

Buku Ajar Bahasa Inggris

Berbasis Kecakapan Belajar
Abad Ke 21

Collaboration

Communication

Creativity

Critical Thinking

Mempelajari bahasa Inggris baik secara teoritis maupun praktis yang meliputi Percakapan, teks bacaan, tata bahasa, terjemahan yang kontekstual berbasis kecakapan belajar abad ke 21



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BUKU AJAR BAHASA INGGRIS

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Buku ini dirancang dan disusun untuk menumbuhkan kecakapan berpikir kritis, kreatif dengan cara kerja kolaboratif dan komunikatif.

Semoga buku ini bermanfaat dalam membantu dosen dalam pembelajaran bahasa Inggris.

Penulis



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KISI - KISI

RENCANA PEMBELAJARAN SEMESTER

BUKU AJAR MATA KULIAH BAHASA INGGRIS BERBASIS KECAKAPAN BELAJAR ABAD 21

Nama Mata Kuliah	: Bahasa Inggris
Kode Mata Kuliah	: INS1907
SKS	: 2
Semester	: 1 (Ganjil) & 2 (Genap)
Deskripsi Mata Kuliah	: Mempelajari bahasa Inggris baik secara teoritis maupun praktis yang meliputi Percakapan, teks bacaan, tata bahasa, terjemahan yang kontekstual berbasis kecakapan belajar abad 21 dengan mengedepankan keterampilan berpikir kritis, kreatif, kolaboratif dan komunikatif untuk menghadapi tantangan global pada abad 21, revolusi industri 4.0, dan MEA

Capaian Pembelajaran	
Sikap : KI 1	<ol style="list-style-type: none">1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan : KI 2	<ol style="list-style-type: none">18. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;19. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris;
Keterampilan Umum : KI 3	<ol style="list-style-type: none">10. Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;11. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;12. Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif
Keterampilan Khusus : KI 4	<ol style="list-style-type: none">9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;10. Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;11. Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Learning Skill & Indicators

Critical thinking		Creative thinking		Collaboration		Communication					
1. Mengajukan Pertanyaan 2. Menganalisis dan mengklarifikasi pertanyaan. 3. Mengumpulkan Informasi 4. Menganalisis dan mengevaluasi fakta-fakta. 5. Menarik kesimpulan berdasarkan hasil analisis	1. Menciptakan ide baru 2. Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif 3. Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif 4. Membuat bahan presentasi	1. Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok 2. Bekerja produktif, 3. Sikap menghargai, 4. Dapat berkompromi dan bertanggung jawab.	1. Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal 2. Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, memotivasi, mengintruksikan, memotivasi, mengajak) 3. Menggunakan berbagai media atau teknologi dalam pembelajaran	Kemampuan Akhir - Mempraktikkan percakapan berpasangan - Menperkenalkan diri atau teman dengan mengembangkan dan memaksimalkan ide baru - Menganalisis, menyimpulkan, dan menggunakan formal dan informal greeting	Topics Materials 1. Introduction / greeting ❖ introducing, greeting and parting	Pengalaman Belajar 1. Mengidentifikasi bagian percakapan 2. Mengenal dan memproduksi alfabet bahasa Inggris 3. Mengkonstruksi kalimat dan mengembangkan ide baru dalam pengenalan 4. Mengidentifikasi, menganalisis dan menyimpulkan berbagai sapaan/greeting.	Metode Pembelajaran ■ Group discussion ■ Think pair share ■ Jigsaw	Waktu 2 sks = 100 TM + 120 BT+ 120 BM	Language My name is.../ She is... Nice to meet you See you	Kriteria Penilaian Indikator: Mahasiswa mampu 1. Mengidentifikasi bagian Percakapan. 2. Mengenal dan memproduksi alfabet bahasa Inggris 3. Mengkonstruksi percakapan dan mengembangkan ide baru 4. Mengidentifikasi, menganalisis dan menyimpulkan berbagai sapaan/greeting.	Bobot Nilai 3,5%
Instrumen: Tes lisan, Tes tulis											

<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat percakapan - Mengembangkan dan memaksimalkan ide baru dalam percakapan - Menganalisis dan menyimpulkan aktifitas sehari-hari - Menggurkan bahasa Inggris dengan baik 	<p>2. Activity ❖ Daily Activity</p>	<ol style="list-style-type: none"> 1. Melakukan percakapan tentang daily activity di perpustakaan, toko grosir. 2. Membuat kalimat positif, negatif dan interrogative 3. Mengidentifikasi adverb 4. Mengidentifikasi, menganalisis dan menyimpulkan tentang <i>liter is a problem in our cities</i> 5. Membuat deskripsi pendek berdasarkan foto & gambar 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100/100TM + 120/120BT+ 120/120BM</p>	<p>What does secretary do? What does teacher do?</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menyebutkan dan menggunakan adverb 3. Menganalisis dan menyimpulkan teks bacaan tentang litter problem 4. Membuat deskripsi pendek berdasarkan topik dan gambar 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru tentang bacaan - Menganalisis dan menyimpulkan materi - Menggurkan bahasa 	<p>3. University ❖ Talking in Campus</p>	<ol style="list-style-type: none"> 1. Praktek percakapan tentang Kampus. 2. Membuat percakapan pendek dengan video 3. Teks bacaan tentang classroom 4. Menjawab pertanyaan 5. Membuat deskripsi pendek berdasarkan gambar. 6. Menerjemahkan teks dalam bahasa Inggris 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100/100TM + 120/120BT+ 120/120BM</p>	<p>Where is Room 10?</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menganalisis dan menyimpulkan teks bacaan tentang classroom 3. Membuat deskripsi pendek berdasarkan gambar 4. Menerjemahkan kalimat ke dalam bahasa Inggris 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru 	<p>4. Attitude ❖ Expression of sympathy</p>	<ol style="list-style-type: none"> 1. Mengungkapkan rasa simpati 2. Menjawab pertanyaan 3. Membuat percakapan pendek dalam video 4. Teks bacaan tentang kehilangan pekerjaan 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100/100TM + 120/120BT+ 120/120BM</p>	<p>I am sorry to hear that. I've heard your problem.</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menganalisis dan menyimpulkan teks bacaan tentang classroom 	<p>3,5%</p>

<ul style="list-style-type: none"> - Menganalisis dan menyimpulkan teks bacaan - Menggunakan bahasa Inggris dengan baik 	<p>5. Transportation</p> <ul style="list-style-type: none"> ❖ Waiting for relative 	<p>5. Menganalisis situasi dan menyimpulkan ungkapan simpati</p> <p>6. Menerjemahkan bahasa Indonesia/ Inggris</p>	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>I know how your feeling is.</p>	<p>3. Membuat deskripsi pendek berdasarkan gambar</p> <p>4. Menerjemahkan kalimat ke dalam bahasa Inggris</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru - Menganalisis dan menyimpulkan teks bacaan - Menggunakan bahasa Inggris dengan baik 	<p>5. Transportation</p> <ul style="list-style-type: none"> ❖ Waiting for relative 	<p>1. Memcrakrekkan percakapan tentang menunggu saucara</p> <p>2. Membuat percakapan pendek</p> <p>3. Mengidentifikasi, menganalisis bacaan tentang menunggu transportasi</p> <p>4. Menerjemahkan kalimat ke dalam bahasa Indonesia/ Inggris</p> <p>5. Mendeskripsikan gambar</p>	<p>2 sks = 100TM + 120BT+ 120BM</p>	<p>How long have you been waiting for me? How do I get the station? Take a number 9 bus.</p>	<p>3,5%</p> <p>Indikator:</p> <p>Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menganalisis dan menyimpulkan teks bacaan tentang menunggu transportasi 3. Menerjemahkan kalimat ke dalam bahasa Indonesia/ Inggris 4. Membuat deskripsi pendek berdasarkan gambar
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru - Menganalisis dan menyimpulkan teks bacaan - Menggunakan bahasa Inggris dengan baik 	<p>6. Disaster</p> <ul style="list-style-type: none"> ❖ Mount eruption 	<p>1. Percakapan tentang bencana alam</p> <p>2. Menciptakan percakapan pendek</p> <p>3. Menerjemahkan</p> <p>4. Mengidentifikasi, menganalisis tentang terjadinya bencana alam</p> <p>5. Mengidentifikasi, menganalisis bacaan tentang terjadinya bencana alam</p> <p>6. Mendeskripsikan gambar</p>	<p>2 sks = 100TM + 120BT+ 120BM</p>	<p>Did you feel the earthquake? It was a huge effect</p>	<p>3,5%</p> <p>Indikator:</p> <p>Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menganalisis dan menyimpulkan teks bacaan tentang bencana alam 3. Menerjemahkan kalimat ke dalam bahasa Indo/ Inggris 4. Membuat deskripsi pendek berdasarkan gambar

<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru tentang pengalaman - Menganalisis dan menyimpulkan teks bacaan - Menggunakan bahasa Inggris dengan baik 	<p>7. Experience</p> <ul style="list-style-type: none"> ❖ Bad & good experience 	<ol style="list-style-type: none"> 1. Mmpraktikkan percakapan tentang pengalaman 2. Menciptakan percakapan pendek dalam video 3. Mengidentifikasi, menganalisis teks bacaan tentang peristiwa lampau 4. Mendeskripsikan gambar 5. Menerjemahkan kalimat ke dalam bahasa Indonesia/ Inggris 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100*TM + 120*BT+ 120*BM</p>	<p>What we you doing at that time?</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat percakapan dengan video 2. Menyimpulkan teks bacaan tentang peristiwa lampau 3. Membuat deskripsi pendek berdasarkan gambar 4. Menerjemahkan kalimat ke dalam bahasa Indo/ Inggris 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru tentang kronologi kejadian alam - Menganalisis dan menyimpulkan teks bacaan - Menggunakan bahasa Inggris dengan baik 	<p>8. Natural events</p> <ul style="list-style-type: none"> ❖ Chronology of Natural events 	<ol style="list-style-type: none"> 1. Percakapan tentang bencana alam 2. Mmpraktikkan percakapan 3. Membuat percakapan pendek berdasarkan topik bencana alam 4. Menemukan berbagai macam bencana alam beserta penyebab dan cara menghindar 5. Menerjemahkan kalimat dalam bahasa Indonesia 6. Menganalisis teks bacaan tentang erupsi Gunung Agung 7. Mendeskripsikan gambar 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100*TM + 120*BT+ 120*BM</p>	<p>They'd decided to do a serious drama but they hadn't prepared the play properly.</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat percakapan dengan video tentang bencana alam 2. Menganalisis dan menyimpulkan teks bacaan tentang bencana alam 3. Menerjemahkan kalimat ke dalam bahasa Indo/ Inggris 4. Menunjukkan hasil analisis 5. Membuat deskripsi pendek berdasarkan gambar 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Mengembangkan dan memaksimalkan ide baru tentang kronologi kelamban alam 	<p>9. Health</p> <ul style="list-style-type: none"> ❖ Keeping Health 	<ol style="list-style-type: none"> 1. Mmpraktikkan percakapan tentang kesehatan 2. Mengidentifikasi gejala penyakit menular dan tidak menular 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100*TM + 120*BT+ 120*BM</p>	<p>I was afraid of Covid-19. Fortunately, Brook sent me to hospital.</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menyimpulkan penyakit menular dan tidak menular 	<p>3,5%</p>

<ul style="list-style-type: none"> Menganalisis dan menyimpulkan teks bacaan Menggunakan bahasa Inggris dengan baik 	<p>3. Menganalisis teks bacaan tentang Covid 19</p> <p>4. Mengidentifikasi & menganalisis Covid 19</p> <p>5. Menerjemahkan kalimat dalam bahasa Indonesia</p> <p>6. Mengungkapkan dan menyampaikan ide tentang suatu kejadian</p>	<p>2 sks = 100' TM + 120' BT + 120' BM</p> <ul style="list-style-type: none"> GD TPS Jigsaw 	<p>Now I'm much better. We should stay at home because of the pandemic.</p>	<p>3. Menerjemahkan kalimat ke dalam bahasa Indonesia</p> <p>4. Menunjukkan hasil analisis</p> <p>5. Mengungkapkan dan menyampaikan ide tentang suatu kejadian</p>	3,5%
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> Membuat video percakapan Mengembangkan dan memsirkalkan ide baru tentang kemungkinan Menganalisis optimis dan pesimis Menggunakan bahasa Inggris dengan baik 	<p>10. Possibility</p> <ul style="list-style-type: none"> Future possibility <p>1. Mempraktekkan percakapan tentang kemungkinan</p> <p>2. Merespon tentang kemungkinan</p> <p>3. Menganalisis teks bacaan tentang optimis dan pesimis</p> <p>4. Merespon tentang optimis dan pesimis</p> <p>5. Menerjemahkan kalimat dalam bahasa Indonesia</p>	<p>2 sks = 100' TM + 120' BT + 120' BM</p> <ul style="list-style-type: none"> GD TPS Jigsaw 	<p>I think I left my watch at your house. Have you seen it? No, but I'll have a look when I get home. If I find it, I'll tell you.</p>	<p>Indikator:</p> <p>Mahasiswa mampu</p> <ol style="list-style-type: none"> Membuat video percakapan Meringkaps bacaan tentang optimis dan pesimis Menunjukkan hasil analisis kejadian yang mungkin terjadi Menerjemahkan kalimat ke dalam bahasa Indonesia 	3,5%
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> Membuat video percakapan Membuat pengumuman Menganalisis dan menyimpulkan bacaan tentang penerbangan Menggunakan bahasa Inggris dengan baik 	<p>11. Announcement</p> <ul style="list-style-type: none"> Flight Announcement <p>1. Mempraktekkan percakapan tentang penerbangan</p> <p>2. Menerjemahkan kalimat dalam bahasa Inggris</p> <p>3. Menganalisis teks bacaan tentang pengumuman penerbangan</p> <p>4. Membuat pengumuman sesuai topik</p> <p>5. Mengerjakan latihan</p>	<p>2 sks = 100' TM + 120' BT + 120' BM</p> <ul style="list-style-type: none"> GD TPS Jigsaw 	<p>The flight will now be leaving from Gate 26. We'll be taking off as soon as possible.</p>	<p>Indikator:</p> <p>Mahasiswa mampu</p> <ol style="list-style-type: none"> Membuat video percakapan Menerjemahkan kalimat ke dalam bahasa Inggris Meringkaps bacaan Membuat pengumuman Menunjukkan hasil latihan 	3,5%

<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Menyimpulkan bacaan - Menggunakan bahasa Inggris dengan baik 	<p>12. Job</p> <ul style="list-style-type: none"> ❖ Fair Job 	<ol style="list-style-type: none"> 1. Merekam percakapan tentang pekerjaan dalam bentuk video 2. Menganalisis teks bacaan tentang pekerjaan jarak jauh 3. Membuat kalimat menjadi paragraf 4. Menerjemahkan bahasa Inggris 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100TM + 120'BT+ 120'BM</p>	<p>I will have finished it until the owner pays the drawing.</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menghasilkan analisis teks 3. Membuat paragraf 4. Menerjemahkan bahasa Inggris 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Menganalisis dan menyimpulkan bacaan - Mengembangkan paragraf - Menggunakan bahasa Inggris dengan baik 	<p>13. Hotel</p> <ul style="list-style-type: none"> ❖ Hotel Reservation 	<ol style="list-style-type: none"> 1. Merekam percakapan tentang pekerjaan dalam bentuk video 2. Menganalisis teks bacaan tentang hotel 3. Menerjemahkan bahasa Inggris 4. Menginterpretasi peristiwa dalam kalimat 5. Menerjemahkan bahasa Inggris Indonesia 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100TM + 120'BT+ 120'BM</p>	<p>I asked for a room with a view. This room has no view. May we offer you a free stay next time?</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menghasilkan analisis teks 3. Menghasilkan interpretasi 4. Menerjemahkan bahasa Inggris/Indonesia 	<p>3,5%</p>
<p>Mahasiswa mampu:</p> <ul style="list-style-type: none"> - Membuat video percakapan - Menerjemahkan teks - Menggunakan bahasa Inggris dengan baik 	<p>14. Technology</p> <ul style="list-style-type: none"> ❖ Repairing Appliance 	<ol style="list-style-type: none"> 1. Merekam percakapan tentang reparasi alat dalam bentuk video 2. Menerjemahkan bahasa Inggris 3. Mengerjakan latihan 	<ul style="list-style-type: none"> ▪ GD ▪ TPS ▪ Jigsaw 	<p>2 sks = 100TM + 120' BT + 120'BM</p>	<p>When will it get fixed? It will be done tomorrow</p>	<p>Indikator: Mahasiswa mampu</p> <ol style="list-style-type: none"> 1. Membuat video percakapan 2. Menerjemahkan bahasa Inggris 3. Menderikan latihan 	<p>3,5%</p>

UNIT 1

GREETING AND INTRODUCTION

Capaian Pembelajaran	
Sikap :	<ol style="list-style-type: none"> Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	<ol style="list-style-type: none"> Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	<ol style="list-style-type: none"> Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	<ol style="list-style-type: none"> Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	4, 6, 7, 8
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	9
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 5
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 3, 4, 5

Pre Activity



Hello, my name is.....
What is your name?

Hello, my name is Nice to
meet you. How do you do

Ni ce to meet you too.
How do you do



Conversation¹

- Mr Blake : Good morning.
 Student : Good morning, Mr. Blake.
 Mr. Blake : This is Miss Sophie Dupont.
 Sophie is a new student. She is
 French.
 Mr. Blake : Sophie, this is Hans. He is
 German.
 Hans : Nice to meet you.
 Mr. Blake : And this is Naoko. She's
 Japanese.
 Naoko : Nice to meet you.
 Mr. Blake : And this is Chang-woo. He's
 Korean.
 Chang-Woo : Nice to meet you.
 Mr. Blake : And this is Luming. He is Chinese
 Luming : Nice to meet you.
 Mr. Blake : And this is Xiaohui. She's
 Chinese, too
 Xiaohui : Nice to meet you.



Activity 1

Practice the conversation. Ask six students as Mr. Blake, Sophie, Hans, Naoko, Chang-woo, Luming, and Xiaohui to practice the conversation.

Format Greetings²



- James : Good morning, Professor Austin, how are you doing ?
- Professor Austin : Good morning, James. I am doing well. And you ?
- James : I'm great, thank you. This is my friend Emma. She is thinking about applying to this college. She has a few questions. Would you mind telling us about the process, please ?
- Professor Austin : Hello, Emma! It's a pleasure to meet you. I'm more than happy to speak with you. Please stop by my office next week.
- Emma : It's a pleasure to meet you, professor. Thank you so much for helping us.
- Professor Austin : Don't mention it

Informal Greetings and Farewells³

- Jane : Hi, Helen! How's it going?
- Helen : Fine, thanks and you?
- Jane : Just fine. Where are you off to?
- Helen : To the library. I've got a history exam next week and need to start studying. Ugh.
- Jane : Oh, no. Well, I'll see you later then. Good luck!
- Helen : Thanks. See you later



² Shira Evans, Catherine Schell. *Everyday Conversations: Learning American English. English Learning Edition*
³ ibid

Activity 2

Practice the conversation in pairs⁴

Anderson : What's your name ?
 Kuncoro : My name is Kuncoro
 Anderson : How do you spell it ?
 Kuncoro : K - u - n - c - o - r - o
 K - u - n - c - o - r - o
 Anderson : I see

Activity 3

Say your name and spell it in turn!

To know how to spell, practice the following alphabets

A [ei]	J [dʒei]	S [es]
B [bi:]	K [kei]	T [ti:]
C [si:]	L [el]	U [yu]
D [di:]	M [em]	V [vi:]
E [i:]	N [en]	W [ˈdʌblyu]
F [ef]	O [ou]	X [eks]
G [dʒi:]	P [pi:]	Y [wai]
H [eit]	Q [kyu:]	Z [zi:/zed]
I [ai]	R [a:]	

Self Introduction⁵

1.	Greeting	Good morning Hallo Hi
2.	Addresses	The honorable... Ladies and gentleman,... Everybody/everyone,..... Guys Honorable Distinguished guests Dear brother and sisters

⁴ Saicna Zulfiqar Bin Tahir, Lc. 2011. *A Stepping Stone Toward Mastering English Grammar Modal Dasar Menguasai Bahasa Inggris*. Jakarta: Qalam Media Pustaka

⁵ Ali Mustadi. 2008. Modul Perkuliahan Mata Kuliah Bahasa Inggris. UNY

3.	Opening	It is nice to be here Let me introduce myself... Allow me to introduce myself...
4.	Name	My complete name is My call name is ... You can call me../ my friends usually call me.....
5.	Origin	I come from ... I am from ...
6.	Place and date of birth	I was born in (name of month) I was born on (name of the day)
7.	Address	I live in (name of the city/place) I live at (street- number)
8.	Marital status	I am Single / married man/woman
9.	Educational status	I study My latest education is.... I was graduated from.....
10.	Nationality	I am Indonesian
11.	Occupation/ profession	I am a teacher I teach at..... I work at
12.	Hobby	My hobby is / hobbies are
13.	Interest	I am interested in ...
14.	Telephone number	081...../ 085...../089.....
15.	Religion	I am a moslem, Christian....
16.	Spouse' name	My wife/husband' s name is ...

17.	Name of children	My son /daughter"s name is.....
18.	Pre closing	It is nice to see you
19.	Closing	See you Bye

Introducing oneself⁶

Can/ May I introduce myself? My name's Peter.
 Let me introduce myself. My name's ...
 I'd like to introduce myself. I'm ...
 I don't think we've met. I'm ...

Introducing someone to someone else⁷



I'd like you to meet my friend Mary.
 This is my friend Mary
 John, this is Mary. Mary, John
 Mary, have you met John?
 Mary, do you know John?

