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**Buku Ajar**  
**ENGLISH FOR PGSD STUDENTS**

UPT. PERPUSTAKAAN IKIP PADANG  
TELAH TERDAFTAR

JUDUL : English For PGSD Students

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Buku Umum

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MILIK PERPUSTAKAAN IKIP PADANG

DI TERIMA TGL	<u>11-1-95</u>
SUMBER/HARGA	<u>ku</u>
KOLEKSI	<u>KK1</u>
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**Jurusan Pendidikan Bahasa Inggris**

**FPBS IKIP PADANG**

**1993**

MILIK UPT PERPUSTAKAAN  
IKIP PADANG

## KATA PENGANTAR

Sesuai dengan diimplementasikannya kurikulum 1994 dengan memasukkan bahasa Inggris sebagai salah satu mata pelajaran bagi siswa pendidikan dasar, maka mahasiswa PGSD diwajibkan untuk mengambil matakuliah Bahasa Inggris. Untuk memenuhi kebutuhan mahasiswa PGSD penyetaraan di FIP IKIP Padang, maka buku ini dirancang dengan menyesuaikannya dengan kebutuhan mahasiswa. Bahan-bahan yang disajikan terdiri dari "Reading dan Usage" yang difokuskan pada bidang pendidikan.

Bahan Reading dilengkapi dengan "Skill" yang perlu untuk memahami suatu wacana sedangkan "Usage" dilengkapi dengan latihan-latihan komunikatif untuk dapat diaplikasikan ke dalam Reading.

Matakuliah Bahasa Inggris di PGSD penyetaraan terdiri dari 3 sks. Untuk itu jumlah bahan yang disajikan disesuaikan dengan sks yang ditawarkan. Sebagian latihan, baik Reading ataupun Usage dikerjakan di rumah.

Cara penyajian dianjurkan untuk memberikan tugas kepada mahasiswa membaca bahan yang akan dibicarakan terlebih dahulu di rumah sebelum dibicarakan di kelas. Dengan demikian hal yang tidak dapat di pahami oleh mahasiswa dapat dijadikan bahan diskusi di kelas. Namun kalau ada pendekatan yang lebih tepat untuk kondisi kelas yang dibina, dosen dapat mengembangkannya.

Saran dan kritik untuk buku ajar ini akan sangat membantu penyusun merevisinya.

Padang, Juli 1993

Penyusun

## SASARAN BELAJAR

### Tujuan Umum Perkuliahan:

Pada akhir perkuliahan, mahasiswa dapat memahami dan mengerti wacana di bidang pendidikan dalam bahasa Inggris dengan menggunakan struktur bahasa Inggris "Intermediate."

### Sasaran Belajar :

- a. **Reading** : Pada akhir seluruh pokok bahasan dari materi yang diberikan, mahasiswa diharapkan dapat :
  1. menjawab pertanyaan secara cepat dan tepat dari informasi yang diminta dalam wacana yang diberikan,
  2. menemukan Key Idea (ide kunci) dari kalimat kompleks yang ada dalam wacana yang diberikan,
  3. menentukan topic sentence (kalimat topik) dari setiap paragraf dalam wacana,
  4. mencari Main Idea (ide utama) dari paragraf wacana yang diberikan,
  5. memberikan pendapatnya tentang isi wacana yang diberikan,
  6. menggunakan Vocabulary (kosa-kata) baru yang ada dalam wacana dengan kata-kata sendiri dalam bahasa Inggris,
  7. membuat ringkasan bacaan dalam bahasa Inggris atau bahasa Indonesia,
  8. menterjemahkan wacana pendek dalam bahasa Indonesia.
  
- b. **Structure**: Pada akhir seluruh pokok bahasan dari materi-materi yang diberikan mahasiswa diharapkan dapat
  1. mengidentifikasikan kalimat dalam bentuk "Present Continuous Tense" dengan ketepatan 85%,
  2. membedakan penggunaan kalimat dalam bentuk "Present Continuous dan Simple Present Tense",
  3. menggunakan "Question Word" yang tepat untuk melengkapi kata kalimat tanya yang diberikan,
  4. melengkapi "dialogue" dengan kata kerja yang tepat sesuai dengan situasi dan waktu dalam percakapan (Present-Present Continuous tense),

5. menggunakan kata kerja "Be + Complement" dalam kalimat dalam bentuk "Simple Present Tense",
6. mengidentifikasi kalimat dalam pola kalimat "Simple Past Tense" dengan Regular and Irregular Verbs" (kata kerja beraturan dan tidak beraturan),
7. membedakan pemakaian "Regular Verbs" dan "Irregular Verbs" dalam kalimat yang tidak lengkap yang diberikan.
8. menempatkan "Singular and Plural Nouns" dalam kalimat .
9. membedakan penggunaan "much-many, a few - a little, a pair of ..." dalam kalimat yang diberikan.
10. menentukan kalimat dalam pola "Future Tense" dari dialog yang diberikan.
11. menselaraskan penggunaan "Be + going to" dan "will" dengan "Verb + Infinitive" dalam kalimat.
12. merubah kalimat dalam pola "Simple Future Tense" dengan "Future Continuous Tense" dan sebaliknya.
13. menggunakan pola kalimat "Present Perfect Tense" dalam kalimat.
14. mengidentifikasi kalimat "Past Perfect Tense" dari kalimat-kalimat yang diberikan.
15. membedakan pola kalimat "Present Perfect Tense" dan "Past Perfect Tense" dalam kalimat.
16. mengidentifikasikan kalimat pasif (Passive Voice) dalam kalimat.
17. merubah kalimat aktif menjadi kalimat pasif dan sebaliknya.

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## LESSON ONE

### FIRST WITH THE WITH THE NEWS

It is 9.00 on a cold, windy morning in late December. Otto Fox and his students are in their classroom at the English at the English Learning Center. Outside the wind is blowing, and the sky is gray.

George isn't doing his work. He's looking out the window the window. It's beginning to snow. George is excited. He wants to tell Mr. Fox and the other students about the snow. All the students in this class are from warm places. It never snows in their countries. Everyone wants to see snow, and George wants to be first with the news.

George has a problem. He doesn't remember the English word for snow. George gets out his bilingual dictionary, and he looks for the word. It's "SNOW." George is ready to say the all turn and look out the window.

George closes his mouth. He thinks, "I hate snow!"

(Drayton, p.1)

#### What's in the Story ?

Answer these questions about "First with the News." Use complete sentences. You can find the answers in the story.

1. What month is it ?
2. What is the weather like ?
3. Who is Otto Fox ?
4. Who is George ?
5. George looks out of the window. What does he see ?
6. Where do the students in the classroom come from ?
7. What is George's problem ?
8. What book helps George ?
9. Who says, "It's beginning to snow"?

#### What do you think ?

Answer the questions. Use the story and your own ideas.

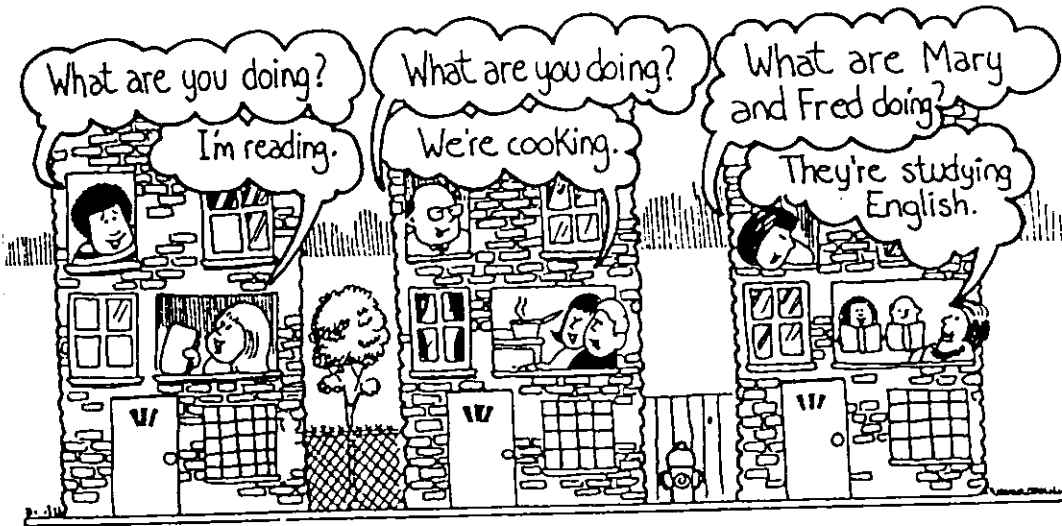
1. What season is it ? How do you know?
2. Is George a good student? Why or why not ?
3. Why does George need to know the word for snow in English?
4. What language does George speak? Does the story tell you?
5. Does George really hate snow? Explain your answer!

# PRESENT CONTINUOUS TENSE

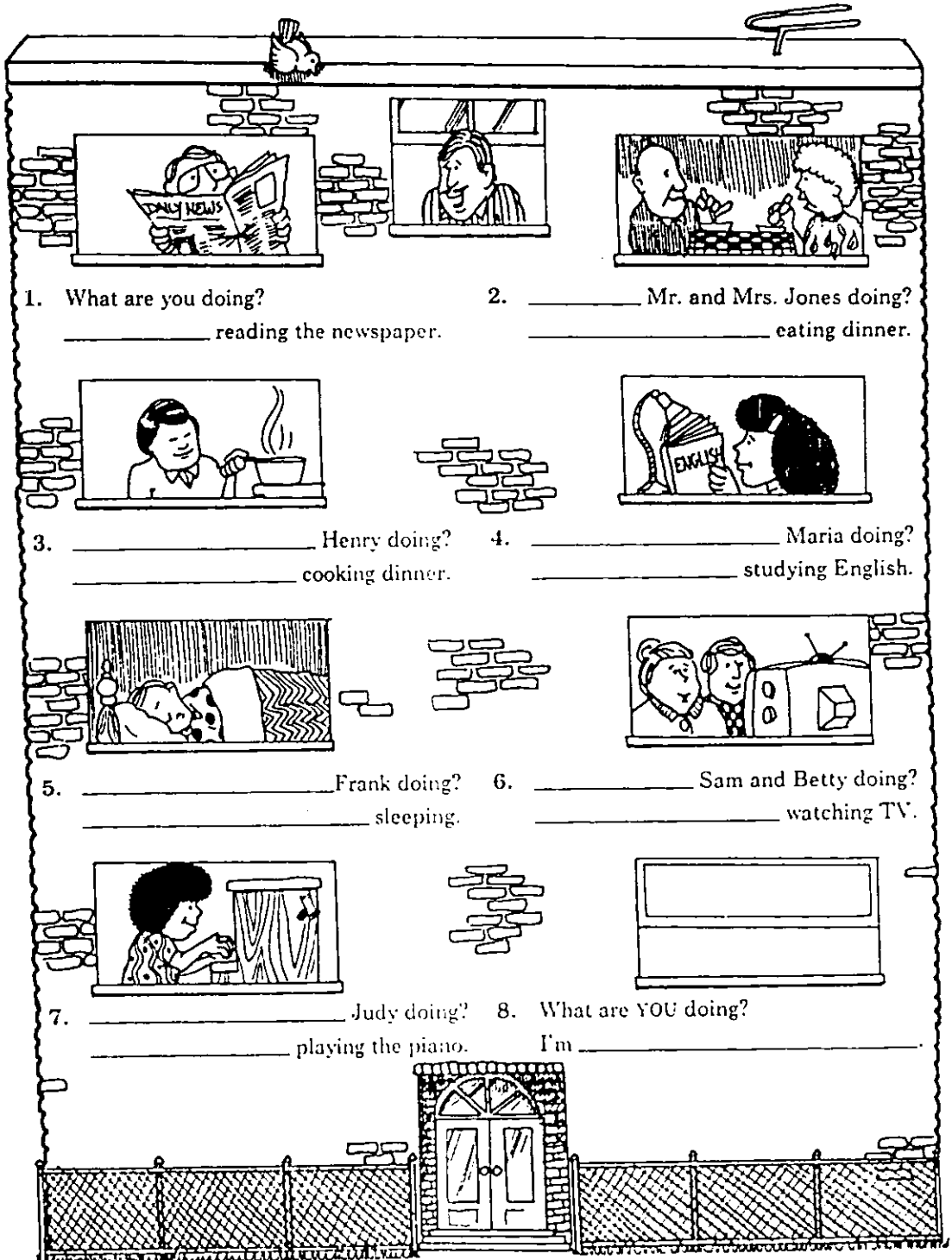
I	am	
He	is	eating.
She		
It		
We	are	
You		
They		

	am	I	
What	is	he	doing?
		she	
		it	
	are	we	
		you	
		they	

Read and practice.



Complete these conversations.



1. What are you doing?  
\_\_\_\_\_ reading the newspaper.

2. \_\_\_\_\_ Mr. and Mrs. Jones doing?  
\_\_\_\_\_ eating dinner.

3. \_\_\_\_\_ Henry doing?  
\_\_\_\_\_ cooking dinner.

4. \_\_\_\_\_ Maria doing?  
\_\_\_\_\_ studying English.

5. \_\_\_\_\_ Frank doing?  
\_\_\_\_\_ sleeping.

6. \_\_\_\_\_ Sam and Betty doing?  
\_\_\_\_\_ watching TV.

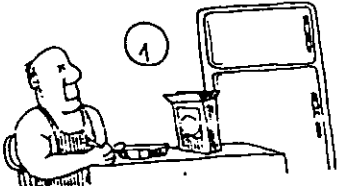
7. \_\_\_\_\_ Judy doing?  
\_\_\_\_\_ playing the piano.

8. What are YOU doing?  
I'm \_\_\_\_\_.



# WHERE ARE THEY AND WHAT ARE THEY DOING?

Ask and answer these questions.



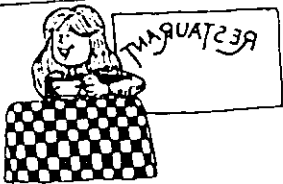
Where's Walter?  
He's in the kitchen.  
What's he doing?  
He's eating breakfast.



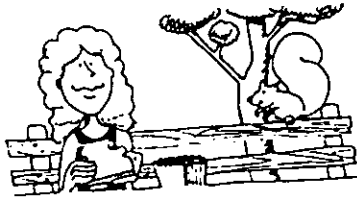
Mr. and Mrs. Smith?  
\_\_\_\_\_ dining room.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ eating dinner.



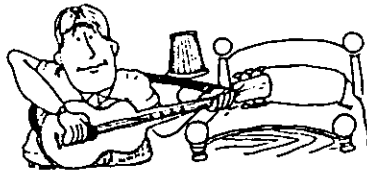
5. \_\_\_\_\_ you?  
\_\_\_\_\_ living room.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ playing cards.



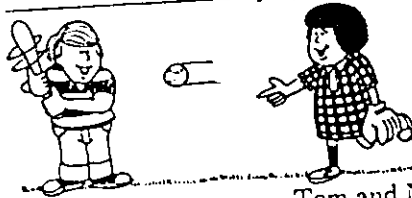
7. \_\_\_\_\_ Miss Jackson?  
\_\_\_\_\_ restaurant.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ drinking coffee.



2. \_\_\_\_\_ Betty?  
\_\_\_\_\_ park.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ eating lunch.



4. \_\_\_\_\_ you?  
\_\_\_\_\_ bedroom.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ playing the guitar.

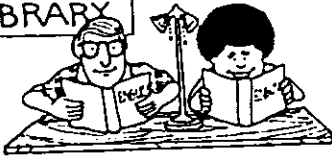


6. \_\_\_\_\_ Tom and Mary?  
\_\_\_\_\_ yard.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ playing baseball.



8. \_\_\_\_\_ Mr. Larson?  
\_\_\_\_\_ cafeteria.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ drinking lemonade.

LIBRARY



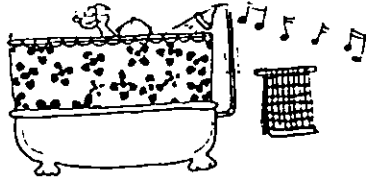
9. \_\_\_\_\_ you?  
\_\_\_\_\_ library.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ studying English.



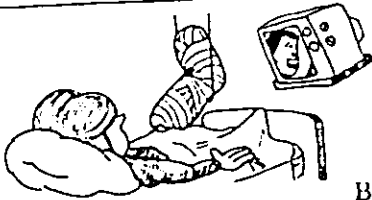
10. \_\_\_\_\_ Tommy?  
\_\_\_\_\_ classroom.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ studying mathematics.



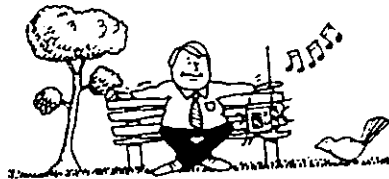
11. \_\_\_\_\_ Gloria?  
\_\_\_\_\_ discotheque.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ dancing.



12. \_\_\_\_\_ Harry?  
\_\_\_\_\_ bathroom.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ singing.



13. \_\_\_\_\_ Barbara?  
\_\_\_\_\_ hospital.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ watching TV.



14. \_\_\_\_\_ you?  
\_\_\_\_\_ park.  
\_\_\_\_\_ doing?  
\_\_\_\_\_ listening to the radio.

ON YOUR OWN

Add people, places, and actions of your own.

Blank box for writing a sentence.

15. \_\_\_\_\_ ?  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

Blank box for writing a sentence.

16. \_\_\_\_\_ ?  
\_\_\_\_\_  
\_\_\_\_\_ ?  
\_\_\_\_\_ ?

## LESSON TWO

### A TEACHER IS A GUIDE

A teacher is a guide on the journey of learning. Therefore, she must be responsible for the trip because she has experience, and she is interested in his students' learning trip according to the students' needs and abilities. She should determine the way to be followed, make the journey more meaning, and evaluate the learning progress. To do all of them, he has to work together with his students.

In history and literature, the word "journey" means the man's life. It does not only mean the physical form of learning.

An experienced teacher knows very well that it is difficult to be a guide in learning. She understands the effect of bad teaching, either for her or her students. She knows the bad effect if the learning has no clear meaning and purpose. She also knows that the feeling of despair will come to the teachers if they do not have enough teaching skill and style which are very necessary for the career of teaching.

Teaching is a complex form of art.

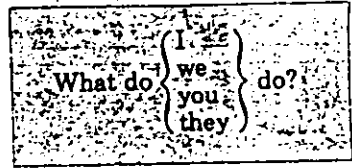
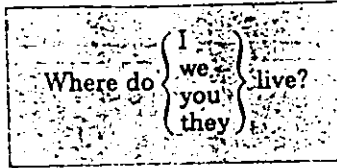
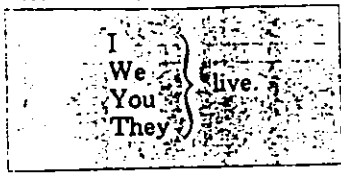
(Be, 1976)

Answer the following questions briefly.


