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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

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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. mengidentifikasi 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.

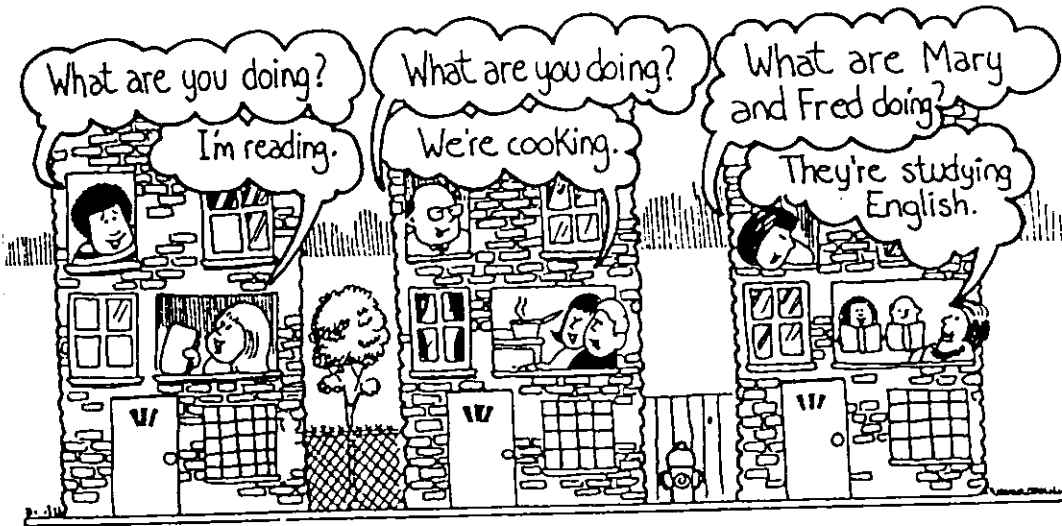
1. What season is it ? How do you know?
2. Is George a good student? Why or why not ?
3. Why does George need to know the word for snow in English?
4. What language does George speak? Does the story tell you?
5. Does George really hate snow? Explain your answer!