When you have just been introduced to someone⁸

Good to meet you
 Nice to meet you
 Nice meeting you
 How nice to meet you. (formal)
 How very nice to meet you. (formal)
 What a pleasure to meet you. (formal)
 It's a pleasure to have finally met you. (formal)
 I'm happy to meet you
 I'm glad to meet you
 Glad to meet you

LANGUAGE NOTE⁹

1. The greetings *good morning/good afternoon/good evening* are used at different times of the day to greet people. “Good evening” is often used after **6 p.m.** or generally when the sun has set.
2. “Good night” is not a greeting: It is used when leaving a place or group of people.
3. Thank you and good night! /Good night, and see you tomorrow.
4. When people meet in the United States, it is customary for them to shake hands. A handshake should be firm and usually lasts for about two to three seconds — which allows enough time to say “Nice to meet you.”
5. “Don’t mention it” is another way of saying “You’re welcome.” The phrase “You are welcome” is more formal. However, responses such as Don’t mention it./No problem./ Happy to help are informal ways of responding to a thank you.
6. “Hi” is an informal way of saying “hello.” Notice that the “i” sound in “hi” is extended, to show that Jane is very pleased to see Helen.
7. “How’s it going?” is an informal way of saying “How are you?”
8. “Fine, thanks—and you?” Notice the rising intonation on “and you?” This shows that Helen is interested in what Jane has to say.
9. “Where are you off to?” is an informal way of saying “Where are you going?” Notice the falling intonation since this is an information question, not a “yes/no” question.
10. “To the library.” Notice that Helen does not say “I’m going” here because that information was already established in the question “Where are you off to?”
11. “Oh, no” is a way of saying “I sympathize with you” or “I understand you are not happy.”
12. “See you later” is an informal way of saying “goodbye.”

⁹ Shira Evans, Catherine Schell. *Everyday Conversations: Learning American English. English Learning Edition*

Activity 4

Think of the most suitable reaction to the following phrases¹⁰.

- a. How are you?
- b. How do you do?
- c. Pleased to meet you.
- d. It was nice meeting you.
- e. Have a good weekend.
- f. See you next month.
- g. You must be Ann Peterson.
- h. I hope to see you again.

Activity 5

Complete the following conversations with the most appropriate words or phrases in group then practice it.

- a. M = Martin J = Jacqueline
 M : Excuse me, _____ Jacqueline Turner?
 J : Yes, that's _____
 M : May I _____ myself? I'm Martin Young. How do you do?
 J : _____, Mr Young.
- b. C = Chris F = Frank
 C : Hello, Chris Evans. Mind if I join you?
 F : Oh, _____ not. Frank Richards.
 C : _____ to meet you, Frank.
 So how are you finding the conference so far?
 F : Actually, I've only arrived this morning.
 C : All right.

- c. L = Lin D = Dan P = Peter
 L : Dan! Good to see you again. _____ are things?
 D : Hello, Lin. Fine, thanks. Pretty busy, as always, I suppose. Can I introduce you to a colleague of _____, Peter Winston? Peter, this is Lin Farrell.
 P : Nice to meet you, Ms Farrell.
 L : Nice to meet you, too. _____, call me Lin.
 P : Then you _____ call me Peter.

Activity 6

Make a dialogue about self introduction in pairs then practice it:

Greeting	Response
1. Hi	a. Very well, thank you. And you?
2. How do you do?	b. Hello / hi
3. How are you doing?	c. Good to see you too.
4. What's up?	d. How do you do?
5. Hello	e. Nothing much.
6. How are you?	f. Good Morning / afternoon / evening
7. Good Morning / afternoon / evening	g. Alright. How about you?
8. Good to see you	h. Hi / hello

¹⁰ Dagmar Malíková, Mgr. Jana Malíková *A Practical English Handbook For Bachelor Students*. Brno University of Technology Faculty of Electrical Engineering and Communication Department of Languages

Activity 7

Complete and practice the dialogues on the box below in pairs¹¹!

a) Hi, I'm Jake Hello,.....Maria Hi Maria.to meet you	b) Good morning, Dave. Morning, Pete.are you?thanks, and?
c) Hi, Susana.Nicolas. How.....you? Fine,you	d)you Marta? No,notname's Laura
e) Tanya.....is Marc. Marc. Nice toyou	f) Hello, Anna, your teacher. What's your? Hello. I'm Katva

Activity 8

Think and give your opinion about the questions below¹²

- Do you think that greeting to others is important?, why?
- Why do you introduce your self to somebody else?
- When do you introduce to others?
- To whom do you introduce your self?

Activity 9

Look and analyze the possible expression of the following pictures!

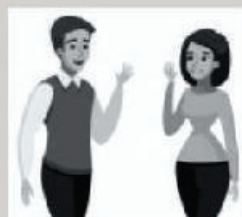
1



4



3



7



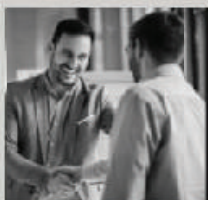
6



2



5



¹¹ _____, 2013. English for English Speakers; Beginner;

Level 1

¹² ibid

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UNIT 2

DAILY ACTIVITY

Capaian Pembelajaran	
Sikap :	<ol style="list-style-type: none"> Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	<ol style="list-style-type: none"> Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	<ol style="list-style-type: none"> Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	<ol style="list-style-type: none"> Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	5, 7, 8, 9, 11, 12, 13
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 8, 9, 10, 11, 12, 13
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13

Pre Activity
Conversation¹ 1

Situation :

Inspector Robert John is a detective. His house is near library. He is in the library now. He is with Miss Green. She is a librarian. She always works in the library on time.

Inspector John : Good morning, Miss Green.

Miss Green : Good morning, inspector. Can I help you?

Inspector John : Yes, you can. I am looking for a good book

Miss Green : This is a good book, Inspector.

Inspector John : What is it?

Miss Green : It is a detective story.

Inspector John : Good. I like detective stories.

What is the murderer's name?

Miss Green : I can tell you that, Inspector. I am a librarian. I am not detective.

Activity 1

Divide the students into two. Ask them to face each other. Left side is as Inspector John and right side is as Miss Green. Then ask them to practice conversation above.

Activity 2

Answer the following questions based on the conversation above in pairs. Number one has been done.

1. A : Is Robert John a librarian?

B : No, he is not.

A : What is he?

B : He is a detective.

2. A : Is Miss Green in the classroom?

B : _____

A : _____

B : _____

3. A : Is Inspector John at home now?

B : _____

A : _____

B : _____

4. A : Is Miss Green a detective?

B : _____

A : _____

B : _____

5. A : Is Inspector John in the bank now?

B : _____

A : _____

B : _____

6. A : Is the book a history story?

B : _____

A : _____

B : _____

Conversation² 2

Situation :

One in a week Mrs. Ford always buys her needs at a grocer. Now she is there.

Mrs. Ford : I want some butter and some cheese, and a packet of biscuits.

Grocer : Is that all, Mrs. Ford?

Mrs. Ford : No. I want some sugar, some flour, and a packet of tea. And a tin of tomato soup.

Grocer : We haven't any tomato soup.

Mrs. Ford : What are those tins on the shelf?

Grocer : They are tins of tomatoes. Do you want a tin?

- Mrs. Ford : No, thank you
 Grocer : Is that all, Mrs. Ford?
 Mrs. Ford : Yes, thank you. Please send them to my house. Oh, and I want a dozen eggs, too. But don't send them. I'll carry them.
 Grocer : We can send the eggs, too
 Mrs. Ford : No, thank you. Your new delivery boy is very careless. Last week he dropped my eggs on my doorstep.

Activity 3

Divide the students into two. Ask them to face each other. Left side is as Mrs. Ford and right side is as Grocer. Then ask them to practice conversation above.

Activity 4

Answer the following questions based on the conversations above in pairs then retell the conversations with your own sentences. Number one has been done.

- A : Is Mrs. Ford at her office?
 B : No, he is not.
 A : where is she?
 B : she is at a grocer.
- A : Does Mrs. Ford need Butterfly?
 B : _____
 A : _____
 B : _____
- A : Does Mrs. Ford need cigar?
 B : _____
 A : _____
 B : _____

- A : Does Mrs. Ford need flower?
 B : _____
 A : _____
 B : _____
- A : Does Mrs. Ford need tin?
 B : _____
 A : _____
 B : _____
- A : Will the new delivery boy send the eggs?
 B : _____
 A : _____
 B : _____

Activity 5

Find adverbs of frequency on the following box (What and where are they) then make sentences with the words!

R	A	E	R	W	A	V	E
A	L	W	A	Y	S	E	O
L	I	V	R	A	O	R	F
W	G	R	E	A	M	N	T
A	N	R	A	R	E	V	E
Y	E	N	O	F	T	E	N
S	V	O	L	Y	I	R	E
S	E	L	D	O	M	A	V
E	R	N	E	V	E	R	E
A	L	W	A	Y	S	E	R

Reading Selection³

Text 1

LITTER IS A PROBLEM IN OUR CITIES

Litter is garbage—like food, paper, and cans on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and it spoils the view. The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage.

Litter is a health problem, too. Food and garbage bring animals, which sometimes carry disease. Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on the streets. They usually pay a fine, and occasionally they go to jail. Two famous sayings in the United States are: "Don't be a litter-bug!" and "Every litter bit hurts!"

Vocabulary: find the meaning of the words below with your group

litter	fence	garbage
garbage	disease	ugly
can	punish	litterbug
jail	spoil	

Activity 6

Make Questions and Answers in pairs. First student: Change each sentence into a question. Second student: Answer each question with a short answer then retell the text with your own sentences!

1. Litter is a problem in our cities.

First student : Is litter a problem in our cities?

Second student : Yes, it is.

2. Litter is ugly.
3. Papers are difficult to catch.
4. This fence is a wall of garbage.
5. Litter is against the law.
6. People don't always put their garbage in the garbage cans.
7. Litter makes the city look ugly.
8. Litter spoils the view.
9. The wind blows papers far away.
10. Animals sometimes carry disease.
11. Some people want to control litter.
12. The law punishes litterbugs.
13. They usually pay a fine.

Activity 7

Match the words on the left with the definitions on the right then make sentence using the words in present tense form.

Example : Litter disturbs environment.

1. litter	a. garbage on the ground or in the street
2. fence	b. special can for garbage
3. jail	c. everything that a person can see
4. garbage can	d. wall that separates two places
5. view	e. sickness
6. fine	f. to manage or to stop
7. litterbug	g. a number of people
8. disease	h. money people pay as punishment
9. control	i. place people stay as punishment
10. <u>group</u>	g j. person who throws litter

³ Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

Activity 8

Discuss with your group about disadvantages of litter. Where is it? How can it be happened? How to overcome the problem?

Text II

PEOPLE WORK AT MANY DIFFERENT JOBS

A secretary writes letters, answers the telephone, and meets people. She uses a typewriter every day. She puts papers away in the file cabinet. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work.

Vocabulary:

telephone	typewriter	file
cabinet	boss	

Activity 9

Make Yes/No Questions. Number one has been done as an example.

- A secretary answers the telephone.
 First student : Does a secretary answer the telephone?
 Second student : Yes, she does. She answers the telephone.
- A secretary writes books.
 First student : Does a secretary write books?
 Second student : No, she doesn't. She writes letters.
- A secretary meets people.
 First student : _____
 Second student : _____
- She puts papers away in the garbage.
 First student : _____
 Second student : _____

- She stands between her boss and his visitors.
 First student : _____
 Second student : _____
- She helps her boss to plan his time.
 First student : _____
 Second student : _____
- She helps her boss to spoil his work.
 First student : _____
 Second student : _____

Activity 10

Answer each question with a complete sentence.

- Does she put papers away in the garbage or in the file cabinet?
 She puts papers away in the file cabinet.
- Does a secretary write books or letters?

- Does she meet the boss or the visitors?

- Does she answer the telephone or the typewriter?

- Does she use the typewriter every day or every week?

Text III

Teachers work in schools. They help their students to learn. They order books, explain lessons, give homework, and correct papers. At the end of every term, they grade their students.

Vocabulary:

lesson	correct	term	grade
--------	---------	------	-------

Activity 11

Do as the activity 6

1. Teachers order books and give homework.
2. They explain the lessons to their students.
3. They correct their students' papers.
4. Students grade their teachers.
5. Teachers give grades at the beginning of the term.

Activity 12

Make short description with your group about the following topic

1. Farmer
2. Doctor
3. Student
4. Others

LANGUAGE NOTE:

A sentence has two parts: (1) a subject and (2) a predicate. The subject is the part of the sentence about which something is told or asked. The predicate is the part of the sentence that tells or asks something about the subject.

Rumus sederhana kalimat ini, jika kalimat nominal (tidak terdapat di dalamnya kata kerja) adalah: Subyek + TO BE (am, is, are) + Pelengkap (complement). Contoh :

I + am + a student = Saya adalah peajar
S + TO BE + Noun

We + are + in the house = Kita berada di rumah
S + TO BE + Adverb

Wati + is + Beautiful = Wati cantik
S + TO BE + Adjective

Jika kalimat Verbal (kalimat yang di dalamnya terdapat kata kerja), maka rumus sederhananya adalah Subyek + Kata kerja I + Obyek/Keterangan. Contoh:

I + eat + Banana = Saya makan pisang
 He + eats + Banana = Dia makan pisang
S + KK.I + O

We + go + to school = Kami pergi ke sekolah
 Susi + goes + to school = Susi pergi ke sekolah
S + KK.I + Ket

LANGUAGE NOTE

Nominal Sentence

Subject	Predicate	
Litter	is	ugly
They	are	difficult
The city	is	dirty
Noun/pronoun phrase	Linking Verb	Adjective

Subject	Predicate	
His house	is	near library
He	is	in the library
This tree	is	in the sky
You	are	in the sky too
Noun/pronoun phrase	Linking Verb	Adverb

Subject	Predicate	
Inspector John	is	a detective
She	is	a librarian
It	is	a house
These	are	rooms.
This room	is	the kitchen.
That	is	bedroom
They	are	trees
Noun/pronoun phrase	Linking Verb	Noun

Verbal Sentence

Subject	Predicate	
Litter	makes	the city look dirty
It	spoils	the view.
The wind	blows	papers far away.
Food and garbage	bring	disease.
Some people	want	to control litter.
They	work	together in groups.
Noun/pronoun phrase	Verb	Complement

PRESENT TENSE FORM

Affirmative Sentence

Subject + Verb+s/es		Subject + Verb	
He	blows	They	blow
She	brings	We	bring
John	catches	I	catch
Marry	chooses	You	choose
	does		do
	draws		draw

Negative Sentence

Subject+does not+ Verb		Subject + do not + Verb	
He does not	blow	They do not	blow
She does not	bring	We do not	bring
John does not	catch	I do not	catch
Marry does not	choose	You do not	choose
	do		do
	draw		draw

Interrogative Sentence

Does + Subject + Verb		Do + Subject + Verb	
Does he	blow	Do they	blow
Does she	bring	Do we	bring
Does John	catch	Do I	catch
Does Marry	choose	Do you	choose
	do		do
	draw		draw

Activity 13

Think Pair Share

Life is full of rule. What are the "rules" for these situations? Work with a partner. Choose some situation and write some Dos and DON'Ts.



a) In a church



b) In a mosque



c) In a classroom



d) Travelling on a train



e) In the street



f) In a cinema



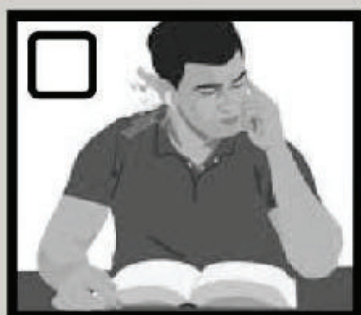
f) Littered garbage

Compare your ideas with others group in your class. Do you all agree?

Which activities do you (always, often, sometime, seldom) do?

Why do you do that?

When do you do that?



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UNIT 3

TALKING IN CAMPUS

Capaian Pembelajaran	
Sikap :	<ol style="list-style-type: none"> 1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	<ol style="list-style-type: none"> 18. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; 19. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	<ol style="list-style-type: none"> 10. Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; 11. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; 12. Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	<ol style="list-style-type: none"> 9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; 10. Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; 11. Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> 1. Mengajukan Pertanyaan 2. Menganalisis dan mengklarifikasi pertanyaan. 3. Mengumpulkan Informasi 4. Menganalisis dan mengevaluasi fakta -fakta. 5. Menarik kesimpulan berdasarkan hasil analisis 	1, 2, 3, 4, 5, 6, 7, 8, 9
Creative thinking:	<ol style="list-style-type: none"> 1. Menciptakan ide baru 2. Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif 3. Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif 4. Membuat bahan presentasi 	4, 5, 7, 8, 9
Collaboration:	<ol style="list-style-type: none"> 1. Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok 2. Bekerja produktif, 3. Sikap menghargai, 4. Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 5, 6, 7, 8, 9
Communication:	<ol style="list-style-type: none"> 1. Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal 2. Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) 3. Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9

Conversation 1¹

Teresa : Cindy, do you know where Martin is?
Cindy : Yes, I do. He in Room 10 on the second floor.
Teresa : What is he doing there now?
Cindy : He is attending a lecture on history class
Teresa : Oh my God. I come late
Cindy : Is there something wrong with you?
Teresa : Yes. I join the lecture. It is the first meeting of our class.

Activity 1

Divide the students into two to practice conversation above. Left side is as Cindy and right side is as Teresa.

Conversation 2

Miss Laura : Excuse me, Mrs. Renata. Where is Mr. Andrian?
Mrs. Renata : He is in the classroom.
Miss Laura : What is he doing now in the classroom?
Mrs. Renata : He is teaching at the moment.
Miss Laura : And where is the Dean?
Mrs. Renata : He is in his room.
Miss Laura : What is he doing in his room at the moment?
Mrs. Renata : He is preparing for the meeting. Do you want to meet him?
Miss Laura : Yes, I do

Activity 2

Divide the students into two to practice conversation above. Left side is as Miss Laura and right side is as Mrs. Renata

Conversation 3

Lidia : Excuse me, Mrs. Lara. Is the Vice Dean I in his room?
Mrs. Lara : Yes, he is.
Lidia : And Is the Vice Dean II in his room too?
Mrs. Lara : No, he isn't.
Lidia : Where is he?
Mrs. Lara : He is in Room 2.
Lidia : What is he doing in Room 2 now?
Mrs. Lara : He is attending a short meeting now.
Lidia : Thank you for the information.

Activity 3

Divide the students into two to practice conversation above. Left side is as Lidia and right side is as Mrs. Lara.

Activity 4

Role play the conversation 1,2 3 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.

Activity 5

Make a short conversation with your partners. Describe the situation then make the script.

Situation:

A : _____
 B : _____
 A : _____
 B : _____
 A : _____
 B : _____
 A : _____
 B : _____

Reading Selection

Look at the picture!



There is a teacher in a classroom. She is teaching her students right now. She is speaking English. She is explaining about present continuous tense. While she is explaining about the tense, she is writing on the board. She has forty students in her class. They are paying attention to their teacher. They are listening and writing some notes. Some students are asking some questions to her. They are doing the exercises seriously.

Activity 6

Answer the question based on the text then retell the text with your own sentences!

1. Where is the teacher? The teacher is in a classroom.
2. What is she doing? _____
3. What is she speaking? _____
4. What is she explaining? _____
5. Where is she writing? _____
6. Who are the students paying attention to? _____
7. What are they writing? _____
8. What are they asking? _____

Activity 7

Look at the pictures then describe what they are doing!





Activity 8

Take some pictures surrounding the campus then describe the pictures by your own in 15 minutes.

LANGUAGE NOTE:

PRESENT CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + is + Verb + ing		Subject + are + Verb + ing	
He is	blowing	They are	blowing
She is	bringing	We are	bringing
John is	catching	I are	catching
Marry is	choosing	You are	choosing
	doing		doing
	drawing		drawing

Negative Sentence

Subject + is not + Verb + ing		Subject + are not + Verb + ing	
He is not	blowing	They are not	blowing
She is not	bringing	We are not	bringing
John is not	catching	I are not	catching
Marry is not	choosing	You are not	choosing
	doing		doing
	drawing		drawing

Interrogative Sentence

Is + Subject + Verb?		Are + Subject + Verb?	
Is he	blowing	Are they	blowing
Is she	bringing	Are we	bringing
Is John	catching	Are I	catching
Is Marry	choosing	Are you	choosing
	doing		doing
	drawing		drawing

Activity 9

Translate into English

1. Norton tidak ada di rumah saat ini. Dia sedang belajar di perpustakaan.

2. Ayah tidak bisa menemui tamunya. Dia sedang menyelesaikan pekerjaannya.

3. Seluruh mahasiswa ada di kelas. Mereka sedang belajar.

4. Saat ini tamu tidak bisa menemui rektor karena dia sedang memimpin rapat.

5. Kamu tampak bingung. Apa yang sedang kamu pikirkan?

6. Kemarilah John! Apa yang sedang kau kerjakan di sana?

7. Maaf saat ini saya tidak bisa datang ke rumahmu. Saya sedang membantu ibuku.

8. Dia sedang membaca buku dengan serius. Buku apa yang sedang ia baca?

9. Biasanya Sally ada di sini. Saat ini dia tidak datang. Apa yang sedang dia kerjakan?

10. Kalian sedang berbisk-bisik. Apa yang sedang kalian bicarakan?

11. Mengapa kalian berkumpul di sini? Apa yang sedang kalian rencanakan?

12. Saya tidak bisa menemanimu sekarang. Saya sedang menulis laporan.

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UNIT 4

EXPRESSION OF SYMPATHY

Capaian Pembelajaran	
Sikap :	<ol style="list-style-type: none"> 1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	<ol style="list-style-type: none"> 18. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; 19. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	<ol style="list-style-type: none"> 10. Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; 11. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; 12. Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	<ol style="list-style-type: none"> 9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; 10. Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; 11. Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> 1. Mengajukan Pertanyaan 2. Menganalisis dan mengklarifikasi pertanyaan. 3. Mengumpulkan Informasi 4. Menganalisis dan mengevaluasi fakta -fakta. 5. Menarik kesimpulan berdasarkan hasil analisis 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Creative thinking:	<ol style="list-style-type: none"> 1. Menciptakan ide baru 2. Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif 3. Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif 4. Membuat bahan presentasi 	1, 2, 3, 4, 7, 8, 9, 11
Collaboration:	<ol style="list-style-type: none"> 1. Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok 2. Bekerja produktif, 3. Sikap menghargai, 4. Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 7, 8, 9, 10, 11
Communication:	<ol style="list-style-type: none"> 1. Mengungkapkan pikiran atau ide melalui lisan , tulisan atau nonverbal 2. Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) 3. Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Conversation 1¹



Ayu : Hi, Santi. What's up? You look so sad.
 Santi : Yeah, I lost my flash disk. I don't know whether it's stolen or dropped somewhere. There are a lot of important documents in it.
 Ayu : Really? I'm sorry to hear that.
 Santi : Thanks.
 Ayu : Maybe you forgot where you put it in, right?
 Santi : I think so Ayu.
 Ayu : Have you looked for it?
 Santi : No. I haven't. I'll try to find it.
 Ayu : That's nice. I hope it will be found soon.
 Santi : Thanks a lot Ayu.

