way.



This is my grandmother ...

This is my uncle ...





This is my aunt ...

This is my cousin ...





This is my nephew ...

This is my niece ...



Talking about now

1 Imagine ...

Present continuous

1 Imagine that you are in this plane.
What are you doing? Try to imagine the scene.



I'm travelling to ...
I'm wearing ...
I'm eating ...
I'm drinking ...
I'm feeling ...
I'm ...

2 You will hear someone imagining the same scene. What does he say about
– himself? – his girlfriend? – other people on the plane?

3 Choose one of these pictures. Imagine you are in the picture. Think about these questions.

What are you wearing?

Are you eating? drinking? reading? talking? ... ?

Is anyone else with you? What are they doing?

Are you listening to music? What kind of music?

How are you feeling?





4 Ask other students questions.



2 There's a woman riding a bike

There is/are + -ing

1 Look at the picture.

There's a woman.
She's riding a bike.

▼

There's a woman riding a bike.

There are some people.
They're lying on the grass.

▼

There are some people lying on the grass.

Talk about other people in the picture. Use these verbs.

play	buy	paint	climb
sell	sit	stand	smoke



2 Look at the pictures on page 106.

Student A: Choose a picture. Talk about the people and what they're doing.
Student B: Which picture is A describing?

3 Postcards

'Around now'

1 Look at these postcards. What can you tell about the writers?

Dear Kate
Sorry I didn't write before, but I'm really busy at the moment. I'm still studying hard for my chemistry exam, and I'm also working in a café in the evenings. Not a very good job – I'm looking for something that makes more money!
See you in the holidays.
With love,
Phil

Hi, Tony!
Thanks for your card. Australia sounds really good. Nothing's happening here. I'm not going to art college any more – I gave it up, and I'm working in a garage. Chloe and I are still going out together.
Keep in touch.
Steve

Which verbs are in the Present continuous? Make a list.

2 What are you doing these days? Are you ...

... doing a lot?	... eating a lot?	... earning a lot of money?
... working hard?	... having a good time?	... going out with anyone?
... going out a lot?	... watching TV a lot?	... looking for a job?

3 Write a postcard to someone you know. Say what you're doing (and what you aren't doing).

I FEEL GREAT TODAY

ALL KINDS OF FEELINGS

In Basic 1 you learned many things about people -- yourself, your family and friends, and ocher people. You also learned about numbers, occupations and time. The first lesson of Basic 2 balliaDok at how we feel and how we express our feelings

Looking at the ways we feel

Are you aware of the feelings you have at one time or another? Look over the words below. They show the different ways you may feel. Do you know all the words? Add others.

I FEEL THIS WAY				
Happy	Thankfull	Disappoint	Great	angry
Surprise	proud	good	sad	indifferent bad
Enthusiastic	excited	bored	worried	picased
Delighted	tense	uncomfortable	scared	confident
……	……	……		

How do you feel today on the first day of your new class? Write down the way you feel in the space below. What about your friends? Find out how two of your friends feel.

YOU : I Feel …….

FRIEND No. 1 : ……. Feels ……

FRIEND No 2 : ……. is ……

We often show our feelings through body language, such as facial expressions, gestures, and other body movements. Some people are like an open book; others prefer to hide their feelings. Are you good at reading a person's feelings?

Activity 2

Reading people's feelings

Look at the facial expressions of the people in the pictures. What kind of feeling does each person show? Write your answers in the blanks below the pictures.



A. Different situations, different feelings

We feel a certain way depending on the situation. Our feelings may change from one moment to another, along with a change in situation or condition.

Activity 3 Relating feelings to situations

a. Look over the situations below, and imagine that they apply to you. How does each situation make you feel? In the column YOU, write down how you feel.

SITUATION	YOU	YOUR FRIEND.
1. Your test result is much better than you expected. 2. You have been waiting for your date for a whole hour. 3. Your boss is blaming you for something you didn't do. 4. You are being introduced to the most beautiful girl / most 5. harming boy you have ever met. 6. You have just received news that your parent / spouse has been appointed a minister in the new cabinet.		

b. Now find out how your friend reacts to the situations above. Write down his/her feelings in the column YOUR FRIEND. Do the two of you share similar feelings?

GRAMMAR FOCUS: Suffixes in adjectives

In the previous activities, the words used to describe feelings are called adjectives. Adjectives often formed with specific suffixes. Look at the adjectives in the box. The underlined parts are itLf-fixes.

ADJECTIVES	
excited	curious
emotional	restless
thankful	enthusiastic
expectant	panicky
uncomfortable	confident

Activity 4

Adding suffixes to form adjectives

Now see how well you can use *suffixes* to form adjectives that describe feelings. The suffixes are missing in the adjectives listed below. Complete the words by adding the correct suffixes. The short dashes (-) equal the missing letters. Compete with a friend and see who finishes first.

I feel so ...

flatter - -
iniser - - - -
lone - -
nostalg - -
grate - - -
rest - - - -
nery - - - -
downheart - - - -
grump - - - -
sentimeny - - - -

Activity 5

Identifying people's feelings

a See how well you can recognize people's feelings. You will hear two short dialogs. Do the following:

- Listen carefully to each dialog. Pay attention to the speakers' feelings.
- While you listen, go over the text.
- Read the statements that come after each dialog, and mark ( ) the ones that correctly describe the feeling of each speaker.

DIALOG 3
Situasion :
Rina and Andi are college friends.
Both Rina and Andi are excited
Andi feel indifferernt

DIALOG 4
Situation : Mira is asking her two colleagues, Santi and Ted, about a wedding reception.
Santi hates Ratna
Ted is enthuasiastic

Expressions that show feelings

Listed below are expressions used to show feelings; some of them were used in the previous dialogs. The expressions are separated into WORDS, PHRASES, and SEN FENCES. Study them and pay attention to the right intonation and tone.

WORDS

-- Great!
-- Really?!
-- Wow!
-- Bravo (!).
-- Terrific!
-- Nonsense!
-- My!
-- Impossible!
-- Oh!
-- Sony.
-- No!

PHRASES

-- Oh, boy!
- Too bad. -- Good for you.
- No way! -- How wonderful!
-- What a surprise.
-- Just right.
-- Very good.
-- Oh, you!
- Definitely not!

SENTENCES

Isn't that great?
That's too bad!
I'm happy for'you.
You're too much!
You're out of your mind!
I'm crazy about it.
Well, I'm not sure.
e you kidding'? — I'm so excited.
How could you?
Leave me alone!
It can't be real!.
It gives the gat pleasure
It doesn't seem right.

Activity 6

Using expressions that show feelings

Look at the mini dialogs below. Read them carefully. Notice that you are one of the s.peakers. How would you respond to the other speakers? Use appropriate expressions to show :.our feelings. You can add comments. The first one has been done for you.

1.	Announcer	The first prize , a 30-inch TV set and a laser-disc player, goes to ..... (YOUR NAME)!
	YOU	*Me!? Wow/ I can't believe it!*
2.	Acquaintance	I heard you just returned from a trip to..... (NAME OF A PLACE). How was it?
	YOU	: …….
3.	Teacher	I expected better work from you. It looks as if you didn't study at all! Sorry, but you'll have to take the exam again, ...(YOUR NAME).
	YOU	: …….
4.	*Create your own minitalk:*	
	YOU	: ……
	YOUR FRIEND	: ……..…

Study the following examples :

The lessons bore me.
They're boring I'm bored.

The news surprised him.
It was surprising.
He was surprised.

Activity 9 *Identifying participial adjectives in sentences*

Tuty used a lot of *participial adjectives* in her diary. Identify four adjectives with *-ing* ending and four with *-ed* ending in the diary excerpt. Also, identify the *nouns* the adjectives refer to.

Activity 10 *Using participial adjectives in sentences*

Choose the correct participial adjective to complete each sentence.

- His story was really — amazing / amazed
- The lecture was — boring / bored
- The instructions were not clear. The students were — confusing / Confused
- The rock concert was …….. because the sound system Was bad — disappointing / disappointed
- The children were happy, but also …… after the day trip. — Exhausting / Exhausted
- That was an experience. — Embarrassing / Embarrassed
- Most children are……. by big animals — fascinating / fascinated

Activity **3**

First read the following incomplete dialog. Then fill in the blanks with the expressions you've learned.

Situation: *Adi and Rina have worked together for many years.*
Adi congratulates Rina who is getting married next month.

Adi : Hey, Rin, they say you're getting married. Is that true?
Rina : Yeah …
Adi : Gee, (1) _____ . Who's the lucky guy?
Rina : Alex, a classmate in senior high.
Adi : Well, (2) _____
Rina : Thanks! But don't just wish me the best. You have to come to the wedding party.
Adi : When's the big day?
Rina : The 13th next month. I'll send you an invitation. Please do come!
Adi Sure thing! (3) _____
Rina I can see you are Thanks again!