PRESENT CONTINUOUS TENSE

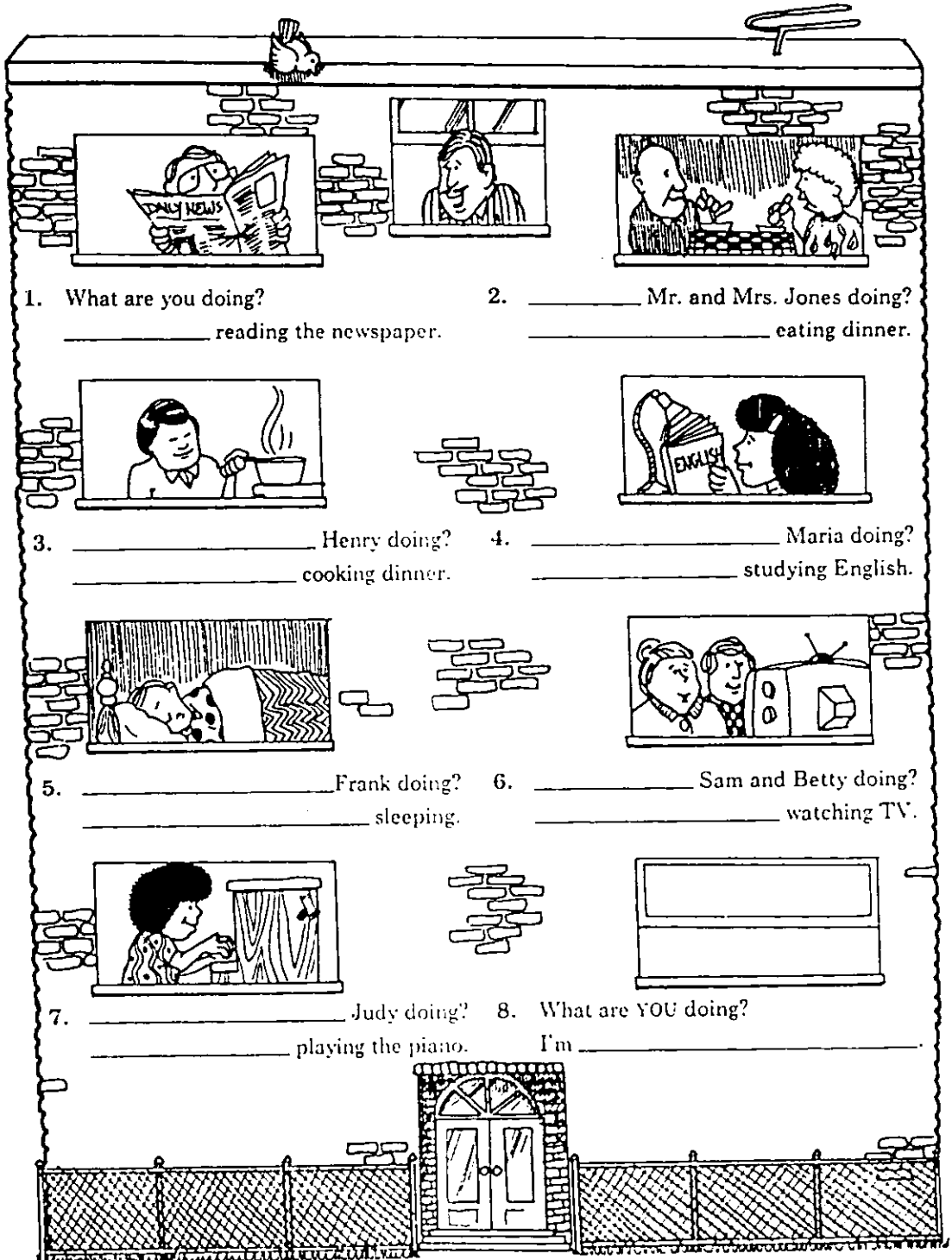
I	am	
He	is	eating.
She		
It		
We	are	
You		
They		

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

Read and practice.

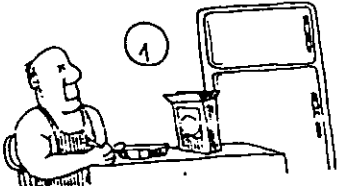


Complete these conversations.



WHERE ARE THEY AND WHAT ARE THEY DOING?

Ask and answer these questions.



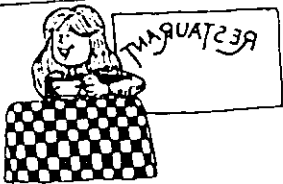
Where's Walter?
He's in the kitchen.
What's he doing?
He's eating breakfast.



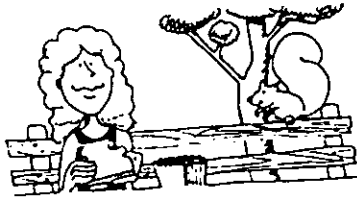
Mr. and Mrs. Smith?
_____ dining room.
_____ doing?
_____ eating dinner.



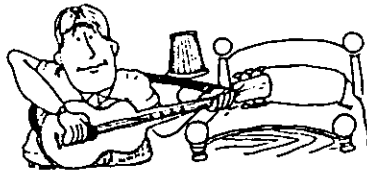
5. _____ you?
_____ living room.
_____ doing?
_____ playing cards.



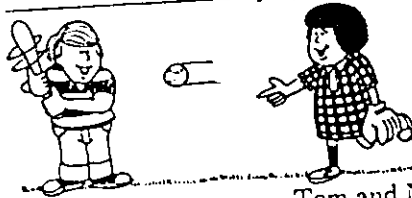
7. _____ Miss Jackson?
_____ restaurant.
_____ doing?
_____ drinking coffee.