1. Find the meaning of the underline words and make the sentences with them!
2. What kind of guide is needed on the trip of learning ?
3. What should a teacher do in determining the purpose of learning ?
4. Why must we evaluate the progress of our students ?
5. How does a teacher know that it is very difficult to be a guide in learning ?
6. What will happen if a teacher cannot teach very well ?

Give the conclusion in Indonesian.

## USING QUESTION WORDS IN QUESTIONS



Read and practice.



Hello! My name is Antonio.  
I live in Rome.  
I speak Italian.

Every day

I eat Italian food,  
I drink Italian wine,\*  
and I sing Italian songs.

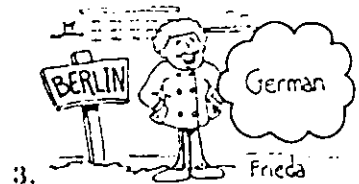
I think Rome is a wonderful city.  
I'm glad I live here.

\*In practicing, you can say: coffee, tea, beer, etc.

## INTERVIEWS AROUND THE WORLD

Interview these people, using the questions below.

What's your name?  
Where do you live?  
What language do you speak?  
What do you do every day?




He  
She } lives.  
It }

Where does { he  
she } live?  
it }

What does { he  
she } do?  
it }

Read and practice.



A. What's his name?  
B. His name is Miguel.

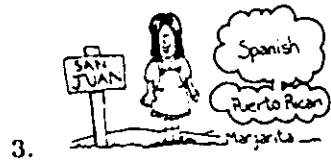
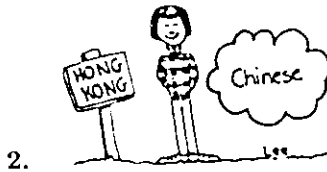
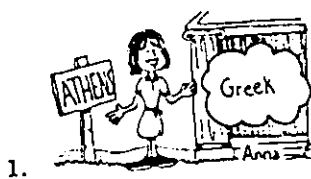
A. Where does he live?  
B. He lives in Mexico City.

A. What language does he speak?  
B. He speaks Spanish.

A. What does he do every day?  
B. He eats Mexican food, he reads Mexican newspapers, and he listens to Mexican music.

Ask and answer questions about these people.

What's his/her name?  
Where does he/she live?  
What language does he/she speak?  
What does he/she do every day?



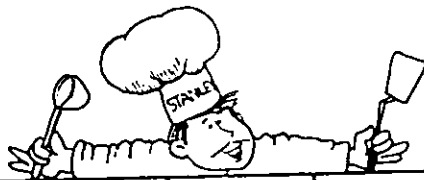
He cooks.  
He doesn't cook.  
(does not)

Does he cook?  
Yes, he does.  
No, he doesn't.

When does he cook?  
What kind of food

## STANLEY'S INTERNATIONAL RESTAURANT


Stanley's International Restaurant is a very special place.  
Every day Stanley cooks a different kind of food.



Italian  MONDAY	Greek  TUESDAY	Chinese  WEDNESDAY	Puerto Rican  THURSDAY	Japanese  FRIDAY	Mexican  SATURDAY	American  SUNDAY
--	---	---	---	---	---	---


What kind of food does Stanley cook on Monday?  
On Monday he cooks Italian food.

What kind of food does he cook on Tuesday? on Wednesday?  
on Thursday? on Friday? on Saturday? on Sunday?



A. Does Stanley cook Greek food on Tuesday?  
B. Yes, he does.

Ask five questions with "yes" answers.




A. Does Stanley cook Japanese food on Sunday?  
B. No, he doesn't.  
A. When does he cook Japanese food?  
B. He cooks Japanese food on Friday.

Ask five questions with "no" answers.

You go.  
You don't go.  
(do not)

Do you go?  
Yes, I do.  
No, I don't.

When do you go?



A. Do you go to Stanley's International Restaurant on Wednesday?  
B. Yes, I do.  
A. Why?  
B. Because I like Chinese food.

Ask these people.



1. Friday  
Japanese




2. Saturday  
Mexican



3. Monday  
Italian



4. Thursday  
Puerto Rican



A. Do you go to Stanley's International Restaurant on Sunday?  
B. No, I don't.  
A. Why not?  
B. Because I don't like American food.

Ask these people.



5. Monday  
Italian



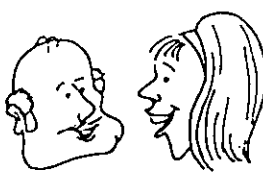
6. Tuesday  
Greek



7. Wednesday  
Chinese



8. Saturday  
Mexican



A. What kind of food do you like?  
B. I like Russian food.  
A. When do you go to Stanley's International Restaurant?  
B. I don't go to Stanley's International Restaurant.  
A. Why not?  
B. Because Stanley doesn't cook Russian food.

Ask these people.



9. French



10. German



11. Arabic



12. Hungarian

## LESSON THREE

### A TEACHER IS AN EXAMPLE

One of the most basic jobs the teacher has is being an example or model to his students and to all who think of him as a teacher. Many teachers are uncomfortable with this aspect of teaching. They may think that they are not good enough to be an example to others; they may want to be free of the responsibilities of being an example for others.

This reaction is understandable, but it denies an important of teaching and learning.

The main idea of this lesson is that being an example is a part of teaching that no other teachers can escape. When a teacher refuses to accept and fulfill this aspect of teaching, he greatly reduces his effectiveness. What may be even more important though, he refuses to understand and accept the reality of his situation as a teacher. If this aspect is accepted and used with skill, it makes teaching much more meaningful.

There is a certain cynicism which threatens to poison the soil from which great teaching grows. This attitude is often expressed in a desire to have the benefits of teaching without accepting its special responsibilities. This is certainly not a good attitude. Rather than to try to escape these responsibilities, we might be wiser to understand and wisely used the power, the specialness that the teacher has had from ancient times.

(Be, 1976)

Answer these questions briefly.

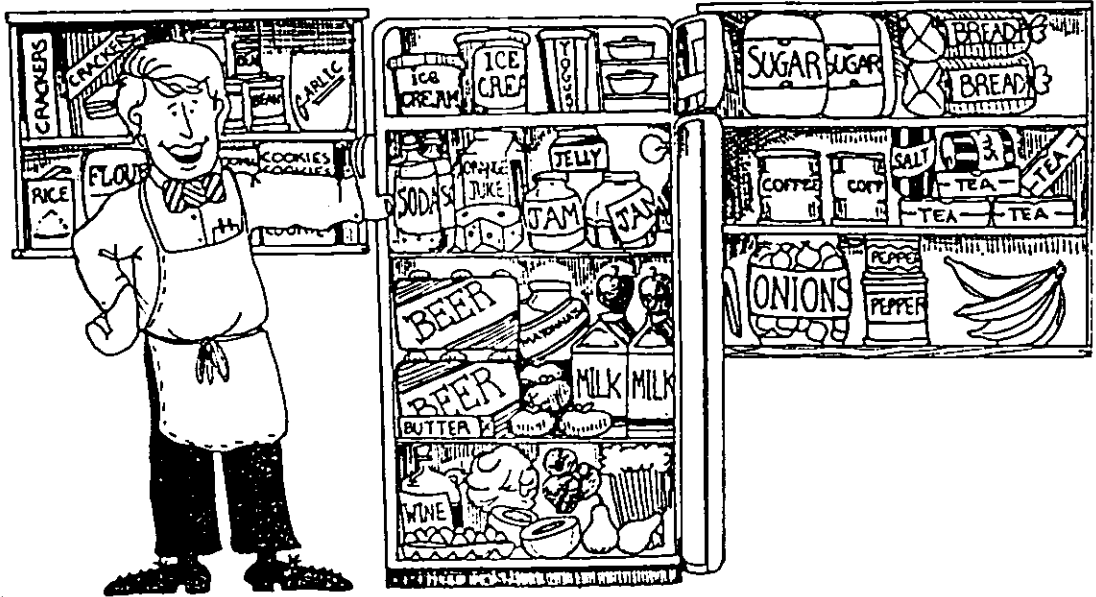
1. Explain why teachers escape from being good models ?
2. Can teachers escape from being an example ? Why ?
3. How can teachers make their teaching more meaningful ?
4. What attitude can poison the soil of teaching ?
5. What power has a teacher had from ancient times ?
6. Write down at least 6 sentences with the underlined words in the text.

Translate the text into Indonesian.



- SINGULAR AND PLURAL NOUNS:**
- COUNT AND NON-COUNT NOUNS
  - MUCH-MANY, A FEW-A LITTLE, A PAIR OF ...

**WHAT'S IN HENRY'S KITCHEN?**



**Count Nouns**

**Non-Count Nouns**

tomatoes \_\_\_\_\_

cheese \_\_\_\_\_

eggs \_\_\_\_\_

milk \_\_\_\_\_

bananas \_\_\_\_\_

ice cream \_\_\_\_\_

apples \_\_\_\_\_

bread \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Add foods from YOUR kitchen.

\_\_\_\_\_

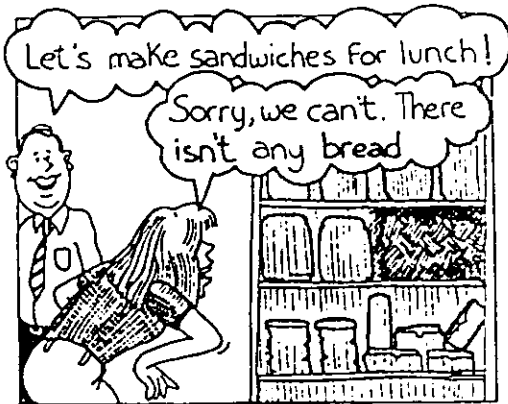
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1. Let's make a salad for dinner!  
Sorry \_\_\_\_\_ lettuce.



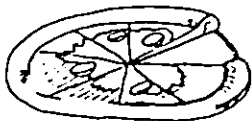
2. Let's make an omelette for breakfast!  
Sorry \_\_\_\_\_ eggs.



3. Let's make some fresh lemonade!  
Sorry \_\_\_\_\_ lemons.



4. Let's bake a cake for dessert!  
Sorry \_\_\_\_\_ flour.



5. Let's make pizza for lunch!  
Sorry \_\_\_\_\_ cheese.



6. Let's make some fresh orange juice for breakfast!  
Sorry \_\_\_\_\_ oranges.



7. Let's make chicken and rice for dinner!  
Sorry \_\_\_\_\_ chicken.



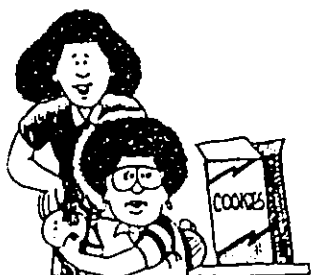
8. Let's have french fries with our hamburgers!  
Sorry \_\_\_\_\_ potatoes.

9. Let's \_\_\_\_\_!  
Sorry \_\_\_\_\_.

much	many
how much?	how many?
too much	too many
so much that	so many that



- A. You look terrible! What's the matter?  
 B. I drank **TOO MUCH** milk this morning.  
 A. **HOW MUCH** milk did you drink?  
 B. I drank **SO MUCH** milk that I'm never going to drink milk again!



- A. You look terrible! What's the matter?  
 B. I ate **TOO MANY** cookies last night.  
 A. **HOW MANY** cookies did you eat?  
 B. I ate **SO MANY** cookies that I'm never going to eat a cookie again!



1. drink ... coffee



2. eat ... tomatoes



3. buy ... lettuce



4. smoke ... cigarettes



5. wash ... dishes



6. drink ... wine



7. write ... letters



8. have ... ice cream



9. sing ... songs



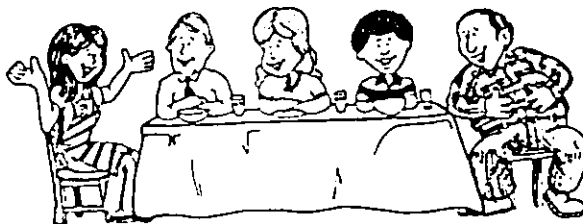
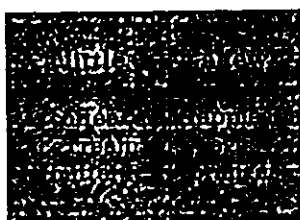
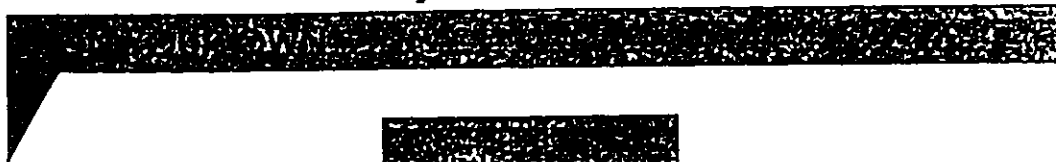
10. read... books



11. eat... cheese



12. \_\_\_\_\_



- A. How do you like the \_\_\_\_\_?
- B. I think (it's/they're) delicious.
- A. I'm glad you like (it/them). Would you care for some more?
- B. Yes, please. But not (too much/too many). Just (a little/a few).  
My doctor says that (too much/too many) \_\_\_\_\_ (is/are) bad for my health.

Try this conversation with other students in your class, using these foods and others.



1. potatoes



2. chocolate cake



3. ice cream

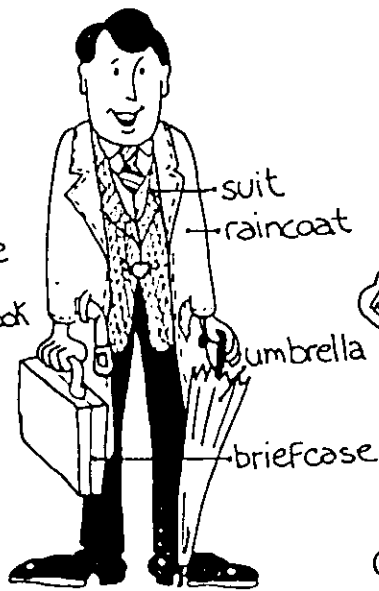
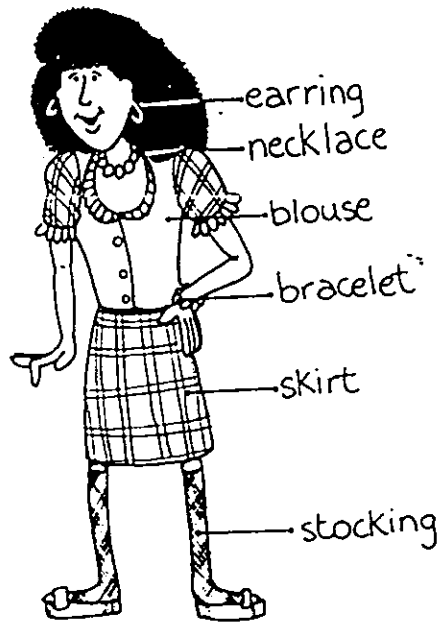
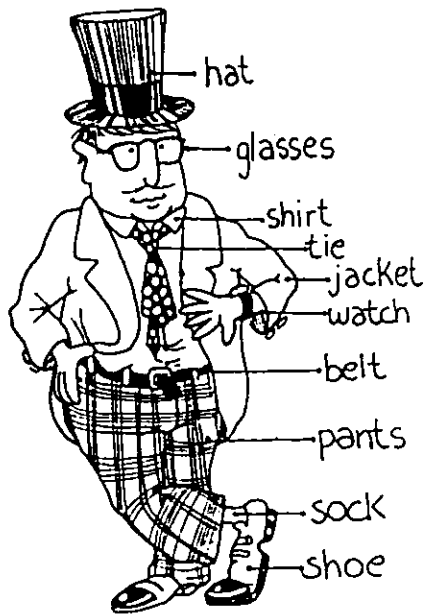


4. cookies



5.

Say these words after your teacher  
and then place them in the chart  
on the next page.



42 7  
sya  
to

53 (10/95) (200)

### Singular/Plural\*

[s]

[z]

[iz]

a book - books	a car - cars	a class - classes
a shop - shops	a school - schools	a church - churches
a student - students	a window - windows	a garage - garages
a bank - banks	a store - stores	an exercise - exercises
an airport - airports	an island - islands	an office - offices
<i>a hat - hats</i>		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____

\*Some words have irregular plurals:

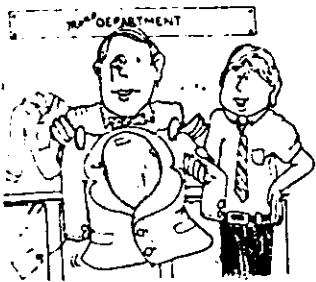
- man - men
- woman - women
- child - children
- person - people
- tooth - teeth
- mouse - mice

## Colors

red      orange      yellow      green      blue      purple      black      brown  
                                  pink      gray      white      gold      silver

Read and practice.

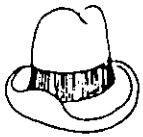
### IN THE DEPARTMENT STORE



- A. May I help you?  
 B. Yes, please. I'm looking for a jacket.  
 A. Here's a nice jacket.  
 B. But this jacket is PURPLE!  
 A. That's O.K.\* Purple jackets are very POPULAR this year.

\*This is sometimes spelled: okay.

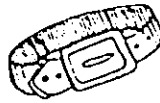
- A. May I help you?  
 B. Yes, please. I'm looking for a \_\_\_\_\_.  
 A. Here's a nice \_\_\_\_\_.  
 B. But this \_\_\_\_\_ is \_\_\_\_\_!  
 A. That's O.K. \_\_\_\_\_s are very POPULAR  
 this year.



1. green!



2. orange!



3. red!



4. yellow!



5. purple!



6. pink and green!



7. polka dot!



8. striped!

pair of shoes/socks....

Read and practice.



- A. May I help you?  
B. Yes, please. I'm looking for a pair of gloves.  
A. Here's a nice pair of gloves.  
B. But these gloves are GREEN!  
A. That's O.K. Green gloves are very POPULAR this year.

- A. May I help you?  
B. Yes, please. I'm looking for a pair of \_\_\_\_\_.  
A. Here's a nice pair of \_\_\_\_\_.  
B. But these \_\_\_\_\_ are \_\_\_\_\_!  
A. That's O.K. \_\_\_\_\_ s are very POPULAR this year.



1. pink!



2. black!



3. red!



4. striped!



5. green and yellow!



6. purple and brown!



7. polka dot!



8. red, white, and blue!