Activity 1

Answer the questions then Role play the conversations 1 with your partners. Then record them on your video. Doing outdoor to make different background is possible then retell the conversations with your own sentences!

1. What is Santi's problem?
2. What has Ayu suggested to Santi?
3. What do you feel if you experience a problem as Santi has?
4. What will you do if your friend loses something?

Conversation 2²

Situation:

Mr. Alison : What is the matter, darling? You look upset.
 Mrs. Alison : I **have made** a terrible mistake Jim.
 Mrs. Johnson rang me up about half an hour ago. We got talking and then without thinking, I asked her and her husband to come and have dinner with us this evening.
 Mr. Alison : Well, that is nothing to get upset about! We should have a pleasant evening. **We haven't seen** the Johnsons for ages.
 Mrs. Alison : I'd like them to come. But I've **just discovered** there's hardly any food in the house. You didn't by any chance remember to buy some steak? I asked you to get some on your way home from work three days ago.
 Mr. Alison : Steak? Good heaven, yes. I remember now. As a matter of fact I did get some. You ought to **have reminded** me about it. It's in the boot of the car. **It's been** there for the past three days!

Activity 2

Answer the question based on the conversations above. Then Role play the conversations 2 with your partners. Then record them on your video. Doing outdoor to make different background is possible then retell the conversations with your own sentences!

1. Who has made a terrible mistake?
2. Who rang?
3. How long have Mr. Alison and his wife not

¹ <https://www.englishcafe.co.id/mengungkapkan-rasa-simpaty-dalam-bahasa-inggris>

² LG Alexander, 1980. Question and Answer. Yogyakarta. Kanisius.

seen the Johnson?

4. Who has discovered there's hardly any food in the house?
5. Has Mrs. Alison reminded her husband about steak?
6. Where is the steak?
7. How long has it been there?

Expressions of sympathy

I am sorry to hear that.

I know how your feeling is.

Be patient, it would be Ok soon.

I sympathize about the situation that happened.

What a terrible situation for you.

I do sympathize.

Activity 3

Make a short conversation with your partners about something you have or have not done using the expressions above. Describe the situation then make the script.

Reading Selection³

Text I

Mrs. Clark and her daughter Sarah have been out shopping, and they've just returned home. They bought Sarah a new sweater, and she's already put it on. It's so new that they haven't even removed the tag yet.



Mrs. Clark has just opened a letter, and she's

received bad news. She's lost her job! For the past year she's worked as a private secretary for a rich musician. Now the musician has decided to stop working, and he's asked Mrs. Clark to find another job. Mrs. Clark is the only money earner in the family, since her husband is no longer living. The letter has upset Mrs. Clark very much. She's crying. She's recently bought a new house, a new car, and many new clothes for her job. She hasn't paid for them yet. Now she may not be able to pay for them, because she hasn't saved much money. Sarah has heard the bad news, but she really doesn't understand much about money. She's more worried about her mother. Mrs. Clark has never cried in front of her daughter before.

Activity 4

Role play first student change sentences into a question, second student answer the questions with a short and a long answer. Then practice and record on your videos and don't forget to retell the text with your own sentences!

1. Mrs. Clark and Sarah have been out shopping.
 First student : Have Mrs. Clark and Sarah been out shopping?
 Second student : Yes, they have.
2. They've just returned home.
 First student : _____
 Second student : _____
3. Mrs. Clark has just opened a letter.
 First student : _____
 Second student : _____
4. She has worked as a private secretary for a musician.
 First student : _____
 Second student : _____
5. The musician has stopped working.
 First student : _____
 Second student : _____

³ Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

6. He has asked her to find another job.
First student : _____
Second student : _____
7. The letter has upset Mrs. Clark.
First student : _____
Second student : _____
8. She has not paid for her new house yet.
First student : _____
Second student : _____
9. Sarah has heard the bad news.
First student : _____
Second student : _____
10. Mrs. Clark has never cried in front of Sarah before.
First student : _____
Second student : _____

Activity 5

Make sentences using word or phrases below. Each sentence use different subject and should be in the present perfect tense. Number 1 has been done as the example.

1. Know / for many years
a. I have known her for many years.
b. **He** has known her for many years.
2. Be friends / since 1965
a. I _____
b. **He** _____
3. Be neighbors / for fifteen years
a. I _____
b. **He** _____
4. Live next door to her / since 1965
a. I _____
b. **He** _____
5. Go to school / every day / for twelve years
a. I _____
b. **He** _____
6. Visit her / every day / for two years
a. I _____
b. **He** _____

7. Study journalism / since 1975
a. I _____
b. **He** _____
8. Work as a reporter / for three years
a. I _____
b. **He** _____
9. Be important to her / for a long time
a. I _____
b. **He** _____
10. Love her / since I met her
a. I _____
b. **He** _____

Activity 6

Listen to the sentences as your teacher reads them. If the sentence is in the present continuous, respond with the time marker "now." If the sentence is in the present perfect, respond with the time marker "already." Do it several times.

1. He's returning home.
2. She's buying a new house.
3. She's bought some new clothes.
4. She's putting them on.
5. He's opened the letter.
6. He's removing the tag.
7. He's asked his secretary.
8. He's decided about his job.
9. She's paid for everything.
10. She's crying about her job.

Now ask your students to close the book. Read the sentences at random then ask the students to give respond with "now" or "already". Then ask each member of each group to do the same way in turn.

Activity 7

Give your introductory statement and expression of sympathy if you get the following information!

1. Your friend's father is hospitalized.
2. Your neighbor got accident.
3. Your closed friend has serious problem.
4. Your brother or sister loses his or her key.
5. Your friend's party doesn't run well.
6. Your friend's trip is trouble.
7. Your quest lost way.
8. Your friend's seminar is cancelled by the advisor.
9. Your friend failed the examination.
10. Your friend has got traffic jam.

Activity 8

Translate into Indonesia then answer the question and retell the text with your own sentences!

I have just received a letter from my brother, Tim. He is in Australia. He has been there for six months. Tim is an engineer. He is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and has gone to Alice Springs, a small town in the centre of Australia. He will soon visit Darwin. From there, he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

1. What has the writer just received from his brother, Tim?
2. Is Tim an engineer, or is he a doctor?
3. How long has he been in Australia?
4. Has he already visited many places or not?
5. Where is he now?
6. Has Tim ever been abroad before or not?
7. Is he enjoying his trip very much or not?

Activity 9

Translate the text then answer the questions and retell the text with your own sentences!

Mr. James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr. Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr. Scott has sent a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.

1. Where has Mr. Scott opened his second garage?
2. Where is his first garage?
3. How far away is Silbury?
4. Can Mr. Scott get a telephone for his new garage or not?
5. What has he bought?
6. How long do they carry messages from one garage to the other?

Activity 10

Choose the correct word.

1. Saly isn't here. She's **gone** / **been** to the bank.
2. I'm tired because I've just **been** / **gone** for a swim.
3. Kevin's back now - he's just **been** / **gone** to the supermarket.
4. Rita's **gone** / **been** to buy some lunch. She'll be back in a minute.
5. Have you ever **gone** / **been** to the mountains? Tom has **been** / **gone** to a meeting, so he won't be in the office today.

LANGUAGE NOTE:

PRESENT PERFECT TENSE FORM

Affirmative Sentence

Subject + has + Verb3		Subject + have + Verb3	
He has	blown	They have	blown
She has	brought	We have	brought
John has	caught	I have	caught
Marry has	chosen	You have	chosen
	done		done
	drown		drown

Negative Sentence

Subject+ has not+ Verb3		Subject + have not + Verb3	
He has not	blown	They have not	blown
She has not	brought	We have not	brought
John has not	caught	I have not	caught
Marry has not	chosen	You have not	chosen
	done		done
	drown		drown

Interrogative Sentence

Has + Subject + Verb3?		Are + Subject + Verb3 ?	
Has he	blown	Have they	blown
Has she	brought	Have we	brought
Has John	caught	Have I	caught
Has Marry	chosen	Have you	chosen
	done		done
	drown		drown

Activity 11

Make question to answer the italic words or phrases using *What, Where, When, How, How long, etc.*

- | | |
|---|--|
| <p>1. Tom's seen that same movie <i>three times</i>.
_____</p> <p>2. They've bought a new house.
_____</p> <p>3. He's gone to bed because he's <i>ill</i>.
_____</p> <p>4. Tom's lived in Pakistan for over a year.
_____</p> <p>5. They've sold ten books today.
_____</p> | <p>6. Paul's worked for our company since 1989.
_____</p> <p>7. I've eaten a ham sandwich.
_____</p> <p>8. John has been in Chicago and Boston.
_____</p> <p>9. Ann hasn't answered the letters because she's <i>been too busy</i>.
_____</p> <p>10. The boys have done nothing today.
_____</p> <p>11. We've waited for them for more than two hours.
_____</p> <p>12. The students have done the same exercise <i>three times</i>.
_____</p> |
|---|--|

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UNIT 5

WAITING FOR RELATIVE

Capaian Pembelajaran	
Sikap :	<ol style="list-style-type: none"> Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	<ol style="list-style-type: none"> Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	<ol style="list-style-type: none"> Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	<ol style="list-style-type: none"> Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	3, 4, 6, 7
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Conversation 1

- Jessica : I have to go to station because someone is waiting for me there.
- Brian : Who is waiting for you Jess?
- Jessica : My relative from my Mom.
- Brain : Go now then. Don't let someone waiting for you too long.
- Jessica : Yep, I'll go now. See you (at station)
- Jessica : Hi Bill, how have you been?
- Bill : Couldn't be better. How's it going Jess?
- Jessica : I do really sorry Bill. I am late to pick you up. I have something to do with my classmates. How long have you been waiting for me?
- Bill : I have been waiting you for an hour. It doesn't matter Jess. How's everyone?
- Jessica : Everyone is great. Tim is doing the final exam. He wants to continue his study. Ann is still doing her hobby, drawing and painting. What have you been doing recently Bill?
- Bill : I have been so busy recently with work stuff.
- Jessica : Kind of boring stuff, ha!

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. Where is Jessica going to?
2. Who is waiting for Jessica?
3. How long has he been waiting for her?
4. Who wants to continue studying?
5. Who likes painting?

Conversation 2

Situation: Reno and Resti in the bus station. They are waiting for someone. It is ten o'clock.

- Reno : Hello, Resti.
- Resti : Hello, Reno.
- Reno : What are you doing here, Resti?
- Resti : I am waiting my sister.
- Reno : Your sister? How long have you been waiting for her?
- Resti : I have been waiting for her since nine o'clock.
- Reno : Really, em... waiting for long time is boring.
- Resti : Then, what are you doing here, Reno?
- Reno : I am waiting my friend. I have been waiting for him for about thirty minutes.
- Resti : Do you think that they are in the same bus?
- Reno : It is possible. I hope they will arrive soon.
- Resti : I hope so

Activity 2

Answer the questions then retell the conversations with your own sentences!

1. Who is Resti waiting for? _____
2. How long has she been waiting for her? _____
3. Do they enjoy waiting for someone for a long time? _____
4. Who is Reno waiting for? _____
5. What time has Reno been coming to bus station? _____

Activity 3

Role play the conversation 1 and 2 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.

Activity 4

Make a short conversation with your partners about something you have or have not done. Describe the situation then make the script.

Reading Selection**Text**

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.



When the weather is cold, it's not very much fun to wait for a bus. These people have been standing on the corner for fifteen minutes. They've been watching the traffic, looking for the bus, and hoping it will come soon. They've been talking about the bus and complaining about the weather. Most of them feel cold. One smart man has been drinking coffee to stay warm. Traveling on buses decreases pollution, but people often would rather drive their cars. Many people aren't used to the bus schedules, and they don't like to wait. On the other hand, many people have been taking the bus every day for many years. They're used to it. They say the bus has been coming on time every day, and they've never been late to work. In addition, they haven't needed a parking place in all that time. Buses are very convenient when you're used to them.

Activity 5

Answer the questions based on the text then retell the text with your own sentences!

1. How long have the people been standing on the corner? _____
2. What have they been doing? _____
3. Why has one man been drinking coffee? _____
4. What are some good reasons for taking buses? _____
5. What are some reasons for driving cars? _____
6. What are some problems with buses? _____

Activity 6**6.1 Translate Into Indonesia**

1. Zaki has been studying here since 12 December 2003.
2. Burhan has been trying this way for about 10 minutes now.
3. Afiah hasn't been cooking for more than 2 hours.
4. Anis hasn't been sitting for an hour now.
5. Has Zahra been cleaning for more than 20 minutes?
6. What has Sony been writing all the time?
7. Tom hasn't been working there for more than 2 hours.
8. Have they been living there very long?
9. How long have you been practicing English today?
10. Tom has been working there since 8:30
11. They have been living in Miami since 1985.
12. We've been studying English for over two months.

² Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

6.2 Translate into English

1. Para pilot telah sedang mengikuti pendidikan sejak bulan Juni.
2. Para penumpang telah sedang menunggu bus selama tiga puluh menit.
3. Kendaraan telah sedang mengalami kemacetan selama empat jam karena ada kecelakaan.
4. Pesawat itu telah sedang mendarat selama lima belas menit karena cuaca buruk.
5. Pengemudi itu telah sedang memarkir kendaraan selama 10 menit. Mungkin dia belum berpengalaman.
6. Peserta ujian telah sedang mengerjakan tes selama tiga puluh menit.
7. Para sopir telah tidak sedang bekerja selama dua hari..
8. Sejak pandemi covid 19, penghasilan di bidang transportasi telah sedang menurun.
9. Pemerintah telah sedang berupaya memulihkan ekonomi akibat covid 19.
10. Penderita covid 19 telah sedang semakin meningkat.
11. Pemerintah telah sedang berupaya mengatasi covid 18.
12. Ujian telah sedang berjalan selama dua puluh menit

LANGUAGE NOTE

PRESENT PERFECT CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + has been + Verb + ing		Subject + have been + Verb + ing	
He has been	blowing	They have been	blowing
She has been	bringing	We have been	bringing
John has been	catching	I have been	catching
Marry has been	choosing	You have been	choosing
	doing		doing
	drawing		drawing

Negative Sentence

Subject + has no been + Verb + ing		Subject + have not been + Verb + ing	
He has not been	blowing	They have not been	blowing
She has not been	bringing	We have not been	bringing
John has not been	catching	I have not been	catching
Marry has not been	choosing	You have not been	choosing
	doing		doing
	drawing		drawing

Interrogative Sentence

Has + Subject + been + Verb + ing?		Have + Subject + been + Verb + ing?	
Has he been	blowing	Have they been	blowing
Has she been	bringing	Have we been	bringing
Has John been	catching	Have I been	catching
Has Marry been	choosing	Have you been	choosing
	doing		doing
	drawing		drawing

- We use the present perfect continuous to talk about a situation or activity that started in the past and has been in progress for a period until now. Sometimes we use the present perfect continuous with expressions that indicate the time period (e.g. with **since** and **for**):
- Without such an expression, the present perfect continuous refers to a **recent situation** or **activity**, and focuses on its **present results**.
- The situation or activity may still be going on, or it may just have stopped.
- We often use the Present perfect continuous when we ask questions with **How long...?**

Activity 7

Make sentences in present perfect continuous tense based on the pictures then develop your sentences as good as possible!

No.	Description	Time for Activities
1.		5 minutes
2.		15 minutes
3.		45 minutes
4.		15 minutes
5.		30 minutes
6.		7 hours

UNIT 5 : Waiting for Relative

Activity 8

Complete the following sentences using the verb provided in the Present Perfect Continuous Tense.

1. Tom _____ here for several months (live)
2. They _____ in the office for several hours. (work)
3. That man _____ there for about 2 hours. (sit)
4. The cadets _____ at attention for about 15 minutes. (stand)
5. I _____ for the bus for more than 10 minutes (wait)
6. Jack and Mary _____ in the park for nearly an hour. (run)
7. The commander _____ the report all evening. (read)
8. Miss Black _____ her new novel since April. (write)
9. The officers _____ in the gym for about 45 minutes. (work out)
10. The generals _____ the situation all morning. (discuss)

Activity 9

Change the following sentences into a) negative, and b) interrogative.

1. He's been living in Caracas since 1995.

2. They've been playing tennis since midday.

3. Jane's been feeling well since March.

4. They've been discussing the new project too long.

5. The competition has been running every year since 1980.

6. People have been saying for ages that the building should be pulled down.

7. She's been living in New Zealand for over a year now.

8. We've been discussing the proposals for a number of years.

Activity 10

Ask questions using question words like What, Where, When, How long, etc.

1. Henry has been reading the newspaper all morning.
_____ ?
2. Bill's been sleeping all morning.
_____ ?
3. They've been staying at the Rex Hotel.
_____ ?
4. They've been saving money because they're planning to buy a house.
_____ ?
5. My friends have been living in Madrid since December 2002
_____ ?
6. The boy's been listening to the radio since 7 o'clock.
_____ ?
7. They've been waiting for a taxi for about 15 minutes.
_____ ?
8. Tom hasn't been working there for more than 2 hours.
_____ ?
9. Tom has been working there since 8:30
_____ ?
10. They have been living in Miami since 1985.
_____ ?
11. We've been studying English for over two months.
_____ ?
12. I have been working all day.
_____ ?

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Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	2, 3, 4, 5, 12
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 3, 4, 5, 11, 12
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conversation¹

Situation:

There are two people are talking about the natural disaster.

Ivan : Hey, Harry. Are you okay?
 Harry : Hi, Ivan. I have a bad news.
 Ivan : Oh, man. I'm sorry to hear that. What's happen?
 Harry : Did you watch the news last night?
 Ivan : Did you mean Merapi Volcano eruption?
 Harry : Yes. My families live 80 km from there.
 Ivan : Oh, my gosh. How about them? Are they alright?
 Harry : Thank God. They are alright. They were evacuated before the eruption. Now they are living in the shelter with the other victims, limited foods, and limited clothes.
 Ivan : I'm so sad to hear that, Harry.
 Harry : Thanks, man. I appreciate that.
 Ivan : How about their houses?
 Harry : Their houses have been covered by volcanic ash.
 Ivan : Oh, no! It must be hard for them.
 Harry : Yeah, it must be hard for them. Did you feel the earthquake?
 Ivan : Yeah, I did. I felt it at around 10 pm. It was a huge effect, wasn't it?
 Harry : Based on BMKG, it was 6,7 SR which came from Merapi.
 Ivan : So, what will you do?
 Harry : I just pray to God for all the victims of Merapi Vulcano.
 Ivan : The situation will be better, man.
 Harry : Yeah. I hope so.
 Ivan : Btw, I have to go because I have a business. I'm sorry for leaving you, man.
 Harry : That's okay, man. Keep your eyes open.
 Ivan : You too, my man.

Harry : Thanks. I need a moment for my self.
 Ivan : Good luck and don't be sad because everything is gonna be okay. See you.
 Harry : See you around, man.

Activity 1

Role play the conversation 1 with your partners. Then record them on your video. Doing outdoor to make different background is possible.

Activity 2

Make a short conversation with your partners about natural disaster surrounding your area. The following topics are possible to discuss:

- | | |
|-----------|------------|
| Flood | Earthquake |
| Hurricane | Landslide |

Activity 3

Translate into English

- 5 November 2010, Gunung Merapi mengalami erupsi.
- Material berupa pasir, kerikil, lumpur dan batu besar memenuhi sungai-sungai.
- Puluhan ribu orang mengungsi dan ribuan temak mati.
- Meletusnya gunung merapi menimbulkan banyak korban.
- Tsunami Aceh terjadi pada tahun 2004.
- Tsunami Aceh adalah bencana yang sangat besar.
- Ribuan korban meninggal dunia akibat bencana tersebut.
- Eerbagai relawan manca Negara datang untuk memberikan bantuan.
- Eanjir bandang menerjang di beberapa desa di kabupaten Jember.
- Puluhan orang meninggal dunia karena banjir tersebut.
- Ribuan orang mengungsi ke tempat yang aman.

12. Banyaknya kerusakan menimpa rumah warga.
13. Bebatuan besar, lumpur, dan batang kayu besar menerjang kawasan tersebut.
14. Para korban tampak sedih
15. Bantuan berupa sembako, pakaian datang dari berbagai daerah dan negara.

Activity 4

Mention the huge disasters in our country. Where, when, what did they happened. Find the authentic data from internet to describe!

Reading Selection

Text I

Mount Agung Eruption

The Mount Agung volcano spewed out lava and showers of rocks over a distance of about two miles late on Friday night, with ash falling over dozens of villages, according to officials on the island.



There were no reports of casualties, but the national disaster agency imposed a 2.5 mile exclusion zone around the mountain and said 50,000 masks would be available as a precaution. Nine flights between Bali and Australia were cancelled on Friday night, flights to and from New Zealand have not been affected. Six postponed flights for Qantas and Virgin Australia were set to go ahead on Saturday as the island's airport returned to normal operations.

Photographs taken near Agung showed an ash column and glowing lava in the crater of the volcano, which rises over eastern Bali at a height of

just over 3,000 meters. In late 2017, authorities raised the alert level on Agung after a spike in activity, triggering evacuations and travel chaos at the time. A major eruption in 1963 killed more than 1,000 people and razed several villages. Agung is only one more than 120 active volcanoes in Indonesia, which is prone to eruptions and earthquakes due to its location on the "Ring of Fire" – a series of fault lines stretching from the western hemisphere to Japan and southeast Asia.