2. _____ Betty?
_____ park.
_____ doing?
_____ eating lunch.



4. _____ you?
_____ bedroom.
_____ doing?
_____ playing the guitar.

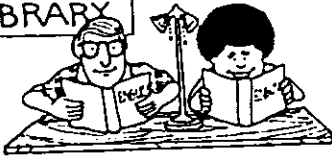


6. _____ Tom and Mary?
_____ yard.
_____ doing?
_____ playing baseball.



8. _____ Mr. Larson?
_____ cafeteria.
_____ doing?
_____ drinking lemonade.

LIBRARY



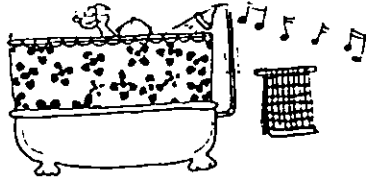
9. _____ you?
_____ library.
_____ doing?
_____ studying English.



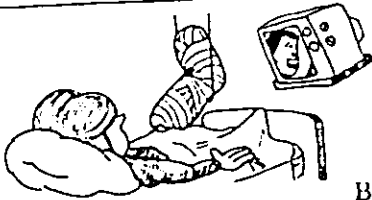
10. _____ Tommy?
_____ classroom.
_____ doing?
_____ studying mathematics.



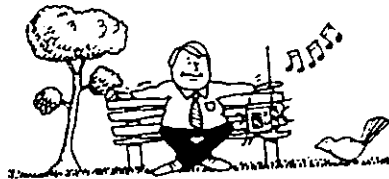
11. _____ Gloria?
_____ discotheque.
_____ doing?
_____ dancing.



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.

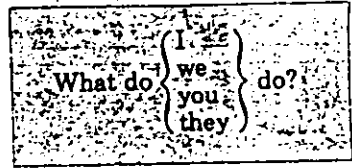
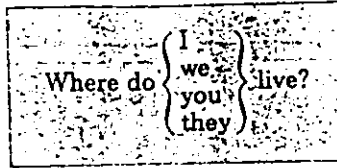
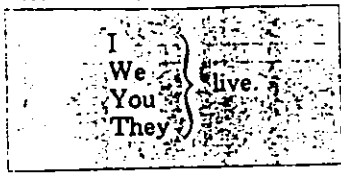
(Be, 1976)

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.

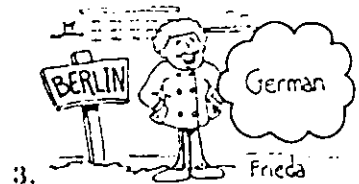
I think Rome is a wonderful city.
I'm glad I live here.

*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.

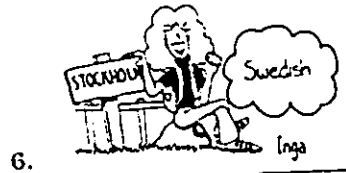
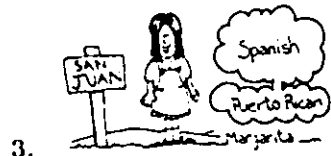
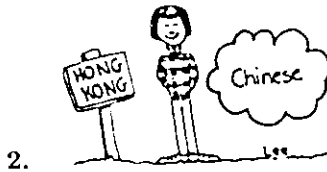
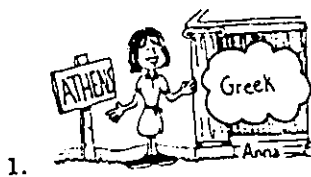
A. Where does he live?
B. He lives in Mexico City.

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?