Talk about colors with the students in your class.

What are you wearing today?

What are the students in your class wearing today?

What's your favorite color?



## LESSON FOUR

### TEACHER IS A COUNSELOR

The teacher is a counselor for his students and often for their parents. He may not have special training as a counselor and may not wish to counsel people. Many teachers believe that counseling is like trying to govern other peoples' lives. So they are uncomfortable in this situation. Yet to be a teacher is to be a counselor. The learner who is troubled by difficult problems will go to his teacher for help. Of course, the learning situation is something from which the questions of life arise. A teacher will understand this counseling aspect of his work and try to do it well.

There are many dangers in growing to good. We may think that journeys from childhood to adulthood occur with ease, but this is not true. Becoming an adult in a modern society is not easy. In an attempt to deal with problems that are too much for us, we develop ways of handling them. We also develop ways of handling other problems that may prevent our progress in almost every aspect of life.

In order that the teacher as a counselor may understand this problem better, we must speak a little about the psychology of personality and of mental health. The human being is different from other living things in the world. His character does not result merely from growing older. What he becomes is influenced greatly by his experience. This experience is commonly called education. Man is not made to react effectively to his surroundings by nature, by mere process of growing to adulthood. Man must learn a thousand things in the process of growing. This learning makes possible both the glory and the shame of man : his chief strengths and his major weaknesses.

(Be, 1976)

Answer the following questions clearly and briefly.

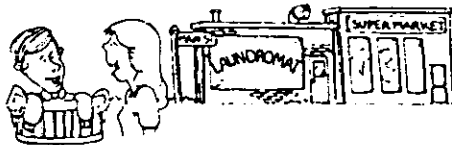
1. Find other words for the meaning of the words underlined.
2. Do all teachers have special training as counselors ?
3. Why should teachers be counselors ?
4. How are the journeys from childhood to adulthood ?
5. What makes a human being different from other living thing?
6. What must man do in the process of growing ?
7. State the main idea of the text above !

Summarize the text in Indonesian!

## THERE + BE

There's (there is) a bank on Main Street.  
Is there a bank on Main Street?

Read and practice.

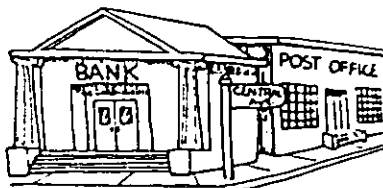


- A. Excuse me. Is there a laundromat in this neighborhood?\*
- B. Yes, there is. There's a laundromat on Main Street, next to the supermarket.

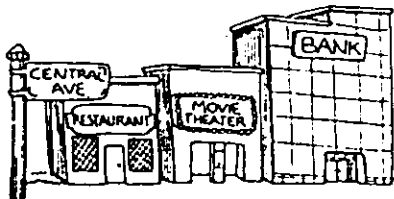
\*You can say "in this neighborhood" or "nearby."



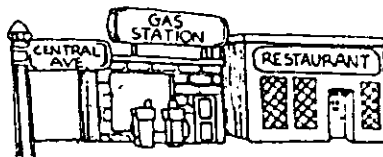
1. post office?



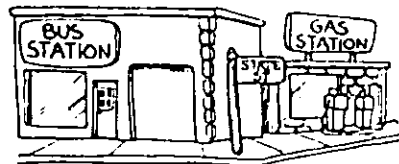
2. bank?



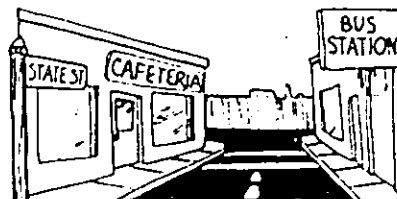
3. movie theater?



4. gas station?



5. bus station?



6. cafeteria?

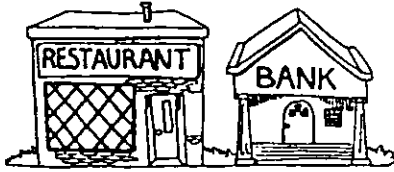


7. drugstore?



8. library?

Read and practice.



Where's the restaurant?  
It's next to the bank.



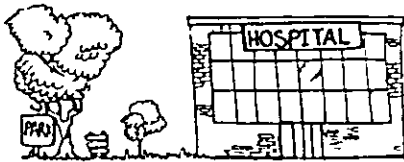
Where's the supermarket?  
It's across from the movie theater.



Where's the school?  
It's between the library and the park.



Where's the post office?  
It's around the corner from the hospital.



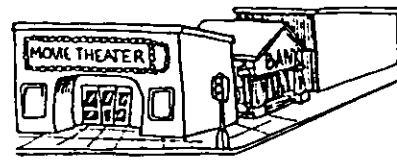
1. Where's the park?



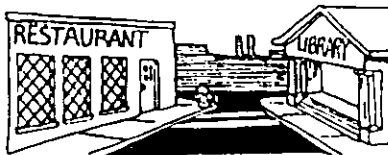
2. Where's the bank?



3. Where's the church?



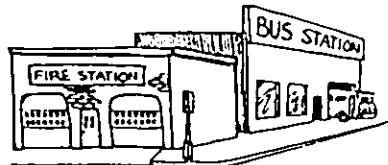
4. Where's the movie theater?



5. Where's the restaurant?



6. Where's the police station?



7. Where's the fire station?



8. Where's the post office?

## LESSON FIVE

### SCENES FROM A WEDDING

Otto Fox woke up with a start. The telephone was ringing loudly. "Hello, he mumbled into the phone. "Oh, hi, Jim. Thanks for calling. No, no, I was awake. It's still early, isn't it. Great come over. We'll have some coffee."

"Celeste, Celeste wake up. It's my wedding day and neither one of us can afford to be late."

Celeste rolled over and opened one eye.

"Don't worry, Sabrina. We have plenty of time. It's only .....7:30!!!! Sabrina why didn't you wake me earlier? I have a million thing to do."

"I've been trying to wake you up since 6:00 but you wouldn't get up."

"Well, I'm up now, so get out of my way. This maid of honor has to get ready."

"Well, Sandy, old boy, this is it. Just a few short months ago, I was facing my thirty-fifth birthday alone. Now I'm going to marry a wonderful woman. And you like her too, don't you boy?"

Just as Sandy was about to answer, the doorbell rang. Otto walked to the door. "I'm coming, Jim," he called to his best man.

"Now, Sabrina, it's not too late to change your mind," said Mrs. Goodwin, zipping up the long, white gown.

"Yes, Sabrina," said Celeste, "maybe you should wear your hair up instead of down."

"I wasn't talking about the hairstyle, Celeste. I was talking about Otto."

"Oh, Mother," began Sabrina.

Celeste interrupted, "Honestly, Mrs. Goodwin. Otto is the most wonderful person. He's so nice-looking and polite and kind and Sabrina says that he's an excellent teacher and all his students love him and they're all coming to the wedding ..."

Really, Celeste, it sounds as if you want to marry him yourself." said Mrs. Goodwin, glaring at Celeste.

"Mother, how can you say such a thing?" Sabrina scolded. "Celeste is just trying to help. What do you have against Otto anyway?"

"Oh, I don't know. It's just that everything is happening so fast. It seems like only yesterday that you were a little

girl..." Mrs. Goodwin's eyes filled with tears. "... and now you're getting married."

Sabrina walked over to her mother and hugged her. "Don't be sad on my wedding day, Mother. You're going to love Otto as much as I do."

Mrs. Goodwin wiped her eyes. "Well, I don't know about that, but for your sake I'll try."

"Look how beautiful everything looks," whispered Ahmad to the other girls as they walked into Sabrina's back yard.

I've never been to an outdoor wedding before," said Juli.

"Look," exclaimed Olga. "They even have a tent."

"It's absolutely lovely," said Maria. "All the flowers are in bloom and it's a beautiful day for a wedding."

"Do you see Mr. Fox?" asked Trang, looking around. "I feel a little nervous. We don't know anyone except Mr. Fox and Ms. Goodwin."

"Congratulations, Mr. Fox. It was a beautiful wedding," said Olga. The students all gathered around Otto as the reception began. Otto looked at his students with affection.

"I'm so glad that you all could come and share this happy day with me. You're very important part of my life, you know."

"Mr. Fox, where are you going on your honeymoon?" asked George, before anyone could say anything.

"Oh didn't I tell you?" answered Mr. Fox. "I'm planing to teach summer school this year, so there'll be no time for a honeymoon." The students looked horrified.

"Don't listen to him," Laughed Sabrina coming up behind Otto. "We have two tickets to Hawaii and we plan to use them."

"Same old Mr. Fox," laughed Maria. "Now that he's your husband, may be you can do something about those jokes."

"Don't change too much, Mr. Fox," said Juli. "We like you just the way you are."

"Come on everyone," called Sabrina. "Otto and I are going out the cake."

As everyone began to walk aver to the big table where the cake was, Otto and Alain remained behind.

"You know, you are a very important part of or live too, Mr. Fox," said Alain. The two smiled at each other and walked quickly to catch up with the others.

"Don't worry," said Maria. "Mr. Fox said that we'll all be at the same table. And we'll meet some new people."

"I know ; but if people speak to me too fast in English, I get so nervous that I can't think of anything to say," moaned Trang.

Suddenly, the girls heard shouts of laughter coming from the tent.

"I can guess who that is," said Maria. "Who else would be so loud at a wedding? It must be George."

Tin-Sek, Alain, Juan, and George appeared at the opening of the tent.

"Where is everyone?" asked George. "We've been waiting in this hot tent for half an hour and nobody has come in yet."

"Get out of that tent," said Maria. "They'll only use that tent in case it rains. Come sit down at the table over here."

The boys looked at each other with embarrassment. They walked quietly to the table and sat down.

"Here comes Mr. Fox." "He looks so handsome."

"There's Ms. Goodwin." "She looks beautiful."

"I love her dress."

"What a beautiful veil." "Do you, Otto, take Sabrina to be your wife?" "I do."

"Do you, Sabrina, take Otto to be your husband?" "I do."

"By the power invested in me by this state, I now pronounce you husband and wife."

(Drayton, pp.127-131)

### What's in the Story?

Answer these questions about "Scenes from a wedding." Use complete sentences and write on your own paper. You can find the answers in the story.

1. On what day does the story take place?
2. Who is Jim?
3. When does Celeste finally wake up?
4. What is Celeste going to do at the wedding?
5. Who helps Sabrina get dressed?
6. Where does the wedding take place?
7. Why is Trang nervous?
8. What were the boys doing in the tent?
9. Why did Otto and Sabrina have a tent put up?
10. Where do Otto and Sabrina plan to go on their honeymoon?

### What do you think?

Use the story and your own ideas to answer the questions!

1. How does Otto feel about getting married?
2. Does Mrs. Goodwin really want Sabrina to change her mind? What is she upset about?
3. How does Maria think that people should behave at a wedding?
4. Who says, "Do you, Otto, take Sabrina to be your wife?"


What does Otto answer?

5. How do Otto and the students feel about each other?
6. Why do you think that Otto chooses his wedding day to tell the students that they are important to him?

## SIMPLE PAST TENSE (BE FORMS AND ACTION VERBS)

I	}	wasn't (was not)
He		
She		
It		
We	}	weren't (were not)
You		
They		

Read and practice.



A. Were you at the ballgame last night?  
B. No, I wasn't. I was at the movies.



1. Was it hot yesterday?



2. Were they at home this morning?



3. Was Betty sad yesterday?



4. Was your grandfather a dentist?



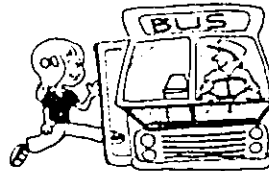
5. Were you at home last weekend?



6. Was I a quiet baby?



7. Was Richard on time for his plane?




8. Was Nancy late for the bus?




I	} did/didn't	I	} was/wasn't
He		He	
She		She	
It		It	} were/weren't
We		We	
You		You	
They	They		

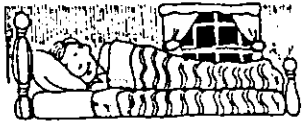
Read and practice.



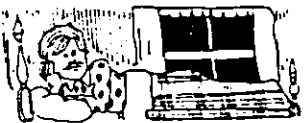
A. Did Tom have a big breakfast today?  
 B. Yes, he did. He was hungry.




A. Did Jane have a big breakfast today?  
 B. No, she didn't. She wasn't hungry.




1. Did you sleep well last night?  
 Yes, \_\_\_\_\_ tired.




2. Did Roger sleep well last night?  
 No, \_\_\_\_\_ tired.




3. Did Mrs. Brown go to the doctor yesterday?  
 Yes, \_\_\_\_\_ sick.



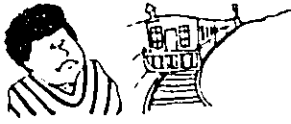
4. Did Mr. Brown go to the doctor yesterday?  
 No, \_\_\_\_\_ sick.



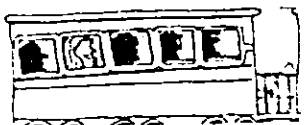
5. Did Timothy finish his milk?  
 Yes, \_\_\_\_\_ thirsty.



6. Did Jennifer finish her milk?  
 No, \_\_\_\_\_ thirsty.



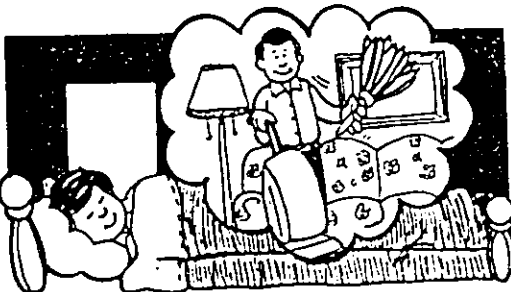
7. Did Susan miss the train?  
 Yes, \_\_\_\_\_ late.



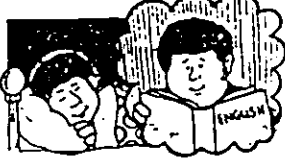
8. Did Sally miss the train?  
 No, \_\_\_\_\_ late.

What did <table border="1"> <tr><td>I</td></tr> <tr><td>he</td></tr> <tr><td>she</td></tr> <tr><td>it</td></tr> <tr><td>we</td></tr> <tr><td>you</td></tr> <tr><td>they</td></tr> </table> do?	I	he	she	it	we	you	they	I <table border="1"> <tr><td>He</td></tr> <tr><td>She</td></tr> <tr><td>It</td></tr> <tr><td>We</td></tr> <tr><td>You</td></tr> <tr><td>They</td></tr> </table> worked.	He	She	It	We	You	They	<table border="1"> <tr><td>I</td></tr> <tr><td>He</td></tr> <tr><td>She</td></tr> <tr><td>It</td></tr> </table> was	I	He	She	It	<table border="1"> <tr><td>We</td></tr> <tr><td>You</td></tr> <tr><td>They</td></tr> </table> were	We	You	They	tired
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Read and practice.




A. Did Henry sleep well last night?  
 B. Yes, he did. He was VERY tired.  
 A. Why? What did he do yesterday?  
 B. He cleaned his apartment all day.



1. you study English




2. Gloria work hard




3. David and Jeff wash windows



4. Miss Henderson teach



5. Mr. and Mrs. Warren look for an apartment



6. Jack ride his bicycle



7. Irene write letters



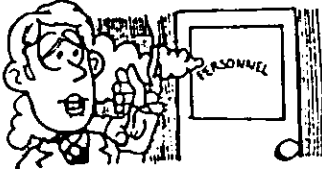
8. The President meet important people



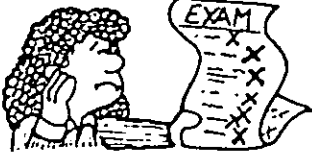
9. \_\_\_\_\_

I	}	did/didn't (did not)
He		
She		
It		
We		
You		
They		

I	}	was/wasn't (wasn't)
He		
She		
It		
We	}	were/were not (weren't)
You		
They		



A. Did Barney smoke a lot before his job interview?  
B. Yes, he did. He was nervous.



A. Did Helen do well on her English exam?  
B. No, she didn't. She wasn't prepared.



1. Did Marylou cry a lot when her dog ran away?  
Yes, \_\_\_\_\_ *upset.*



2. Did Katherine sleep well last night?  
No, \_\_\_\_\_ *tired.*



3. Did you fall asleep during the lecture?  
Yes, \_\_\_\_\_ *bored.*



4. Did Mr. and Mrs. Mason finish their dinner last night?  
No, \_\_\_\_\_ *hungry.*



5. Did the football coach shout at his players after they lost the game?  
Yes, \_\_\_\_\_ *angry.*



6. Did they have anything to drink after dinner last night?  
No, \_\_\_\_\_ *thirsty.*



7. Did Tommy cover his eyes during the science fiction movie?  
Yes, \_\_\_\_\_ *scared.*



8. Did George and his brother leave on the two o'clock train?  
No, \_\_\_\_\_ *on time.*

## LESSON SIX

### THE MISSING TICKETS

"I feel so excited, Trang," said Juli as they walked up the steps to the classroom on a sunny day in April. "Just think. My first play in English. I hope it's not too difficult to understand. Good morning, Mrs. Braverman."

"Good morning, Juli." Mrs. Braverman, the school principal, was standing outside their classroom. "Did you see Mr. Fox this morning? I have the transportation passes to the play for your class."

"No, Mrs. Braverman. We just arrived."

Trang smiled. "I'll be happy to look for Mr. Fox."

"No, thank you, Trang. It is almost time for class. You girls finish your conversation. I can return later."

As Mrs. Braverman walked away, Tin-Sek and George came running up the stairs.

"Hi Trang, hi Juli!" cried George. "is it time to go yet?"

"No, George," laughed Trang. "We have plenty of time." Just then the students heard Mr. Fox's voice.

"Here he comes," shouted George. "Really, George," said Maria, sticking her head out the classroom door. "Can you lower your voice?"

"Oh Maria, you're no fun. Aren't you excited about the play?" "Of course, I am. But I don't need to yell my head off just because I'm going to a play."

George opened his mouth to answer. Just then Mr. Fox reached the top of the stairs. He looked Maria and George. "Are you two fighting again?" He didn't wait for them to answer. "Just calm down. We want to have a pleasant day." He walked into the room and the students followed behind.

"Excuse me, Mr. Fox," said Trang, "but Mrs. Braverman was looking for you. She has some bus passes for us. She's coming back in a few minutes."

"Oh, thank you, Trang. That will save the time. I was planning to look for her. All right now," continued Mr. Fox. "Let's get organized. as you know, the play we are going to see is a mystery. The name of the play is *Holmes Sweet Homes* and it is about the famous fictional English detective of all time, Sherlock Holmes."