Expressions for showing gratitude

When people congratulate us on some happy occasion, we. of course have to thank them. How do we do it? What expressions do we use?

Looking at expressions that show gratitude

When we express our gratitude, we will usually use one or more of the following expressions. Can you add more?

Thanks.
Thanks so much.
Thanks a million.
Thanks a lot for ....
Thank you for your help.
Thank you for your kindness.
I was so happy.
……

I really appreciate it.
I'm really grateful for ....
I owe you one.
You've been so kind.
You're the greatest.
You've done such a wonderful job.
……
……

Activity 41 *Writing a thank-you note*

Suppose your friends gave you a surprise birthday party. You enjoyed it very much and want to thank them. Write (one of) them a thank-you note, using some of the expressions above. Look at the thank-you note below.

Situation: *Ron and Lisa, who both come from the U.S., live in Balikpapan. Lisa is going to have her first baby next month. In the U.S. it is customary for women friends of the mother-to-be to give a "baby shower" before the baby is born. Last week Lisa's American and Indonesian friends held a baby shower for her. Lisa has written each of her friends a thank-you note. Here's one of them.*

Dear Margo,



Thanks a lot for the wonderful baby shower and your gifts. I really eLtilozed the party. Ron and I are very grateful for the baby carriage.
I hope you like the photos I've enclosed.

Love,
Lisa

Role-playing

Think of a situation which prompts you to extend wishes and congratulations: a promotion, wedding, graduation, birthday, etc. Your friend might also want to thank you, for Instance, for a card or present, or help from you. Then, with a friend, create a dialog about the "motion.

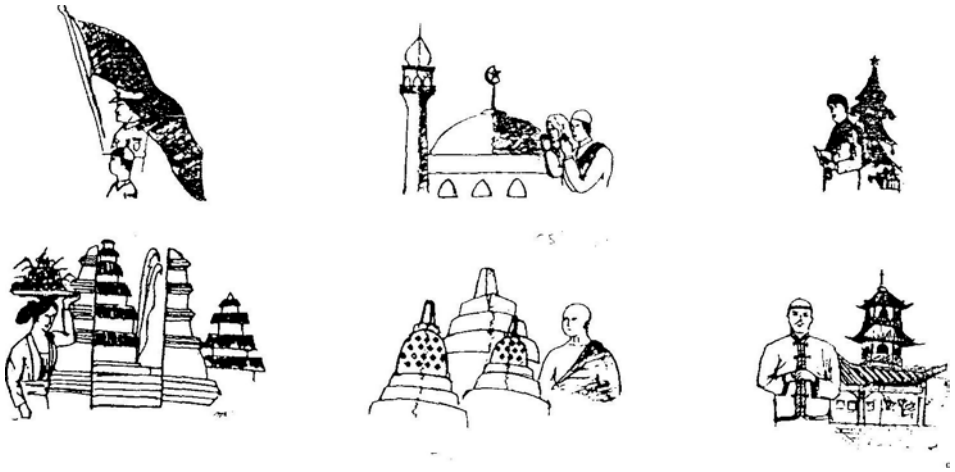
TODAY IS A HOLIDAY

HOLIDAYS

Who doesn't enjoy a holiday? A holiday often eases us from the routines we face every ilk-. On some holidays--public holidays--we don't have to go to school or work. But there to also holidays when we have to go to school or work, but we may still commemorate or celebrate them.

Public holidays are usually marked in red on the calendar, just like Sundays. They can be ILE::.)nal or international holidays. For example, Indonesia's Independence Day is a national IIIcday, New Year's Day is celebrated internationally.

Look at the pictures below. What holiday does each of them represent?.



Naming public and other holidays

Find out how much you know about the names of holidays. Fill out the spaces below Pith the names of public and other holidays.

Look at the calendar. What are Indonesian public holidays this year? Fill out the spaces int the names of these holidays. An example is given.

A. Things we do on holidays

Holidays are commemorated in many ways. Celebrations can be in the form of a solemn ceremony, such as the flag-raising ceremony on August 17.

On religious holidays, we usually go to a place of worship, like a mosque, a church, or a temple. But we also like to have fun on holidays. We sometimes decorate, throw parties, eat special food, or play games.

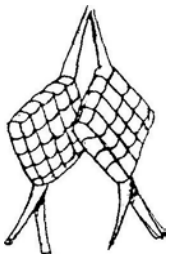
Activity 21 *Associating specific activities with holidays*

Below is a list of specific things people do on holidays. With which holiday(s) do you associate each of the activities below? Add others. An example is given.

THINGS PEOPLE DO	HOLIDAY
asking for forgiveness	*Idol Fitri……*
attending a religious service	.....
carving a turkey	.....
decorating (a tree)	.....
	.....
	.....
giving presents	.....
giving money gifts	.....
going trick-or-treating	.....
participating in a game	.....
paying homage to elders	.....
watching a parade	.....

DIALOG 1

Situation: *Endang is an exchange student in Boston, Massachussetts, USA. Maggie, an American girl, is her close friend there.*



Endang : Ohhh ...! I really miss my family. Next Sunday is *Lebaran.*
Maggie : What? What's on next Sunday?
Endang : Oops! Sorry for thinking aloud. *Lebaran.* We've almost completed Ramadan, the 30-day fast.
Maggie : Oh, yeah, Ramadan. Why do you have to fast, Endang?

Endang : Well, it's a test of ... you know, ... of not giving in to temptations.
Maggie : How's that?
Endang : We've got to practice self-discipline. We can't eat or drink during the day. We should also reflect on our wrongdoings.
Maggie : Oh, like repenting for your sins.
Endang : Yes. Also, we must control our emotions, like not blowing up or giving in to jealousy.
Maggie : Wow! That's hard!
Endang : It sometimes is. Then, after the fasting days are over, there's *Lebaran.* It's a day of victory, so we celebrate it.
Maggie : I see. You've passed the test of self-discipline.
Endang : Yes, and it's a big day for us.
Maggie : You feel like going home, right?
Endang : But I know it's impossible. Well ....
Maggie : Hey, why don't you come with me to Maine'? We're having a family get-together at my grandmother's for Easter.
Endang : Go with you? ... I'd like that.
Maggie : Great. Its beautiful there. You'll love it.
Endang : Thanks for inviting me, Maggie. I feel so much better.

DIALOG 2

Situation: *Lisa is an Australian girl on vacation in Bali. She has just made friends with Putu, a Balinese teenager. They are at Kuta Beach.*

Lisa I heard the 27th is a Balinese holiday.
?utu That's **right.** It's *Nyepi.*
Lisa *Nyepi* .... How do you celebrate it?
Putu There's no celebration at all.



Lisa : What do you mean? You do nothing?
Putu :No. *Nyepi* means *quiet.* On this day, we are not supposed to do anything.
Lisa : Not do a thing?! Wait, wait, wait,.... , I don't get it.
Putu : Well, there are several things we can't do. There is *Amati Geni.* It means that we are not allowed to turn on any lights.
Lisa : No lights at all?! What about radio or TV?
Putu : No way. We can't even make a fire to cook.
Lisa : No food?!
Futu : No eating or drinking. That's Amati Lelanguan. There's also Amati Karva, no working. And *Amati Lelungan,* no going out and walking around.
Lisa : Gee, you can't do much, can you?
Putu : You bet. You won't find taxis or open shops.
Other places of interest are closed, also.
Lisa : Well, I never knew that. Imagine, a holiday with nothing to do!
Putu : Yeah. Hey, Lisa, you won't be here on the 27th, right?
Lisa : That's right. I'll leave the day before.
Putu : Too bad.
Lisa: Well ..., I wish I could be here.

Activity 5 *Giving a talk about the meaning of a holiday*

Putu is asked to give a talk on *Nyepi* to a group of foreign tourists. And Endang, more than likely, will talk about *Nu! Fitni* to Maggie'~ family in Maine.

Imagine that you are either Putu or Endang, who has to give the talk. Prepare your talk at home. First, write down what you want to say using the information from the dialog. Give your talk in the next class session.

Special meanings of holidays

Holidays are special because they are different from our day-to-day routines. Still, a certain holiday can be more special than others. To Dado da Gomez, Indonesia's Independence Day is very special since he was once a member of *PASKIBRAKA (Pasukan Pengibar Bendera Pusaka).*

TRYING TOEFL*)

ACADEMIC KNOWLEDGE*)

MIDTERM TEST*)

Study pages

Focus on ... Likes and dislikes

1 Look at these verbs. We can use them

- to talk about *things*:
  I love *burgers*.
  I don't mind *cold weather*.
  I hate *football*.
- to talk about *doing* things:
  I don't like *cooking*.
  I like *travelling* by train.
  I love *playing* computer games.