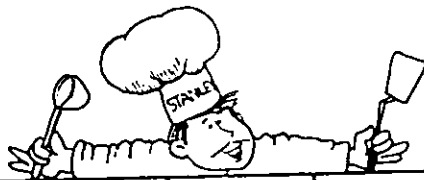
He cooks.
He doesn't cook.
(does not)

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



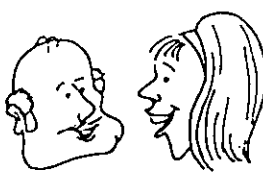
6. Tuesday
Greek



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)

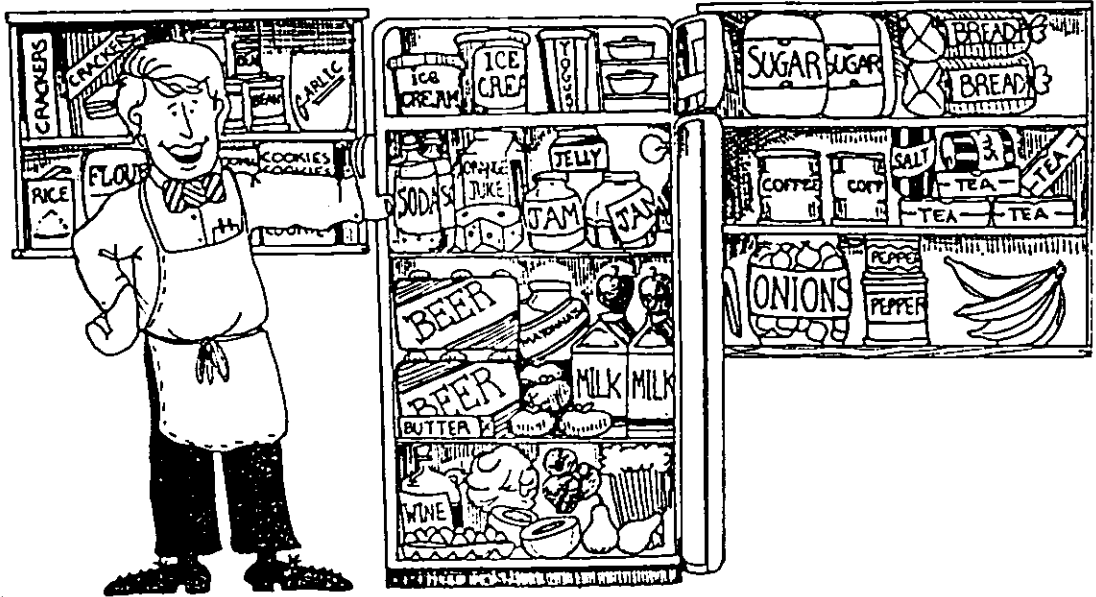
Answer these questions briefly.

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?



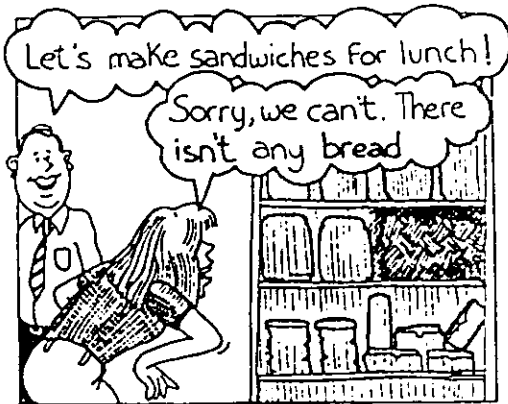
Count Nouns

tomatoes _____
 eggs _____
 bananas _____
 apples _____

Non-Count Nouns

cheese _____
 milk _____
 ice cream _____
 bread _____

Add foods from YOUR kitchen.



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



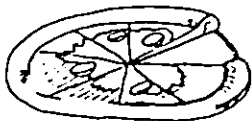
2. Let's make an omelette for breakfast!
Sorry _____ eggs.



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



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



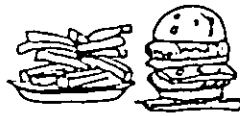
5. Let's make pizza for lunch!
Sorry _____ cheese.