Vocabulary

ash	casualties	disaster
mountain	precaution	lava
crater	evacuate	eruptions
Ring of Fire	triggering	zone

Activity 5

Make sentences using the vocabularies above!

Text II

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.

Rescue workers pulled a man, a woman, and two children from this cold, rushing water. The mother and her two daughters got into trouble first. Their car drove off the road into the water. The man, a truck driver, almost died when he tried to save them.



The trouble started when Mrs. Leslie Cady lost control of her car on a winding mountain road. The car fell down thirty feet from the road into the water. It rolled over once and landed right side up in the rushing water. All three people were wearing their seatbelts.

Nobody was hurt by the fall. However, they couldn't leave the car. The water outside was too cold and too fast for safe swimming. The rescue started almost immediately. Another driver told the police about the trouble. The police called special rescue workers and a truck to pull the car out. The driver of the truck, Paul Ruter, arrived before the other rescue workers. Immediately he took a rope from his truck and he began to walk through the rushing water to the car. Then he got into trouble, too. The water was too fast, the ground was slippery, and he got caught in the ropes. He went under the water by the car. Mrs. Cady saw him and reached for his hand. She pulled as hard as she could and brought him to the car door.

Next the other rescue workers arrived. They put on special suits to stay warm. They brought safety ropes, life jackets, tire tubes, and warm blankets. First they pulled the people out of the back window onto the top of the car. Then they swam with each person to shore. They saved Mr. Ruter, Mrs. Cady, and the little girls. Finally all the people went to the hospital. Nobody was hurt badly. The rescue workers said that they all were very lucky to be alive.

Activity 6

Answer the questions based on the text then retell the text with your own sentences!

1. Where did the trouble take place?
2. What kind of road was Mrs. Cady driving on when she lost control of her car?
3. How far did the car fall?
4. Why wasn't anybody hurt by the fall?
5. Why didn't they get out of the car?
6. How did the police learn about the trouble?
7. Where did Paul Ruter try to go?
8. Why did he slip under the water?
9. How did Mrs. Cady save Mr. Ruter?
10. What did the workers bring with them to help with the rescue?

11. How did the men save the four people?
12. What did the rescue workers say?

Activity 7

Change into the Past Tense:

1. There's a lot of work in the office today.

2. There are two books missing from the shelf.

3. How much milk is there in the fridge?

4. There aren't many hotels in this town.

5. Is there enough money for the trip?

6. How many people are there on board?

7. There isn't much time to talk.

8. There are very few people in the pub.

9. Are there many errors in the bill?

10. There's very little sugar left.

Activity 8

Change the following sentences into the Simple Past Tense. Remember that you have to use the word **LAST** instead of **EVERY** in the expressions of time⁴

1. Peter comes here every week. ____ last week.
2. I buy the newspaper every Sunday. _____
3. They go to Europe every year. _____
4. Mary visits her parents every month. _____
5. I write to Mary every week-end. _____
6. They eat fish every Friday. _____
7. Eob washes the car every Saturday. _____
8. We watch TV every night. _____
9. The postman brings a letter every Monday. ____
10. We have a test every week. _____

⁴ Juan Gmo. Noya Montaña, 2006. *Basic English Grammar Structures and Vocabulary A Short Course In English For Adult Students*. Santiago

11. The boy reads a book every month. _____
12. I give the boy a present every year. _____
13. Peter drives to Baltimore every Sunday. _____
14. We enjoy our vacation every summer. _____
15. It rains a lot here every winter. _____
16. They receive a letter every week. _____
17. I sleep well every night. _____
18. Father tells the boy a story every night. _____
19. Mother makes an apple pie every Saturday. _____
20. They sell lots of books every year. _____

Activity 9

Change the following sentences into a) negative, b) interrogative and c) Wh-questions:

1. We went to work by bus.
 _____?
 _____?
 _____?
2. Peter came here yesterday.
 _____?
 _____?
3. I wanted to drink tea.
 _____?
 _____?
4. They saw the car accident.
 _____?
 _____?
5. John sold his house
 _____?
 _____?
6. They bought the car in Paris.
 _____?
 _____?
7. The boy did the exercise well.
 _____?
 _____?

8. We had dinner at the Club.
 _____?
 _____?
9. We wrote the letter in Spanish.
 _____?
 _____?
10. They studied English in London.
 _____?
 _____?

Activity 10

Answer the following questions with complete sentences:

1. Where did you go last Saturday evening?

2. When did you begin to study English?

3. How long did it take you to get here today?

4. What did the teacher tell you to do?

5. What did you eat for dinner last night?

6. Did you watch TV last night? If so, what did you watch?

7. What time did you get up this morning?

8. Did you watch TV last night? If so, what did you watch?

9. What time did you have breakfast this morning?

10. What time did you take a bath this morning?

Activity 11

Answer these questions using the information given in parentheses, as in the example:

Did you go by bus? (taxi)

No, I didn't go by bus.
I went by taxi.

1. Did they watch TV last night? (sleep)
2. Did John go out last night? (stay at home)
3. Did you eat fish for supper? (chicken)
4. Did Mary send you a fax? (a letter)
5. Did they walk to the park? (take a bus)
6. Did Peter say "yes" ("No")
7. Did you read the book in English? (French)
8. Did they drink coffee? (tea)
9. Did John write a poem? (a short story)
10. Did the woman buy a dress? (a jacket)
11. Did you see Mary last Sunday? (yesterday)
12. Did Jack have lunch at home? (at work)
13. Did the old man feel well? (tired)
14. Did the man speak English? (French)
15. Did you give the boy an apple? (some money)

LANGUAGE NOTE

Affirmative Sentence

Subject + Verb-2		Subject + Verb-2	
He	blew	They	blew
She	brought	We	brought
John	caught	I	caught
Marry	chose	You	chose
	did		did
	drew		drew

Negative Sentence

Subject+did not+ Verb 1		Subject + did not + Verb 1	
He id not	blow	They did not	blow
She did not	bring	We did not	bring
John did not	catch	I did not	catch
Marry did not	choose	You did not	choose
	do		do
	draw		draw

Interrogative Sentence

Did + Subject + Verb1		Did + Subject + Verb 1	
Did he	blow	Did they	blow
Did she	bring	Did we	bring
Did John	catch	Did I	catch
Did Marry	choose	Did you	choose
	do		do
	draw		draw

Activity 12

Describe with your group about effects and how to stay safe during the following natural disasters. The pictures will guide you to describe them:

Earthquakes

Tsunami

Cyclones

Floods



REFERENCE

LG Alexander. 1980. *Question and Answer*. Yogyakarta. Kanisius.
Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.
Juan Gmo. Moya Montaña. 2006. *Basic English Grammar Structures and Vocabulary A Short Course In English For Adult Students*. Santiago

UNIT 7

BAD AND GOOD EXPERIENCE

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 4, 5, 7, 8, 10, 12, 13
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 4, 7, 10, 11, 13
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	2, 3, 4, 5, 6
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Conversation 1¹

- A : Hai, Bala. Why are you limping?
B : You know, I met with an accident.
A : Oh, really? How did it happen?
B : It happened last Sunday while I was going to the university.
A : How were you going?
B : By motorbike. While I was trying to negotiate a curve, a Speeding car came in the opposite direction.
A : The driver of the car should have been careful.
B : But he wasn't. The car almost ran over my bike. I managed to jump off my bike.
A : Thank God! You jumped off.
B : Fortunately I escaped with just a sprain.
A : Anyway, how are you now?
B : I am getting better.

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. How was Bala walking?
2. What happened with him?
3. Where was he going to at that time?
4. Was he going by motorcycle?
5. What was he doing when a speeding car came in the opposite direction?
6. Was driver driving carefully?
7. Did the car crash his bike?
8. What did he do then?
9. How is he now?

Activity 2

Role play the conversation 1 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.

Conversation 2

Activity 3

Learn the dialogue then practice with your partner!

- X : Last night I called you but there was no response. What were you doing?
Y : My mobile was off. I was playing game.
X : Weren't your parents angry with you?
Y : No, they weren't. They were visiting my grandpa in village. Then what were you doing at that time?
X : I was watching film on TV.

Activity 4

Make a short conversation with your partners about your experience. Describe the situation then make the script.

Reading Selection²

Text!

The plane was too late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting on the airfield. Two men took the parcel off the plane and carried it into the Custom House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand!

Activity 5

Discuss the text with your group, answer the following question based on the text then retell the text with your own sentences!

1. Who were waiting at the airport?
2. How long were they waiting at the airport?
3. What were they expecting?
4. When the plane arrived, where were they waiting?
5. How many people were opening the parcel?

Text II

Yesterday afternoon Frank Hawkins **was telling** me about his experiences as a young man. Frank is now the head of a very large business company, but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for year. He bought a small work-shop of his own. During the war Frank used to make spare parts for aero planes. At that time he had two helpers. By the end of the war, the small work shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered his hard early years and the long road to success. He **was still smiling** when the door opened and his wife came in. she wanted him to repair their son's bicycle!

Activity 6

Discuss the text with your group, answer the following question based on the text then retell the text with your own sentences!

1. What was Frank Hawkins doing yesterday afternoon?
2. How did he buy a small work-shop of his own?
3. What was he doing at that time?
4. How many workers did he have during the war?
5. How many workers did he have by the end of the war?
6. What was he doing when his wife came in?
7. Why was he smiling?
8. What did his wife want him?

Activity 7

Describe the picture into past continuous form. It happened yesterday morning.



1. _____
2. _____
3. _____
4. _____

LANGUAGE NOTE

PAST CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + was + Verb + ing		Subject + were + Verb + ing	
He was	blowing	They were	blowing
She was	bringing	We were	bringing
John was	catching	I were	catching
Marry was	choosing	You were	choosing
	doing		doing
	drawing		drawing

Negative Sentence

Subject + was not+ Verb + ing		Subject + were not + Verb + ing	
He was not	blowing	They were not	blowing
She was not	bringing	We were not	bringing
John was not	catching	I were not	catching
Marry was not	choosing	You were not	choosing
	doing		doing
	drawing		drawing

Interrogative Sentence

Was + Subject + Verb?		Were + Subject + Verb?	
Was he	blowing	Were they	blowing
Was she	bringing	Were we	bringing
Was John	catching	Were I	catching
Was Marry	choosing	Were you	choosing
	doing		doing
	drawing		drawing

- i. When the plane arrived, some of the detectives **were waiting** inside the main building.
- ii. Some of the detectives **were waiting** inside the main building while others **were waiting** on the airfield.

When diikuti bentuk past tense (koma) dilanjutkan bentuk past continuous.(i)

While diikuti bentuk past continuous (ii)

Activity 8

Complete the following sentences using the verbs given in parentheses in the Past Continuous Tense

- The sun _____ when Peter got up this morning. (shine)
- Bill _____ the report when Mr. Jenkins entered the room. (read)
- The students _____ rugby when it began to rain. (play)
- We _____ the road when the accident happened. (cross)
- At that time, everyone _____ to go to work. (get ready)
- I _____ to the coast when the car broke down. (drive)
- We _____ near the river that evening. (camp)
- Ann _____ in Germany when the war broke out. (live)
- When we got to the station, the train _____ . (leave)
- We _____ when the lights went out last night. (have dinner)
- Mrs. Brown _____ the shopping when she had the accident. (do)
- Mary and John _____ in the park when we saw them yesterday. (walk)

Activity 9

Change the following sentences into a) negative form, and b) interrogative form :

- She was having a bath.

- We were running down the road.

- The soldiers were doing exercise

- Alice was making the beds.

- The children were watching TV.

- The men were going to work.

- The boys were studying for a test.

Activity 10

Ask questions using question words like Who, Where, What, How, etc. In each case, the underlined part must be the answer to your question.

- They were walking in the park at midday.

- Mary was eating a sandwich in her room.

- Peter wasn't working because he was on vacation.

- The generals were working in the conference room.

- I was getting dressed when you called me up this morning.

- Mrs. White was lying on the sofa because she was tired.

- The soldiers were jogging when it began to rain.

- Bob was taking a shower when the fire started.

- When the war broke out, they were living in the north of France.

10. More than ten people were standing outside the building.
- _____

Activity 11

Answer the following questions. Give complete answers.

1. What were you doing at this time yesterday?

2. Where were you working in December last year?

3. Where were your parents living when they got married?

4. What were you doing when Jack phoned you last night?

Activity 12

Fill in the blank spaces using the verbs provided in the appropriate verb tense. You must use either the Past Simple or the Past Continuous Tenses only.

1. I _____ very well last night. (sleep)
2. I _____ soundly when you _____ last night. (sleep...arrive)
3. They _____ to the office when I _____ them this morning. (go...see)
4. Peter _____ his wife Lynda when he _____ in Chicago (meet... live)
5. We _____ golf when it _____ to rain yesterday. (play...begin)
6. Bill _____ not _____ in the office when the boss _____ into the room. (work...walk)
7. When John _____ us last night, we _____ (call on...have dinner)
8. Peter _____ the accident while he _____ home. (have...drive)
9. What _____ you _____ last Saturday afternoon? (do)

10. What _____ you _____ at this time yesterday? (do)
11. Mr. Johnson _____ in New York when he _____ chairman of the company. (work...become)
12. He _____ the newspaper while he _____ the bus to work. (read...ride)

Activity 13

Translate Into English

1. Ketika kamu datang, saya sedang mengerjakan pekerjaan di kantor.

2. Dia sedang mencuci mobil ketika temannya menelpon.

3. Ketika pencuri mengambil barang yang berharga, pemilik rumah sedang belanja di mall.

4. Ayah sedang tidur di sofa ketika tamu datang.

5. Saat saya sedang belajar, Ibu sedang memasak sementara ayah sedang mengecat rumah.

7. Ketika dia berangkat, saya sedang bekerja di kantor.

8. Dia tidak mengangkat telpon karena dia sedang mengendarai kendaraannya.

9. Dekan tidak menemui mahasiswa karena dia sedang menghadiri pertemuan dengan seluruh dosen.

10. Dosen itu tidak hadir di perkuliahan karena sedang menunggu anaknya di rumah sakit.

11. Karena sedang mengajar, dosen kami tidak mengangkat telpon.

12. Saat kecelakaan itu terjadi, saya sedang membaca koran di depan rumah.

REFERENCE

- L.G. Alexander. 1967. *Practice and Progress*. Hongkong. Sheck Wah Tong Printing Press
- LG Alexander. 1980. *Question and Answer*. Yogyakarta. Kanisius.
- Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.
- Juan Gmo. Moya Montaña. 2006. *Basic English Grammar Structures and Vocabulary A Short Course In English For Adult Students*. Santiago

UNIT 8

CRONOLOGY OF NATURAL EVENTS

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 3, 4, 6, 12
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	2, 3, 4, 6
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan , tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conversation¹

- Aldo : "I'm sorry you couldn't come to the play with me last night, Nina."
 Nina : "I'm sorry too, Aldo, but *I'd already made other arrangements before you invited me.*"
 Aldo : "I know. *But if you'd been able to come, you would have enjoyed it very much.*"
 Nina : "Was it a good play?"
 Aldo : "Yes, it was a good play, but there's another reason why you would have enjoyed yourself."
 Nina : "Why would I have enjoyed myself, then?"
 Aldo : "Because it was so funny?"
 Nina : "But it wasn't a comedy, was it? *I thought that they'd decided to do a drama.*"
 Aldo : "That's right! *They'd decided to do a serious drama and they did a drama! But they hadn't prepared the play properly.*"
 Nina : "And so it became funny?"
 Aldo : "Yes! I laughed till I cried. *Until I saw that play last night, I hadn't realized that a serious drama could be so amusing.*"

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

- Had Nina come together with Aldo to the play?
- Why hadn't she joined him?
- What would have happened if Nina had joined him?
- Was the play the comedy one?
- Why was the play funny?

Activity 2

Make a short conversation with your partners about something you had or had not done. Describe the situation then make the script.

Activity 3

Combine the sentences using *after* and *before*. Do and discuss them with your group.

- I washed car at six in the morning. At six-thirty I went to campus.
 After I had washed car, I went to campus.
 Before I went to campus, I had washed car.
- Marry arrived at home at noon. John arrived at home at night.

- Mona submitted the task on Monday. Gerry submitted the task on Tuesday.

- At six he picked up her. He called her at five.

- He left his letter on the table. He went far away.

Activity 4

Make two sentences for each number then combine them with your group. Think the sentences deeply then share them to another group.

- _____ - _____

- _____ - _____

¹ <https://www.miisterguru.web.id/2019/04/past-perfect-tense-dialog-and-exercise.html>

Reading Selection²**Text 1**

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.

In 1912, the *Titanic* hit an iceberg on its first trip across the Atlantic, and it sank four hours later. At that time, the *Titanic* was the largest ship that had ever traveled on the sea. It was carrying 2207 people, but it had taken on enough lifeboats for only 1178 people. When the passengers tried to leave the ship, only 651 of them were able to get into lifeboats. The *Carpathian* was 58 miles away when the *Titanic* called on its radio for help. It arrived two hours after the great ship had gone down, and it saved 705 people. Some of the survivors had been in the icy water for hours when they were saved. Most of the passengers hadn't lived that long; 1502 people had lost their lives



Through the whole tragedy, the *Californian* was only ten miles away. Its officers were close enough to see the *Titanic*, but they didn't understand the situation. They never received the *Titanic's* call for help, and they didn't come to the rescue until too late. Why was there such a great loss of life? Why were there so few survivors? Why didn't the *Californian* come to help?

First of all, nobody had prepared for such a tragedy. Nobody had believed that the *Titanic* could

sink. The steamship company had thought that its ship would be completely safe in all situations. They'd followed an old rule for the number of lifeboats, so they'd supplied lifeboats for only half the people. The passengers had not yet received their lifeboat numbers, nor had they practiced lifeboat drill before the accident. Many of them had not even dressed warmly, for the ship had hit the iceberg late at night, and they didn't believe they were in danger.

The ship had already received six ice warnings on its radio when it struck the iceberg. Nevertheless, it had not changed its direction or its speed. It was impossible to change direction quickly enough when the iceberg came in sight. When the *Titanic* hit the iceberg, the radio officer on the *Californian* had just gone to bed. He'd tried to warn the officers on the *Titanic* about the ice before he'd gone to bed, but the officers hadn't listened. After this accident, ocean travel changed. Now there are always enough lifeboats for everybody. Ships don't go so far north in winter, and they watch carefully for ice. Radio officers work 24 hours a day. A tragedy like the sinking of the *Titanic* should never happen again.

Activity 5

Answer each question in the past perfect tense then retell the text with your own sentences!

1. Did the *Titanic* cross the Atlantic in 1913? No, it had already sunk in 1913.
2. Did the *Titanic* have enough lifeboats for its passengers?
3. Did the people on the *Carpathian* see the *Titanic* when they picked up the survivors?
4. Why were the survivors so cold?
5. Why didn't the *Carpathian* pick up more passengers when it arrived?
6. Why hadn't the steamship company prepared for the tragedy?

² Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

7. Why were there so few lifeboats?
8. Why didn't the passengers know where to go?
9. Why were some of the survivors so wet?
10. How did the officers know there was ice on the sea?
11. Was the *Titanic* traveling carefully?
12. Did the radio officer on the *Californian* hear the call for help?

Activity 6

Make sentences in past perfect form using the words available below!

hit	
sank	
tried	
saved	
rescued	
received	
struck	

Activity 7

Find the past participle form (verb 3) of the following words

Words	Verb 3	Words	Verb 3
Give		Blow	
Speak		Fly	
Sing		Write	
Elite		Hide	

LANGUAGE NOTE

PAST PERFECT TENSE FORM

Affirmative Sentence

Subject + had + Verb3		Subject + had + Verb3	
He had	blown	They had	blown
She had	brought	We had	brought
John had	caught	I had	caught
Marry had	chosen	You had	chosen
	done		done
	drown		drown

Negative Sentence

Subject + had not + Verb3		Subject + had not + Verb3	
He had not	blown	They had not	blown
She had not	brought	We had not	brought
John had not	caught	I had not	caught
Marry had not	chosen	You had not	chosen
	done		done
	drown		drown

Interrogative Sentence

Had + Subject + Verb3?		Had + Subject + Verb3?	
Had he	blown	Had they	blown
Had she	brought	Had we	brought
Had John	caught	Had I	caught
Had Marry	chosen	Had you	chosen
	done		done
	drown		drown

First action in Past Form	Second action Past Form	Combined sentence
Hans left at 8:15.	You phoned at 8:25.	Hans had already left when you phoned this morning.
The show started at 10:30.	Paul arrived at the theater at 10:40.	The show had already started when Paul arrived at the theater.
The old man died at 11:25.	The ambulance arrived a few minutes later.	By the time the ambulance arrived, the old man had already died.

Text 2

Chronology of Eruptive Events³

Tuesday, 26 October the eruptions on Tuesday started at 17:02. By 18:54 **pyroclastic activity** had begun to subside following 12 eruption-associated events being recorded by CVGHM monitors. Friday, 29 October Safari Dwiyono, a scientist monitoring Mt. Merapi for 15 years, said the volcanic activity appeared to be easing pressure behind a lava dome that had formed in the crater. Saturday, 30 October the eruption caused raining sand to fall on areas to a radius of up to 10 km (6.2 mi) from the volcano. Amongst activities from government and NGO's the Indonesian Red Cross and Red Crescent (PMI) had by this time fielded up to 398 volunteers from branches in the provinces of Central Java, and Yogyakarta. These volunteers assisted in disseminating information to communities to warn of Merapi's level IV volcanic activity. PMI also provided meals for 1,000 displaced people in the Dompok camp. One of these PMI volunteers, Tutar Priyanto had died on the slopes on 26 October.

Monday, 1 November the explosions this time were louder than those of Sunday evening 31 October. The hot clouds descended on part of the mountain slopes and moved in easterly direction. Local military and police commands deployed personnel on roads in areas around the mountain to regulate traffic which had become clogged by vehicles and people rushing to leave the danger zones.