2 Make true sentences about yourself. Talk about these things:

chips	washing dishes	shopping
swimming	hot weather	Coca-Cola
dogs	cycling	learning English

3 Do this quiz with your partner. Score up to 5 for each answer (1 = *I hate* ... 5 = *I love*).

you like an EASY life a HARD life?

ou like ...

. chocolate? .....
. watching cartoons on TV? .....
. staying in bed till midday? .....
. sunbathing? .....
. relaxing in a hot bath? .....
. having breakfast in bed? .....

TOTAL .....

. having cold showers? .....
. going for long walks? .....
. cleaning your room? .....
. getting up at dawn? .....
. long bus journeys? .....
. revising for exams? .....

TOTAL .....

Which is bigger, the blue score or the red score?

Pronunciation: Clusters (1)

1 These words and phrases have two or more consonants together.
Try saying them, then listen to check.

clothes	bookshop
street	get dressed
get engaged	chemistry
friend	strawberry
postcard	at the next table

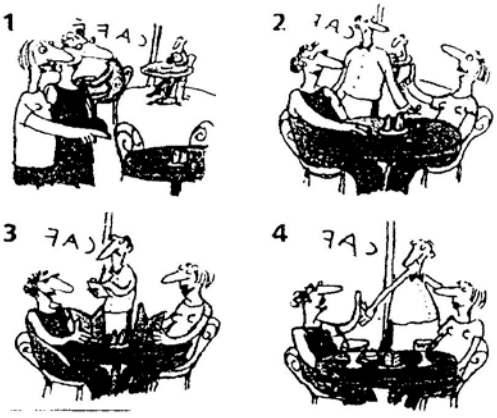
2 Write a sentence. Use at least two of the words or phrases from the box.

3 Read out your sentence.

Phrasebook: In a café

Match the remarks with the pictures.

I'd like a strawberry ice-cream
What would you like?
Could we see the menu, please?
Could we have the bill, please?
Let's sit here.



Now listen and check.

Work in threes. Have similar conversations.

You're in a café. Order a coffee, a tea and some chocolate cake.

You're in a pizza restaurant. Order two pizzas, a salad and a Coca-Cola.

HOW MUCH IS IT?

GOING SHOPPING

Who doesn't like to go on a shopping spree every once in a while? It can be exhausting sometimes, but it's great fun. We can go shopping anytime--in the morning, afternoon, or evening, on weekdays and even on most holidays. We buy things not just for ourselves but often for other people as well.

A. Shopping places



There are lots of stores and shopping places. We can buy practically anything at a department store, but sometimes we may want to go to a specialty shop because there is a larger or better selection of a particular item there. You may want to go to a boutique for a new party dress, or to the big bookstore at the mall because it has a wider selection of novels.

Activity 1 ***Identifying particular shopping places***

In what particular place can you buy each of the following items? Next to each item, write down the name of the place. You can write more than one shopping place for some items. Look at the example.

rollerbiades	department store, sporting goods store
newspaper	.....
donuts	.....
rice cooker	.....
cough syrup	.....
Balinese handicraft	.....
fancy wrapping paper	.....
diamond ring	.....
Engiish dictionary	.....
used car	

Activity 21 *Identifying places and their services*

Besides buying things, we also buy services. Hotels, restaurants, schools, and cours provide services to people. What kinds of services do they provide? Look at the list of plac that provide services. What particular services can we get at these places? Write them down phrases in the space provided. The first two have been done for you.

PLACE	SERVICE
hotel	-- *renting a room*
money changer	-- *exchanging rupiahs for U.S. dollars*
travel agency	.....
garage	.....
post office	.....
library	.....
cinema	.....
music school	.....
sports club	.....

B. Buying and selling

At the store, we sometimes need to ask for information. For example, if you don't knc the price of an item you want to buy, you have to ask the salesclerk. You may also want ask for a particular brand or to know about the quality of goods.

What do you say to a salesperson, and how does he or she respond? Go over the following dialogs. Pay attention to the italicized parts.

Dialog 1

Situation: *Nana is in a boutique.*



Nana : *Excuse me. Can you help me? Do you have this dress in another size?*
Clerk : *What size would you like?*
Nana : Medium.
Clerk : Here you are. You're very lucky. *It's on sale.*
Nana : *How much is it?*
Clerk : Rp 60,000.
Nana : Wow! That's expensive. *Can you give me a discount?*
Clerk : *It's already marked down 50 %.*
Nana : Okay, *I'll take it.*
Clerk : *Cash or charge?*
Nana : *I'll pay cash.*

Dialog 2

Situation: *Joko is in a sports store.*



Clerk : *Are you looking for something in particular?*
Joko : Yes. *Where can I find string for my tennis racket?*
Clerk : Right here, sir. What color would you like? We have yellow and red.
Joko : *What's the price?*
Clerk : *The yellow one is Rp 12,500. The red string costs Rp 15,000.*
Joko : I'd also like to have my racket restrung. Can I have it done here?
Clerk : Yes, you can.
Joko : *Do I have to pay for that?*
Clerk : No, it's free.
Joko : Great. *I'll take the yellow one.*
Clerk : *Anything else?*
Joko : Yes, two cans of tennis balls.

Clerk : Which brand ?
Joko : Dunlop. How much is that altogether ?
Clerk : Rp 24.000 for 2 cans of tennis ball, and Rp.12.500 for the string. That's Rp 36.500 altogether

Expressions for buying and selling

Below are expressions that customers and salespeople use. Some were used in the dialogs above. Study the expressions.

EXPRESSIONS USED BY SALESPEOPLE

– May I help you? – What else would you like – What style of clothing would you like? – I'm sorry. We're out that – We don't carry that line of book – Is the something special you are looking for?	– We having a sale until Saturday – We accept major credit cards – Will that be cash or charge – Here's you change – That wil be Rp 55.000 altogether –

EXPRESSIONS USED BY CUSTOMERS

– Can you help me? – May I see that blouse over there? – Can I try this sweat shirt on? – Is there a discount on these sport shirts? – Can you tell me where I can find a sleeping bag	– Are these oranges on sale too? – I'm just looking around – I'm looking for a world atlas – How much are these roses? – Do you have this toaster in a different color

Nowadays, for the sake of convenience, most prices are fixed. If there is a sale or a discount on a certain item, a sign usually says so
At market stalls, we can negotiate about prices, trough. Do you know of other places where we can bargain.

Activity 3 1 *Distinguishing expressions used by the customer and the salesperson when bargaining*

Listen carefully to the questions and statements. Decide which expressions are used by the customer and which by the salesperson. Put a C for *customer* and an S for *salesperson* next to the numbers below. Some expressions may be used by both; mark these expressions with a CS.

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

Activity 4 1 *Using expressions for buying and selling*

a. Complete the dialog below with expressions for

buying and selling.

Situation: *Ferry is in a department store.*

Ferry Excuse me, Miss, can you help me?
Salesgirl Yes, ...?
Ferry I'm looking for perfume for my fiancee. ..... ?
Salesgirl Well, *Joy* is very nice.
Ferry ..... ?
Salesgirl : It's Rp 195,000.
Ferry : What? That much?! ..... ?
Salesgirl : I'm sorry. It's ..... You'll get this lovely bag with it--for free.
Ferry : Oh, O.K. I hope my fiancee likes it.
Salesgirl : I'm sure sh. will. ..... ?
Ferry : Yes, could you gift-wrap it for me?
Salesgirl : Sure, but ..... Just Rp 2,500.
Ferry Oh, that's all right.

Situation 1:

You are at a department store and want to Inc a shirt (or any other piece of clothing) as a birthday present for a friend. .4 *salesclerk comes to help you.*

Situation 2:

You are at a flea market and see something unusual that you want. Bargain t_o *get a good price for the item.*

1. One and ones

Sofia : What do you think? Shall I buy the red *blouse?*

Rana : The blue *one* will look better on you.

Mother : What about these *sneakers?* They're ,nice.

Son : No way, Mom. The *ones* over there are really cool.

One and *ones* are used to replace the noun(s) mentioned before. *One* is singular and *ones* is plural.

2. *Another* and *others*

Customer : This bag has a scratch on it. Can you show me *another (one),* please? Sales clerk : of course.

Sales clerk : Would you like these *greeting cards?*
Customer : I haven't made up my mind. Do you have some *others?*

Another means *an additional one* or *one more. Others* is the plural form of *another* and means *additional ones* or more.

3. *The other*

Meta : Have you got a birthday present for Nathan?
Vera : Yeah, two ties. One is silk, and *the other* is cotton. I hope he'll Like theme

The other or *the other one* refers to the second of two things.