"What does fictional mean?" asked Alain. "A fictional character, Alain," said Mr. Fox, "is a character who never

really lived. The author created him from his own imagination."

Just then there was a knock on the door. Mrs. Braverman walked in carrying an envelope. "Good morning, Mr. Fox," she said. "Good morning, Mrs. Braverman. I see you have my bus passes."

"Yes, here you are." She turned to the students. "I hope that you all enjoy the play."

After the students thanked Mrs. Braverman and she left. Mr. Fox continued. "Now I am going to give each of you your bus pass and theater ticket. In that way, if you get lost, you can meet us at the door of the theater. Now just let me get the tickets." He unlocked the top drawer of the desk and looked in. He began to move the papers around faster and faster, and then he began to take things out of the drawer and put them on the desk.

"Oh, no," whispered Maria to Trang. "He can't find the tickets." Mr. Fox looked up. "I want to know, Maria, that I have an excellent sense of hearing." Maria blushed.

He continued to search, opening one drawer after another. Then he opened his briefcase and emptied it. Nothing. He searched the pockets in his jacket and pants, but the tickets were not there. He looked up at the students and saw their worried faces. George was the only one who spoke. "Does this mean we can't go, Mr. Fox?" "No, it doesn't, George. It means we have to find the tickets. I was sure they were in the drawer."

"I bet someone stole them," said Maria. "There are thieves in this school. Last week someone stole \$2.00 out of my locker, and one of my friends said someone stole her scarf yesterday." "This is more serious than her scarf, Maria," said Mr. Fox. "Those tickets cost \$5.00 each."

"We have to find the thieves," said George. "My uncle is a policeman. He taught me some things about crime." "Slow down, Let's think about this carefully," said Juan. "Maybe we can find the thief. The tickets were here yesterday. So we know that the thief stole them last night or this morning." "But what kind of person steals nine theater tickets?" asked Trang. "A teacher, a student, a librarian. anyone in this school," said Alain. "Anyone in this room," he added.

The students looked at each other.

"Hey," said George, "don't look at me. I'm no thief! I don't believe anyone else here is one either."

"Of course, nobody here did it," said Mr. Fox. "Why, we aren't sure that someone stole them at all. Maybe I just misplaced them." Juan was standing by the window thinking. "Mr. Fox, I think the smartest thing to do is think about what you did before you came into the room." "That's a good idea, Juan. I came to school by bus. I stopped to pick up my mail at the office, then I went to the teachers' room."

"What did you do there?" asked Juan. "Well, I had a cup of coffee and I was telling Ms. Goodwin, the supervisor, about the play and I showed her ..." Mr. Fox slapped his forehead. "Oh that's right, I showed her tickets. I probably left them in the teachers' room."

Without another word, Mr. Fox ran out of the room. Five minutes later he was back. He waved the tickets in the air. "OK, class. "Let's go!" he looked at Juan and smiled. "You too, Sherlock," he said.

(Drayton, pp.62-66)

#### What's in the story ?

Answer the following questions about "The Missing Tickets." Use complete sentences. You find the answers in the story.

1. Why did Juli feel excited ?
2. Who is Mrs. Braverman ?
3. Why was Mrs. Braverman looking for Mr. Fox ?
4. Why were George and Maria fighting?
5. What is the name of the play ?
6. What is fictional character?
7. Where did Mr. Fox first look for the tickets ? Where else did he look for them ?
8. How much did the tickets for the class cost all together ?
9. What happened to Maria last week ?
10. Where were the tickets ?

#### What do you think?

Answer the questions by using your own words or based on the story!

1. Maria says to George, "I don't need to yell my head off." What does it mean when someone yells his or her head off?
2. Maria and George are fighting. Are they serious about their fights? Why do you think so? How do Maria and George feel about each other?
3. What did Mr. Fox really mean when he said, "I want you to know, Maria, that I have an excellent sense of hearing?"





















4. Why did Maria blush?
5. Why didn't Mr. Fox think of the solution to the mystery by himself?
6. Mr. Fox slapped his forehead. Why did he do this? (What does this action mean?)
7. Why does Mr. Fox call Juan "Sherlock Holmes?"

## SIMPLE PAST TENSE (CONTINUED)

Yesterday I worked.		I work every day.
Yesterday I played the piano.		I play the piano every day.
Yesterday I rested.		I rest every day.

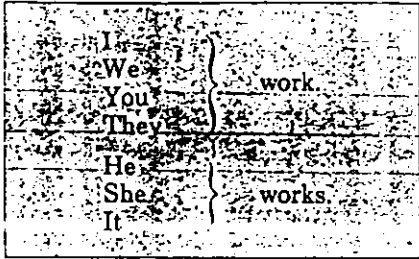
work	-	worked	[t]
play	-	played	[d]
rest	-	rested	[ɪd]

### WHAT DID YOU DO YESTERDAY?

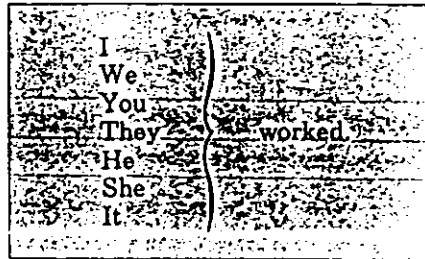
 1. <i>I worked</i>	 2. <i>cook</i>	[t]  3. <i>talk on the telephone</i>	 4. <i>fix</i>
 5. <i>brush</i>	 6. <i>dance</i>	 7. <i>smoke</i>	 8. <i>watch</i>
 9. <i>play</i>	 10. <i>study</i>	[d]  11. <i>shave</i>	 12. <i>smile</i>
 13. <i>clean</i>	 14. <i>cry</i>	 15. <i>listen to</i>	 16. <i>yawn</i>
 17. <i>shout</i>	 18. <i>paint</i>	[ɪd]  19. <i>wait for</i>	 20. <i>plant</i>



Every Day



Yesterday



Read and practice.

A. How does John feel?  
 B. Not so good.  
 A. What's the matter with him?  
 B. He has a sore throat.  
 A. Why?  
 B. Because he smoked all day.\*

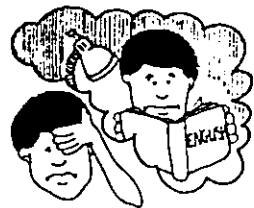
\*Or: all morning, all afternoon, all evening, all night.



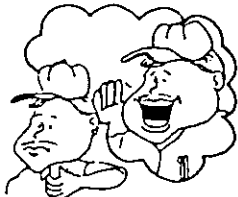
1. Mary



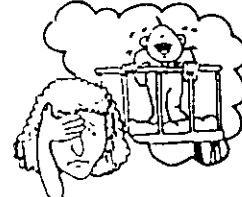
2. George



3. you



4. Fred



5. Mrs. Smith



6. you



7. David



8. you

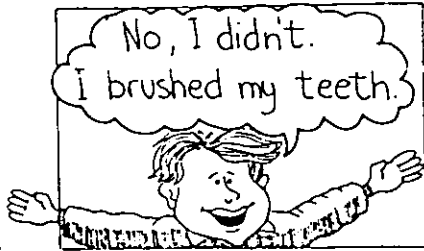
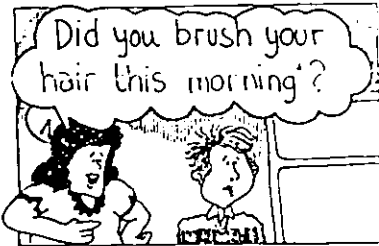


9. Barbara

I worked.  
I didn't work.  
(did not)

Did you work?  
Yes, I did.  
No, I didn't.

Read and practice.



\*Today includes:

this morning  
this afternoon  
this evening  
tonight

Yesterday includes:

yesterday morning  
yesterday afternoon  
yesterday evening  
last night



1. Did he study English last night?



2. Did she wash her windows this morning?



3. Did you play the piano yesterday afternoon?



4. Did they call the doctor this afternoon?



5. Did she listen to records yesterday morning?

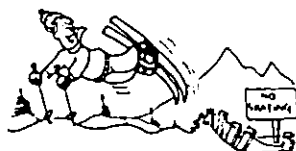


6. Did he clean his bedroom today?

I went.  
I didn't go.  
(did not)

Did you go?  
Yes, I did.  
No, I didn't.

Read and practice.



1. Did you go skating yesterday?  
*go - went*



2. Did you take the subway this morning?  
*take - took*



3. Did Steven get up at 10:00 this morning?  
*get - got*



4. Did he have a stomachache last night?  
*have - had*



5. Did Mrs. Smith buy bananas yesterday?  
*buy - bought*



6. Did Tommy write to his grandmother this week?  
*write - wrote*



7. Did you read a book this afternoon?  
*read - read*



8. Did they do their homework last night?  
*do - did*

## LESSON SEVEN

### WELCOME PARENTS DAY

Saturday was a very busy day at the dormitory where Jack lives. The boys were preparing for their annual Parents' Day celebration. Everyone who lives in the dorm had to participate. Each boy had a special job to do; no one was excused. When Betty walked past the dorm in the morning, one boy was holding a ladder and another was painting "WELCOME" on a sign over the front door. The others were working inside. Some were decorating the dining hall and others were planning entertainment. Jack was working with the decorating and his roommate was, too. He didn't know much about decorating and his roommate didn't either, but they learned from the other boys who were on the committee with them.

Many of the boys' parents visited the dorm on Sunday and enjoyed the celebration. The ones who didn't come this Sunday will visit their sons on another Sunday. Sunday is the only day when parents visit their sons. Jack's roommate's parents are going to come next Sunday, but there won't be any entertainment then.

(Praninkas, pp. 147)

Answer the following questions by using briefly.

1. What is the main idea of the paragraph ?
2. What did the boys do in the dorm ?
3. Why were they looking so busy ?
4. What did Betty see in the morning ?
5. Who were in the decorating committee?
6. Did all parents come to visit their children at the same time ?
7. What will be the risk if they come later ?
8. Whose parents will come next Sunday ?

Summarize the text in Indonesian.

## THE PAST CONTINUOUS TENSE

I	}	was	working
He			
She			
It			
We	}	were	
You			
They			

### THE BLACKOUT

Last night at 8:00 there was a blackout in Centerville. The lights went out all over town.



- A. What was Doris doing last night when the lights went out?
- B. She was taking a bath.



- A. What were Mr. and Mrs. Green doing last night when the lights went out?
- B. They were riding in an elevator.

Ask about these people.



1. *Ted*



2. *Irene*



3. *Bob and Judy*



4. *you*



5. *Joe*



6. *your parents*



7. *your younger sister*



8. *your father*



9. *Mr. and Mrs. Jones*

What were YOU doing last night at 8:00? Tell the other students in your class.



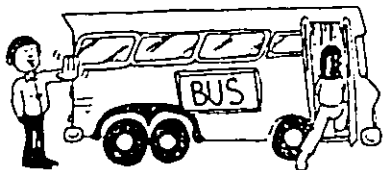
- A. I saw you yesterday, but you didn't see me.  
 B. Really? When?  
 A. At about 2:30.  
 You were getting out of a taxi on Main Street.  
 B. That wasn't me.  
 Yesterday at 2:30 I was cooking dinner.  
 A. I guess I made a mistake.



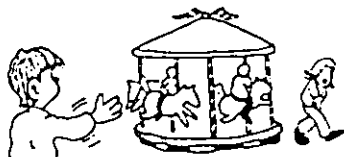
1. walking into the post office  
fixing my car



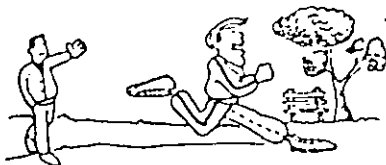
2. walking out of the laundromat  
cleaning my apartment



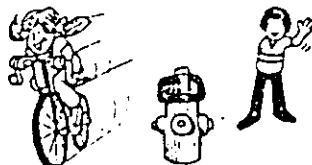
3. getting on a bus  
watching TV



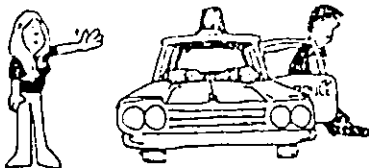
4. getting off a merry-go-round  
playing baseball



5. jogging through the park  
playing tennis



6. riding your bicycle along Main St.  
cooking



7. getting out of a police car  
sleeping



8.

## LESSON EIGHT

### BEING PUNCTUAL IS A GOOD HABIT

Have you ever heard a well-known English proverb which says "Time is money?" This proverb means that the value of time is the same as the value of money. At least we can say that time is as important as money in life. However, if you work hard and diligently; if you lose your time, you can never get it back and it will be lost forever.

Someone who comes late to class or a certain place will say "sorry" to his teacher or to his friend. Yet he still feels uneasy although he has said the word "sorry". Why? Because he is not sure whether his teacher or friend will really give him an excuse or not. Besides, he does not have a good habit in his life and always loses his valuable time.

What is the best thing to do in order not to be late? First, you try to have a good plan in your life. You have to keep in mind what time you are going to do something and when you will end it. Second, you try to stick to your own timetable as well as possible. Third, do everything with the best knowledge you have and try not to fail in any of your activities.

If you consider the above-mentioned proposals, you will get the following results:

- a. Your life will be good and successful,
- b. You will not be late in doing your daily job,
- c. You will save your worry.

In short, we can say that being punctual in life is a good habit. A good student will never say "I'm sorry, I'm late."

(Be, 1976)

Answer the following questions with your own words based on the text above.

1. Use the underlined words to create your sentences!
2. What is the meaning of the English proverb "Time is money"?
3. Why can you not get your lost time again?
4. Is it a good habit to say "I'm sorry I'm late" very often?
5. How can you make your life more successful than before?
6. Among other things what are the best things to do in order not to be late?

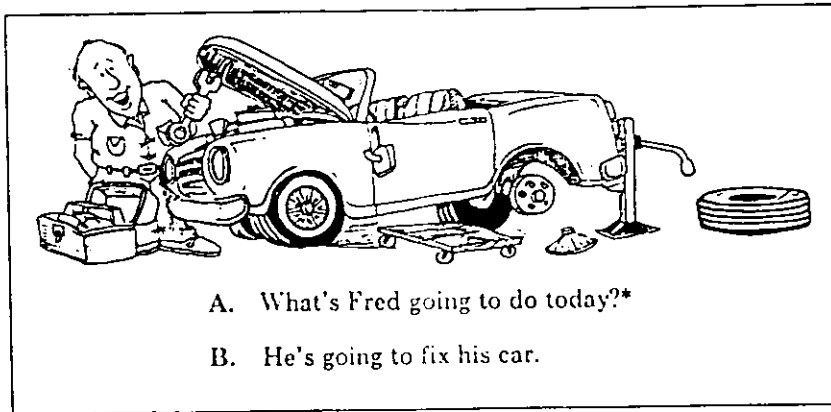
Summarize the text in Indonesian.

- PRESENT FUTURE TENSE
- VERB + INFINITIVE

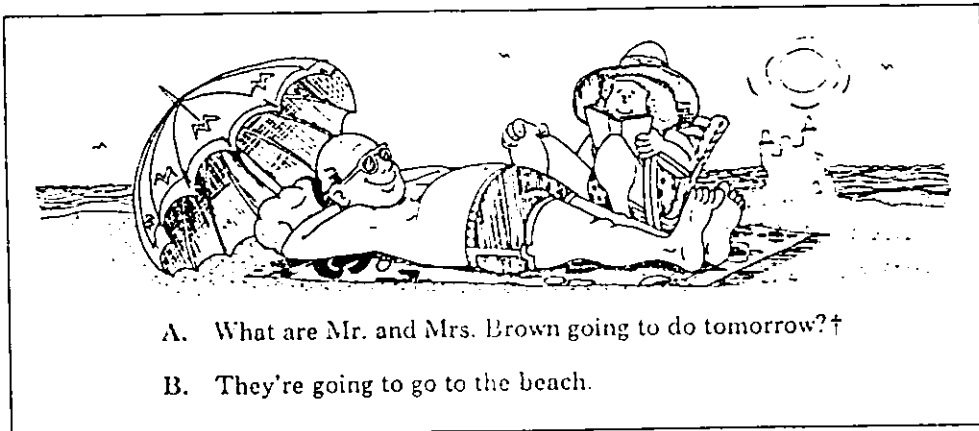
I	am	
He	is	going to read
She	is	going to read
It	is	going to read
We	are	
You	are	
They	are	

	am	I	
What is		he	} going to do?
		she	
		it	
		we	} going to do?
are		you	
		they	

Read and practice.



- A. What's Fred going to do today?\*
- B. He's going to fix his car.



- A. What are Mr. and Mrs. Brown going to do tomorrow?†
- B. They're going to go to the beach.

\*today includes:

this morning  
 this afternoon  
 this evening  
 tonight

†tomorrow includes:

tomorrow morning  
 tomorrow afternoon  
 tomorrow evening  
 tomorrow night



Read and practice.



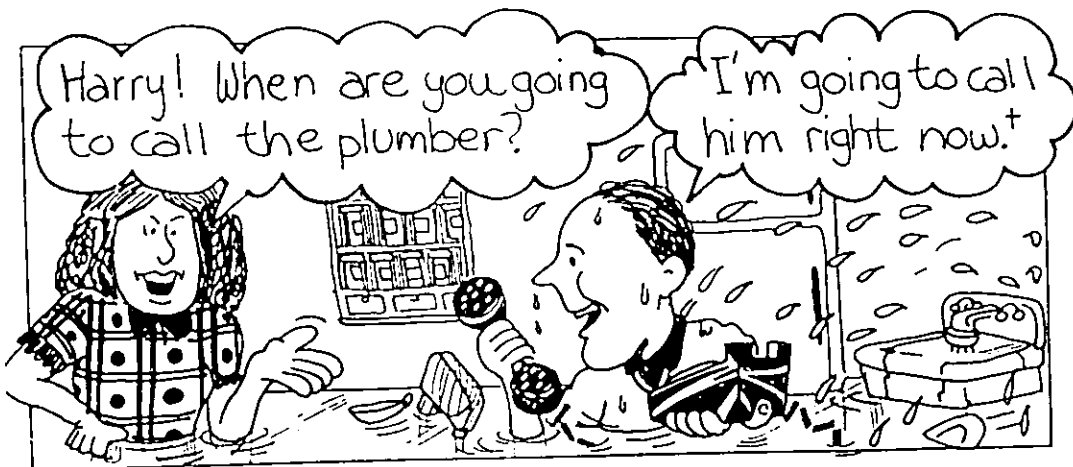
\*Other phrases you can use are:

this/next week, month, year

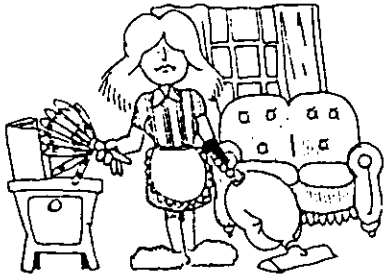
this/next Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

this/next January, February, March, April, May, June, July, August, September,  
October, November, December

this/next spring, summer, fall (autumn), winter



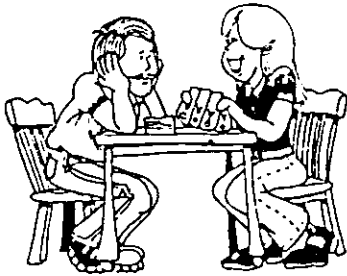
†"Right away," "immediately," and "at once" mean the same as "right now."