Wednesday, 3 November Surono announced that he was moving the shelters further from the summit. he said that the eruption has continued for more than an hour, so I decided to move the shelters to 15 km (9.3 mi) away from the summit".

The shelters had previously been set up 10 km (6.2 mi) away. Bambang Ervan, a spokesman from the Transportation Ministry, said an official warning had been issued to all airlines to "use alternative routes for safety reasons due to the volcanic ash."

On 4 November Merapi had been erupting for 24 hours without stopping. Volcanologists reported the eruptions on Friday 5 November to be the biggest since the 1870s and officials announced by loudspeaker that the mountain's danger zone had been expanded to 20 km (12 mi) from the crater. Bronggang, a village 15 km (9.3 mi) from the crater saw its streets blanketed by ash up to 30 centimeters (12 in) deep. By this point, more than 100,000 people had been evacuated and the scientists monitoring the events were withdrawn from their posts to a safer distance.

Activity 8

Underline the past perfect form in the text 2

Activity 9

Complete the following sentences using the appropriate verbs in the Past Perfect tense.

- Mary _____ already _____ to the cinema when I arrived. (go)
- They _____ already _____ the discussion when we entered the room. (start)
- Eob _____ just _____ typing the report when the general called him to his office. (finish)
- When the police arrived, the thief _____ already _____. (disappear)
- She said she _____ there several times before. (be)
- As soon as he opened the door, he noticed that someone _____ his TV set. (steal)
- The policeman told us that we _____ the wrong road. (take)
- They arrived only ten minutes after John _____. (leave)

³ https://en.wikipedia.org/wiki/2010_eruptions_of_Mount_Merapi

- By the time the firemen arrived, the neighbours _____ already _____ the fire. (put out)
- Mary _____ already _____ to bed when we arrived home last night. (go)

Activity 10

Complete the following sentences using the verbs provided either in the Simple Past or in the Past Perfect Tenses.

- Robert (be) _____ a taxi driver before he (become) _____ a businessman.
- Mr. Smith (feel) _____ a little better after he (take) _____ the medicine.
- The teacher (give, already) _____ the test results when I (get) _____ to class.
- The detectives (leave) _____ the place after they (collect) _____ enough evidence
- It was raining hard, but by the time the meeting (be) _____ over, the rain (stop) _____

- The show (begin, already) _____ by the time we (get) _____ to the theater, so we quietly (take) _____ a seat in the back.
- Millions of years ago, dinosaurs (roam) _____ the earth, but they (become, already) _____ extinct by the time man first (appear) _____
- The students (see, never) _____ any of Renoir's paintings before they (visit) _____ the art gallery.
- Gloria almost missed her plane. All of the other passengers (board, already) _____ by the time she (get) _____ to the boarding gate.
- Yesterday at a restaurant, I (see) _____ John Palmer, an old friend of mine. I (see, not) _____ him in years. At first, I (recognize, not) _____ him because he (lose) _____ at least fifteen kilos.

Activity 11

Change the following sentences into a) the negative, and b) the interrogative. Remember in the negative you must use YET instead of ALREADY.

- Tom had already left the office. _____

- They'd already spent all the money. _____

- Paul had already sent her a fax. _____

- Jane had seen that movie twice. _____

- The children had already had supper. _____

- Mrs Bentley had gone to bed already. _____

Activity 12

Ask questions using question words like "What, Where, When, How, How long", etc.

1. John had eaten three sandwiches that evening.

2. Dr. Black had studied at Harvard University.

3. The engineer had graduated from UCLA in 1945.

4. Paul had sold his house the previous year.

5. The plane had taken off from JFK Airport at 23:25

6. He'd worked in the Army for 29 years when he became a general.

7. They'd spent over US \$ 3.000 before they arrived in Tokyo.

8. Bill had made the same mistake three times.

9. John had visited them that evening.

10. The girl had studied French at school.

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UNIT 9

KEEPING HEALTH

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 3, 4, 5, 6, 7, 8, 9, 10, 11
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 4, 5, 6, 8
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 3, 4, 5, 6, 7, 8, 9, 10, 11
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan , tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Conversation¹

The following is a conversation between Rommy and Oliver about weekend.

- Rommy : Hi, Oliver. How was your weekend?
 Oliver : Hey, There! It was great! I went to a concert with my friend, Brook.
 Rommy : Nice! Whose concert was it?
 Oliver : It was Katty Perry's concert. We had been talking about it for months before the concert took place!
 Rommy : Yeah, we had been talking about it. No wonder you seem so excited last Friday.
 Oliver : By the way, did you go to the concert too?
 Rommy : No, I didn't. When you went there, I had been accompanying my grandpa in hospital.
 Oliver : am sorry to hear that.

2. Had they been taking pleasure in it at that time?
3. Had Rommy been joining them?
4. Who had been talking about it for months before the concert took place?

Conversation²

The following is a conversation between Rommy and Oliver about party.

- Rommy : Hi, Oliver! How was the party?
 Oliver : It was horrible
 Rommy : How come?
 Oliver : I think the food was not fresh. I had been feeling unwell after the party. I was afraid of Covid-19. Fortunately, Brook sent me to hospital. Now I'm much better.
 Rommy : I'm glad to hear that! We should stay at home because of the pandemic.

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. Who had been going to concert at that time?

Activity 2

Practice the conversation 1 and 2 with your partner then record them on videos!

Activity 3

Give tick (✓) to the diseases whether they are contagious or non contagious

Diseases	Contagious	Non contagious
Asthma		
Cancer		
Dengue fever		
Diabetes mellitus		
Heart attack		
Hepatitis		
Hypertension		
Influenza		
Severe Acute Respiratory Syndrome		
Stroke		
Tuberculosis		

¹ <https://en.islcollective.com/english-esl-worksheets/grammar/past-perfect-continuous-progressive-tense/past-perfect-continuous-tense-dialogue/102049>

² *ibid*

Activity 4

Find the symptoms of the following diseases in group.

No.	Diseases	Symptoms
1.	Asthma	
2.	Cancer	
3.	Dengue fever	
4.	Diabetes mellitus	
5.	Heart attack	
6.	Hepatitis	
7.	Hypertension	
8.	Influenza	
9.	Severe Acute Respiratory Syndrome	
10.	Stroke	
11.	Tuberculosis	

Reading Selection¹**Text I****Reports of Covid-19**

A pandemic is a disease outbreak that spreads across countries or continents. It affects more people and takes more lives than an epidemic. The World Health Organization (WHO) declared COVID-19 to be a pandemic when it became clear that the illness was severe and that it was spreading quickly over a wide area².

The first official reports of Covid-19 in France were reported on Jan. 24, in two people who had a history of travel to Wuhan, China. Intensive care specialist Dr. Yves Cohen and his hospital colleagues wrote that they decided to check the records of earlier patients, in case the virus had

been spreading undetected.

There is no doubt that the corona virus was spreading in the United States in January. We can at least start with that. Recently, California's Santa Clara County reported that bodily tissues from a woman who died on February 6 tested positive for the corona virus. She had not traveled outside the country, and based on what is known about the virus, she must have picked it up by January 31; in all likelihood, she was infected a week or two before that. The virus, it turned out, had been spreading in the United States well before we suspected, and weeks earlier than previous official estimates of community transmission had accounted for³.

When 61 people met for a choir practice in a church in Mount Vernon, Washington, on 10 March, everything seemed normal. For 2.5 hours the chorists sang, snacked on cookies and oranges, and sang some more. But one of them had been suffering for 3 days from what felt like a cold—and turned out to be COVID-19. In the following weeks, 53 choir members got sick, three were hospitalized, and two died, according to a 12 May report by the U.S. Centers for Disease Control and Prevention (CDC) that meticulously reconstructed the tragedy⁴.

Activity 5

Discuss with your group about:

1. Why did The World Health Organization (WHO) declare COVID-19 to be a pandemic?
2. Can the spreading of the virus be detected?
3. How can people be infected by the virus?

Activity 6

Discuss with your group about:

1. How to protect yourself and others from corona virus!
2. What is the difference between Influenza (Flu) and COVID-19?

¹ Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

² <https://www.webmd.com/cold-and-flu/what-are-epidemics-pandemics-outbreaks>

³ <https://www.theatlantic.com/health/archive/2020/05/us-coronavirus-cases-january/611305/>

⁴ <https://www.sciencemag.org/news/2020/05/why-do-some-covid-19-patients-infect-many-others-whereas-most-don-t-spread-virus-all>

Text II

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.

The snowstorm in our city last week wasn't a large one, but it caused many accidents. The snow started to come down in the late afternoon. I saw it through the window of the office building where I work as a secretary. It had been snowing for an hour when I started to drive home. The cars had been driving slowly because of the dangerous roads. It was slippery snow that froze when it hit the roads. Earlier, the snow had been melting, but by evening it was staying on the roads. Police cars had been checking the traffic regularly.



I'd been driving for twenty minutes when the accident happened. My heater hadn't been working, and the snow had been freezing on my window, so I couldn't see well. I'd been stopping to clean my window every few minutes. I'd just started the car again when my tires started to slip. The car slipped onto the side of the road. When it hit the hill, it turned over and stopped.

I felt and looked to see if I was hurt, but I wasn't. I'd been driving quite slowly, and luckily I'd been wearing my seatbelt. It was very quiet, with just the sounds of music and falling snow; I'd been playing the radio. Soon the police came to help me, and I was able to reach home in another hour.

I felt and looked to see if I was hurt, but I wasn't. I'd been driving quite slowly, and luckily I'd been wearing my seatbelt. It was very quiet, with just the sounds of music and falling snow; I'd been playing the radio. Soon the police came to help me, and I was able to reach home in another hour.

Vocabulary

snow	storm	melting
slippery	freezing	

Activity 7

Answer each question with a sentence in the past perfect continuous tense then retell the text with your own sentences!

- Did it begin to snow just as the secretary started to drive home?
No, it had already been snowing for an hour when she started to drive home.
- Why was the traffic so slow?

- How do we know that it had been warmer earlier in the day?

- How do we know that the weather became colder before the accident?

- What job had the police been doing?

- How long had the secretary been driving when she had the accident?

- Why couldn't she see well?

- Why had she stopped so often?

- Why wasn't the secretary hurt?

Text III

Translate the text into Indonesia

One evening my wife and I were reading in bed. Our five year old daughter appeared at the door. She was upset. "Honey what's wrong?" we asked. "I am afraid", she said. She explained that her two yearold little brother was asleep on the couch and it was dark. She and her little brother were very afraid of the dark. We tried to assure her it was okay. She left and didn't say a word. We didn't think too much

about it and went back to our reading. Ten or fifteen minutes must have passed by. It was very quiet. My wife decided to check on our little girl to make sure she was okay. She could not find her upstairs. So she decided to check downstairs. As she came down the stairs, she saw something she would never forget. In that dark little room were two little bodies lying on the couch. One was our little boy, who was asleep. The other was our little girl, also asleep, and by his side laying her hand over him. As she got closer, she noticed our daughter had been crying. She had been protecting her little brother. She was able to overcome her fear because she cared so much. Great leaders care more about those they lead than themselves. Because they care they lead like it.

Vocabulary

upset passed couch assure

Activity 8

Give your opinion of the following question about the text above!

1. What would you have done if you had been father or mother in that situation?
2. What did you feel when your old daughter had left you without saying a word?
3. Do you think that reading is more important than caring daughter?

Activity 9

Find eight words in the box based on the text 2 by giving circle then make sentences with the words!

R	U	R	W	O	H
I	T	S	I	F	U
E	R	D	N	R	R
G	A	R	D	O	T
R	F	I	O	Z	W
U	F	V	W	E	E
K	I	E	L	T	C
I	C	S	L	I	P

LANGUAGE NOTE

PAST PERFECT CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + had been + Verb + ing		Subject + had been + Verb + ing	
He had been	blowing	They had been	blowing
She had been	bringing	We had been	bringing
John had been	catching	I had been	catching
Marry had been	choosing	You had been	choosing

Negative Sentence

Subject + had no beent + Verb + ing		Subject + had not been + Verb + ing	
He had not been	blowing	They had not been	blowing
She had not been	bringing	We had not been	bringing
John had not been	catching	I had not been	catching
Marry had not been	choosing	You had not been	choosing

Interrogative Sentence

Had + Subject + been + Verb + ing?		Had + Subject + been + Verb + ing?	
Had he been	blowing	Had they been	blowing
Had she been	bringing	Had we been	bringing
Had John been	catching	Had I been	catching
Had Marry been	choosing	Had you been	choosing

Example:

He had been writing for three hours when I called him.

She had been trying to call me for an hour when I arrived to pick her up.

He had been working for three hours when I woke up.

Compare how the past perfect continuous and the past perfect are used:

<ul style="list-style-type: none"> • She had been suffering from flu when she was interviewed. • I'd been finishing some work in the garden and hadn't seen Sue come home. • Bill had been saving since Christmas to buy a new bike. 	<ul style="list-style-type: none"> • She had suffered from asthma when she was very young. • I'd finished all my work, so I had very little to do. • Bill had saved enough money to buy the bike he wanted.
--	---

Compare the use of the past perfect continuous and past continuous:

When we met Simon and Pat, they **had been riding**. (= we met after they had finished)

When we met Simon and Pat, they **were riding**. (= we met while they were riding)

When I got home, water **had been leaking** through the roof. (= it was no longer leaking when I got there)

When I got home, water **was leaking** through the roof. (= it was leaking when I got there)

Activity 10

Complete the following sentences using the appropriate verb in the Past Perfect Continuous Tense

1. Tom _____ TV since 8:45 that evening. (watch)
2. The men _____ for 6 hours when they got to the village. (walk)
3. Jack _____ German for 2 years before they sent him to Germany. (study)
4. The ground was very wet that morning because it _____ all night. (rain)
5. What _____ they _____ before we arrived? (do)
6. They _____ not _____ too much before the bar closed. (drink)
7. We _____ for over 12 hours when the plane landed in New York. (fly)

Activity 11

Ask questions using question words like *What, Where, How long, etc.*

1. They'd been studying the report that evening.

2. The boy had been watching the stars before he went to bed that night.

3. Mr. Smith had been saving money because he was planning to take a trip to Africa.

4. The Johnsons had been living in the same house for about 20 years.

5. He had been teaching Physics for 2 decades in that school before he retired.

6. Virus had been spreading undetected.

7. The virus had been spreading in the United States well before we suspected.

8. One of chorists had been suffering for 3 days.

9. When you went there, I had been accompanying my grandpa in hospital.

10. The doctor had been checking the patient for an hour.

REFERENCE

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Capaian Pembelajaran		
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21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 3, 4, 8, 9, 10, 11, 12, 13
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Conversation 1¹

Judy : Have you press the button?
 Frank : Yes. The lift is coming.
 Look, it's at the fourth floor.
 Judy : It will never come to the seventh floor.
 Look it's at the third floor now. It's going
 down again. We have been here for
 five minutes. We can't wait all day. I'm
 going to walk down the stairs.
 Frank : Well, I'm not going to walk down all the
 stairs.
 Judy : I'll wait for you on the ground floor.
 Frank : I'll be there before you
Judy is walking down the stairs. She does not hurry.
She reaches the ground floor but Frank is not there.
She is looking at the number over the door of the lift.
The lift is at fourth floor. The hall porter is locking at
the number too.
 Judy : What has happened to the lift?
 The porter: It has stopped between the third and
 fourth floors.
 That's the third time this morning

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. Who is going to walk down the stairs?
2. Why is she going to walk downstairs?
3. Who is going to wait for the lift?
4. Where will Judy wait for Frank?
5. How is Judy walking down?
6. Who is Judy talking with?
7. What has happened to the lift?
8. How many times has this happened this morning?

Activity 2

Role play the conversation 1 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.

Conversation 2²

Role play the following piece of dialogue, try the wh-questions first with the falling tune and then with the rising tune. You will feel the difference.
 Father : Where are you going now?
 Son : To the library, Dad.
 Father : When will you be back?
 Son : I hope before it gets dark.

Activity 3

Look at these sentences. Then discuss with your partners about the possibilities responses!³

The sky is cloudy : I think it will rain today.
 : I hope it will rain today.
 : I fear it will rain today.
 : I'm sure it will rain today.
 : It will rain today.

The rain is very heavy : _____
 : _____
 : _____
 : _____
 : _____

The dry season is coming : _____
 : _____
 : _____
 : _____
 : _____

The mount Merapi is erupting : _____
 : _____
 : _____
 : _____
 : _____

¹ LG Alexander. 1980. Question and Answer. Yogyakarta. Kanisius.
² Priscilla Josephine Sarah et al. 2004. Communicative English. Higher Secondary - First Year. hal 20
³ Communicative English. Higher Secondary - First Year. hal 50

Reading Selection⁴

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.

A pessimist is a person who always expects bad things to happen. Pessimists think that today's cars are in trouble because they use too much gas. They say the car of the future will be much, much smaller. The car of tomorrow will have no heater and no air conditioning. It'll have no radio and no lights. Tomorrow's car will be an open air car with no doors and windows. It won't need a pollution control system because it won't use gas. In fact, drivers will push this new car with their feet. Very few people will be killed in accidents, because the top speed will be five miles per hour. However, pessimists warn us not to ask for pretty colors, because the car will come in gray only.



Optimists are sure that the future will be happy. They think that car companies will soon solve all our problems by producing the Supercar. Tomorrow's car will be bigger, faster, and more comfortable than before. The Supercar will have four rooms, color TV, running water, heat, air conditioning, and a swimming pool. Large families will travel on long trips in complete comfort. If gas is in short supply, the Supercar will run on water. Finally, optimists promise that the car of the future will come in any color, as long as the color is gray.

Activity 4

Answer the question based on the text above then retell the text with your own sentences!

1. What is a pessimist?
2. Why are today's cars in trouble?
3. What will the car of the future look like,

according to the pessimists?

4. Why won't it need a pollution control system?
5. How will it run?
6. Why will it be so safe?
7. What colors will it come in?
8. What is an optimist?
9. How will car companies solve our problems?
10. What will the Supercar look like?

Activity 5

Dialogue between an Optimist and a Pessimist
Choose a partner and complete the dialogue below.

- Pessimist** : I've heard that you are making a new car, but I don't think it will work.
- Optimist** : Of course it will! In fact, we'll call it the Supercar.
- Pessimist** : How big will the Supercar be?
- Optimist** : _____
- Pessimist** : How fast will this car go?
- Optimist** : _____
- Pessimist** : Will it be comfortable in cold weather?
- Optimist** : _____
- Pessimist** : Well, the weather here is never cold. Will it be comfortable in hot weather?
- Optimist** : _____
- Pessimist** : How much gas will it use?
- Optimist** : _____
- Pessimist** : How many people will it hold?
- Optimist** : _____
- Pessimist** : I don't care about that. I don't like my family anyway. How much money will it cost?
- Optimist** : _____
- Pessimist** : Maybe I'll sell my house and live in the Supercar. When will it be ready to buy?
- Optimist** : _____
- Pessimist** : That probably means in ten years. Will it come in black?
- Optimist** : _____

⁴ Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

LANGUAGE NOTE

Affirmative Sentence

Subject + will + Verb		Subject + will + Verb	
He will	blow	They will	blow
She will	bring	We will	bring
John will	catch	I will	catch
Marry will	choose	You will	choose

Negative Sentence

Subject + will not + Verb		Subject + will not + Verb	
He will not	blow	They will not	blow
She will not	bring	We will not	bring
John will not	catch	I will not	catch
Marry will not	choose	You will not	choose

Interrogative Sentence

Will + Subject + Verb		Will + Subject + Verb	
Will he	blow	Will they	blow
Will she	bring	Will we	bring
Will John	catch	Will I	catch
Will Marry	choose	Will you	choose

There will not be a good program on TV tonight.
(tidak akan ada program TV yang baik **nanti malam**).

There will be a good program on TV tonight.
(akan ada program TV yang baik **nanti malam**).

- Sue has lost her watch. She thinks it may be at Ann's house.
SUE : I think I left my watch at your house. Have you seen it?
ANN: No, but I'll have a look when I get home. If I find it, I'll tell you.
In this example, Ann feels there is a real possibility that she will find the watch. So she says: If I find ..., I'll

If I get her phone number, I'll tell you. (I feel there is a real possibility that I will get her phone number)

- Sue wants to phone Paul but she can't do this because she doesn't know his number. She says: If I knew his number, I would phone him.
Sue says: If I knew his number... This tells us that she doesn't know his number.
She is imagining the situation. The real situation is that she doesn't know his number.
When you imagine a situation like this, you use if + past (if I knew/if you were/if we didn't etc.). But the meaning is present, not past.

Activity 6

Use the verbs given in parentheses in the future simple tense, using **WILL**.

- The soldiers _____ to the top of that hill tomorrow. (march)
- I _____ you a post card from Washington DC. (send)
- My little brother _____ a hard test next Monday. (have)
- Mr. Jackson _____ his old car. (sell)
- The instructor _____ the overhead projector. (use)
- The gardener _____ a deep hole in the ground to plant the tree. (dig)
- NASA _____ a space ship to Mars next week. (launch)
- Professor Lee _____ a conference in Paris next month. (attend)
- I _____ busy all day tomorrow. (be)
- We _____ a new house soon. (buy)
- Mr. Jackson _____ a limousine to take his guests to the airport. (hire)
- The Smiths _____ to a new house in the Spring. (move)

Activity 7

Change the following sentences into a) **negative**, and b) **interrogative**.

- Mary will go out this evening.

- You will send them a fax.

- The train will arrive soon.

- John will accept the offer.

- They'll get married in May

- Mr. Smith will see you tomorrow.

Activity 8

Ask questions using question words like **When, Where, What, How, How long, etc.** In each case, the **underlined part of the sentence must be the answer for the question asked.**

- They'll go to the north in the summer.

- John will give the answer next week.

- Bob will sell the car because it's old.

- The soldiers will wait there until dawn.

- Mr. Smith will send them another catalog.