4. The others

Mrs. Wills: Oh, this mug is chi ed.
Mr. Wills : What about *the offers* . Have you checked them all?

The others or *the other ones* refers to *two or more things.*

COLUMN A	COLUMN B
1. home delivery	a. money returned for previously paid goods or services
2. clearance sale	b. buying on the spur of the moment
3. mail order	c. sale of used household and personal articles held at the seller's home
4. installment purchase	d. looking at the goods in store windows without buying
5. impulse buying	e. security for a loan
6. service charge	f. system of paying for goods over a period of time
7. refund	g. buying and selling items through the mail
8. collateral	h. amount added to the price of goods to pay for service
9. window shopping	i. sale to get rid of old goods and make room for new ones
10. garage sale	j. the service of delivering goods to the home

Considering a major purchase

Once in a while we have to make a major purchase, like buying a personal computer, a motorbike, or a house. Sometimes we also have to pay a lot of money for the admission fee to a school or college. What do we do if we don't have the money, or not enough of it?

Activity 7 *Listening for details in a dialog*

You will hear a dialog twice. Listen carefully. Then complete each of the following sentences by choosing the correct option (A, B, or C) based on the dialog.

Situation: *Dimas and Nanan, a newly married couple, are asking Nanan's father for advice.*

1. Dimas says that
   a. houses are getting more and more expensive.
   b. he would like to borrow money from his father-in-law.
   c. he and Nanan want to rent a house.

2. Nanan's father suggests that
   c. they buy a less expensive house.
   b. they borrow money from the bank.
   c. they keep on saving money.

3. Nanan's father also says that
   a. the bank would not need collateral.
   b. he will finance the purchase of the house.
   c. Dimas and Nanan should use their savings for a down payment.

4. Dimas and Nanan probably have ..... in the bank.
   a. around Rp 20,000,000
   b. close to Rp 78,000,000
   c. less than Rp 15,000,000

5. Dimas ..... the monthly installments.
   a. is sure he can pay
   b. wonders whether he can pay
   c. wants Nanan to help pay

A means of payment

Besides using paper money and coins, there are other forms of payment which are often safer and more efficient. There are, for example, money orders, bank drafts, personal checks, traveler's checks and credit cards.

What's for sure is that the number of credit card customers is increasing. Maybe someone you know has a credit card. Do you have one, too? How much do you know about credit cards? Let's find out. Read the following.

Charge, please!



"Cash or charge?" the cashier asks. "Charge, please," Mutia says, handing her credit card to the cashier. Mutia swears by this plastic money. She pays cash only when the purchase is below Rp 50,000. She has used a credit card for over five years, and so far has not had any trouble with it. But Mutia uses her credit card wisely. She keeps careful track of what she has bought by credit card, sees to it that she does not exceed her spending limit, and pays her monthly dues on time.

What are credit cards? What are their benefits? Their risks? A credit card serves as legal payment in place of paper money or coins. It is issued by a bank to an individual for a set period of time. To become eligible for a credit card, we must usually have a bank account and meet the required minimum annual income. Based on our income, the issuer sets a credit limit, which we should not exceed.

The credit card has many advantages. We can use it to pay for groceries at the local supermarket, lunch at a fast-food outlet, or for audio cassettes at the music shop. We can also use the card to buy an airline ticket and to settle bills in hotels in the country or abroad. With a credit card, we can order books from a US-based publisher and pay our registration fee for a conference anywhere. While some cards can be used only locally, others are accepted worldwide.

The most practical benefit of the credit card is that cardholders do not need to carry cash with them. Cards come in handy when we buy on impulse and may not have enough money with us. With a credit card, we can pay for things in an emergency, without having to wait for our end-of-month paycheck. Our card even enables us to get a cash advance from an authorized bank or from an ATM.

Most credit card services have insurance plans. If we pay for our airfare with a credit card, we are automatically insured against travel accidents, not just on the flight, but during the whole trip. Some card issuers offer purchase insurance. In case of loss, theft, or accidental damage of the goods bought, the cardholders can submit a claim so that he or she will not be charged for the items.

There are more uses of the card, and more to come, as card issuers come up with ever more attractive offers.

With all its benefits, having a credit card involves some risks. One is the cardholder's tendency to spend more money than he or she should, or can afford to. Who isn't lured by the buy-now-pay-later concept? Actually, when you use a credit card, you buy on credit, which means that you have to pay interest. And like all other bank loans, your debts will swiftly add up when you fail to make the regular monthly payments. Another risk is being overcharged: You have to pay for things you have not bought. In this situation, you have to send in a claim stating that you did not make the purchase(s) charged to your account.

It is important that you take good care of your credit card. A damaged card may hinder the processing of your transactions. Don't leave your credit card lying about, and don't lose it. Be sure that you have a photocopy of it.

In case of loss or theft, immediately call the 24-hour customer service. They will block your card and you will get a replacement. Another thing you should check is whether the card you carry is accepted at the place you want to use it. Just look for the familiar stickers of Visa, Master, and other cards. You don't want to be in a spot when you are paying for something, do you? Credit cards are, indeed, very convenient, provided we use them wisely and efficiently.

Activity 8 ***Distinguishing between true, false and not clear statements***

Determine whether each of the following sentences is *true*, *false* or *not clear* according to the passage. Write T for *true*, F for *false* and NC for *not clear* in the spaces provided.

1. Mutia prefers credit card payments to paying cash. .....
2. The card issuer sets a time limit for the cardholder. .....
3. Cardholders can spend as much money as they like. .....
4. In some cases, a customer can shop from home and pay by credit card. .....
5. A credit card has just one practical benefit. .....
6. Many credit cards include travel insurance, provided the user pays for the trip by credit card. .....
7. Credit cards do not charge interest. .....
8. Cardholders are exposed to a number of risks. .....
9. Cardholders are big spenders. .....
10. It is wise to use a credit card for big purchases only. .....

Food and drink

1 Dishes

This is a Mediterranean dish called Moussaka. It has aubergines, onions and tomato in it, with lamb or beef, and there's also cheese in it.

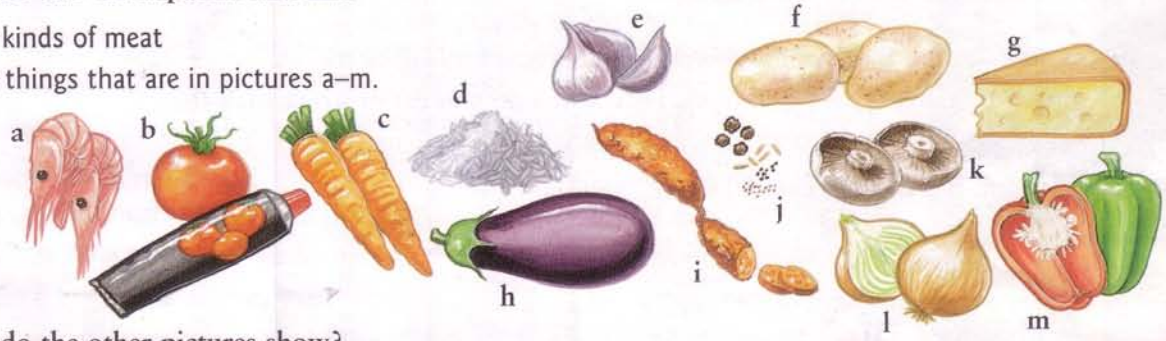




Singapore Stir-fried Noodles is a Chinese dish. The noodles are cooked with prawns, pieces of pork or chicken, peppers, garlic, mushrooms and spices.

1 Read the two descriptions and find

- four kinds of meat
- nine things that are in pictures a–m.



What do the other pictures show?

2 Look at these dishes. What do you think they have in them?



Murgh Korma (India)



Jambalaya (USA)



Spaghetti Bolognese (Italy)



Irish Stew (Ireland)



Töltött Paprika (Hungary)

Someone describe the dishes. Listen and check your answers.

3 Choose a dish you know. What does it have in it? Can other students guess what it's called?

2 Good for you?



1 What kinds of food and drink can you see?

2 Which are good for you? Which are bad for you? Make two lists.
Read out your lists. Do you all agree?

3 *Student A*: Ask B about the things in each list.
Student B: Answers A's questions. How often do you eat or drink each thing?
– every day? – quite often? – not very often? – never?
Is Student B a healthy eater?

How often do you eat fruit?

Not very often.

3 A packet of ...



1 You can buy food and drink ...
... in packets ... in cans ... in bottles
... in bags ... in cartons ... in jars
Match the words with the pictures.

2 Here is somebody's shopping. What can you see?

There's a packet of sugar ...



3 Role-play

Student A: You're a shopkeeper. You have *ten* of the things in the picture Make a list.

Student B: Make a shopping list. You want to buy *five* of the things in the picture.