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



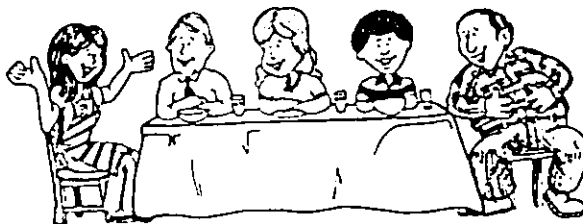
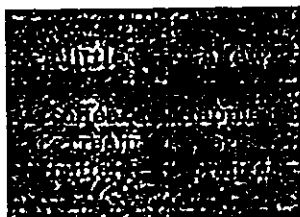
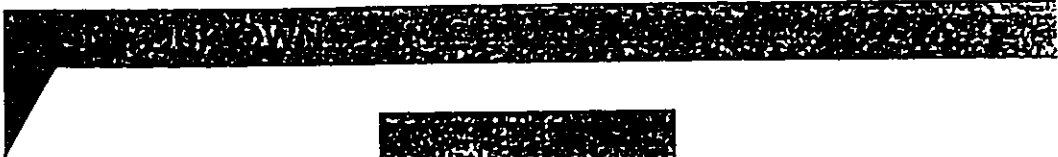
10. read... books



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



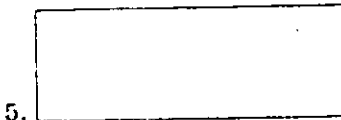
2. chocolate cake



3. ice cream

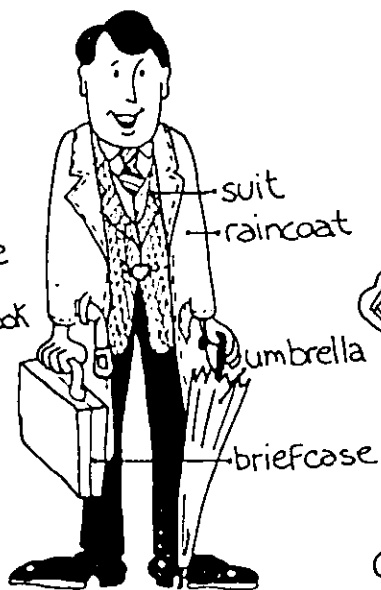
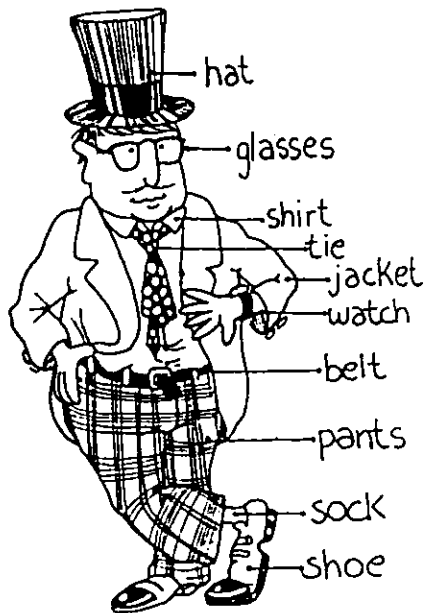


4. cookies



5.

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



42 7
 sya
 to

53 (10/95 620)

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:

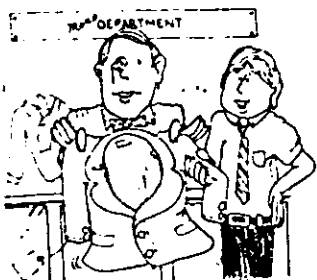
- man - men
- woman - women
- child - children
- person - people
- tooth - teeth
- mouse - mice

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.

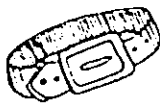
- A. May I help you?
B. Yes, please. I'm looking for a _____.
A. Here's a nice _____.
B. But this _____ is _____!
A. That's O.K. _____ s are very POPULAR
this year.