- Sue will not buy the dress because it's too expensive.

- They'll stay in Toronto for three days.

- We'll wait for you in the cafeteria.

- They'll need five volunteers.

- They'll talk about many things tomorrow.

Activity 9

Change into the future tense.

- There is a lot of free time in the evening.

- There are some women at the meeting.

3. There isn't any food left in the fridge.

4. How many people are there at the reception?

5. How much money is there in the box?

6. Is there any more work?

7. Are there more than ten students in your class?

Activity 10

Use the right tense of *There To Be* (Present, Past or Future).

1. How many women _____ at the party last Saturday?
2. _____ a lot of noise in this room now.
3. _____ several trees in the park now.
4. How much free time _____ next time?
5. _____ very little food in the fridge now.
6. _____ not any more exercises in the book now.
7. _____ a lot of noise at the disco last night.
8. _____ very few flowers in our garden.

Activity 11

Translate the activity 10 into Indonesia.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Activity 12

Answer these questions!

1. How many days are there in a week?

2. How many days will there be in February next year?

3. How many students were there in your class last year?

4. How many computers are there in your office?

5. How many people were there in the room at 8:30?

6. Will there be another meeting this week? No,

7. Was there much work to do in the office last Monday? Yes, _____
8. Are there any spelling mistakes in the letter? No, _____
9. How much money is there in your wallet?

10. How many eggs are there in a dozen?

Activity 13

Put the verb into the correct form.

1. If I knew his number, I would phone him. (know)
2. I wouldn't buy that coat if I were you. (not/buy)
3. Iyou if I could, but I'm afraid I can't. (help)
4. We would need a car if we in the country. (live)
5. If we had the choice, we in the country. (live)
6. This soup isn't very good. It better if it wasn't so salty. (taste)
7. I wouldn't mind living in England if the weather better. (be)
8. If I were you, (not/wait). I now. (go)
9. You're always tired. If you to bed so late every night, you wouldn't be tired all the time. (not/go)

10. I think there are too many cars. If there so many cars (not/be), there so much pollution. (not/be)
11. They would be rather offended if I to see them. (not/go)
12. If you took more exercise, you better. (feel)
13. If I was offered the job, I think I it. (take)
14. I'm sure Amy will lend you the money. I'd be very surprised if she (refuse)
15. If I sold my car, I much money for it. (not/get)
16. A lot of people would be out of work if the factory (close down)
17. What would happen if I that red button? (press)
18. Liz gave me this ring. She very upset if I lost it. (be)
19. Mark and Carol are expecting us. They would be disappointed if we (not/come)
20. Would Tim mind if I his bicycle without asking him? (borrow)
21. If somebody in here with a gun, I'd be very frightened. (walk)
22. I'm sure Sue if you explained the situation to her. (understand)

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UNIT 11

FLIGHT ANNOUNCEMENT

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 3, 4, 5, 6, 7, 9, 10, 11
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 4, 5, 6, 9
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Conversation 1

TravelAgent (TA) : Hello, good morning, Taruna tour and travel is here. What can I do for you sir?

Teddy (T) : Good morning, I am Teddy. I have a meeting in Jakarta on Wednesday, the day after tomorrow. So, I need one way ticket for tomorrow.

TA : How many tickets that going to be ordered?

T : I need two tickets, for my wife and I.

TA : All right Mr. Teddy tomorrow is Tuesday and let me check for a while... On every Tuesday, there are two flights to Jakarta and which one do you like better, in the morning, or at night?

T : So, you don't have a flight for afternoon?

TA : No, we don't.

T : Ok, no problem. I choose the night flight.

TA : At night you will fly on Garuda Air and your flight number will be Gd 220. It leaves at 7.30 P.M. and arrives in Jakarta at 9.00 P.M. But, at least you need to check in at least one hour before its departure.

T : Thank you for the information. I have noted those. How much does it cost?

TA : It's Rp. 550.000 and what's your complete name?

T : I am Teddy Kartasasmita.

TA : Thank you, and your wife?

T : Fitriya Farida.

TA : Ok, the tickets will be ready in less than one hour after you have transferred to our Bank account.

T : Ok. I will contact you soon after I do that.

TA : Sure, I will be waiting for it. Thank you sir.

T : You're welcome.

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. How long will Mr. Ted and his wife be flying?
2. How much will Mr. Ted be transferring to TA bank account?
3. How long will Travel agent be waiting for transferring?

Activity 2

Role play the conversation 1 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.

Activity 3

Translate into English

1. Fikal dan Alif akan pergi ke Jakarta jam 8. Perjalanan memerlukan satu jam. Jam 8.30 pesawat akan sedang terbang ke sana.

2. Pesawat akan berangkat jam 9. Para penumpang harus ada di bandara 30 menit sebelum pesawat berangkat. Lima belas menit sebelum pesawat berangkat, para penumpang akan sedang menunggu di ruang tunggu.

3. Karena cuaca buruk, petugas bandara akan sedang menunda penerbangan selama dua hari.

4. Agen tiket akan sedang melayani klaim tiket selama satu minggu.

5. Pesawat akan sedang tinggal landas dalam beberapa menit.

6. Pesawat akan sedang mendarat dalam beberapa menit.

7. Pesawat itu butuh perawatan. Mekanik pesawat akan sedang memperbaiki selama satu minggu.

8. Semua jasa transportasi di Indonesia akan sedang menaikkan tariff dasar bulan depan.

9. Saya akan tiba di bandara lebih awal. Saya akan sedang menunggumu sampai kamu datang.

10. Nanti malam jam 9 saya akan sedang nonton film kungfu.

11. Hari minggu depan saya akan sedang mengikuti latihan menulis jurnal jam 8.

12. Saya akan sedang berangkat ke Banyuwangi besok jam 7.

Activity 4

Make five sentences by your own then translate into English.

Reading Selection²

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases. Flight Announcements.

"Attention passengers on Air flight 232 to Jakarta. The departure gate has been changed. The flight will now be leaving from Gate 26."

"Ladies and Gentlemen, in a few moments we will be screening about safety video of our flight. Our flight attendants are going to show you the safety demonstration. We are pleased your full attention for the next few minutes."

We'll be taking off as soon as possible. Meanwhile, we invite you to take this opportunity to relax and enjoy the service. Thank you.

A few minutes later.... We are ready for our departure. We will take advantage of favorable drink. We are working hard to arrive at our destination at the time as close to scheduled as possible.

Pre-Landing Announcement³

Ladies and Gentlemen, we shortly will be landing at Soekarno-Hatta International Airport in Jakarta. The local time now is 20 minutes past 11 a.m. The time in Jakarta is 5 hours ahead of Amsterdam. Please fasten your seat belt against your seatback into the outbreak position and locks your table securely. Place your phone back and video monitor in place also keeps your window safes open during this time. Passenger, who is using laptop and other entertainment devices, please switch them off now. We would like to remind you that carrying narcotics and drugs in Indonesia is the violation of the law, Thank you.

Activity 5

Make announcement about

1. Writing competition
2. Reading news competition
3. Power outage
4. Soccer competition
5. Opening mall

Activity 6

Join the sentences below in pairs using the conjunctions when or while.

1. They will be running into the storm cellar.
The tomado will be moving towards them.
They will be running into the storm cellar while the tornado is moving towards them.
2. The tomado will hit the farm.
They will be sitting in the storm cellar.
When the tornado hits the farm, they will be sitting in the storm cellar.

² Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

³ <https://www.bigbanktheories.com/3-contoh-announcement-singkat-di-bandara-dan-di-pesawat/>

3. The mother will be wrapping the baby in a blanket.
The father will be calling the older children.

4. The boys will be carrying some animals.
The family will be rushing into the storm cellar.

5. The tornado will hit the farm.
They won't be running around.

6. The mother will still be holding the baby.
The animals will be running around and making noise.

7. They will be thinking about their animals.
They will hear the tornado.

8. The wind will still be blowing.
The family will come out of the storm cellar.

9. They will be coming out of the cellar.
The rain will start.

10. They will be looking at the farm.
They will come out of the cellar.

LANGUAGE NOTE

FUTURE CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + will + be + Verb + ing		Subject + will + be + Verb + ing	
He will be	blowing	They will be	blowing
She will be	bringing	We will be	bringing
John will be	catching	I will be	catching
Marry will be	choosing	You will be	choosing

Negative Sentence

Subject + will not + be + Verb + ing		Subject + will not + be + Verb + ing	
He will not be	blowing	They will not be	blowing
She will not be	bringing	We will not be	bringing
John will not be	catching	I will not be	catching
Marry will not be	choosing	You will not be	choosing

Interrogative Sentence

Will + Subject + be + Verb + ing		Will + Subject + be + Verb + ing	
Will he be	blowing	Will they be	blowing
Will she be	bringing	Will we be	bringing
Will John be	catching	Will I be	catching
Will Marry be	choosing	Will you be	choosing

Example :

We will be having lunch	at 1 o'clock	tomorrow.
They will be working in the laboratory	at this time	next Monday.
Lynda will be travelling in Europe	at this time	next month.
The children will be sleeping	when the program starts	tonight
The President will be flying to Tokyo	at this time	on Tuesday
Main Sentence	Certain Time	Future Time

Kevin loves football and this evening there is a big football match on television. The match begins at 7.30 and ends at 9.15. Paul wants to see Kevin the same evening and wants to know what time to come to his house.

Paul : Is it all right if I come at about 8.30?

Kevin: No. I'll be watching the football then.

Paul : Well, what about 9.30?

Kevin: Fine. The match will have finished by then.

The football match begins at 7.30 and ends at 9.15. So during this time, for example at 8.30, Kevin will be watching the match.

Activity 7

Complete the following sentences using the verbs given in parentheses, in the Future Continuous Tense:

- At 10 o'clock tomorrow morning, I _____ here. (work)
- At this time next month, we _____ in the USA. (travel)
- I _____ to work at this time tomorrow morning. (drive)
- The Browns _____ some friends at 9 this evening (entertain)
- Mr. Scott and his friends _____ Toronto next weekend. (visit)
- Jane _____ the shopping at midday today. (do)
- We _____ soccer at this time next Saturday. (play)
- The students _____ in the gym after 7 this evening. (work out)
- I _____ television when you come home tonight. (watch)
- What _____ you _____ at this time tomorrow? (do)

Activity 8

Change the following sentences into a) negative and b) interrogative:

- They'll be running up the hill at midday.

- Hans will be working all morning tomorrow.

- The students will be taking a test at 10.

- Mike will be washing his car in the morning.

- John will be repairing his car in the morning.

- He will be staying here for two weeks.

Activity 9

Ask questions using question words (What, Where, How long, etc.)

- They'll be having dinner at 8 this evening.

- Janet will be travelling in Asia for 2 weeks.

- I'll be working in the lab tomorrow morning.

- Jim won't be working tomorrow because it's a holiday.

- I'll be staying at the Carlton Hotel in London.

- The train will be arriving at 12:30 tomorrow.

- Mr. Jackson will be attending a meeting at this time on Thursday.

- My friends will be taking their final exams by this time next month.

Activity 10

Use the verbs provided in the Simple Future or the Future Continuous Tense:

- They _____ dinner at 8:45 this evening. (have)
- They _____ Brazil next month. (visit)
- At this time tomorrow, we _____, of course. (work)
- Mr. Smith _____ not _____ home for dinner tonight. (come)
- They _____ in Boston at this time next year. (live)
- They _____ at a Chinese restaurant tonight. (have dinner)
- Mary _____ dinner when John gets home tonight. (cook)
- Where _____ they _____ when they visit Paris in June? (stay)

9. What _____ you _____ at midday on Sunday? (do)
10. _____ they _____ their holidays in Chile again next year? (spend)

Activity 11

Review Practice. Use the proper verb tense of the verbs provided. Use the Present, the Past or the Future tenses, in their Simple or Continuous forms:

1. Listen! Mary _____ the piano now. (play)
2. We _____ our vacation in Majorca next year. (spend)
3. At 10:30 last night, we _____ television. (watch)
4. John usually _____ here on Tuesday. (come)
5. Mr. Helms _____ a very good movie last night. (see)
6. They _____ not _____ English very often. (practice)
7. What _____ you _____ at this time yesterday? (do)
8. They _____ not _____ the story at the moment. (read)
9. What _____ the Johnsons _____ last Saturday? (do)
10. What _____ Mary _____ at this time tomorrow? (do)
11. _____ n't you _____ the newspaper this morning? (buy)
12. Jane _____ n't _____ to see me every day. (come)
13. _____ you always _____ home at midday? (phone)
14. _____ your friends _____ you when you arrived at their home yesterday? (expect)
15. Where _____ they _____ when World War II started? (live)
16. How often _____ your friend _____ to you? (write)
17. What time _____ you _____ this morning? (get up)
18. What time _____ you _____ here tomorrow? (be)
19. They _____ n't _____ out tonight because it's too cold. (go)
20. When _____ the Johnsons _____, today or tomorrow? (arrive)
21. How long _____ you _____ at the hotel this time, two or three nights? (stay)
22. Walter never _____ in bed, as a rule. (smoke)
23. A : Why _____ you _____ your sweater yesterday? (put on)
B : Because it was too cold.
24. A : Why _____ n't Helen _____ abroad on her vacation last summer? (travel)
B : Because she hates flying.

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	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
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Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
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	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 3, 4, 5, 6, 7, 8, 9, 10
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 4, 10
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	2, 3, 4, 5, 6, 7, 8, 10
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Conversation¹

Peter : Hi mate, what's up? How's your project going?
 Savior : I've designed the project but it still hasn't counted the budgets.
 Peter : When will you have finished it?
 Savior : I will have finished it until the owner pays the drawing. It needs a long process to draw and make a concept for those buildings.
 Peter : Well, good luck mate. The dates are around the corner.
 Savior : As I said, I won't have finished it before they pay in advance.
 Peter : OK. Keep up the good work mate.

Activity 1

Answer the question based on the conversations above then retell the conversations with your own sentences!

1. What is the topic of the conversation?
2. Have the project finished?
3. When will the project have finished?
4. Will it have taken short time?
5. How long will the project have needed?
6. Why won't Savior have finished the project?

Activity 2

Role play the conversation 1 with your partners. Then record them on your videos. Doing outdoor to make different background is possible.



Activity 3

Choose the correct answer of the following items!²

1. The meeting will start at 09.00 a.m and at 11 a.m.

a. Finished	d. Will finished
b. Will be finishing	e. Will have finished
c. Finishing	
2. My girl friend her homework at 5 p.m this afternoon.

a. Will done	d. Will be done
b. Will have done	e. Will have been done
c. Will been done	
3. The workers will have to build an apartment on February.

a. To finishing	d. Finished
b. To finish	e. To finished
c. Finish	
4. They hope they all the tenses by the times the exam comes.

a. Will have been master	
b. Will have been mastered	
c. Will have mastered	
d. Will have master	
e. Will have be master	
5. You will your English by the time you come back from the U.S

a. Perfect	d. Perfected
b. Have perfected	e. Have been perfected
c. To perfected	

¹ <https://www.englishcafe.co.id/cerita-percakapan-bahasa-inggris-dengan-menggunakan-future-perfect-tense/>

² <https://tensesbahasainggris.net/latihan/soal-future-perfect-tense/>

Reading Selection

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases. Text 1³

Remote Work

The distinction between partially remote and fully remote is an important one, because the experience between the two is radically different.

As many will have experienced in the light of the COVID-19 pandemic, when remote workers are "in it together," there is camaraderie and shared understanding that emerges. Friendships develop. Both the benefits of remote work and the challenges inherent in it are experienced by the entire staff. Use the same tools and commit to following the same processes. This can create an equal playing field for all employees and becomes an integral part of the culture that binds people together despite the distance.

When part of that team moves back to the office, and others stay remote, the experiences diverge. Some meetings happen in an office; others happen virtually. Perks and benefits apply to one cohort but not another. The processes that should be followed by everyone are unevenly respected. Relationships are divided based on who's in an office and who's not. Over time, these differences tend to concretize, revealing the ultimate danger in partially remote workforces: the creation of essentially two different organizations.

Vocabulary:

distinction	camaraderie
challenges	emerges/diverge
benefits	cohort

Activity 4

Answer the questions based on the text then retell the text with your own sentences!

1. What is remote work?
2. What is the different between fully remote and partially remote?
3. Discuss the advantages and disadvantages the two cases!

Activity 5

Read the sentences below. Tell which action happened first and which action happened next.

1. The mechanics will have worked on the car before the race starts.
First : _____
Then : _____
2. The mechanics will have repaired some parts when the race is over.
First : _____
Then : _____
3. They will have put on eight new tires when the race is over.
First : _____
Then : _____
4. They will have put out their cigarettes when they start to work on the car.
First : _____
Then : _____
5. They will have put in fuel by the time the car leaves.
First : _____
Then : _____
6. The driver will have rested for one minute when he starts again.
First : _____
Then : _____
7. The driver will have gone 500 miles by the time he stops.
First : _____
Then : _____

³ <https://fortune.com/2020/07/05/remote-work-office-culture-coronavirus/>

8. The team will have received a prize when they go home.

First : _____

Then: _____

Activity 6

Find the following words on the box by giving circle then make sentences with the words!

Race Prize Trip Cross
 Longer Tired River Count

p	t	i	r	e	d	p
r	a	c	e	l	o	r
i	k	r	y	o	q	i
z	c	o	u	n	t	t
e	r	s	o	g	r	o
k	o	s	p	e	i	s
r	i	v	e	r	p	n

Activity 7

Circle the right word based on the clue in 15 seconds! Wait the teacher's cue

race	face	nice	rice	racer	racer	race	rise
longer	lounge	langue	lounge	launch	longer	league	ledge
prize	price	pretty	praise	seize	fridge	pride	prize
tired	tried	tarred	tired	treed	tirade	third	eared
trip	print	pert	tried	price	trip	strip	stir
river	over	ever	fever	river	giver	riveler	rafter
cross	cruise	rose	cost	host	cross	loss	close
count	coal	sound	comet	snow	crone	count	aunt

LANGUAGE NOTE

FUTURE PERFECT TENSE FORM

Affirmative Sentence

Subject + will + have + Verb3		Subject + will + have + Verb3	
He will have	blown	They will have	blown
She will have	brought	We will have	brought
John will have	caught	I will have	caught
Marry will have	chosen	You will have	chosen
	done		done
	drown		drown

Negative Sentence

Subject + will not + have + Verb3		Subject + will not + have + Verb3	
He will not have	blown	They will not have	blown
She will not have	brought	We will not have	brought
John will not have	caught	I will not have	caught
Marry will not have	chosen	You will not have	chosen
	done		done
	drown		drown

Interrogative Sentence

Will + Subject + have + Verb3?		Will + Subject + have + Verb3?	
Will he have	blown	Will they have	blown
Will she have	brought	Will we have	brought
Will John have	caught	Will I have	caught
Will Marry have	chosen	Will you have	chosen
	done		done
	drown		drown

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UNIT 13

HOTEL RESERVATION

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	2, 4, 5, 6, 7, 8, 9, 10
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	1, 4, 7, 8, 9, 10
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	1, 2, 4, 5, 6, 7, 8, 9, 10
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Conversation 1¹

- Student 1 : We are having a small party tonight. Are you going to join us?
- Student 2 : I would love to. Where are you having it and what time is it going to start?
- Student 1 : At restaurant around 07:00 pm.
- Student 2 : I'm not sure I'll be able to get there at 07:00 pm because I'm going to have been working out in the gym for two hours by the time I leave at 06:30 pm, and then I'll have to be walking, for I've sold my car.
- Student 1 : I see. So how long will you have been walking before you get to our guest?
- Student 2 : I'll have been walking for more than an hour by the time I get there.
- Student 1 : But you could take a taxi.
- Student 2 : You know it is hard to find a taxi after 05:00 PM in that place, don't you?
- Student 1 : Yeah, you're right. I forgot about that. Anyways, by the time you get there, we're going to have been playing cards for over an hour.
- Student 2 : So it means you will have already eaten the kebab you want to make for dinner then?
- Student 1 : Don't worry, man. I'm going to keep some for you.
- Student 2 : Sounds good.

Activity 1

Understand the conversation and role play it with your partners. Then record them on your videos.

Conversation 2²

- Customer : I'm not happy with my room.
- Hotel clerk : May I ask what is wrong?
- Customer : I asked for a room with a view. This room has no view.
- Hotel clerk : I'm sorry, but we do not have any more rooms available tonight.
- Customer : When I made the reservation, I paid for a room with a view.
- Hotel clerk : I understand. I'm very sorry, but all of the rooms are occupied.
- Customer : This is unacceptable.
- Hotel clerk : We will discount your room rate.
- Customer : Our company does a lot of business with this hotel. I will be telling my boss about this.
- Hotel clerk : May we offer you a free stay next time? It will be a room with a view. I will guarantee it.

Activity 2

Choose the correct answer based on the dialogue above then retell the dialogue with your own sentences!

- What is wrong with the customer's room?
 - It has no view
 - It is in a noisy area
 - It smells
 - The sheets are dirty
- What did the customer pay for?
 - A room on the top floor
 - A room with a view
 - A room with a King size bed
 - A room with a suite
- What does the hotel clerk tell the customer?
 - There are no more rooms available tonight
 - She did not pay for a room with a view
 - He will change her room right away
 - He will talk to the hotel manager

¹ <https://www.learnesl.net/future-perfect-continuous-tense-exercises/>

² <http://www.skesei.com/conversation/practice/talking-to-hotel-staff>

4. What does the hotel clerk offer the customer?
 - a. A discount on tonight's stay
 - b. A free stay next time
 - c. A room with a view next time
 - d. All of the above

Activity 3

Learn the paragraph below to understand Future Perfect Continuous Tense!

It is June. I will have been going to trip next weekend. I will have been getting a great journey alone. So, I need preparing a perfect plan. I am going to go to Bali Island for three days by motorbike. My trip will have been starting from Jember to Ketapang. I will have been sailing by ship for an hour. I will have been continuing the trip from Gilimanuk to Singaraja for two hours. I have reserved a hotel. I will have been staying at the hotel for three days.