Now go shopping. How many things can you buy?

I'd like a jar of honey, please.

OK. Here you are.

And a packet of sugar, please.

Sorry. We haven't got any sugar.

4 Unusual places to eat

Reading and listening activity

1 Read about the four restaurants. Where can you find these things?

a fish served in a yellow sauce
b tables and chairs that look like fish
c a train to take you to the restaurant
d red tablecloths
e two waiters to serve you instead of one
f a disco that looks like a graveyard

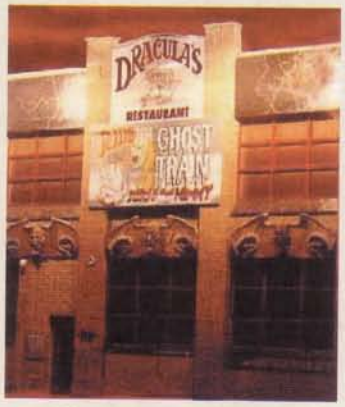
2 What is unusual about each restaurant?

– the food?
– the atmosphere?
– the waiters/waitresses?
– the customers?
– the furniture?
– the view through the windows?

3 Three of the restaurants are real places, but one is invented. Which one do you think isn't real?

Dracula's Restaurant

• *Melbourne, Australia*



Dinner is different at Dracula's. Start your evening with an interesting cocktail in the Graveyard Bar, then get on the ghost train for the dark, terrifying journey into Dracula's Restaurant. There you can enjoy a four-course meal and a two-hour cabaret, followed by dancing in the Graveyard Disco. Dracula's is great for just two people but also for birthday parties, office parties – even wedding parties. Dress: black is best!

Red Sea Star Restaurant

• *Eilat, Israel*



Do you enjoy eating by the sea? How about *under* the sea? The Red Sea Star Restaurant lies seven metres under the sea and 35 metres from land, and is surrounded by coral and colourful fish. The restaurant is lovely inside, too, with its strange, flowing windows, and fantastic fishy furniture. This is a wonderful place to have a meal. And the best thing on the menu? The fish, of course.

Colours Restaurant

• *London, England*



Colours Restaurant has a different colour for each night of the week. Friday is Yellow Night, and all the food is yellow or orange. You might have carrot soup, then fish in a lemon sauce, then a fruit salad. Other things change, too. On Saturday the food is red, and so are the waiters' jackets, the tablecloths, and even the flowers. On Wednesdays, everything is blue and purple. So find out the day's colour before you go, as most guests like to choose clothes that go with their meal.

Twins Restaurant

• *New York, USA*



All 80 people who work at Twins Restaurant are identical twins. They work together at the same tables, and they wear the same clothes. The owners are twins, too. Lots of other things here are in pairs: there are double lamps, double mirrors and, of course, double bar stools. You don't have to be a twin to eat here, but if you are, come along together: you can sign our twin guest book, we'll put your photo on the wall – and you get two drinks for the price of one!

Consolidation

Simple and continuous

1 Read the two texts. How are they different?



Jane Barrett is a writer. She writes children's books. She uses a computer a lot in her work. She uses the Internet to find information for her books, and she writes the books on the computer, too.

Today is Saturday, and Jane isn't working. She's sitting on her balcony reading a magazine. Her son David is inside – he's playing a computer game on his mother's computer.



2 Put the verbs in the correct form. Use the Present simple and Present continuous tenses.

a Every Monday I [buy] a new book. I [read] it every day on the train, and I usually [finish] it on Friday. At the moment I [read] Goldfinger, by Ian Fleming. It's very good – I [enjoy] it very much.

b This week, my brother [work] very hard, because he [do] his school exams. So he [not watch] much TV at the moment. That's good, because he usually [watch] four or five hours a night!

get

Here are some sentences with *get*.

He gets up at 8 o'clock, gets dressed and has breakfast. Then he gets into his car and drives to work. He gets to work at 9 o'clock.

Some people got off the bus and some got on.

They got engaged in June and got married in July.

What is happening in these pictures? Make sentences with *get*.



Review

There is/have got

What are the missing sentences?

there is/are		have/has got
There's a swimming pool in the hotel.	↔	.....
.....	↔	This town's got seven cinemas.
There aren't any onions in this shop.	↔	.....
.....	↔	Has this café got a toilet?
There aren't any windows in these classrooms!	↔	.....

Things in rooms

What would you expect to find in these places?



a classroom



an office

Make two lists.

Adjectives

1 What are the opposites of these adjectives?

– They're very rich.
– Is the shop open?
– He's got fair hair.
– She's got long hair.
– Their car's really fast.
– Is it safe at night?
– That jacket's cheap.
– My father's quite old.

2 Can you unscramble the adjectives in these sentences?

a My office is in the centre of town, so it's very ceeinnnotv for the shops.

b – Have you got a egilns room?
– Sorry, sir. We've only got bdelou rooms.

c The station's very cddeorw in the mornings.

d The train's always on time – it's very abeeillr.

e I like them. They're very aaelnpst people.

f This is a really abceflmoort chair.

The past

1 Famous firsts

Past simple

1 Look at the table. What are the missing past forms?

Now read about Charles Lindbergh. Fill the gaps with verbs from the table.



When Charles Lindbergh ..... from New York to Paris in 1927, he ..... much food with him. He ..... New York in his plane 'Spirit of St Louis' with several bottles of water and five sandwiches. During the flight he ..... the water, but he ..... all the sandwiches – he still ..... three of them when he ..... in Paris 33 hours later. 'I ..... hungry,' he told reporters.

Positive	Negative
was	wasn't
arrived	didn't arrive
ate	
	didn't drink
flew	
	didn't have
took	
	didn't leave

2 Look at these verbs. What are their past forms?

be call cut explode go kill like put say take use

Here are two more stories about 'famous firsts'. Can you complete them?

THE FIRST POTATO CRISPS



One day, a customer in an expensive New York restaurant ..... the waiter and told him that he ..... his chips, because they were too thick. The waiter ..... very annoyed. He ..... into the kitchen, took a potato, ... it into very thin slices, and ..... the slices into a pan of very hot oil. Then he ..... them back to the customer. To his surprise, the customer ..... that they tasted delicious. They ..... the world's first potato crisps.





THE FIRST TRAFFIC LIGHT

In 1868, the City of London set up the world's first traffic light outside the Houses of Parliament. The traffic light ..... electricity – instead it ..... gas lamps behind red and green glass. Unfortunately, it ..... very successful: after a few days, it ..... and ..... a policeman. It was almost 50 years before they built another traffic light!





3 Choose one of the three stories. Cover the text, and try to tell the story yourself.

2 Did you have a good time?

Past simple questions

1 This person recently got back from a visit to Austria. What questions could you ask him?



Where? stop? Vienna? How? a good time? When?

2 Some friends ask him about his trip.

Are their questions the same as yours?
What answers does he give?

3 What could you ask these people? Think of one or two questions.







4 *Student A*: Think of something you did recently. Tell B.
Student B: Ask some questions.

3 Three days ago

... ago

1 You will hear someone answering these questions. Write her answers in the table.

When did you last ...	*The speaker*	*Your partner*
a ... go away for the weekend?	Two months ago	
b ... go out for a drink or a meal?	ago	
c ... go to the theatre, the cinema or a concert?		
d ... go out for a walk, a run or a swim?		
e ... go to a party, a club or a disco?		
f ... visit friends or relatives?		

How much does she go out? Mark her position on the scale.



never goes out — goes out a lot

1 2 3 4 5 6 7 8 9



2 Now interview your partner, and mark his/her answers on the table.

Where does your partner come on the scale? What is the most interesting thing you found out?

Focus on Form

1 Irregular past forms

drink	give
eat	see
fly	find
have	drive
leave	read
take	come
go	sing
buy	put
make	wear
tell	write

What are the past forms of these verbs?

Student A: Choose a verb and make a sentence in the past. Say *buzzed* instead of the verb.

Student B: What's the missing verb?

Yesterday I *buzzed* a good film. — saw

He *buzzed* me his name. — told

(There's a list of irregular verbs on page 128.)

2 Positive and negative

She washed / didn't wash her hair. He had / didn't have a shower.

Imagine three things your partner did yesterday, and three thing he/she didn't do yesterday. Write them down.

Read out your sentences, and see if you were right.

You had a big breakfast. You didn't cook a meal.
You sang a song. You didn't make your bed.
You watched the news. You didn't drive a car.

3 Wh- questions

Did you invite John to the party? Jane? Alice?

▼

Who did you invite to the party?

Ask *Wh-* questions. Use these question words.