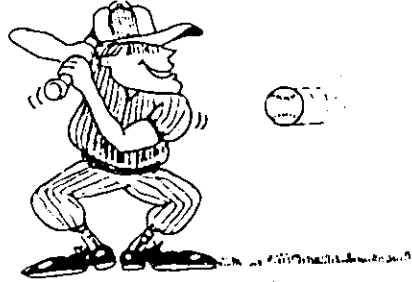
1. What's Mary going to do this morning?



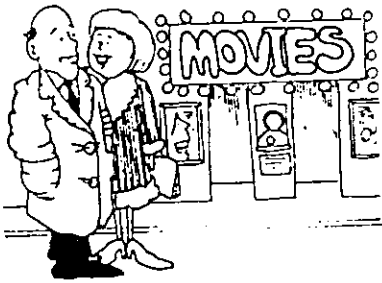
2. What are Carol and Dan going to do tomorrow morning?



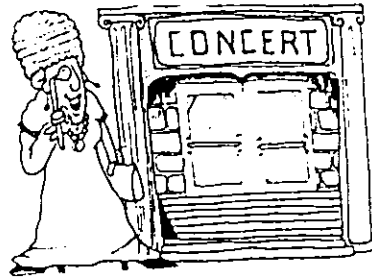
3. What are you going to do this afternoon?



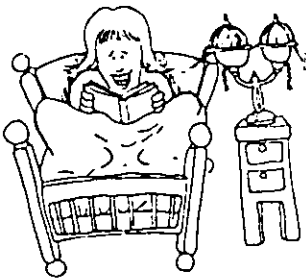
4. What's Tom going to do tomorrow afternoon?



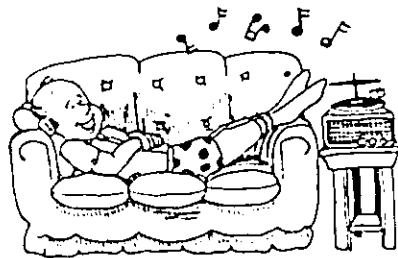
5. What are Mr. and Mrs. Smith going to do this evening?



6. What's Jane going to do tomorrow evening?

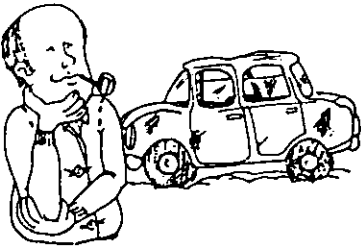


7. What are you going to do tonight?



8. What's Henry going to do tomorrow night?

9. Ask another student: What are you going to do \_\_\_\_\_?  
(tomorrow,  
this evening...)



1. When are you going to wash your car?



2. When are you going to call your grandmother?



3. When are you going to visit us?



4. When are you going to cut your hair?



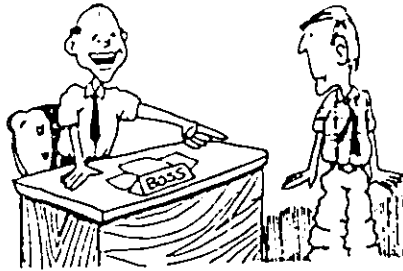
5. When are you going to plant flowers this year?



6. When are you going to fix your car?



7. When are you going to write to your Uncle John?



8. Mr. Smith! When are you going to iron those pants?

9. Ask another student: When are you going to \_\_\_\_\_?

I	}	want to	study.
We			
You			
They			
He	}	wants to	
She			
It			

Read and practice.



- A. What are you going to do tomorrow?  
 B. I don't know.  
 I want to go swimming, but I think the weather is going to be bad.
- A. Really? What's the forecast?  
 B. The radio says it's going to rain.
- A. That's strange! According to the newspaper, it's going to be sunny.  
 B. I hope you're right.  
 I REALLY want to go swimming.



1. have a picnic  
 rain  
 be nice



2. go skiing  
 be warm  
 snow



3. go to the beach  
 be cloudy  
 be sunny



4. plant flowers in my garden  
 be very hot  
 be cool



5. go sailing  
 be foggy  
 be clear



6. go to the zoo with my children  
 be cold  
 be warm

Discuss in class.

What's the weather today?  
 What's the weather forecast for tomorrow?

A. What time does \_\_\_\_\_?

B. It \_\_\_\_\_ at \_\_\_\_\_.

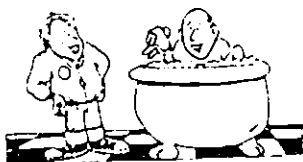
A. Oh no! I think we're going to be late!

B. Why? What time is it?

A. It's \_\_\_\_\_. And we have to leave RIGHT NOW!

B. I can't leave now. I'm \_\_\_\_\_!

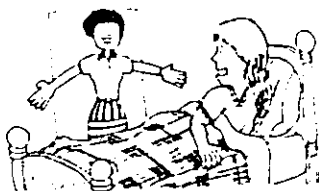
A. Please try to hurry! I don't want to be late for the \_\_\_\_\_.



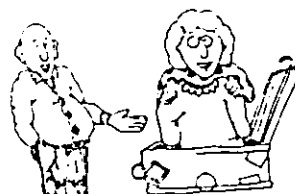
1. What time does the football game begin?  
2:00/1:30  
taking a bath



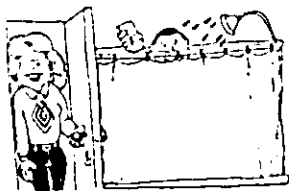
2. What time does the plane leave?  
4:15/3:45  
putting on my clothes



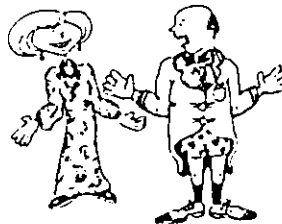
3. What time does the English class begin?  
9:00/8:45  
getting up



4. What time does the bus leave?  
7:00/6:30  
packing my suitcase



5. What time does the train leave?  
5:15/4:30  
taking a shower



6. What time does the play begin?  
8:30/8:00  
looking for my pants

7. \_\_\_\_\_

## LESSON NINE

### THE ALLEN'S NEW HOUSE

The Allens bought a house when they first moved to College Town. That was six years ago. By June first they will have been living in that house for six years. When professor Miller called on them last week, he asked them about their house.

Prof. Miller: You've owned this house quite a while, haven't you ?

Prof. Allen : It will be six years soon, won't it ?

Mrs. Allen : It will be six years in June.

Prof. Miller: Taxes are pretty high in College Town, aren't they ?

Prof. Allen : Yes, they are, but it is nice to own your own home. You live in an apartment, don't you ?

Prof. Miller: Yes, I do. I'd like to own a home, but I think I'll wait until I get married. A house is a big responsibility for one person.

Prof. Allen : That's right, isn't it, Ruth ?

Mrs. Allen : Yes, indeed. That's right.

(Praninkas, pp. 214)

Answer the following questions briefly.

1. How many people are there talking in the dialogue?
2. When did Mr. Allen buy the house ?
3. How are the taxes of the house?
4. Why do you think they are high?
5. Did the Allens enjoy having a new house?
6. Why doesn't Prof. Miller have his own home yet?
7. Does he want to get one ? When ?
8. Create your own dialogue based on the dialogue above.

## QUESTION TAGS

John is here, isn't he?

Yes, he is.

No, he isn't.

You were sick, weren't you?

Yes, I was.

No I wasn't.

Maria will be here soon, won't she?

Yes, she will.

No, she won't.

Bobby has gone to bed, hasn't he?

Yes, he has.

No, he hasn't.

You like ice cream, don't you?

Yes, I do.

No, I don't.

Henry worked yesterday, didn't he?

Yes, he did.

No he didn't.

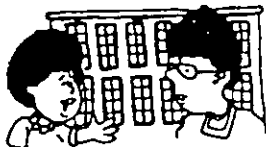
Read and practice.



A. The bus stops at this corner, doesn't it?

B. Yes, it does.

A. That's what I thought.



1. You live in apartment seventeen, \_\_\_\_\_?



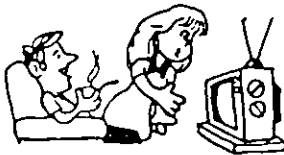
2. I can smoke here, \_\_\_\_\_?



3. Abraham Lincoln was our sixteenth president \_\_\_\_\_?



4. You locked the front door, \_\_\_\_\_?



5. The President is going to speak on TV tonight, \_\_\_\_\_?



6. Miss Smith will be out of town next week, \_\_\_\_\_?



7. We've already seen this movie, \_\_\_\_\_?



8. You were a waiter in the restaurant across the street, \_\_\_\_\_?

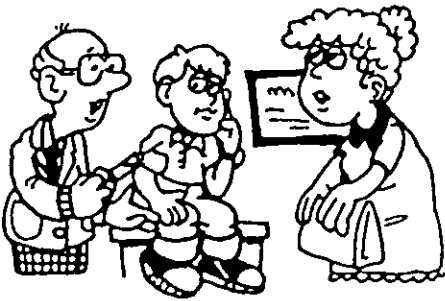


9. You're a famous movie star, \_\_\_\_\_?

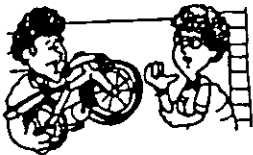
John isn't here, is he?  
 You weren't sick, were you?  
 Maria won't be here soon, will she?  
 Bobby hasn't gone to bed, has he?  
 You don't like ice cream, do you?  
 Henry didn't work yesterday, did he?

Yes, he is.  
 Yes, I was.  
 Yes, she will.  
 Yes, he has.  
 Yes, I do.  
 Yes, he did.

No, he isn't.  
 No I wasn't.  
 No, she won't.  
 No, he hasn't.  
 No, I don't.  
 No he didn't.



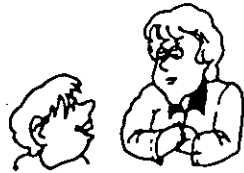
- A. Your son isn't allergic to penicillin, is he?  
 B. No, he isn't.  
 A. That's what I thought.



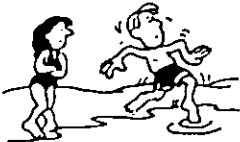
1. The children don't ride this old bicycle any more, \_\_\_\_\_?



2. We didn't have any homework for today, \_\_\_\_\_?



3. I can't have any more candy, \_\_\_\_\_?



4. You aren't really going to go swimming today, \_\_\_\_\_?



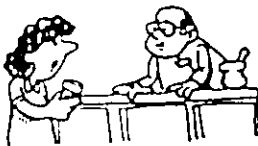
5. The mail hasn't come yet, \_\_\_\_\_?



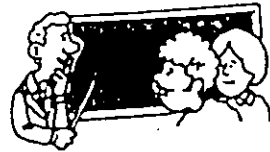
6. There weren't any airplanes when you were a little boy, \_\_\_\_\_?



7. Dr. Anderson won't be in the office tomorrow, \_\_\_\_\_?



8. I shouldn't take these pills right after I eat, \_\_\_\_\_?



9. I haven't taught "tag questions" before, \_\_\_\_\_?



## LESSON TEN

### NEVER TOO OLD TO LEARN

I have just received a letter from my old school informing me that my former headmaster, Mr. Reginald Page, will be retiring next week. Pupils of the school, old and new, will be sending him a present to mark the occasion. All those who have contributed towards the gift will sign their names in a large album which will be sent to the headmaster's home. We shall all remember Mr. Page for his patience and understanding and for the kindly encouragement he gave us when we went so willingly to school. A great many former pupils will be attending a farewell dinner in his honour next Thursday. It is a curious coincidence that the day before his retirement, Mr. Page will have been teaching for a total of forty years. After he has retired, he will devote himself to gardening. For him, this will be an entirely new hobby. But this doesn't matter, for, as he has often remarked, one is never too old to learn.

(Alexander, pp. 209)

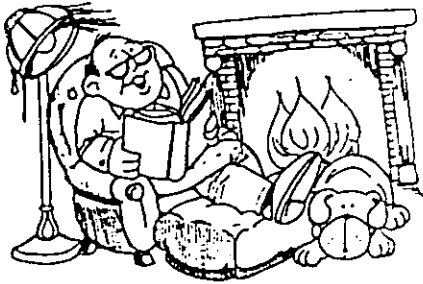
Answer the questions correctly after you read the passage.

1. What does the title mean? Explain!
2. What is Mr. Reginald Page ?
3. When will Mr. Page be retiring ?
4. What will the students be sending for that ?
5. Why will they sign their names in it ? Explain!
6. How was Mr. Page behaviour when he was teaching ?
7. When will the pupils be attending a farewell dinner ?
8. How long will Mr. Page have been teaching when he retires?
9. What will he be doing after retirement ?

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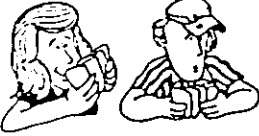




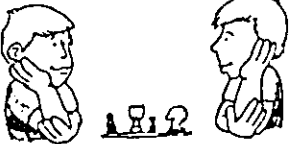


## FUTURE CONTINUOUS TENSE

I	will	I'll	}	be working.
He	will	He'll		
She	will	She'll		
It	will	It'll		
We	will	We'll		
You	will	You'll		
They	will	They'll		



A. Will you be home this evening?

B. Yes, I will. I'll be reading.

- |   |  |  |
|---|--|--|
| <br>1. Sharon                | <br>2. Steven | <br>3. Mr. and Mrs. Williams |
| <br>4. Bob                   | <br>5. you    | <br>6. Kathy                 |
| <br>7. Jack                  | <br>8. you    | <br>9. Mrs. McDonald         |
| <br>10. you and your brother | <br>11. Dave  | <br>12. you                  |

Read and practice.



- A. Hi, Gloria. This is Arthur.  
Can I come over and visit this evening?
- B. No, Arthur. I'm afraid I won't be home  
this evening. I'll be shopping at the  
supermarket.



- A. Can I come over and visit TOMORROW  
evening?
- B. No, Arthur. I'm afraid I won't be home  
tomorrow evening. I'll be working late at  
the office.



- A. Can I come over and visit this WEEKEND?
- B. No, Arthur. I'll be visiting my sister in  
New York.



- A. Can I come over and visit next Wednesday?
- B. No, Arthur. I'll be visiting my uncle in  
the hospital.

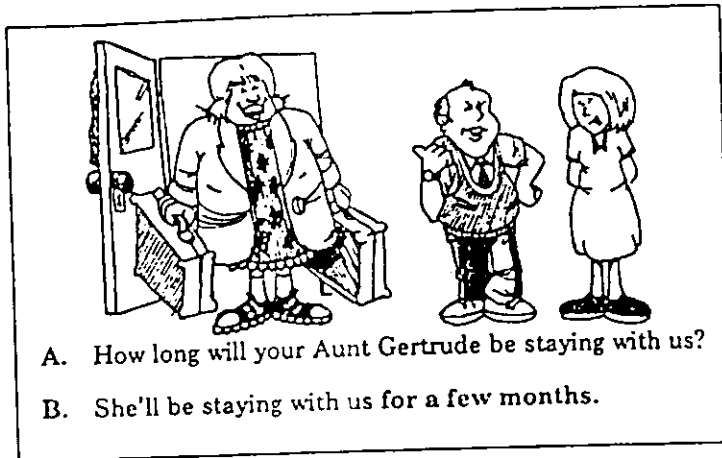


- A. How about some time next SPRING?
- B. No, Arthur. I'll be getting married next  
spring.



- A. Oh!
- B. Good-bye.





1. How long will they be staying in San Francisco?  
*until Friday*



2. How much longer will you be working on my car?  
*for a few more hours*



3. How late will your husband be working tonight?  
*until 10 o'clock*



4. Where will you be getting off?  
*at the last stop*



5. How much longer will you be practicing the piano?  
*for a few more minutes*



6. How late will your daughter be studying English this evening?  
*until 8 o'clock*



7. When will we be arriving in London?  
*at 7 a.m.*



8. How much longer will you be reading?  
*until I finish this chapter*



9. How far will we be driving today?  
*until we reach Detroit*



10. How soon will Santa Claus be coming?  
*in a few days*

## LESSON ELEVEN

### THE DATE

#### The Telephone Message

"Celeste, you turkey! I can't believe you!" Sabrina glared at her roommate. "Come on. You have to remember who called !

Celeste scratched her head and thought hard. "His name was ... now let me think ... don't tell me ... it was some kind of animal. Lamb? No, that wasn't it. Rabbit? No, I've got it! Wolf!"

"Not Arthur Wolf!" Sabrina groaned. "Oh Celeste, what have you done to me?"

"I got you a date for Friday night. That's what I did. You should thank me."

"Thank you?" wailed Sabrina. "Arthur Wolf is awful. I can't believe he asked me out. He hates having a woman supervisor and he's always very rude to me."

"Then call him back and tell him you're busy," Celeste suggested.

"I can't." Sabrina looked upset. "I don't really like Arthur but a promise is a promise. You've already told him that I'm going so I'll go. Maybe he's trying to apologize for being so rude all year."

"Yes, I'm sure that's it," said Celeste cheerfully. "He sounded so nice on the phone."

"Well there's nothing I can do about it now," Sabrina sighed unhappily. "I just have to wait until Friday."

#### Friday Night

"I know you're going to have a good time," said Celeste enthusiastically. "You know it's funny that Arthur didn't mention your date at school this week. Maybe he's really shy. I can't wait to meet him."

"Oh Celeste, you don't have to wait around," said Sabrina. "I know you have lost of things to do before your trip tomorrow. "Yes I have a million things to do," agreed Celeste. "But I want to meet Arthur, too. The other things can wait. Oh Sabrina, there's the doorbell! I'll get it. You finish getting ready."

"All right. But Celeste, be careful." Celeste opened the door. "Oh, Mr. Wolf. Please come in," she said.

Otto walked into the apartment. He had some flowers in his hand. "You must be Celeste," he said.

That's right. Sabrina will be here in a minute. She's getting ready."