Ini bulan Juni. Saya akan melakukan perjalanan akhir pekan depan. Saya akan mendapatkan perjalanan yang luar biasa sendirian. Jadi, saya perlu menyiapkan rencana yang sempurna. Saya akan pergi ke Pulau Bali selama tiga hari dengan sepeda motor. Perjalanan saya akan dimulai dari Jember ke Ketapang. Saya akan berlayar dengan kapal selama satu jam. Saya akan melanjutkan perjalanan dari Gilimanuk ke Singaraja selama dua jam. Saya sudah memesan hotel. Saya akan tinggal di hotel selama tiga hari.

Activity 4

Make questions based on the answer given then retell the text with your sentences!

1. _____? Next weekend.
2. _____? Alone.
3. _____? By motorbike.
4. _____? From Jember to Ketapang.
5. _____? For an hour.
6. _____? For two hours.
7. _____? At hotel.

8. _____? For three days.

Activity 5

Learn the sentences with your group below then translate into English!

1. Apa yang akan telah sedang kamu lakukan saat saya datang besok?
2. Apa yang akan telah sedang mereka nyanyikan saat kamu sedang merayakan ulang tahun besok?
3. Pada pukul 10 besok, Berapa peserta yang akan telah sedang diskusi proposal?
4. Jika besok kamu datang jam 10, saya akan telah sedang membahas proposal tersebut.
5. Jika kamu menemuiku di perpustakaan pada jam ini besok, saya akan telah sedang mencari beberapa referensi.



Reading Selection³

Listen to the teacher read the selection. Then repeat as the teacher reads in phrases.

This morning at five o'clock, the Green Mountain Restaurant caught on fire. Nobody noticed the fire until six o'clock, when the



burn. Firefighters came from all over the area. They began to fight the fire at seven o'clock. Now it's eight o'clock, and the fire is still going strong. The firefighters are working hard, but they haven't brought the blaze under control yet. Every few minutes they call for more help.

³ Patricia Wilcox Peterson. 2000. *Changing Times, Changing Tenses*. Washington, D.C.

Fire Chief Brown says that in another hour they'll have put out the fire in the house. At that time, the house will have been burning for three hours. Half the house will be gone. Chief Brown is afraid that the fire in the restaurant may go on until ten o'clock. Before it's out, the restaurant will have been blazing for five hours. Every few minutes, part of the building falls in.

Firefighters will have been fighting the fire in the restaurant for three hours. They'll have been pumping water out of Green Mountain Lake to put out the fire. They'll have been holding their hoses on the fire the whole time. However, the fire will have been burning too long. By the time the fire is under control, nothing will remain of the restaurant. The firefighters will have been working with all their strength, but it will have been too little and too late.

Activity 6

Answer the question based on the text above then retell the text with your own sentences!

1. How long had the restaurant been burning before somebody noticed it?
2. How long had the house been on fire before the firefighters arrived?
3. Which fire will the firefighters put out first?
4. How long will the house have been burning when the fire stops?
5. What will the house look like?
6. How long will the restaurant have been burning at ten o'clock?
7. How long will the firefighters have been working?
8. What will they have been doing to put out the fire?
9. Why will the owner lose his restaurant?
10. Should the restaurant owner be angry with the firefighters?

Activity 7

Interpreting Sentences for each sentence, tell when the activity started, how long it will continue, and what will happen next.

1. Our neighbors will have been watching the fire for four hours by ten o'clock, when it is out.
 - a) The neighbors started to watch the fire at six o'clock.
 - b) They will watch it for four hours.
 - c) They will stop at ten o'clock, when it is out.
2. The firefighters will have been working three hours at that time.
 - a) _____
 - b) _____
 - c) _____
3. The restaurant will have been burning for five hours by ten o'clock.
 - a) _____
 - b) _____
 - c) _____
4. The house will have been burning for three hours by nine o'clock, when the fire is out.
 - a) _____
 - b) _____
 - c) _____
5. The firefighters will have been working for two hours by nine o'clock.
 - a) _____
 - b) _____
 - c) _____
6. They'll have been pumping water the whole time the fire burns.
 - a) _____
 - b) _____
 - c) _____

LANGUAGE NOTE

FUTURE PERFECT CONTINUOUS TENSE FORM

Affirmative Sentence

Subject + will have been + Verb + ing	Subject + have been + Verb + ing
He will have been blowing	They will have been blowing
She will have been bringing	We will have been bringing
John will have been catching	I will have been catching
Marry will have been choosing	You will have been choosing

Negative Sentence

Subject + will not have been + Verb + ing	Subject + will not have been + Verb + ing
He will not have been blowing	They will not have been blowing
She will not have been bringing	We will not have been bringing
John will not have been catching	I will not have been catching
Marry will not have been choosing	You will not have been choosing

Interrogative Sentence

Will + Subject + have been + Verb + ing?	Have + Subject + been + Verb + ing?
Will he have been blowing	Will they have been blowing
Will she have been bringing	Will we have been bringing
Will John have been catching	Will I have been catching
Will Marry have been choosing	Will you have been choosing

Example⁴:

- **Peter will have been living** in this country for five years by the end of this month.
- What **will you have been doing** by the end of this month?
- By next August, we **will have been living** in this house for twenty-five years.
- He **will have been writing** this article for three weeks by this time tomorrow.

Look at the three examples below⁵!

- 1 A: How about we stop around Sheffield to eat?
B: That's a good idea. By then, we **will have been driving** for three hours.
- 2 A: Why don't we take a break?
B: Let's wait until it gets dark.
A: But we **will have been playing** for hours by then!
- 3 A: Let's go check on the party decorators.
B: Sure. They **will have been preparing** the room with the balloons and lights.

⁴ Juan Gmo. Moya Montaña. 2006. *Basic English Grammar Structures and Vocabulary A Short Course In English For Adult Students*. Santiago

⁵ <https://www.icaltef.com/future-perfect-continuous>

Activity 8

Complete The Conversations⁶

1. A: How long are you going to stay at this hotel?
B: On Sunday we (stay) here for two weeks and we'd like to stay one more week.
2. A: Do you think Matt will finish the report in time?
B: No problem. He (work) on it for nearly three days tomorrow.
3. A: Are you worried about your job interview in Paris?
B: Not really. When I leave for France, I (prepare) for it for more than a month.
4. A: We are going to the party at 6 o'clock. Will you join us?
B: I'm afraid I'll be tired. I'll (plant) apple trees for five hours when the party starts.
5. A: Is the electric engine the future of cars?
B: I don't think so. In a ten years' time people (drive) cars with internal combustion engines for a century and a half and it will remain so.
6. A: How long has Patricia been learning English?
B: At the end of this course she (study) English for six years.
7. A: How many countries has your sister visited during her journey?
B: I don't really know. But she (pack) the world for a year before she gets back home.
8. A: Do you like endless soap operas?
B: I love them. By the end of this year I (watch) Guiding Light for two decades.
9. A: Is the chicken ready?
B: Not at all. At 12.30 I (bake) it for ninety minutes and it is not ready yet!
10. A: Is tennis a tiring sport?
B: Tiring? Look at this match. They (play) for more than three or four hours when it ends.

Activity 9

Translate into Indonesia⁷

1. When I retire, I will have been teaching for over forty years.
2. When we finally get to Los Angeles, I will have been driving for six hours.
3. When I go to bed tonight, I will have been reading English book for three hours.
4. How long will Ralph have been driving a bus when he retires? Ralph probably started driving a bus in the past and will continue until he retires.
5. Fred said that dinner will start at 6:30. We'll get there a little late, probably at 6:45, so by the time we get there, they won't have been eating long.
6. I hope that when I get home tonight, my son will have been doing his homework.
7. When June gets home, Ward will have been grilling the burgers for about 10 minutes.
8. John's shift at work starts at 8:00 tonight, but Marsha's starts at 6:00. That means that Marsha will have already been working a couple of hours before John arrives.
9. How long will John have been driving that old piece of junk when he finally gets his new car next week?
10. How many years will Barney have been working on his novel when he finally finishes it?

Activity 10

Translate into English

1. Temanku akan datang minggu depan. Saat dia datang saya akan telah sedang menulis cerita pendek.
2. Konser akan mulai pukul 8 malam. Saya butuh waktu 1 jam perjalanan. saya berangkat pukul 7.30. ketika saya tiba, konser akan telah sedang berlangsung selama 30 menit.
3. Pelajaran akan mulai pukul 9.30. lalu lintas macet. Mungkin saya akan sampai pukul 9.45.

⁶ <https://www.e-grammar.org/download/future-perfect-continuous-exercise-3.pdf>
⁷ Kent Uchiyama. 2006. English Verb Tenses: An informal reference for ESL students, the good folks who teach them, and the idly curious

saat saya tiba, pelajaran akan telah sedang berlangsung selama 15 menit.

4. Ayah sedang mengecat rumah. Paman akan datang dalam 30 menit. Saat paman datang, ayah akan telah sedang mengecat bagaian depan rumah.

5. Ibu telah memutuskan bahwa besok ia akan membuat kue. Besok saya akan pergi ke kampus. Saya tidak akan bisa membantunya karena saat saya berangkat, ibu akan telah sedang membuat kue tersebut.

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UNIT 14

REPAIRING APPLIANCE

Capaian Pembelajaran		
Sikap :	1.	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;
	9.	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18.	Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	19.	Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris .
Keterampilan Umum :	10.	Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;
	11.	Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja;
	12.	Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif .
Keterampilan Khusus :	9.	Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	10.	Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;
	11.	Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

21 C Skill	Indicators	Activity
Critical thinking:	<ol style="list-style-type: none"> Mengajukan Pertanyaan Menganalisis dan mengklarifikasi pertanyaan. Mengumpulkan Informasi Menganalisis dan mengevaluasi fakta -fakta. Menarik kesimpulan berdasarkan hasil analisis 	1, 3, 4, 5, 6, 7, 8
Creative thinking:	<ol style="list-style-type: none"> Menciptakan ide baru Memperluas ide untuk meningkatkan dan memaksimalkan upaya kreatif Mengembangkan dan menyampaikan ide baru kepada orang lain secara efektif Membuat bahan presentasi 	2, 3, 4, 8
Collaboration:	<ol style="list-style-type: none"> Menerima pembagian tanggungjawab dan memberi kontribusi dalam menyelesaikan tugas kelompok Bekerja produktif, Sikap menghargai, Dapat berkompromi dan bertanggung jawab. 	2, 3, 4, 5, 6, 7, 8
Communication:	<ol style="list-style-type: none"> Mengungkapkan pikiran atau ide melalui lisan, tulisan atau nonverbal Menggunakan komunikasi untuk berbagai tujuan (misalnya: menginformasikan, mengintruksikan, memotivasi, mengajak) Menggunakan berbagai media atau teknologi dalam pembelajaran 	1, 2, 3, 4, 5, 6, 7, 8

Conversation 1¹

Bill : Daddy, where is my bicycle? Have you seen it?
 Dad : The bicycle is being repaired by the mechanic.
 Bill : Since when? I didn't know about that.
 Dad : It has been two days.
 Bill : When will it get fixed?
 Dad : It will be done tomorrow Bill. I'll take you to the school.
 Bill : Thanks Dad.

Activity 1

Answer the following question then retell the conversations with your own sentences!

1. What is being repaired?
2. Where is it being repaired?
3. Is it being repaired by Daddy?
4. Is it being repaired by mechanic?
5. When will it be got fixed?

Conversation 2²

Virginia : Hand me that screwdriver, will you?
 Alonso : Don't tell me you're trying to fix that dryer yourself. We need to call in an authorized repairman or repairwoman.
 Virginia : Do you have any idea what they'll charge?
 Alonso : All right, then I'll call a handyman and see if he knows anything about fixing dryers.
 Virginia : If he doesn't, he might make matters worse. I think it's just a matter of clearing a clog or replacing a worn component.
 Alonso : Yes, but which one? We should just upgrade to a newer model.
 Virginia : This dryer does not need to be replaced. It's not that old.

Activity 2

Learn The Conversation 1 And 2 Then Practice and Record On Video!

Reading Selection³

Activity 3

Learn the text then underline the passive voice!

There are many things to say while in the office. Something can go wrong with the printer, or you could be wondering why a package didn't arrive. The next several short lessons will be about Basic Office scenarios.

Questions	Responds
Do you know what's wrong with the printer?	The copy machine is jammed again/its broken.
When is the printer going to be fixed?	We need to get the copy machine fixed. A technician is coming this afternoon to fix the copy machine.

Activity 4

Translate the following text into Indonesia.

Mr. Solikin is a contractor. He does many projects every day. The projects are done by his workers. He is designing metal fence. The fence is made by his experience workers. He also repairs broken fence. The fence has been ready to send to the owner. It has been sent by his professional driver. The driver has been sending it. He is on the way the owner's home. The delivery has been being sent by good car.

Two months ago he got a good job. A director of big factory asked him to build special hall. He was asked to invite the experience workers. A week before he did the job, he was meeting with his employers at 9 am in the morning. The meeting was being led by Mr. Solikin. The meeting had decided some important decision. The decision had been decided was final. At time the employers had been proposing some opinion. Meanwhile some

¹ <https://www.englishcafe.co.id/contoh-percakapan-bahasa-inggris-dengan-menggunakan-passive-voice/>
² <https://secure3.eslpod.com/podcast/esl-podcast-1143-repairing-an-appliance/>
³ <http://www.skeel.com/lessondetails.aspx?ALID=436>

constructing techniques had been being explained clearly by Mr. Solikin for about an hour. Last week the special building finished completely.

Today he gets new project. He will build a big house for a rich man. He will bring an elegant design of the house. The design will be designed by professional architect. Tomorrow the architect will be making the design at noon. It will be being made with three models. One model will take two days.

So the next four days he will have finished two models. In five days later Mr. Solikin will have sent it to the rich man. The architect promises Mr. Solikin that the design will have finished exactly for next seven days. The architect will have been doing the design in high concentration. It will have been being done seriously. Mr. Solikin is optimist that everything he does will run well.

LANGUAGE NOTE

PASSIVE VOICE

	Active Voice	Passive Voice
Present	He fixes the car. He fixes the cars.	The car is fixed (by him). The cars are fixed (by him).
Past	He fixed the car. He fixed the cars.	The car was fixed. The cars were fixed.
Future	He will fix the car.	The car will be fixed.
Pres. perfect	He has fixed the car. He has fixed the cars.	The car has been fixed. The cars have been fixed.
Past perfect	He had fixed the car.	The car had been fixed.
Fut. perfect	He will have fixed the car.	The car will have been fixed.

Learn the active and passive below⁴

Active	<u>Peter</u> <u>wrote</u> <u>the letter</u> last year. (S) (Tr.V) (D.O).
Passive	<u>The letter</u> <u>was written</u> <u>(by Peter)</u> last year. (P.S.) (be + p.p.) (doer)
Active	<u>Mary</u> <u>prepares</u> <u>the meals</u> in the kitchen (S) (Tr.V) (D.O).
Passive	<u>The meals</u> <u>are prepared</u> <u>(by Mary)</u> in the kitchen. (P.S.) (be + p.p.) (doer)
Active	<u>The workers</u> <u>will build</u> <u>a new bridge</u> over that river. (S) (Tr.V) (D.O).
Passive	<u>A new bridge</u> <u>will be built</u> <u>(by the workers)</u> over that river. (P.S.) (be + p.p.) (doer)

Note:

- S = Subject
- Tr.V = transitive verb
- D.O = direct object
- P.S = passive subject
- P.P = past principal.

Activity 5

Change to passive voice

1. He took the money last Monday.
2. He will deliver the merchandise today.
3. She ate the cake this morning.
4. Mr. Smith wrote the book last summer.
5. She has just taken the newspaper.
6. Mr. Smith teaches that class on Friday.
7. They will leave the tickets for you.
8. Somebody has taken my book.
9. The wind blew the smoke away soon.
10. She broke the plate on purpose.
11. They will bring the boy tomorrow.
12. They had finished the work by noon.
13. Mrs. Jackson saw the accident.
14. They have found the child at last.
15. He will do the work this afternoon.

The money was taken by him last Monday

Activity 6

Change to active voice:

1. The book was found by Mary.
2. The money was stolen by a thief.
3. The merchandise will be delivered tomorrow.
4. The city has been destroyed (by the enemy).
5. The book will be published next spring.
6. The lecture was attended by many people.
7. Our exercises are corrected each night by our teacher.
8. He was struck by an automobile.
9. The work had been finished by June.
10. The town will have been captured by Wednesday.
11. The house was built in 1910.
12. The books will be brought by John.
13. America was discovered in 1492.
14. Our class is taught by Mr. Smith.
15. This book was written by Mr. Scott.

Mary found the book.

They _____

Longmans _____

He _____

They _____

My grandfather _____

Columbus _____

Activity 7

Change to negative and to question form:

1. The work will be done by Mr. Smith.
2. The book was written by Mr. Thompson.
3. The lesson is taught by Mr. Smith.
4. The book has been returned by John.
5. The dish was broken by the maid.
6. The cries of the child were heard clearly.
7. The money had been stolen by the boy.
8. The continent was discovered in 1492.
9. It was discovered by someone.
10. The house was struck by lightning.
11. The book will be published in June.
12. The money has been found.
13. The city was destroyed by bombs.
14. The work will be completed tomorrow.
15. The e-mail was sent this morning.

The work won't be done by Mr. Smith.
Will the work be done by Mr. Smith

Activity 8**Answer the following question using passive voice!**

1. Where is your book?
It is borrowed by my friend.
2. When I was at your home, I didn't see your motorcycle. Where was it?

3. I have not seen your laptop for this week. Where is your laptop?

4. We are discussing about our home work now but Ana has not come yet. What is she doing?

5. My car is broken. But it is not at garage. Where is it, Mom?

6. Your back car door is broken. What happen with your car?

7. Your finger is bleeding. What happened with you?

8. Why are your books moved to my room?

9. Why does your brother change his job?

10. Why are the officers breaking down the building?

11. Why is your father packing some food?

12. What will you do if your laptop system is damaged?

13. This carpet is wet.

14. She had beautiful long hair when I saw her last week.

15. When I was child, this beach was very beautiful. What has happened with it?

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UNIT 15

PARTS OF SPEECH

(SUPPLEMENTARY MATERIAL)

Capaian Pembelajaran	
Sikap :	1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;
Pengetahuan :	18. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman; 19. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris.
Keterampilan Umum :	10. Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja; 11. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan Bahasa Inggris dalam perkembangan dunia akademik dan dunia kerja; 12. Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif.
Keterampilan Khusus :	9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban; 10. Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris; 11. Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.

Tujuan pembelajaran adalah mahasiswa mampu:

1. Menyebutkan parts of speech (bagian kalimat)
2. Menyebutkan contoh *Adjectives, Adverbs, Conjunctions, Interjections, noun, Prepositions, pronoun, Verbs*
3. Mampu berkomunikasi dengan pola kerja kolaborasi untuk menciptakan kreatifitas dan mengasah serta memunculkan pola pikir yang kritis.
4. Menemukan dan menginterpretasi kosa kata baru.

1. ADJECTIVE

Adjectives are words that describe nouns and pronouns. Adjectives answer the questions (What kind? How much? Which one? How many?). For example:

What kind?	red nose	gold ring
How much?	more sugar	little effort
Which one?	second chance	those chocolates
How many?	several chances	six books

There are five kinds of adjectives (*common adjectives, proper adjectives, compound adjectives, articles, and indefinite adjectives*).

1. *Common adjectives* describe nouns or pronouns.

strong man green plant beautiful view

2. *Proper adjectives* are formed from proper nouns.

California vegetables (from the noun "California")

Mexican food (from the noun "Mexico")

3. *Compound adjectives* are made up of more than one word.

far-off country teenage person

4. *Articles* are a special type of adjective. There are three articles: *a, an, the*.

The is called a "definite article" because it refers to a specific thing.

A and *an* are called "indefinite articles" because they refer to general things. Use *a* with consonant sounds; use *an* before vowel sounds.

5. *Indefinite adjectives* don't specify the specific amount of something.

all each several both anyeither
many other another few neither
some more most

Follow these guidelines when you use adjectives:

1. Use an adjective to describe a noun or a pronoun.

Jesse was *unwilling* to leave *the* circus.
noun adj. adj. noun

2. Use vivid adjectives to make your writing more specific and descriptive.

Take a *larger* slice of the *luscious* cake.
adj. noun adj. noun

3. Use an adjective after a linking verb. A linking verb connects a subject with a descriptive word. The most common linking verbs are *be* (*is, am, are, was, were*, and so on), *seem, appear, look, feel, smell, sound, taste, become, grow, remain, stay*, and *turn*.
Chicken made this way *tastes* more *delicious* (not *deliciously*).

2. ADVERBS

Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions (*When? Where? How? or To what extent?*)

When?	left yesterday	begin now
Where?	fell below	move up
How?	happily sang	danced badly
To what extent?	partly finished	e a t completely

Most adverbs are formed by adding *-ly* to an adjective. For example:

Adjective	Adverb
Quick	Quickly
Careful	Carefully
Accurate	Accurately

Here are some of the most common non-*-ly* adverbs:

afterward	almost	already	also	back
even	far	fast	hard	here

how	late	long	low	more
near	never	next	now	often
quick	rather	slow	soon	still
then	today	tomorrow	too	when
where	yesterday			

Follow these guidelines when you use adverbs:

- Use an adverb to describe a verb.
Experiments using dynamite must be done *carefully*.
(verb) (adv.)
- Use an adverb to describe an adjective.
Sam had an *unbelievably huge* appetite for
(adv.) (adj.)
chips.
- Use an adverb to describe another adverb.
They sang *so clearly*.
(adv.) (adv.)

3. CONJUNCTIONS

Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *subordinating conjunctions*.

- Coordinating conjunctions* link similar words or word groups. There are seven coordinating conjunctions:
for and nor but or
yet so
- Correlative conjunctions* also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions:
both...and either...or
neither...nor not only...but also
whether...or
- Subordinating conjunctions* link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most often used subordinating

conjunctions:

after	although	as	as if
as long as	as soon as	as though	because
before	even though	if	in order that
since	so that	though	till
unless	until	when	where
whenever	wherever		

4. INTERJECTIONS

Interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example:
Oh! What a shock you gave me with that gorilla suit.
Wow! That's not a gorilla suit!