What Where Why When How much

a Did they go to a restaurant last night? a theatre? a cinema?
b Did he leave because he was ill? because he was bored? because he was tired?
c Did you spend £5? £10? £20?
d Did she say 'Hello'? 'Go away'? 'Goodbye'?
e Did your mother arrive yesterday? two days ago? last week?
f Did you study French at university? maths? economics?

4 ago

They arrived about three hours ago.
He bought a new car six months ago.
I last washed my hair two days ago.

How long ago did these things happen?

a We went for a drive *on Saturday*.
b They got married *in 1996*.
c I had breakfast *at 6 o'clock this morning*.
d He left school *last June*.
e She spoke to me *at the start of the lesson*.

How to say it

1 Listen to *didn't* and *wasn't* in these sentences. Practise saying them.

He didn't go to school today.
I didn't spend any money.
I wasn't very hungry.
She wasn't there yesterday.

2 Listen to these *-ed* endings.

arrived	washed	visited
killed	liked	waited
used	watched	exploded
called	asked	

Practise saying these sentences.

I think she liked the film.
He washed the dishes.
I watched television.

A place to live

1 Home

1 Match the descriptions with the pictures. How do you know?









1 We've just moved to a house in the suburbs. It's got three bedrooms and a large garden. It's very spacious and there's lots of room for the children. The living room faces south, so it's fairly sunny.

2 I've got a four-room flat in a big block near the city centre. It's on the 5th floor, and has a lovely view of the park. Unfortunately it's on a main road, so it's fairly noisy.

3 They've got a little cottage in the country. It's in a lovely position, right on the edge of a small lake, but it doesn't get much sun, so it's rather dark inside.

4 I've found a quiet flat in the old part of the town. It's a bit small – just two rooms – but it's got a balcony which looks out on a square.

2 Now complete the first part of the table.

	What type?	*Where is it?*	*More about its position*
		in the country	
	flat		
			faces south
			

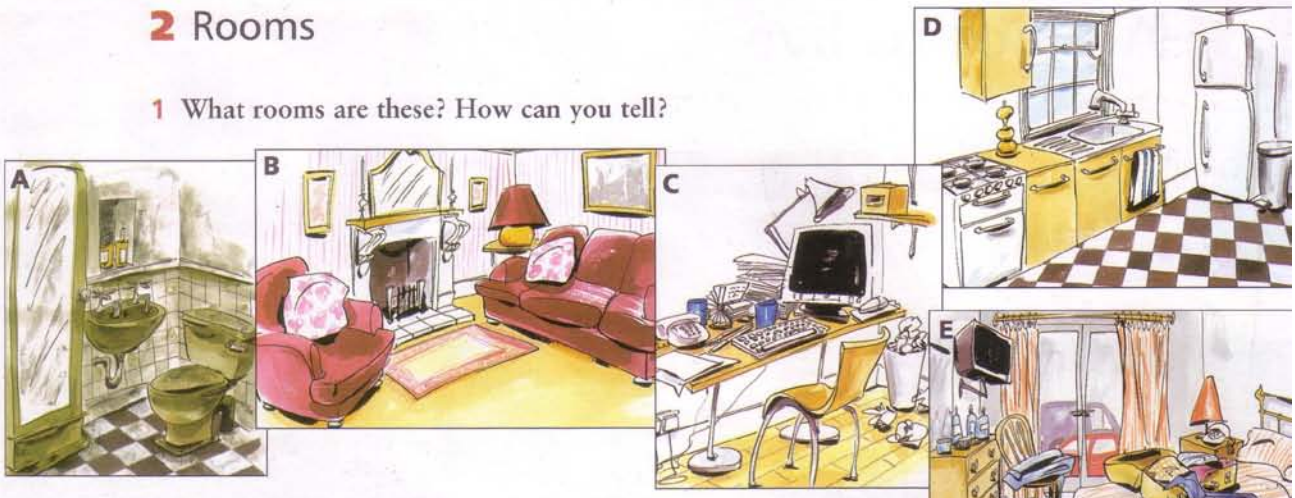
Partner's home			

3 Find out about your partner's home. Write notes in the table. Using your notes, write one or two sentences on a piece of paper.

Tony lives in a small flat in the city centre. It

2 Rooms

1 What rooms are these? How can you tell?



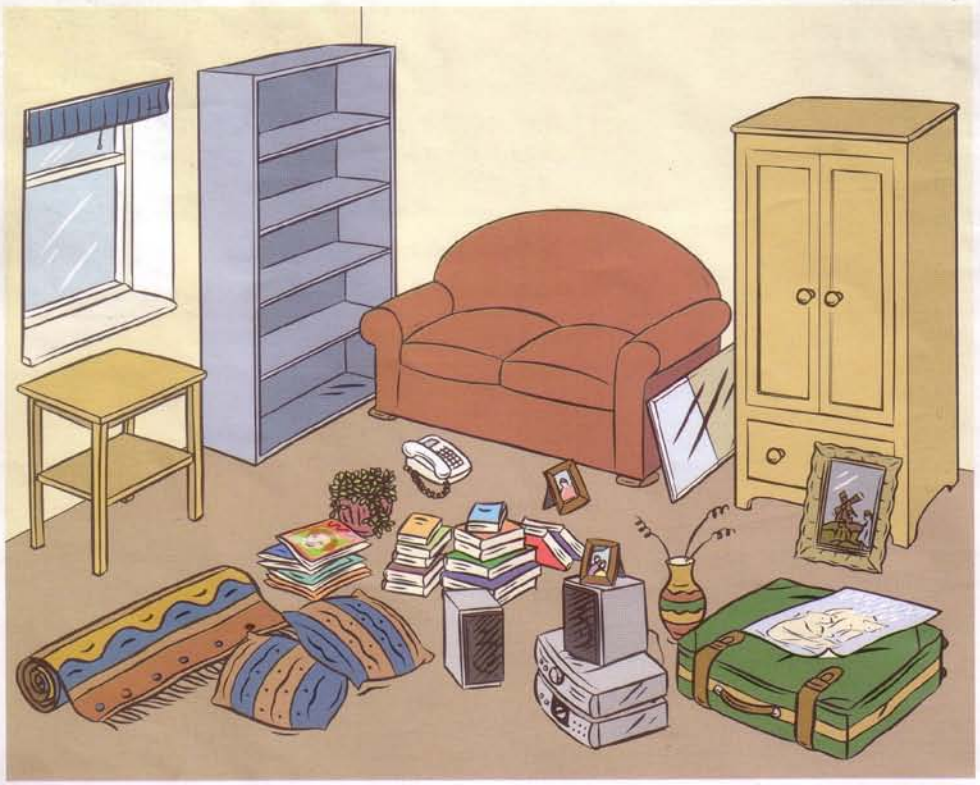
2 Look at these adjectives. What are their opposites? Use them to describe the rooms in the pictures.

small dark comfortable tidy quiet clean

3 Three people describe a room they were in recently. What kind of rooms are they?

Now think of a room you were in recently. What was it like? What was there in it? Can other students guess what room you are describing?

3 Everything in its place



1 This is Mike's new room. What things ca you see in it?

2 Where could he put things in the room?

He could put the sound system on one of the shelves.

The rug could go by the window. Or he could put it in th middle of the room.

3 Work in pairs.

Student A: Look at the picture of Mike's room on page 105.
Student B: Look at the picture of Mike's room on page 106.

Say where things are in your picture. Can you find seven differences?

4 Two ghost stories

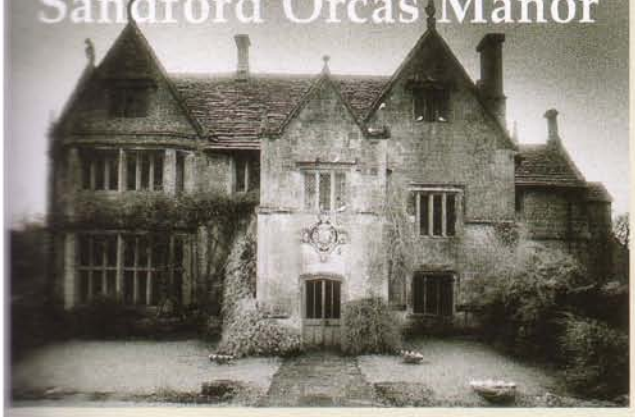
Reading and listening activity

1 Before you read, find out what these expressions mean. Use a dictionary to help you.

ghost	servant	priest	owner	to scream
haunted house	master	sailor	farmer	to bang on the door

2 Read about Sandford Orcas Manor, and answer the questions.

Sandford Orcas Manor



THERE ARE many haunted houses in Britain. Most of them have one ghost. But the 16th century manor house in the village of Sandford Orcas, in south-west England, has four.

1 One is the ghost of an 18th century priest who used to kill visitors while they were asleep in their beds. He still sometimes frightens guests in the middle of the night by standing over their beds holding a knife.