Otto waited for Celeste to sit down, and then he sat on a chair across from her. "Have you and Sabrina known each other for a long time?" he asked.

"Yes," answered Celeste. "We grew up together in California."

"I've never visited California. I want to see it sometime," Otto said.

Celeste studied Otto's face while he was talking. "You know, Mr. Wolf, you're very different from the way Sabrina described you."

"Really?" said Otto. "You're exactly the way I pictured you. But Celeste, I want to tell you something. My name isn't Wolf, it's ..."

Sabrina walked into the room. "OTTO FOX!" she shouted. "What are you doing here? I mean, what a pleasant surprise!"

"Surprise?" asked Otto. "I thought we had a date."

Otto and Sabrina both looked at Celeste. "Wait a minute," they both said at once.

"Now Sabrina," said Celeste quickly. "I told you I wasn't sure about the name. Wolf and Fox are very close. As a matter of fact, they're cousins in the animal kingdom."

"I'm afraid I really don't understand," said Otto.

"I'll try to explain," laughed Sabrina. "Celeste couldn't remember your name. She could only remember that it had something to do with animal. To make a long story short, we picked a wolf, not a fox."

"Arthur wolf? Why, he's the .. Did you want to go out with him?" asked Otto.

"Oh no, not all. I'm so happy that you're my date," Sabrina smiled.

"Me, too," said Celeste. "It's going to be a wonderful date. I can tell!"

Otto looked at Celeste, and then quickly at his watch. "Sabrina, we better get going. Put these flowers in a vase. I have a taxi downstairs and reservations for 8:30 at the Paradise Restaurant."

"A taxi?" asked Sabrina. "Oh, are you still having trouble with your car?"

"My car? Oh yes, my car. I'll tell you about my car during dinner. Good night, Celeste," Otto smiled. "It was a pleasure meeting you."

"It was a pleasure to meet you too, Arthur," said Celeste.  
"Good night!"

### What's in the Story?

Answer these questions about "The Date." Use complete sentences and write on your own paper. You can find answers in the story.

(Drayton, pp.108-111)

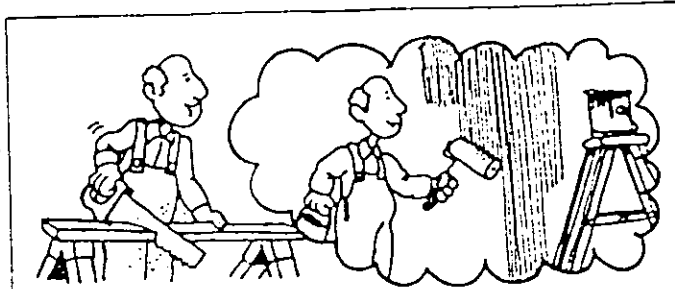
1. Who is Arthur Wolf?
2. Why has Arthur Wolf been rude to Sabrina?
3. Why doesn't Sabrina want to call off the date with Arthur?
4. Does Celeste have a date on Friday night?
5. Who is Sabrina's real date?
6. Why is Sabrina surprised to see Otto Fox?
7. Why does Otto say it is time to leave?
8. Where are Otto and Sabrina going to eat dinner?

### What do you think?

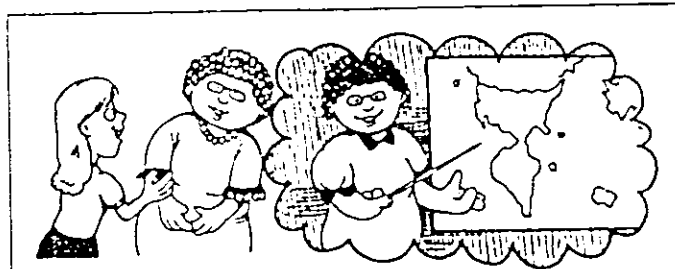
Answer the questions based on the story and your own words.

1. What kind of person is Mr. Arthur Wolf?
2. What kind of person is Sabrina ?
3. Why didn't Arthur say anything about the date at school all week?
4. Why does Sabrina tell Celeste to be careful?
5. How did Otto know that Celeste was from California ?
6. What are Otto and Sabrina probably going to talk about over dinner? (Name a few things.)
7. What was Sabrina thinking all week? How was she feeling?
8. Why does Celeste call Otto, "Arthur"?

PRESET PERFECT TENSE  
(BE AND ACTION VERB)



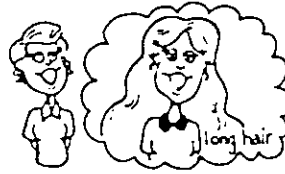
- A. Has Ralph always been a carpenter?  
B. No, he hasn't.  
He's been a carpenter for the last ten years.  
Before that, he was a painter.



- A. Have you always taught history?  
B. No, I haven't.  
I've taught history since 1970.  
Before that, I taught geography.



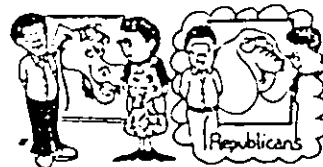
1. Has Fred always been thin?  
*the last three years...*



2. Has Roberta always had short hair?  
*she finished college*



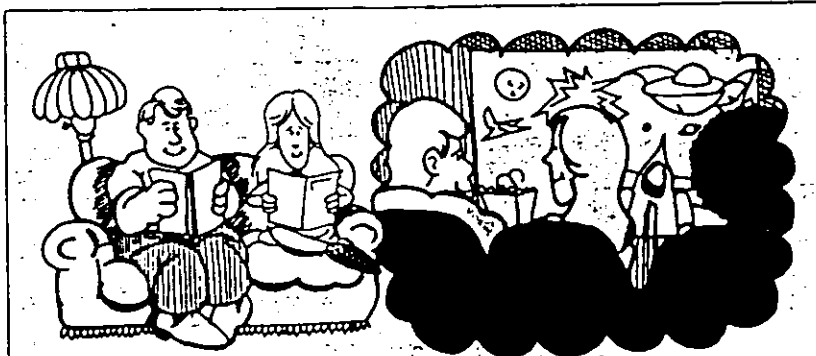
3. Have you always liked classical music?  
*the past few years*



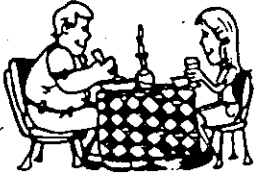
4. Have your parents always been Democrats?  
*Watergate\**

\*an American political scandal in 1973-74.





A. Are Mr. and Mrs. Smith going to see a movie tonight?  
 B. No, they aren't. They've already seen a movie this week.  
 A. Really? When?  
 B. They saw a movie yesterday.



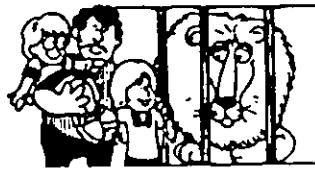
1. Are Mr. and Mrs. Smith going to eat at a restaurant tonight?  
 eat-ate-eaten



2. Is Frank going to get a haircut today?  
 get-got-gotten



3. Is Lucy going to write to her grandmother today?  
 write-wrote-written



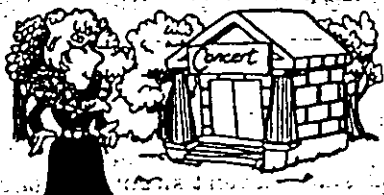
4. Is Bob going to take his children to the zoo today?  
 take-took-taken



5. Are you going to give blood today?  
give-gave-given



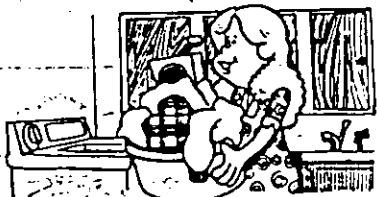
6. Are you and your friends going to see a play this evening?  
see-saw-seen



7. Is Jennifer going to go to a concert tonight?  
go-went-gone



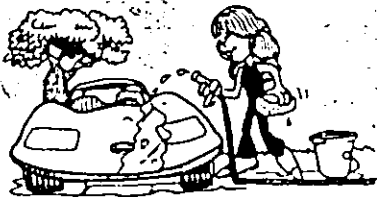
8. Is Philip going to wear his red tie today?  
wear-wore-worn



9. Is Mary going to do her laundry today?  
do-did-done



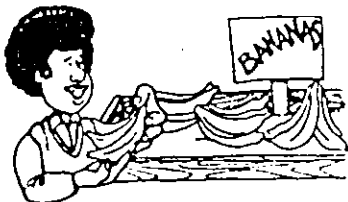
10. Is Max going to swim at the health club today?  
swim-swam-swum



11. Is Marion going to wash her car today?  
wash-washed-washed



12. Is Jim going to bake cookies today?  
bake-baked-baked



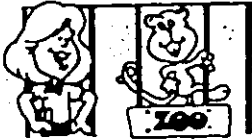
13. Are you going to buy bananas today?  
buy-bought-bought



14. Is Tom going to spend a lot of money at the department store today?  
spend-spent-spent



- A. Do you like to swim?  
 B. Yes, I do. But I haven't swum in a long time.  
 A. Why not?  
 B. I just haven't had the time.



1. Does Kathy like to go to the zoo?



2. Does Robert like to do his English homework?



3. Do you like to read *The New York Times*?



4. Do you and your sister like to bake bread?



5. Do Bob and Sally like to take dance lessons?



6. Does Betsy like to make her own cloth?



7. Does William like to write poetry?



8. Do you like to see your old friends?

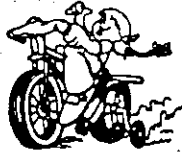
9.



- A. Have you seen the new Walt Disney movie yet?  
 B. Yes, I have. I saw it yesterday.



1. you write your composition



2. Nancy ride her new bicycle\*



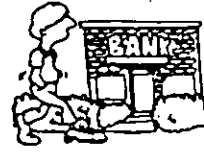
3. Arthur take his driver's test



4. Sharon and Charles do their homework



5. you read Chapter 3



6. David go to the bank



7. Mr. and Mrs. Chang make plans for the weekend

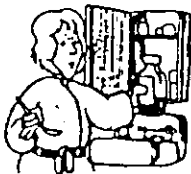
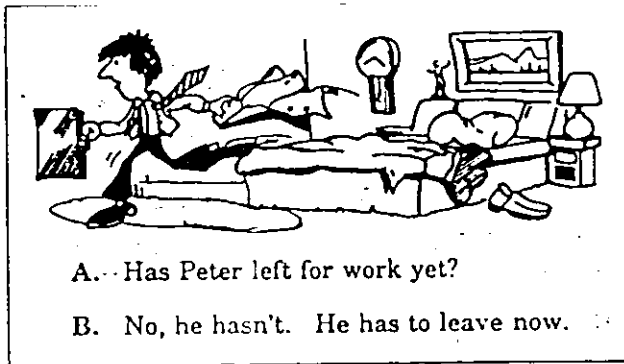


8. Stanley wear his new suit



9. you meet your new English teacher

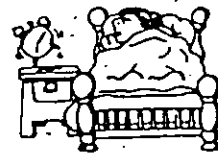
\*ride - rode - ridden



1. Mildred take her medicine



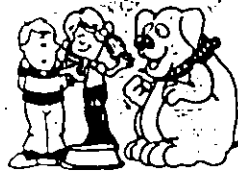
2. you finish your homework



3. Bill get up



4. John and Julia say good-bye



5. you feed the dog



6. Barbara call her boss

## LESSON TWELVE

### METHODS OF EDUCATION : EAST VERSUS WEST

- (A) A teacher from a Western country recently visited an elementary school in an Asian country. In one class, she watched sixty young children as they learned to draw a cat. The teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it. The children drew in the same way. The lesson continued until there were sixty-one identical cats in the classroom. Each student's cat looked exactly like the one on the board.
- (B) The visiting teacher watched the lesson and was surprised. The teaching methods were very much different from the way of teaching in her own country. A children's art lesson in her own country produced a roomful of unique pictures, each one completely different from the others. Why? What causes this difference in educational methods? In a classroom in any country, the instructor teaches more than art or history or language. He or she also teaches culture (the ideas and beliefs of that society). Each educational system is a mirror that reflects the culture of the society.
- (C) In a society such as the United States or Canada, which has many national, religious, and cultural differences, people highly value individualism—the differences between people. Teachers place a lot of importance on the qualities that make each student special. The educational systems in these countries show these values. Students do not memorize information. Instead, they work individually and find answers themselves. There is often discussion in the classroom. At an early age, students learn to form their own ideas and opinions.
- (D) In most Asian societies, by contrast, the people have the same language, history, and culture. Perhaps for this reason, the educational system in much of the Orient reflects society's belief in group goals and purposes rather than individualism. Children in China, Japan, and Korea often work together and help each other on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen. There is not much discussion. Instead, the students recite rules or information that they have memorized.
- (E) There are advantages and disadvantages to both of these systems of education. For example, one advantage to the system in Japan is that students there learn much more math and science than American students learn by the end of high school. They also study more hours each day and more days each year than North Americans do. The system is difficult, but it prepares students for a society that values discipline and self-control. There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, yet many students say that after an exam, they forget much of the information that they have memorized.
- The advantage to the educational system in North America, on the other hand, is that students learn to think for themselves. The system prepares them for a society that values creative ideas. There is, however, a disadvantage. When students graduate from high school, they haven't memorized as many basic rules and facts as students in other countries have.

(Kirn, pp. 4-6)

## Getting the Main Ideas

Answer the questions according to the reading selection. Which statements apply to which systems of education? Write W (*Western*) or E (*Eastern*) on the lines. Don't look back at the reading.

1. E The teacher draws pictures that the children copy exactly.
2. W Each child draws a different picture; the teacher helps individuals.
3. \_\_\_\_\_ The society values individualism highly.
4. \_\_\_\_\_ Students have to find information themselves, and there is a lot of discussion.
5. \_\_\_\_\_ Most of the people in the country have the same language, history, and culture.
6. \_\_\_\_\_ Students listen to the teacher and memorize information and rules.
7. \_\_\_\_\_ The system prepares students for a society that values discipline.

## Guessing Meaning from Context

You do not need to look up the meanings of all new words in a dictionary. You can guess the meanings of many new words from the context—the other words in the sentence, and the other sentences in the paragraph.

Sometimes a sentence gives a definition of a new vocabulary item or information about it. This information may be in parentheses ( ), after a dash ( — ), or after a comma ( , ).

*Example:* There were sixty-one identical cats in the classroom, each one exactly like the one on the board. (What does *identical* mean? It means "exactly alike.")

Find the meanings of the underlined words in the sentences and write them on the lines.

1. A children's art lesson produced a roomful of unique pictures, each one completely different from the others. completely different
2. The instructor also teaches the culture (the ideas and beliefs of society). \_\_\_\_\_
3. People highly value individualism—the differences between people. \_\_\_\_\_
4. Most Oriental societies value discipline, or self-control. \_\_\_\_\_

Sometimes the meaning or a clue to the meaning of a new vocabulary item is in another sentence or sentence part.

*Example:* A teacher from a Western country recently visited an elementary school in an Asian country. In one class, she watched sixty young children. (What is an *elementary* school? It's a school for young children.)

Write the meanings of the underlined words on the lines.

5. The teacher drew a big circle on the blackboard, and the children copied it. Then she drew a smaller circle, and the class drew it the same way. \_\_\_\_\_

6. The teaching methods were very much different from the way of teaching in her own country. \_\_\_\_\_
7. Students memorize information; they learn and remember basic rules and facts. \_\_\_\_\_
8. They work individually and find answers themselves. \_\_\_\_\_
9. Each educational system is a mirror that reflects the values of the society. In the Orient, it shows society's beliefs in group goals rather than individualism. \_\_\_\_\_
10. People in Western cultures value individualism highly. Teachers place a lot of importance on the qualities that make each person special. \_\_\_\_\_

Now read the selection at the beginning of the chapter again carefully. Try to guess the meanings of new words from the context. Use your dictionary only when absolutely necessary.

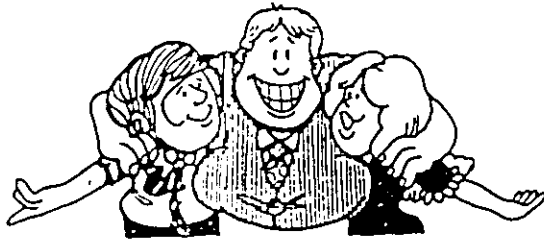
Check your answers in the "Getting the Main Ideas" section, which followed the reading selection. Correct your errors. Then complete the following exercises. Look back at the reading if necessary. ▶

### Understanding Reading Structure

1. Paragraphs divide reading material into topics. In the selection at the beginning of the chapter, there are letters next to the six paragraphs. One paragraph is usually about one topic. Match the paragraphs with their topics and write the letters of the paragraphs on the lines.
  - \_\_\_\_\_ C \_\_\_\_\_ How Western school systems reflect the value of individualism
  - \_\_\_\_\_ \_\_\_\_\_ The advantages and disadvantages of the North American system
  - \_\_\_\_\_ \_\_\_\_\_ Reasons for differences in educational systems
  - \_\_\_\_\_ \_\_\_\_\_ How Oriental school systems reflect group goals
  - \_\_\_\_\_ \_\_\_\_\_ Introduction: A classroom in an Asian country
  - \_\_\_\_\_ \_\_\_\_\_ The advantages and disadvantages of Oriental methods of education
2. A reading may express one main idea. The main idea is the most important idea of the reading; it sums up the topics and ideas of all the paragraphs. Circle the letter of the main idea of the reading selection at the beginning of the chapter.
  - a. In elementary schools in Asia, children copy pictures of cats from the blackboard.
  - b. There are advantages and disadvantages to different educational systems, which reflect culture.
  - c. In a society such as the United States or Canada, teachers value individualism highly.
  - d. Students from Japan can memorize information better than students from the United States.

## THE PAST PERFECT TENSE

I  
He  
She  
It        hadn't eaten.  
We        (had not)  
You  
They



- A. Did George enjoy seeing his old friends last night?  
B. Yes, he did. He hadn't seen his old friends in a long time.