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.

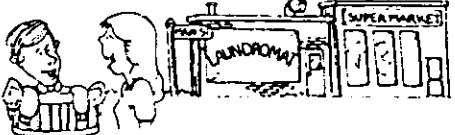
1. Find other words for the meaning of the words underlined.
2. Do all teachers have special training as counselors ?
3. Why should teachers be counselors ?
4. How are the journeys from childhood to adulthood ?
5. What makes a human being different from other living thing?
6. What must man do in the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

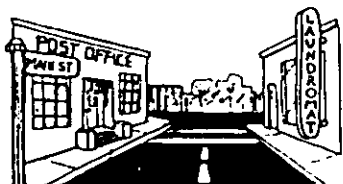
Read and practice.



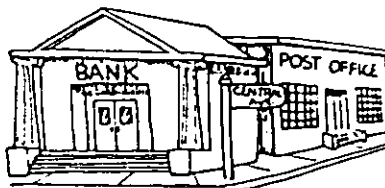
A. Excuse me. Is there a laundromat in this neighborhood?*

B. Yes, there is. There's a laundromat on Main Street, next to the supermarket.

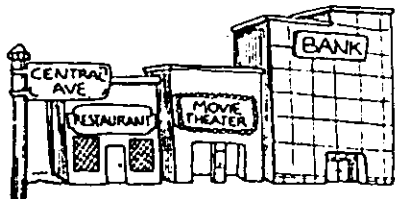
*You can say "in this neighborhood" or "nearby."



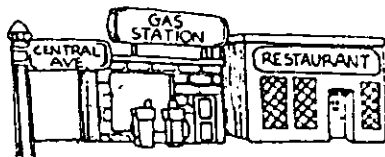
1. post office?



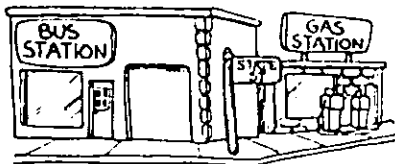
2. bank?



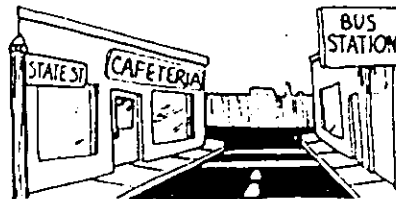
3. movie theater?



4. gas station?



5. bus station?



6. cafeteria?

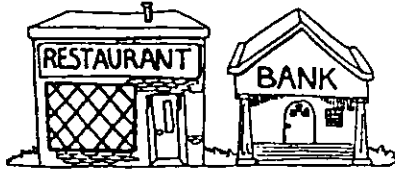


7. drugstore?



8. library?

Read and practice.



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



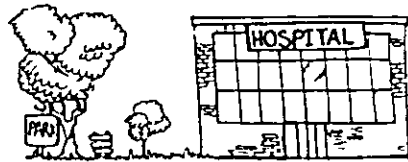
Where's the supermarket?
It's across from the movie theater.



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.



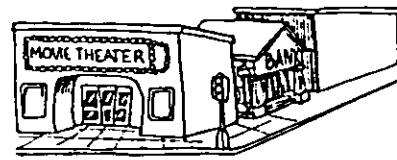
1. Where's the park?



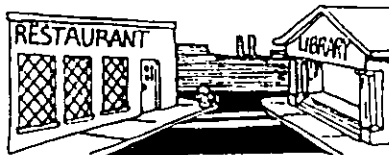
2. Where's the bank?



3. Where's the church?



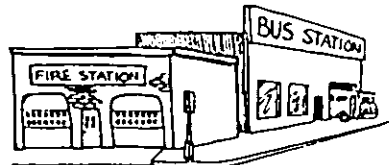
4. Where's the movie theater?



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 only7:30!!!! 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.