2 The ghost of a servant sometimes walks along the dark corridors of the house at night. He killed his master at Sandford Orcas, but nobody knows why.

3 Another is the ghost of a young man who grew up in the house and then became a sailor. While he was at sea, he killed a boy. When he came home, they locked him in a room at the back of the house. He never left the room again, and died there several years later. On some nights when the moon is full, you can hear him screaming and banging on the door of the room.

4 The fourth is the ghost of a farmer. He often appears in the garden wearing old working clothes. He was a previous owner of the house, and he killed himself by hanging himself from a tree in the garden. Perhaps he was frightened of the ghosts.



a How is Sandford Orcas Manor different from most other haunted houses?

b Complete the table about the ghosts.

c Find the four ghosts of Sandford Orcas Manor.

Which ghost?	*He killed …*	*You can see/hear him in …*
1	visitors	
2		the corridors
3		
4 previous owner		

Consolidation

Past time expressions

Here are some ways to talk about time in the past.

yesterday	I saw her	yesterday afternoon. the day before yesterday.
this ...	I saw her	this morning. earlier this year.
last ...	I saw her	last Saturday. last April.
in, on, at	I saw her	in January 2000. on Tuesday. at the weekend.
... ago	I saw her	a few days ago. two years ago.

Try to answer these questions in at least two ways.

When was the last time it rained?

When did you have breakfast?

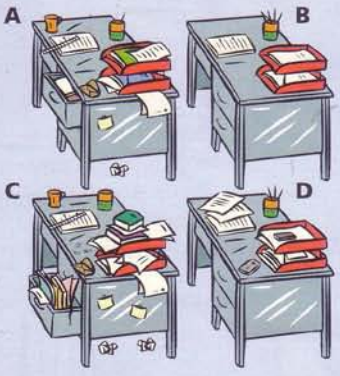
When were you born?

When did you start learning English?

When did you last buy a pair of shoes?

Very, quite ...

Look at these desks. Which sentences describe them best?



It's very tidy.

It's quite / fairly tidy.

It's not very tidy.

It's a bit untidy.

It's quite / rather untidy.

It's very untidy.

What are these things and people like?

- your desk
- this classroom
- your neighbours
- your house/flat
- buses in your town
- your brother/sister

My neighbours are quite rich, but they're not very friendly.

Review

Questions

1 Ask yes/no questions.

a Kangaroos come from Peru – is that right?
b I think she speaks Greek (but I'm not sure).
c The island's got an airport (I think).
d Maybe there's a bank near here (maybe not).
e I hope there are some good beaches.
f Maybe he's working. And maybe he isn't.

2 Ask *Wh-* questions. What are the answers?













Travelling

1 Here are some ways to travel. Fill the gaps.

a You can drive / go by car

b You can fly

c You can cycle

d You can ... / go on foot

e You can go .....

f You can go .....

g You can go .....















2 Ask your partner questions.

How do you go to (the shops)?

When did you last go somewhere by (boat)?

What will happen?

1 Fortune telling

will, won't • questions with 'will'

1 What do you think the fortune teller says? Make sentences using *will* or *won't*.



... meet a tall dark stranger ...
... like him ...
... fall in love ...
... be happy ...
... stay together ...
... leave him ...
... a long journey ...
... a foreign country ...
... a house ...
... married ...
... rich ...
... happy.

Listen and check your answers.

2 Imagine the fortune teller is telling your fortune. What questions could you ask?

Where? How? Who? When? How much? What?

You'll meet someone special, and you'll go on a long journey. A tall stranger will give you some money, and you'll use it to buy something you need. Before the end of the year, a friend will tell you something important, and your life will suddenly change.

3 *Student A*: Tell B's fortune. Answer his/her questions.
Student B: A is telling your fortune. Find out more by asking questions.

4 Write two predictions of your own, one with *will* and one with *won't*.

It won't rain tomorrow.

The world will end on Tuesday afternoon.

I won't pass my English exam.

The price of petrol will go up soon.

United will win the match on Sunday.

2 It might rain

might

1 Read what the boy's mother says. What does *might* mean?

2 Here are some other things she says. Add a sentence with *might*.

Take some sandwiches ...

Don't forget your jumper ...

Have you got your Walkman? ...



3 This woman is going on a business trip to Paris. Make some suggestions.




swimsuit


gloves


sunglasses


computer


phone


camera

?

.....

3 A bright future?

probably • might



Are you an OPTIMIST or a PESSIMIST?



1 ☐ Everyone will have enough food to eat.

2 ☐ People will live 100 years or more.



3 ☐ We'll find a cure for cancer.

4 ☐ There will be peace everywhere.



5 ☐ We'll discover a new kind of energy.

6 ☐ There will be another world war.



7 ☐ We'll run out of oil and gas.

8 ☐ All the fish in the sea will die.



9 ☐ New diseases will kill millions of people.

10 ☐ Unfriendly aliens will attack the Earth.

1 do this questionnaire. write A, B, C, D or E by each sentence.

How optimistic is the speaker? Give him a score:

Green sentences A = 5, B = 4, C = 3, D = 2, E = 1

Red sentences A = 1, B = 2, C = 3, D = 4, E = 5

A It will happen.
B It will probably happen.
C It might happen.
D It probably won't happen.
E It won't happen.

2 Do the questionnaire yourself with a partner. Who is more optimistic?

Who is the most optimistic person in the class? Who is the most pessimistic?

3 Lilis has to wake up early in the morning.
In fact, she hates to leave the comfort of her warm bed at such early hours.

Lilis might not get many clients from her tennis club. But she should keep on trying.

5. Dian might not be the smartest student in her school.
But her friends liked her because of her personality and her good work.

SPEAKING SKILL : **How to prepare for a presentation**

As an active member of an organization, you may have to represent the organization in meetings by giving a presentation. Giving a presentation is not very easy. You may not have the experience of talking in front of an audience. Or perhaps you are timid and shy, so that it is not easy for you to face an audience. Presentations are extremely important in creating an image of your idea. Even if you have an excellent idea, its acceptance depends on how effectively it is presented. If you deliver an ineffective presentation, the chances of achieving your goals are limited. The following tips may help you avoid this situation.

Preparing for a presentation

Analysis

- Who is your audience?
- How many people are there?
- Is the occasion formal or informal?
- How much time do you have?
- What kind of response do you want?
- What do you hope to communicate to this group?

The presentation

- Select your main ideas and develop them.
- Arrange those ideas so that they develop into a logical conclusion.
- Support each idea with facts and explanations.
- Plan your content to fit the time allowed.
- Remember to summarize main ideas in the conclusion.
- Prepare any props you need (e.g. whiteboard and markers, overhead projector).

The delivery

- Your appearance:
  Dress comfortably but professionally.

Keep your back straight, maintain good posture.
Use hand gestures only when stressing your point.
Be enthusiastic.
Pay attention to your body language.
Maintain eye contact with the audience.

- Your voice:

Don't speak too fast.
Pronounce your words clearly.
Project your voice so that the people in the back can hear you.
Try not to use too many pauses or hesitations.

Some expressions to use in giving a presentation

Welcoming :

-. Good morning, ladies and gentlemen.
-. Welcome to . .
-. It's very nice to see you all today.

Introducing the subject :

-. I'm going to talk about . .
-. The title of today's presentation is
-. This talk is . . .

Referring forward :

. **I'll** say more about that in a moment.
-. I'll co-me back to that later on.

Referring back :

-. As I said/mentioned earlier/before .
-. Going back to what I said earlier

Moving on :

-. That brings me to my next point.
-. Let's move on to the question of .

Referring to visuals :

-. As you can see from this diagram/graph/table
-. These figures show
-. If we look at this chart

Giving examples :

-. For instance .
-. For example .. .
- Let me give you an example

Inviting questions :

-. Any questions so far?
-. Does everyone follow that?
-. Is that clear?
-. Does anyone/everyone know what -. Are you familiar with . ..?

Finishing off :

-. Well, that was a brief overview of the subject. -. Well, I hope that has given you some idea of -. Thank you very much for your attention.

Activity _4_ *Evaluating a presentation*

Evaluate the following presentation. Read the text, then work in groups to answer the questions that come after the text.

Ira Wirianto:
Good morning. Let me introduce myself briefly. Some of you may already know me better than the others do. My name is Ira Wirianto. I am the Public Relations Officer of Tara Adventure. One of my responsibilities is to introduce our travel agency to the public. For this reason, I have asked you all to join me here today so that you can get more acquainted with this company. - Tara Adventure was established in 1978 as Tam Travel, with Mr. Suratman as the head of the company. In 1985, Mr. Adrian Dwianto was appointed head of programs, and as such, was the one responsible for the adventure tours which have proven to be popular with the market and have become our special trademark. That was the reason why, in 1990, Tara Travel changed its name into Tara Adventure. We offer adventure programs for people of all ages, such as bungee jumping, white water rafting or sailing.