1. Did you enjoy swimming in the ocean last weekend?



2. Did Janice enjoy singing with the choir last Sunday?



3. Did Mr. and Mrs. Gleason enjoy taking a walk along the beach yesterday?



4. Did you and your friends enjoy going out for dinner last night?



5. Did Susan enjoy visiting her grandparents last Sunday afternoon?



6. Did Andrew and Eric enjoy having chocolate cake for dessert last night?



7. Did Professor Nelson enjoy seeing his former students last week?

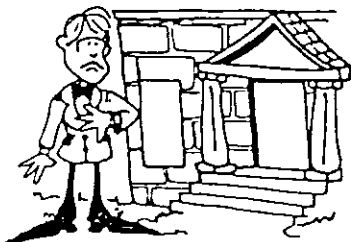
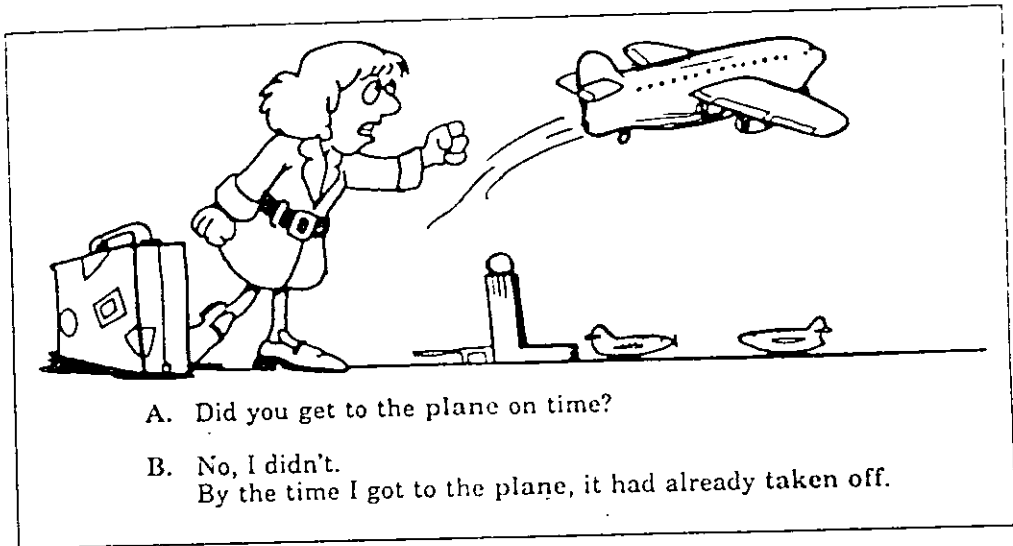


8. Did Walter enjoy playing "hide and seek" with his children last night?

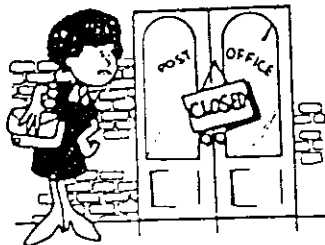


9. Did Mrs. Thompson enjoy reading her old love letters last weekend?

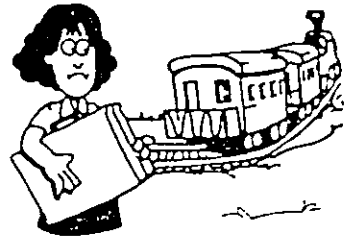




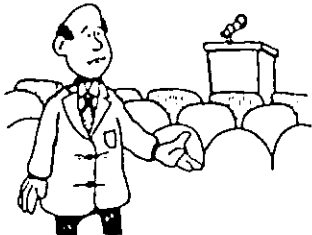
1. concert begin



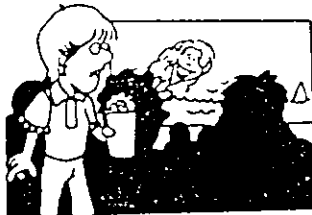
2. post office close



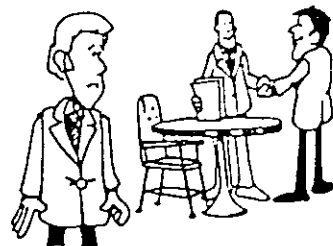
3. train leave



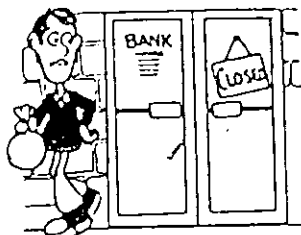
4. lecture end



5. movie start



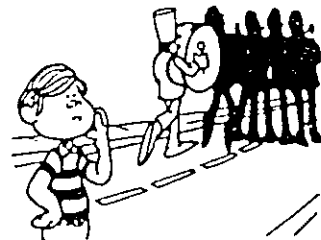
6. meeting finish



7. bank close



8. boat sail away



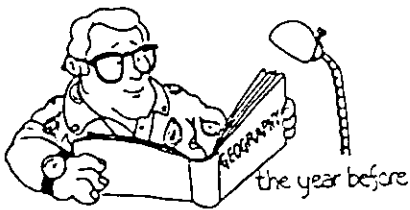
9. parade go by



5. Did you and your friends have a picnic last Sunday?



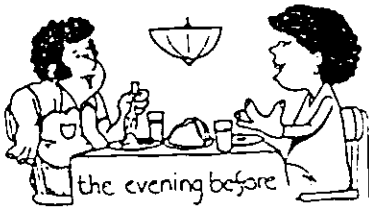
6. Did Shirley have pizza for dinner last night?



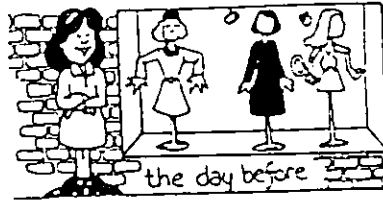
7. Did Gregory take a geography course last year?



8. Did Helen give a party last weekend?



9. Did Mr. and Mrs. Stevens discuss politics at the dinner table yesterday evening?



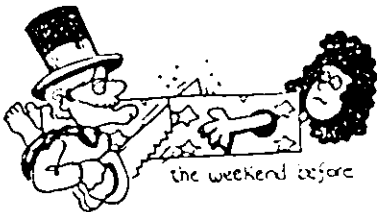
10. Did you go window-shopping last Saturday?



11. Did Mabel bake one of her delicious apple pies last week?



12. Did Philip wear his polka dot shirt to work last Tuesday?



13. Did Stanley do magic tricks for his friends last weekend?

14.



## LESSON THIRTEEN

### FOREIGN STUDENTS IN THE UNITED STATES AND CANADA

- A** There are many nonnative speakers of English at colleges and universities in the United States and Canada. Nonnatives are usually foreign students or resident aliens. Foreign students in the United States are nonresidents with F or J visas. Resident aliens are immigrants or refugees. In addition, some U.S. and Canadian citizens are nonnative speakers. They do not speak English as their first language.
- B** California is the state with the most\* foreign students. Texas and New York are next. Other states with large numbers of foreign students are Massachusetts, Illinois, Michigan, and Pennsylvania. Students from Europe most often attend school in the northeastern and northwestern states, and students from Asia usually go to school in the midwestern and western states. Latin Americans most often study in the South and Southwest, and Africans usually attend school in the Midwest and South. In Canada, many nonnative speakers study in Quebec and speak French. Some go to school in the provinces of Ontario, Nova Scotia, British Columbia, and Alberta.
- C** Engineering is the most popular field of study for visa students. Many study management and business. Most foreign students major in practical subjects.
- D** Many visa students in the United States come from the Middle East and Asia, and many are from oil countries. Iran, Taiwan, Nigeria, Japan, Hong Kong, Venezuela, Saudi Arabia, India, and Thailand send large numbers of students to the United States. Foreign students in Canada often come from Hong Kong, Malaysia, and the United Kingdom.
- E** We do not have all the facts about visa students, and these students are only a small part of the many nonnative speakers at American colleges and universities. But the facts show that nonnatives are very important in American higher education.

#### Getting the Main Ideas

According to the reading selection, are these statements true or false? Write T (true) or F (false) on the lines. Do *not* look back at the reading.

1. \_\_\_\_\_ All nonnative speakers of English at American colleges and universities are foreign visa students.
2. \_\_\_\_\_ The facts in this reading selection are mostly about foreign students. They are not about immigrants and refugees.
3. \_\_\_\_\_ California, Texas, and New York do not have many foreign students.
4. \_\_\_\_\_ Many foreign students go to school in Ontario and Quebec, Canada.
5. \_\_\_\_\_ Most visa students study practical subjects.
6. \_\_\_\_\_ Most foreign students come from Europe.

(Kirn, pp.4-6)

## Guessing Meaning from Context

You do not need to look up the meanings of all new words in a dictionary. You can guess the meanings of many words from the context.

Sometimes a sentence gives the meaning of a new vocabulary item. The meaning sometimes follows the verb *be*.

*Example:* The *context* is the words around the new items. (What does *context* mean? It means "the words around the new items.")

Write the meanings of the underlined words in the following sentences on the lines.

1. Foreign students are nonresidents with F or J visas.  
\_\_\_\_\_
2. Resident aliens are immigrants or refugees.  
\_\_\_\_\_
3. Other states with large numbers of foreign students are Massachusetts and Illinois.  
\_\_\_\_\_

Sometimes the meaning of a new item is in another sentence or in another part of a sentence.

*Example:* Iran, Venezuela, and other oil countries send many students to the United States. (What are Iran and Venezuela? They are countries with a lot of oil.)

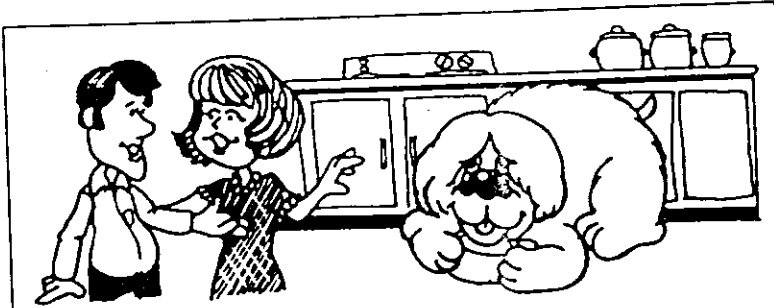
Find the meanings of the underlined words in the following sentences. Write them on the lines.

4. Students from Europe most often attend school in the northeastern and northwestern states, and students from Asia usually go to school in the Midwest.  
\_\_\_\_\_
5. Asian students usually go to school in the midwestern and western parts of the United States. Latin Americans most often study in the South and Southwest.  
\_\_\_\_\_
6. Many foreign students study management and business. Most major in practical subjects.  
\_\_\_\_\_
7. Visa students are only a small part of the many nonnative speakers at colleges and universities. But the facts show that nonnatives are very important in American higher education.  
\_\_\_\_\_

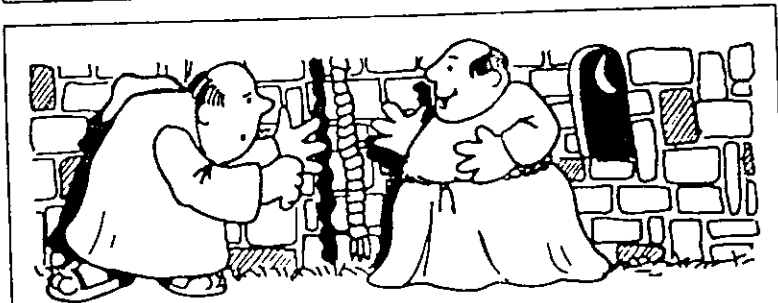
## PASSIVE VOICE

Someone has fed the dog.  
The cat has been fed.

Somebody has turned off the lights.  
The lights have been turned off.

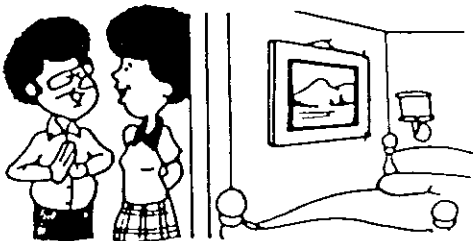


- A. Do you want me to feed Rover?  
B. No. Don't worry about it.  
He's already been fed.

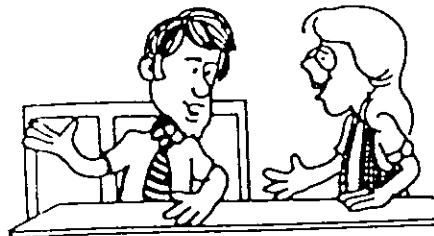


- A. Do you want me to ring\* the church bells?  
B. No. Don't worry about it.  
They've already been rung.

\*ring-rang-rung

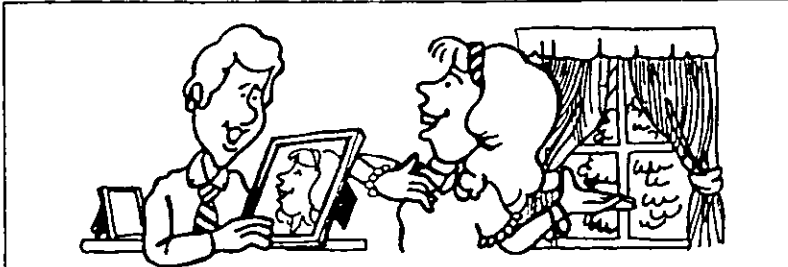


1. *make the bed*



2. *send the packages*

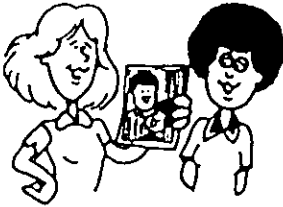
Read and practice.



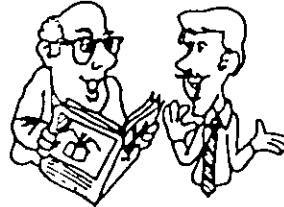
- A. This is really a good photograph of you.
- B. I think so, too.
- A. Who took it?
- B. I'm not sure. I think it was taken by my Uncle George.



- A. This is a very sad poem.
- B. I think so, too.
- A. Who wrote it?
- B. I'm not sure. I think it was written by Shakespeare.



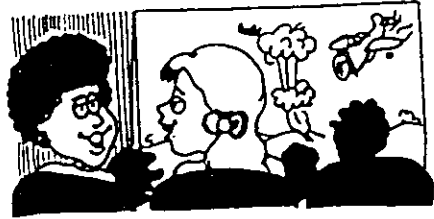
- 1. This is a very cute photograph of your children.  
*take*



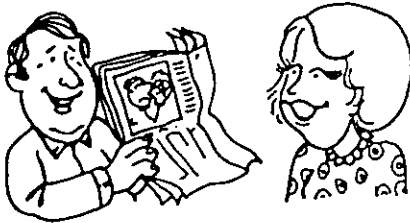
- 2. This is an excellent magazine article.  
*write*



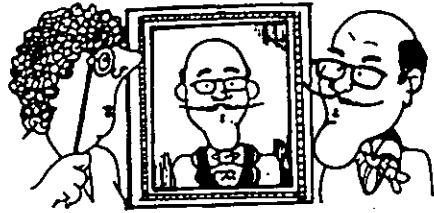
3. This is a beautiful sonata.  
*compose*



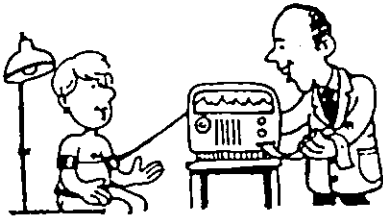
4. This is really an exciting movie.  
*direct*



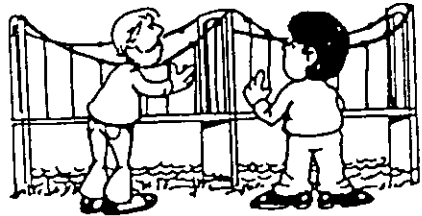
5. This is a very funny political cartoon.  
*draw*



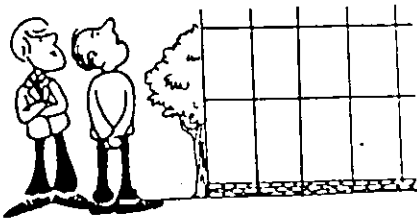
6. This is a very fine portrait of you.  
*paint*



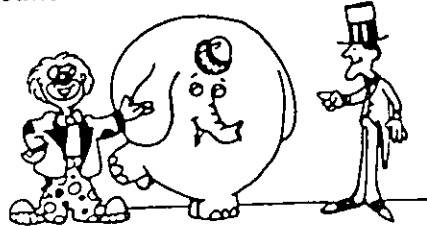
7. This is a very useful machine.  
*invent*



8. This is an impressive bridge.  
*build*



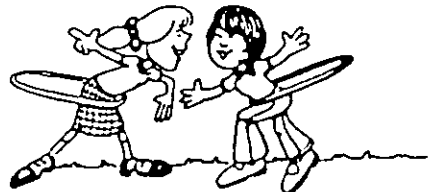
9. This is a magnificent building.  
*design*




10. This is a very talented elephant.  
*train*




11. This is a very strange computer.  
*program*



12. This is really a crazy fad.  
*begin*

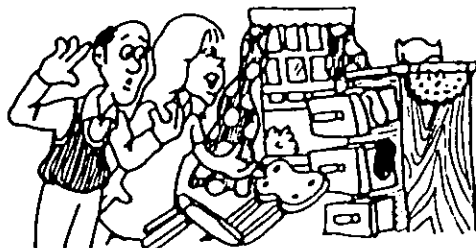


A. Have you heard about Harry?  
 B. No, I haven't. What happened?  
 A. He was fired last week.  
 B. What a shame!†  
 That's the second time he's been fired this year!

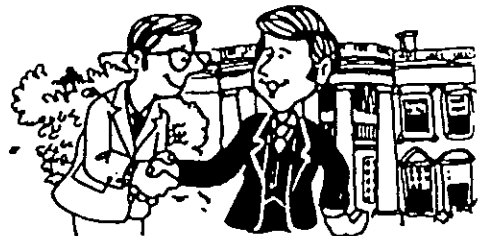


A. Have you heard about Helen?  
 B. No, I haven't. What happened?  
 A. She was given a raise last week.  
 B. That's great!†  
 That's the second time she's been given a raise this year!

\*You can also say: That's terrible! That's too bad!  
 †You can also say: That's fantastic! That's wonderful!