Questioner:
Excuse me. If you don't mind me interrupting, Miss Ira, would you explain what bungee jumping is?

Ira Wirianto:
Sure. Bungee jumping is probably a new sport in Indonesia. Not many people here have heard of it yet. It originates from New Zealand, where it's extremely popular. However, there's a place in Bali where Indonesians can indulge themselves in this sport. It's not scary at all. What you do is just jump head down from a height of about 45 to 50 meters, supported by a special kind of elastic rope fastened around your ankles and lower legs. After bouncing about three times in the air, you will be pulled up again. This sport is believed to be very effective for relieving stress.

Questioner:
Sounds pretty dangerous, doesn't it? Have there been any accidents so far?

Ira Wirianto:
Well, I don't think you have to worry too much about that. Our customers come from many backgrounds and are of various ages. But the minimum age requirement for participating in bungee jumping is ten years old. I'm going into more detail regarding the safety aspects of this popular sports later on.

Let's move on to the next point, our programs. We are particularly proud of our special programs designed for youngsters. These programs have proved to be so much fun that many kids have become regular customers. Of course, one of our main concerns is the safety aspect of our programs. All the activities are supervised by our most experienced staff who have received special training for their job, either in or outside Indonesia. The staff members are required to repeat the training at regular intervals to keep up with the latest developments in the field of sports. As professionals, we have to take all possible steps to ensure safety. That, in short, is a profile of our company, Tara Adventure. Thank you very much for your attention.

Questions :

1. Was the introduction part in the presentation clear? Explain your answer!
2. Was the speaker able to cf.- .ivey the message clearly?
3. Could the speaker **handle the questions well?**
4. **Did the speaker end the presentation correctly?**
5. **Do you think** it was a good presentation? Explain your answer!

Acitvity 5 *Reacting to problems in giving presentations*

In each of the following situations, something goes wrong for the presenter. From the options given in each sentence, choose what you would do if you were the presenter. Be ready with an explanation to back up your answer.

A person in the audience keeps interrupting the presentation with questions and comments.

You : a. politely ask the person to refrain from asking questions until after the presentation
b. ignore the person by avoiding eye contact.
c. answer all the questions and pay attention to the comments.

You forgot to bring your notes. to the presentation. Youa. go home to get the notes.

b. present without your notes.
c. cancel the presentation.

3. Several people in the audience are yawning and getting up for coffee.

You : a. start using jokes in your presentation.
b. tell them that there will be time for a coffee-break later.
c. pretend not to notice

4. The microphone doesn't work.

You a. speak louder so that the audience can hear you.

b. ask for another microphone.
c. call a technician to fix it.

5 When you tell a joke as an opener, no one laughs.
You : a. repeat the joke.
b. explain what is funny about the joke
c. do not tell more jokes.

6 When the host introduces you, he or she mispronounces your name.
You : a. correct the host in the middle of the introduction.
b. wait until the introduction is over, then correct your host.
c. say nothing at all.

Activity ***Giving a presentation***

Prepare and give a short presentation on one of the following topics

- your school
- your school assignment
- your company
- your products
- a project you have been involved recently
- new developments in your field

Before you begin, decide :

- who you are talking to
- how many people there are
- who they are
- if it's a formal or. informal occasion

Prepare any props you need, e.g. whiteboard, projector slides, etc.

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Additional material

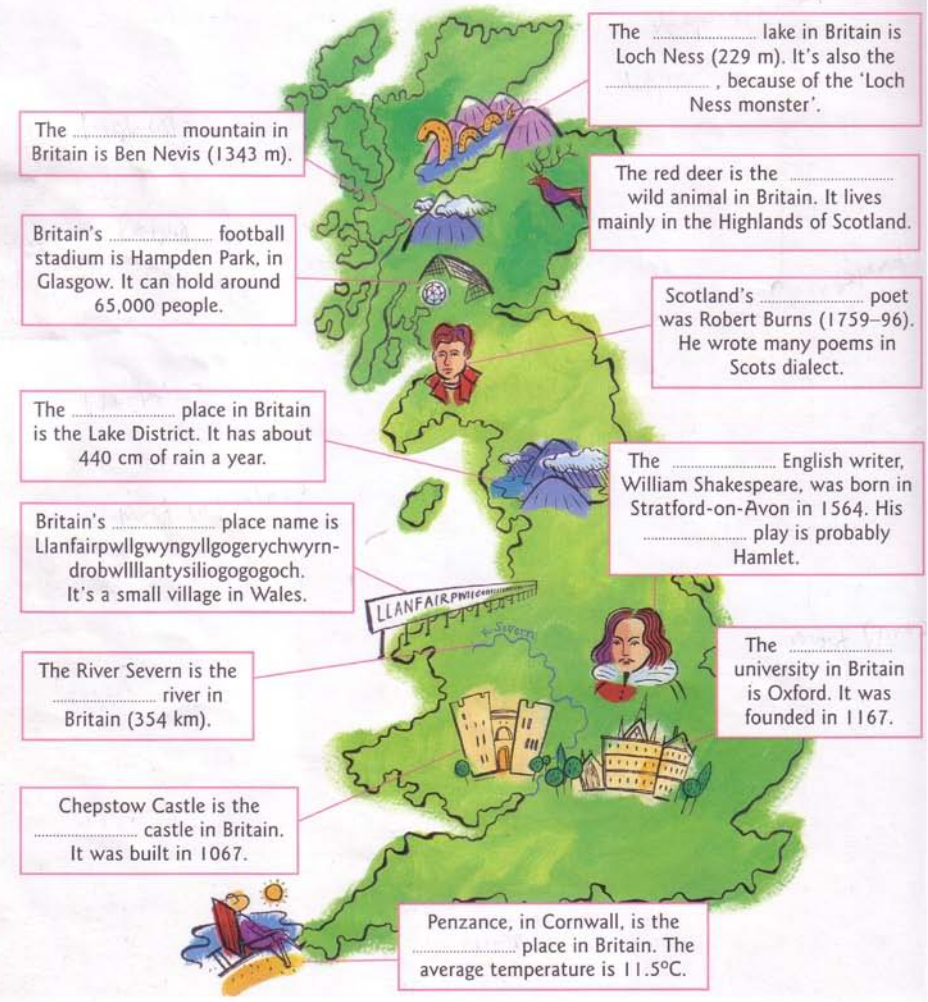
3 Focus on Form there is & there are



15.3 Outstanding features

Fill the gaps with superlative forms. Use words from the box.

large	long	wet	old	famous
high	deep	warm	great	important



The ..... lake in Britain is Loch Ness (229 m). It's also the ..... , because of the 'Loch Ness monster'.

The ..... mountain in Britain is Ben Nevis (1343 m).

The red deer is the ..... wild animal in Britain. It lives mainly in the Highlands of Scotland.

Britain's ..... football stadium is Hampden Park, in Glasgow. It can hold around 65,000 people.

Scotland's ..... poet was Robert Burns (1759–96). He wrote many poems in Scots dialect.

The ..... place in Britain is the Lake District. It has about 440 cm of rain a year.

The ..... English writer, William Shakespeare, was born in Stratford-on-Avon in 1564. His ..... play is probably Hamlet.

Britain's ..... place name is Llanfairpwllgwyngyllgogerychwyrn-drobwllllantysiliogogogoch. It's a small village in Wales.

The ..... university in Britain is Oxford. It was founded in 1167.

The River Severn is the ..... river in Britain (354 km).

Chepstow Castle is the ..... castle in Britain. It was built in 1067.

Penzance, in Cornwall, is the ..... place in Britain. The average temperature is 11.5°C.

1.3 What do you know?

Student A

Make quiz questions.
Can Student B answer them?
(The right answers are in red.)

1 Pandas come from ...
   ... Africa?
   ... China?
   ... India?

2 A baker sells ...
   ... meat?
   ... fish?
   ... bread?

3 Americans celebrate Independence Day ...
   ... on 4th May?
   ... on 4th June?
   ... on 4th July?

Now answer B's questions.

15.2 General knowledge

Student A

Ask *Which ...?* questions based on these facts.

1 The temperature in Rio de Janeiro in summer is about 29°C; in winter it's about 17°C.
   The temperature in Hong Kong in summer is about 28°C; in winter it's about 15°C.

2 A human being has 32 teeth.
   A crocodile has 64 teeth.

3 Mont Blanc is 4,807 metres high.
   Mount Kilimanjaro is 5,894 metres high.

4 The Kremlin was built in 1156.
   Buckingham Palace was built in 1705.

8.3 Everything in its place *Student A*



Study pages B Focus on ... *Where things are*



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