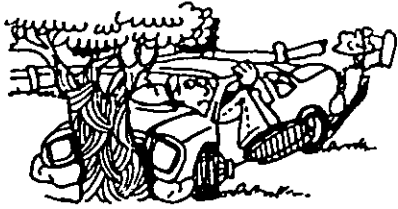


1. Mr. and Mrs. Wilson  
 robbed



2. Uncle John  
 invited to the White House

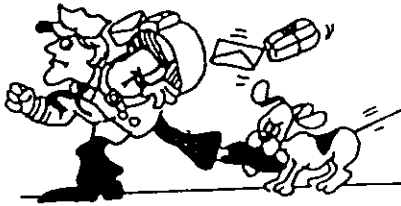




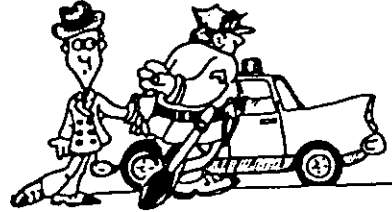
3. Larry hurt in a car accident



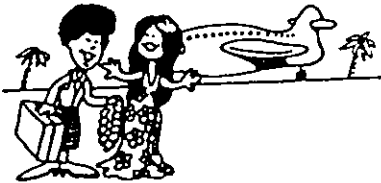
4. Maria promoted



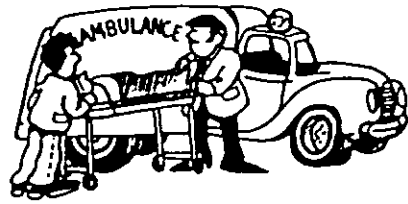
5. our mailman bitten\* by a dog



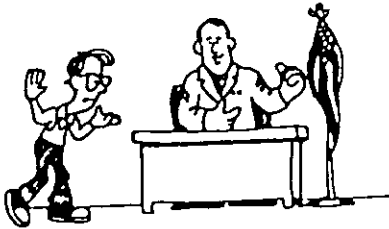
6. the man across the street arrested



7. Claudia sent to Honolulu on business



8. Mrs. Miller taken to the hospital by ambulance



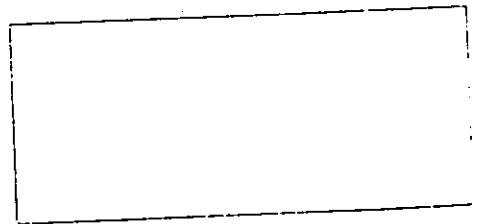
9. Arthur rejected by the army



10. Lana offered a movie contract



11. Walter chosen† "employee of the month"



12.

\*bite-bit-bitten

†choose-chose-chosen

Somebody is repairing my car.  
My car is being repaired.



- A. Hello. Is this Joe's Auto Repair Shop?
- B. Yes, it is. Can I help you?
- A. Yes, please. This is Mrs. Jones.  
I'm calling about my car.  
Has it been repaired yet?
- B. Not yet. It's being repaired right now.
- A. Can I pick it up soon?
- B. Yes. Come by at four o'clock.  
I'm sure it'll be ready by then.

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NAP

**MENYIBAK KURIKULUM DAN BUKU TEKS  
SEKOLAH MENENGAH ATAS \***

---

Drs. M. Zaim, M.Hum

**I. Pendahuluan**

Di dekat sebuah perhentian bus terjadi kecelakaan; mobil sedan menggilas sepeda motor, dan pengendara sepeda motor luka parah. Orang-orang berkerumun melihat, termasuk seorang Amerika dan seorang anak berseragam sekolah. Di dalam konteks kejadian kecelakaan seperti itu, si anak sekolah yang merasa dirinya "beruntung" berdekatan dengan seorang asing terdorong untuk mempraktekkan bahasa Inggrisnya. Namun, yang keluar dari mulut si anak itu bukanlah kalimat yang menyangkut konteks yang sedang dihadapi, melainkan kalimat "asal bahasa Inggris", meskipun itu berupa sebuah kalimat bahasa Inggris yang benar dan sempurna (secara gramatikal): *What's your name, Sir?* Pertanyaan seperti ini sama sekali di luar konteks komunikasi yang sedang berlangsung, dan tidak pula cocok sebagai pembuka percakapan pada konteks tersebut. Pertanyaan seperti ini lebih layak keluar dari mulut seorang polisi yang sedang meinterogasi orang yang dituduh bersalah.

Dapatlah dibayangkan betapa tidak enaknyanya si orang asing tadi disodori pertanyaan seperti itu pada situasi pada saat itu. Seandainya yang keluar dari mulut si anak tadi kalimat yang benar-benar kontekstual, meskipun tata bahasanya salah,

---

\* Disampaikan pada Seminar Guru-Guru Bahasa Inggris MAN Se-Sumatera Barat, Desember 1994

MALIK PERPUSTAKAAN	1-12-96
DIKEMENTERIAN	41/
SUMBER AIR	KK1
KOLEKSI	1063/41/96 m <sub>2</sub> (2)
NO INVENTARIS	373-19791 m <sub>2</sub>
NO. STAMPA	

kemungkinan si orang asing itu akan terpancing untuk menuturkan tanggapannya mengenai konteks yang sedang sama-sama dihadapi, yang dapat berkembang menjadi sebuah percakapan yang komunikatif. Seandainya begitu, si anak berhasil memperoleh kesempatan mempraktekkan bahasa Inggrisnya.

Peristiwa di atas menyingkap betapa tidak mampunya si anak menyesuaikan pembicaraannya dengan konteks yang ada. Di dalam pelajaran bahasa Inggris di sekolah, ia terbiasa mengucapkan kalimat yang lepas konteks. Kalaupun kalimat-kalimat yang diucapkan di kelas itu mengandung konteks, misalnya bagian dari suatu dialog, pengaitan kalimat dengan konteks yang harus dibayangkan itu tidak sepenuhnya dihayati secara sempurna. Alhasil, yang tertanam di dalam benaknya hanyalah bentuk-bentuk kalimat bahasa Inggris dan ucapannya saja. Secara bawah sadar tertancap dibenaknya bahwa berbicara bahasa Inggris sama saja halnya dengan asal keluar kalimat bahasa Inggris dari mulutnya, tanpa peduli apakah ucapan itu sesuai dengan konteks pembicaraan atau tidak.

Sebagai pegangan bagi guru untuk mengajarkan bahasa Inggris di sekolah adalah kurikulum dan buku teks. Untuk mendapat jawaban atas masalah yang dialami si anak di atas, ada baiknya kalau kita coba menyibak kurikulum dan buku teks Sekolah Menengah Atas yang pernah dan atau sedang berlaku di Indonesia.

## II. PENGAJARAN BAHASA INGGRIS DI SLTA ERA 80-AN

Kalau kita bandingkan Kurikulum 1975 dan Kurikulum 1984 dapat kita lihat bahwa hal yang baru pada kurikulum 1984, sehubungan dengan pengajaran bahasa Inggris, ialah adanya curahan perhatian pada "menggunakan bahasa untuk berkomunikasi". Pemberlakuan struktur sebagai pusat perhatian dan sebagai inti kurikulum, seperti yang tertuang pada kurikulum

1975, dicerca dan diperbaiki di dalam kurikulum baru. Bahwa yang diajarkan seyogyanya bukan bentuk-bentuk bahasa melainkan penggunaan bentuk-bentuk itu untuk berkomunikasi.

Sebenarnya ihwal komunikasi sudah disebut-sebut di dalam kurikulum 1975, seperti yang tercantum pada tujuan kurikulumnya. Akan tetapi, perhatian pada komunikasi agaknya baru pada pembentukan sikap "menghargai" dan "menyenangi". Adapun tujuan utamanya adalah agar siswa memiliki pengetahuan pola-pola kalimat dan mampu menggunakan pola-pola tersebut, dengan kemampuan membaca sebagai yang pertama-tama dituju; jadi limpahan penekanan pada kurikulum 1975 adalah dari segi struktur.

Jika kita lihat buku pelajaran bahasa Inggris untuk SMA yang digunakan semenjak awal tahun 1970, dapat kita saksikan sekurang-kurangnya 4 buah buku berikut:

1. English for SLTA; Student's Book, (1970) (keluaran Depdikbud, 3 jilid, terbitan Balai Pustaka).
2. Curriculum English SMA for Indonesian, (1979)(karya JB Alter, 3 Jilid, terbitan Times Educational Co. Ltd, Hongkong)
3. Penuntun Pelajaran Bahasa Inggris berdasarkan Kurikulum 1984, (1986) (karya Artono wardiman, 6 Jilid, terbitan Ganesa Exact, Bandung).
4. Buku Pelajaran Bahasa Inggris untuk SMA, (1989) (keluaran Depdikbud).

Apa perbedaan dan persamaan di antara keempat buku tersebut? Marilah kita amati keempat buku tersebut dilihat dari kerangka isinya, yaitu pada aspek manakah penekanan pengajaran bahasa Inggris dilimpahkan. Selain itu penjajakan juga dapat dilakukan dengan mengamati proporsi butir *structure*, *reading*, *conversation*, dan *composition* pada setiap unit dari masing-masing buku. Konkretnya, setiap butir itu dilihat memakan berapa halaman pada setiap unit pelajaran, dan atas dasar ini dihitunglah persentasenya.

Daftar isi setiap unit pada keempat buku tersebut dapat digambarkan sebagai berikut.

1. English for SLTA; Student's Book (Depdikbud, 1970)
  - A. Structure Introduction
  - B. Structure Exercise
  - C. Reading Text
  - D. Comprehension Question
  - E. Reading Drill
  - F. Structure Review Exercises
  - G. Vocabulary Exercises
  - H. spelling and Pronunciation Exercises
  - I. Vocabulary Builder
  - J. Composition Exercise
  - K. Games
  
2. Curriculum English for Indonesian (JB Alter, 1979)
  - A. Teaching Item (unit tertentu), Oral (sentence-Pattern) Drill
  - B. Practice and Write
  - C. Revisionary Practice
  - D. Reading and Comprehension
  - E. Oral English (pronunciation and Conversation)
  - F. Picture Composition
  
3. Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984 (Artono Wardiman, 1986)
  - A. Structure
  - B. Reading Comprehension
  - C. Vocabulary
  - D. Conversation
  - E. Composition



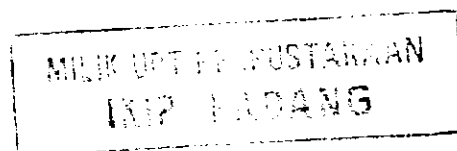
#### 4. Buku Pelajaran Bahasa Inggris untuk SMA (Depdikbud, 1989)

- A. Struktur
- B. Pemahaman Bacaan
- C. Kosa Kata
- D. Dialog
- E. Karangan

Hasil penyortiran terhadap proporsi butir structure, reading, conversation dan composition menunjukkan bahwa keempat buku yang diamati itu sama dalam hal memberikan bobot yang besar pada persoalan tata bahasa (structure). Yang digunakan sebagai dasar pengurutan bahan pelajaran adalah tingkat kesulitan tata bahasa. Pada keempat buku itu structure ditempatkan pada urutan pertama pada setiap unitnya. Dibandingkan buku dua, tiga, dan empat, structure lebih banyak dirinci pada buku pertama (A,B,F), namun reading lebih banyak mendapat porsi tempat pada buku pertama ini (C,D,G, dan I). Bahwa buku pertama memberikan bobot lebih banyak pada reading dari pada structure dapat terkuak pula melalui penghitungan persentase mengenai berapa halaman yang dipenuhi oleh butir yang bersangkutan pada setiap unitnya. Perhatikanlah tabel berikut ini.

Tabel 1  
Perbandingan Porsi Butir Structure, Reading,  
Conversation dan Composition

	Str	Rd	Conv.	Comp.
1. English for SLTA	28	63	3	6
2. Curr. Engl. SMA	50	25	13	12
3. Penuntun Pel. Bing	53	31	8	8
4. Buku Pel. Bing SMA	67	20	8	1



Perhatikanlah tabel 1 di atas. Buku pertama memberikan porsi yang lebih besar pada reading; sekitar 63% dari halaman setiap unit diisi dengan bahan bacaan dan latihan atau pengembangan kosa kata, sedangkan butir tatabahasanya hanya sekitar 28%. Pada buku kedua, perbandingan itu terbalik. Sekitar separuh dari seluruh jumlah halaman per unit diisi dengan butir tatabahasa (50%) dan 25% diisi dengan bahan bacaan. Buku ketiga dan buku keempat juga sebagian besar halamannya diisi oleh struktur, masing-masingnya 53% untuk buku 3 dan 67 % untuk buku 4.

Sudahkah keempat buku itu mencerminkan tujuan kurikulum yang diberlakukan di Indonesia? Yang manakah di antara keempat buku itu yang lebih berpeluang mendekati tujuan kurikulum yang berlaku?

Jika tolok ukurnya adalah kurikulum 1975, yang diamati adalah agar "siswa terampil menggunakan kecakapan membaca untuk menyelami isi buku pelajaran dan buku-buku rujukan bahasa Inggris", maka buku pertama berpeluang jauh lebih besar dari pada buku kedua, ketiga, dan keempat. Untuk keterampilan membaca dan menulis, barangkali peluang ketiga buku itu kurang lebih sama, dan memang ketiga buku itu sudah menyediakan bahannya, sekalipun dalam porsi kecil.

Jika yang menjadi tolok ukur adalah kurikulum 1984, keempat buku itu sama-sama belum memenuhi syarat, yakni dalam hal menyediakan bahan bagi kegiatan belajar menggunakan bahan untuk berkomunikasi.

Menurut GBPP 1984, pengajaran bahasa Inggris di Sekolah menengah Atas menggunakan pendekatan komunikatif. Struktur yang menjadi pusat perhatian dan inti pada kurikulum 1975 itu ditanggalkan, dan bahasa Inggris - menurut kurikulum 1984 itu - diajarkan sebagai alat komunikasi secara alamiah. yang diajarkan bukan bentuk-bentuk bahasa, melainkan penggunaan bentuk-bentuk itu untuk berkomunikasi. Akan tetapi, baik buku Wardiman (1986) maupun buku terbitan Depdikbud (1988) itu - yang dibuat berdasarkan kurikulum 1984 - ternyata tidak

mengikuti kurikulum 1984. Dominan struktur yang terdapat pada kurikulum 1975, dan yang pada kurikulum 1984 dinyatakan untuk dilepaskan, ternyata masih bercokol kuat pada buku terbitan Depdikbud 1988 itu (67%) - bahkan lebih besar dari buku Wardiman (53%), sedangkan porsi dialog hanya 8%.

Menyangkut butir dialog, buku Depdikbud terbitan 1988 itu mengkhususkan isinya pada fungsi komunikatif. Butir dialog pada setiap unitnya diisi dengan topik seperti: memberi salam, menyatakan persetujuan, menyatakan penyesalan, memberikan tawaran, dsb.

Kurikulum 1984 menekankan pada "produksi", yaitu kemampuan menggunakan bahasa Inggris untuk berkomunikasi, akan tetapi hingga kini belum tersedia buku pelajaran bahasa Inggris untuk SMA yang mengikuti kurikulum 1984. Buku Wardiman (1986) dan Depdikbud (1988) yang diharapkan mengikuti kurikulum 1984 itu ternyata tidak memenuhinya.

### III. PEMBAHARUAN KURIKULUM

Tahun ini mulai diberlakukan kurikulum 1994, sebuah kurikulum yang betul-betul melepaskan pengajaran structure sebagai primadona pengajaran bahasa Inggris seperti pada kurikulum sebelumnya. GBPP dalam pelajaran Bahasa Inggris menerapkan pendekatan kebermaknaan terhadap pengajaran bahasa Inggris sebagai bahasa asing. Beberapa konsep penting yang mendasari pendekatan ini adalah:

- a. Bahasa merupakan alat untuk mengungkapkan makna.
- b. Makna ditentukan oleh lingkup kebahasaan maupun lingkup situasi
- c. Makna dapat diwujudkan melalui kalimat yang berbeda, baik secara lisan maupun tulisan. Suatu kalimat dapat mempunyai makna yang berbeda tergantung pada situasi saat kalimat itu digunakan

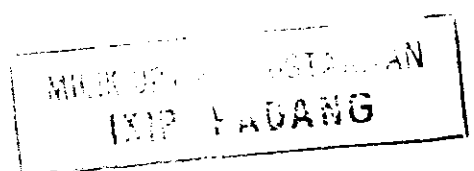
- d. Belajar bahasa asing adalah belajar berkomunikasi melalui bahasa tersebut sebagai bahasa sasaran, baik secara lisan maupun tertulis.
- e. Bahan pelajaran dan kegiatan pembelajaran menjadi lebih bermakna bagi siswa jika berhubungan dengan kebutuhan siswa yang berkaitan dengan pengalaman, minat, tata nilai dan masa depannya.

Berbeda dengan GBPP bahasa Inggris 1984 yang berisi 11 kolom, GBPP 1994 hanya berisi 4 hal, yaitu:

- 1. tujuan (membaca, mendengar, berbicara, menulis),
- 2. daftar tema (pendidikan, kebersihan lingkungan, kehidupan keluarga, dll.)
- 3. penggunaan bahasa dan unsur bahasa: penggunaan bahasa berisi keterampilan fungsional dalam berbahasa dan unsur bahasa dipakai untuk mengungkapkan keterampilan-keterampilan fungsional tersebut,
- 4. daftar kosa kata.

GBPP ini merupakan pedoman bagi pelaksana dan berisi bahan inti yang perlu dipelajari oleh siswa untuk mencapai tujuan umum dan tujuan kelas. Guru diharapkan mengembangkan sendiri satuan-satuan pelajaran sesuai dengan tujuan pelajaran untuk masing-masing kelas. Tema adalah lingkup bahasan yang dapat dirinci menjadi pokok-pokok bahasan dan sub pokok bahasan. Pada akhir SMU siswa diharapkan memiliki keterampilan membaca, menyimak, berbicara, dan menulis dalam bahasa Inggris.

Pada saat ini sudah beredar beberapa buku teks yang disusun berdasarkan kurikulum baru GBPP 1994. Tampaknya banyak perubahan yang terjadi dibandingkan dengan buku-buku teks pada kurikulum-kurikulum sebelumnya. Tidak ada lagi pokok bahasan tentang struktur. Semua chapter diawali dengan reading dan diikuti oleh comprehension question, dialog dan diakhiri dengan latihan unsur-unsur bahasa - yang pada dasarnya sama dengan struktur pada kurikulum sebelumnya. (periksa Artono Wardiman, 1994, Penuntun Belajar Bahasa Inggris 1 berdasarkan kurikulum baru GBPP 1994, penerbit Ganesha Exact Bandung)



Namun, sudahkah pendekatan kebermaknaan dan keterampilan fungsional diterapkan pada buku teks ini. Untuk ini perlu kiranya kita bolak-balik buku teks tersebut dan mencoba-coba untuk mencocokkannya dengan GBPP 1994. Silahkan.

#### IV. PENUTUP

Diakhir tulisan ini penulisan berharap kiranya apabila kita taat azas dengan apa yang digariskan oleh kurikulum, apa yang diharapkan bahwa siswa mampu berkomunikasi dalam bahasa Inggris bukanlah hal yang mustahil untuk bisa dicapai. Tinggal kita bagaimana menjabarkan kurikulum tersebut dengan materi yang dapat diaplikasikan di dalam kelas, sehingga kejadian seperti ilustrasi pada awal makalah ini tidak akan terulang kembali.

Padang, 22 Desember 1994

M. Zaim

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Zai

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