5. NOUNS

A *noun* is a word that names a person, place, or thing. Nouns come in these varieties: *common nouns*, *proper nouns*, *compound nouns*, and *collective nouns*.

- Common nouns* name any one of a class of person, place, or thing.
girl city food
- Proper nouns* name a specific person, place, or thing. Proper nouns are always capitalized.
Barbara New York City Rice-a-Roni
- Compound nouns* are two or more nouns that function as a single unit. A compound noun can be two individual words, words joined by a hyphen, or two words combined.
Individual words: time capsule
Hyphenated words: great-uncle
Combined words: basketball
- Collective nouns* name groups of people or things.
audience family herd crowd

6. POSSESSIVE NOUNS

In grammar, *possession* shows ownership. Follow these rules to create possessive nouns.

1. With singular nouns, add an apostrophe and an s.
dog → dog's bone
singer → singer's voice
2. With plural nouns ending in s, add an apostrophe after the s.
dogs → dogs' bones
singers → singers' voices
3. With plural nouns not ending in s, add an apostrophe and an s.
men → men's books
mice → mice's tails

Plural Nouns

Here are the guidelines for creating plural nouns.

1. Add s to form the plural of most nouns.
cat → cats computer → computers
2. Add es if the noun ends in s, sh, ch, or x.
wish → wishes inch → inches
box → boxes
3. If a noun ends in consonant -y, change the y to i and add es.
city → cities lady → ladies
4. If a noun ends in vowel -y, add s. Words ending in -quy don't follow this rule (as in *soliloquies*).
essay → essays
monkey → monkeys

7. PREPOSITIONS

Prepositions link a noun or a pronoun following it to another word in the sentence. Use this chart to help you recognize some of the most common prepositions:

about	above	across	after
against	along	amid	around as
at	before	behind	below
beneath	beside	between	beyond but
by	despite	down	during
except	for	from	in
inside	into	like	near on
onto	of	off	opposite
cut	outside	over	past since
through	to	toward	under until
upon	with	underneath	

A noun or pronoun always follows a preposition. A *prepositional phrase* is a preposition and its object. A prepositional phrase can be two or three words long.

on the wing *in the door*

8. PRONOUNS

A *pronoun* is a word used in place of a noun or another pronoun. Pronouns help you avoid unnecessary repetition in your writing and speech. A pronoun gets its meaning from the noun it stands for. The noun is called the *antecedent*.

Although **Seattle** is damp, **it** is my favorite city.
(antecedent) (pronoun)

There are different kinds of pronouns. Most of them have antecedents, but a few do not.

1. *Personal pronouns* refer to a specific person, place, object, or thing.

	Singular	Plural
First person	I, me, mine, my	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers, it	they, them, their, theirs, its

- Possessive pronouns** show ownership. The possessive pronouns are (*your, yours, his, hers, its, ours, their, theirs, whose*):
Is this beautiful plant *yours*? Yes, it's *ours*.
- Reflexive pronouns** add information to a sentence by pointing back to a noun or pronoun near the beginning of the sentence. Reflexive pronouns end in *-self* or *-selves*.
Tricia bought *herself* a new car.
All her friends enjoyed *themselves* riding in the beautiful car.
- Intensive pronouns** also end in *-self* or *-selves* but just add emphasis to the noun or pronoun.
Tricia *herself*, picked out the car.
- Demonstrative pronouns** direct attention to a specific person, place, or thing. There are only four demonstrative pronouns (*this, that, these, those*):
This is my favorite movie.
That was a fierce rain storm.
- Relative pronouns begin a subordinate clause. There are five relative pronouns (*that, which, who, whom, those*).
Jasper claimed that he could run the washing machine.
Louise was the repair person who fixed the machine after Jasper washed his sneakers.

Singular			Plural	Singular or Plural
another	nobody	somebody	both	all
anyone	nothing	something	few	any
each	other someone	little	many	more
everyone	anybody	neither	others	most
everybody	anything	no one	several	none
everything	either	one		some
much				

- Interrogative pronouns** ask a question. They are (*what, which, who, whom, whose*).
Who would like to cook dinner?
Which side does the fork go on?
- Indefinite pronouns** refer to people, places, objects, or things without pointing to a specific one. The most common indefinite pronouns are listed in the chart on the previous page.

9. VERBS

Verbs name an action or describe a state of being. Every sentence must have a verb. There are three basic types of verbs: *action verbs*, *linking verbs*, and *helping verbs*.

1. Action Verbs

Action verbs tell what the subject does. The action can be visible (*jump, kiss, laugh*) or mental (*think, learn, study*).

The cat *broke* Louise's China.

Louise *considered* buying a new China cabinet.

An action verb can be *transitive* or *intransitive*. *Transitive verbs* need a direct object.

The boss *dropped* the ball.

The workers *picked* it up.

Intransitive verbs do not need a direct object.

Who *called*?

The temperature *fell* over night.

2. Linking Verbs

Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject.

The most common linking verbs include: *be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become*. Look for forms of *to be*, such as *am, are, is, was, were, am being, can be, have been*, and so on.

The manager was happy about the job change.

He *is* a good worker.

Many linking verbs can also be used as action verbs.

Linking : The kids *looked* sad.

Action : I *looked* for the dog in the pouring rain.

3. Helping Verbs

Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of *to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must*. *Verb phrases* are made up of one main verb and one or more helping verbs.

They *will run* before dawn.

They *still have not yet found* a smooth track.

LANGUAGE NOTE

PARTS OF SPEECH

1. **Adjectives;** There are five kinds of adjectives: *common adjectives*, *proper adjectives*, *compound adjectives*, *articles*, and *indefinite adjectives*.
2. **Adverbs;** *Adverbs* are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions: *When? Where? How? or To what extent?*
3. **Conjunctions;** *Conjunctions* connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *subordinating conjunctions*.
4. **Interjections;** *Interjections* show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example: *Wow! That's not a gorilla suit!*
5. **Nouns;** A *noun* is a word that names a person, place, or thing. Nouns come in these varieties: *common nouns*, *proper nouns*, *compound nouns*, and *collective nouns*.
6. **Prepositions;** Prepositions link a noun or a pronoun following it to another word in the sentence. Use this chart to help you recognize some of the most common prepositions: at, by, before
7. **Pronouns;** A *pronoun* is a word used in place of a noun or another pronoun. Pronouns help you avoid unnecessary repetition in your writing and speech. There are different kinds of pronouns. *Personal pronouns*, *Possessive pronouns*, *Reflexive pronouns*, *Intensive pronouns*, *Demonstrative pronouns*, *Relative pronouns*, *Interrogative pronouns*, *Indefinite pronouns*.
8. **Verbs;** *Verbs* name an action or describe a state of being. Every sentence must have a verb. There are three basic types of verbs: *action verbs*, *linking verbs*, and *helping verbs*.

Activity 1

Give tick (✓) to classify the words on the left based on the parts of speech on the right.

ADJ = adjective

INT = interjection

PRO = pronoun

ADV = adverb

N = noun

V = verb

CON = conjunction

PRE = preposition

No.	Words	ADJ.	ADV.	CON.	INT.	N.	PRE.	PRO.	V.
1.	Dance								
2.	Sofa								
3.	Large								
4.	Gave								
5.	Stares								
6.	Yellow								
7.	Wonderful								
8.	Quickly								
9.	Unreliable								
10.	Yourselves								
11.	On								
12.	And								
13.	Wow!								
14.	Between								
15.	Or								
16.	We								
17.	After								
18.	But								
19.	Oh!								
20.	Me								

Activity 2

Give tick (✓) to classify the bold type words on the left into concrete noun (CN) or proper noun (PN)

No.	Sentences	CN.	PN.
1.	Go find Jeff and tell him dinner is ready.		
2.	He sat on the chair .		
3.	I live in a city .		
4.	I lived in Cincinnati before I moved to New York .		
5.	Let's go down to the lake .		
6.	My parents still talk about how great Woodstock was in 1969.		
7.	Our teacher is angry.		
8.	She went into politics .		
9.	We met some people .		

Activity 3

Give tick (✓) to classify the bold type words on the left into concrete noun or proper noun!

WORDS	Concrete Noun	Abstract Noun
Air, aspiration, bread, child, conversation, countries, decency, emotion, excitement, hate, lake, love, people, rocks, water		

Activity 4

Give tick (✓) to classify the bold type words on the left into countable noun or uncountable noun!

WORDS	Countable nouns	Uncountable nouns
Accommodation, air, ambulance, computer, cup, doctor, dog, furniture, homework, luggage, person, phone, smoke, water, wood		

Activity 5

Write I or me in each blank.

- Jenny and.....like to ice-skate.
- Pete wants my sister andto come to barbeque at his house.
- Maurice andlike to write stories together.
- My mother andhave to go to dentist this afternoon.
- Will you help Phil andfix the flat tire on my bike?
- The farmer let Annie and ride the pony.
- Most of friends like to play football, but Toni and like to play soccer.
- Carlos, can you came with my cousin andto the fair Saturday afternoon?

Activity 6

Write each verb below under the name of animal that is most likely to do the action it describes. Use a dictionary if you need help.

Slither	Gallop	Canter	Bask
Scream	Coil	Soar	Whinny
Flit	Buzz	Sting	Dive

Bee	Horse	Snake	Eagle

Activity 7

Write the underlined words whether they are noun, verb, or adjective.

- The window ledge is too narrow for a plant. Adjective _____
- That window is stuck shut. Noun _____
- This has been a chilly spring. Noun _____
- I'm enjoying this spring weather. Adjective _____
- The morning hours are not my best. Adjective _____
- He goes to a day school. Adjective _____
- I work during the day. Noun _____
- The defendant will shock them when they hear his response. Verb _____
- It was a terrible shock. Noun _____
- I will voice my opinion if I want to. Verb _____

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Activity 4

- Fine, thanks. And you?
- How do you do?
- Pleased to meet you, too.
- I really enjoyed meeting you, too.
- Same to you.
- See you.
- Yes, that's right.
- I hope so, too.

Activity 5

a. Martin : are Jacqueline: right. Martin : introduce Jacqueline : How do you do,	b. Frank : of course not. Chris : Nice/ Pleased	c. Lin : How Dan : mine Lin : Please Peter : must
---	---	---

Activity 6

Greeting	Response
1. Hi	b. Hello / hi
2. How do you do?	d. How do you do?
3. How are you doing?	g. Alright. How about you?
4. What's up?	e. Nothing much.
5. Hello	h. Hi / hello
6. How are you?	a. Very well, thank you. And you?
7. Good Morning / Afternoon / Evening	f. Good Morning / Afternoon / Evening
8. Good to see you	c. Good to see you too.

Activity 7

- I'm, nice;
- How, Fine, you;
- Hi, are, and;
- are, I'm, my;
- this, Hello, meet;
- I'm, name

Activity 8

- What's your name;
- where are you from?;
- I'm from Japan;
- Are you from Russia?;
- no, I'm not;
- hello, nice too meet you

Activity 1

1. Yes, he is
2. No, he is not
3. Yes, he is
4. No, he is not
5. Yes, she is
6. Yes, she is
7. Yes, it is
8. No, it is not
9. His name is Robert John
10. Her name is Miss. Green
11. The book is about detective story

Activity 3

First Student

1. Is The Litter Ugly?
2. Are Papers Difficult To Catch?
3. Is The Fence A Wall Of Garbage?
4. Is Litter Against The Law?
5. Do People Always Put Their Garbage In The Garbage Can?
6. Does Litter Make The City Look Ugly?
7. Does Litter Spoil The View?
8. Does The Wind Blow Papers Far A Way?
9. Do Animals Sometimes Carry Disease?
10. Do Some People Want To Control Litter?
11. Does The Law Punish Litterbugs?
12. Do They Usually Pay A Fine?

Activity 4

1. Litter	k	a. Garbage on the ground or in the street
2. Fence	n	b. Special can for garbage
3. Jail	s	c. Everything that a person can see
4. Garbage can	l	d. Wall that separates two places
5. View	m	e. Sickness
6. Fine	r	f. To manage or to stop
7. Litterbug	t	g. <u>A number of people</u>
8. Disease	o	h. Money people pay as punishment
9. Control	p	i. Place people stay as punishment
10. <u>Group</u>	g	j. Person who throws litter

Activity 2

1. Yes, she is
2. No, she is not
3. No, they are not
4. Yes, they are
5. Yes, she is
6. Yes, there is
7. There are kitchen and bedroom
8. Her mum is in the sky

Second Student

- Yes it is
 Yes, they are
 Yes, it is
 Yes, it is
 No, they don't
 Yes it does
 Yes, it does
 Yes it does
 Yes, they do
 Yes, they do
 Yes it does.
 Yes, they do

Activity 9

First Student

2. Does a secretary meet people?
3. Does she put paper away in the garbage?
4. Does she stand between her boss and his visitors?
5. Does she help her boss to plan his time?
6. Does she help her boss to spoil his work?

Activity 10

2. A secretary writes letters.
3. She uses the typewriter every day.
4. She meets the visitors
5. She answers the telephone.

Activity 11

First Student

1. Do teachers order books and give homework?
2. Do they explain the lessons to their students?
3. Do they correct their students' papers.
4. Do students grade their teachers?
5. Do teachers give grades at the beginning of the term?

Activity 8

1. The teacher works in a school?
2. The teacher collects papers?
3. The teacher gives grades at the end of the term?

Second Students

- Yes, she does. She meets people.
- Yes, she does. She puts papers away in the garbage.
- Yes, she does. She stands between her boss and his visitors.
- Yes, she does. She helps her boss to plan his time.
- Yes, she does. She helps her boss to spoil his work.

Second Students

- Yes, they do. Teachers order books and give homework.
- Yes, they do. They explain the lessons to their students.
- Yes, they do. They correct their students' papers.
- No, they do not. Students do not grade their teachers.
- No, they do not. Teachers give grades at the end of the term.

Activity 6

1. The teacher is in a classroom
2. She is speaking English, explaining about present continuous tense, and writing on the board.
3. She is explaining about present continuous writing on the board tense.
4. She is writing on the board.
5. the students are paying attention to their teacher.
6. They are writing some notes.
7. They are asking some questions

Activity 7

1. They are walking.
2. They are fishing
3. He is singing
4. She is eating
5. She is reading
6. He is cutting the tree
7. She is running
8. He is playing guitar while singing.
9. They are discussing
10. They are bargaining price

Activity 9

1. Norton isn't at home now. He's studying at the library.
2. Father cannot meet his guest. He's finishing his job.
3. All students are in the class. They are learning.
4. Currently guests cannot meet the rector because he is chairing the meeting.
5. You look confused. What are you thinking?
6. Come here John! What are you doing there?
7. Sorry I can't come to your house at this time. I'm helping my mom.
8. She is seriously reading books. What book is he reading?
9. Usually Sally is here. At this time he doesn't come. What is she doing?
10. You are whispering. What are you talking about?
11. I can't accompany you now. I'm writing a report.

Activity 1

1. lost her flash disk
2. She may forget where Santi puts it in
3. I feel sad
4. I give suggestion

Activity 2

1. Mrs. Alison
2. Mrs. Johnson did
3. For ages.
4. Mrs. Alison
5. Yes, she has
6. It's in the boot of the car
7. It's been there for the past three days

Activity 4

2. Have they just returned home?
Yes, they have
3. Has Mrs. Clark just opened a letter?
Yes, she has
4. Has she worked as a private secretary for a musician?
Yes, she has
5. Has the musician stopped working?
Yes, he has
6. Has he asked her to find another job?
Yes, He has
7. Has the letter upset Mrs. Clark?
Yes, it has
8. Has she not paid for her new house yet?
No, she has not
9. Has Sarah heard the bad news?
Yes, She has
10. Has Mrs. Clark never cried in front of Sarah before?
No, she has not

Activity 6

1. I have known her for many years. / **He** has known her for many years.
2. I have been his friend since 1965. / **He** has been my friend since 1965.
3. I have been their neighbors for fifteen years. / **He** has been my neighbor for fifteen years.
4. I have lived next door to her since 1965. / **He** has lived next door to me since 1965
5. I have gone to school every day for twelve years. / **He** has gone to school every day for twelve years.
6. I have visited her every day for two years. / **He** has visited her every day for two years.
7. I have studied journalism since 1975. / **He** has studied journalism since 1975.
8. I have worked as a reporter for three years. / **He** has worked as a reporter for three years.
9. I have been important to her for a long time. / **He** has been important to her for a long time.
10. I have loved her since I met her. / **He** has loved her since he met her

Activity 7

- | | |
|------------|------------|
| 1. Now | 6. Now |
| 2. Now | 7. Already |
| 3. Already | 8. Already |
| 4. Now | 9. Already |
| 5. Already | 10. Now |

Activity 8

- 1-10 I am sorry to hear that

Activity 9

Saya baru saja menerima surat dari kakak saya, Tim. Dia ada di Australia. Dia sudah di sana selama enam bulan. Tim adalah seorang insinyur. Dia bekerja untuk sebuah perusahaan besar dan dia teah mengunjungi sejumlah besar tempat berbeda di Australia. Dia baru saja membeli mobil Australia dan pergi ke Alice Springs, sebuah kota

kecil di tengah Australia. Dia akan segera mengunjungi Darwin. Dari sana, dia akan terbang ke Perth. Adikku belum pernah ke luar negeri sebelumnya, jadi dia merasa perjalanan ini sangat menyenangkan.

1. A letter.
2. Tim is an engineer.
3. He has been there for six months.
4. He has already visited many places.
5. Alice Springs
6. Tim has never been abroad before.
7. He is finding his trip very much.

Activity 10

Mr. James Scott memiliki garasi di Silbury dan sekarang dia baru saja membeli garasi lain di Pinhurst. Pinhurst hanya lima mil dari Silbury, tetapi Mr. Scott tidak bisa mendapatkan telepon untuk garasi barunya, jadi ia baru saja membeli dua belas merpati. Kemarin, seekor merpati membawa pesan pertama dari Pinhurst ke Silbury. Burung itu menempuh jarak dalam tiga menit. Sampai saat ini, Mr. Scott telah mengirimkan banyak sekali permintaan suku cadang dan pesan penting lainnya dari satu bengkel ke bengkel lainnya. Dengan cara ini, ia memulai layanan 'telepon' pribadinya sendiri.

1. Pinhurst
2. Silbury
3. Five miles
4. No, he can't
5. He has just bought twelve pigeons
6. Three minutes

Activity 11

1. She's gone ...
2. I've just gone for a swim.
3. He's just been ...
4. Rita's gone...
5. Have you ever gone..?
6. Tom has gone to ...

Activity 12

1. How long has Tom seen...?
2. What have they bought?
3. Why has he gone...?
4. How long has Tom lived...?
5. How many books have they sold...?
6. How long has Paul worked...?
7. What have I eaten...?
8. Where has John been in?
9. Why hasn't Ann answered...?
10. What have the boys done...?
11. How long have we waited...?
12. How many times have the students done...?

Activity 1

1. She is going to station
2. Her relative is waiting for her.
3. He has been waiting for her for an hour
4. Tim does
5. Ann does

Activity 2

She is waiting for her sister.

She has been waiting for her sister for an hour.

No, they don't.

He has been waiting for his friend.

He has been coming at 9.30.

Activity 5

1. Fifteen minutes
2. Watching the traffic, looking for the bus, and hoping it will come soon. They've been talking about the bus and complaining about the weather
3. He wants to stay warm
4. The bus has been coming on time every day, and they've never been late to work. In addition, they haven't needed a parking place in all that time. Buses are very convenient when you're used to them.
5. They don't like to wait
6. Buses decreases pollution

Activity 6**6.1**

1. Zaki telah belajar di sini sejak 12 Desember 2003.
2. Burhan telah mencoba cara ini selama sekitar 10 menit sekarang.
3. Afifah belum masak lebih dari 2 jam.
4. Anis sudah tidak duduk selama satu jam sekarang.
5. Apakah Zahra telah sedang membersihkan lebih dari 20 menit?
6. Apa yang telah sedang Sony tulis?

7. Tom belum bekerja di sana lebih dari 2 jam.
8. Apakah mereka sudah lama tinggal di sana?
9. Berapa lama Anda telah sedang berlatih bahasa Inggris hari ini?
10. Tom telah sedang bekerja di sana sejak 8:30
11. Mereka telah sedang tinggal di Miami sejak 1985.
12. Kami telah belajar bahasa Inggris selama lebih dari dua bulan

6.2

1. The pilots have been attending education since June.
2. The passengers have been waiting for the bus for thirty minutes.
3. The vehicle has been jammed for four hours due to an accident.
4. The plane has been landing for fifteen minutes due to bad weather.
5. The driver has been parking the vehicle for 10 minutes. Maybe he's inexperienced.
6. The examinee has been taking the test for thirty minutes.
7. The drivers had not been working for two days.
8. Since the covid pandemic 19, income in transportation has been declining.
9. The government has been working to restore the economy due to covid 19.
10. Covid 19 sufferers have been increasing.
11. The government has been trying to overcome covid 19.
12. Heexam has been running for twenty minutes

Activity 7

1. The baby has been sleeping for five minutes
2. They have been studying for fifteen minutes
3. He has been repairing the car for forty-five minutes
4. He has been waiting for fifteen minutes
5. He has been playing tennis for thirty minutes
6. He has been driving for seven hours.

Activity 8

1. Has been living
2. Have been working
3. Has been sitting
4. Have been standing
5. Have been waiting
6. Have been running
7. Has been reading
8. Has been writing
9. Have been working out
10. Have been discussing

Activity 9

1. He hasn't been living... / Has he been living...?
2. They haven't been playing... / Have they been playing...?
3. Jane hasn't been feeling... / Has Jane been feeling...?
4. They haven't been discussing... / Have they been discussing...?
5. The competition hasn't been running ... / Has the competition been running ...?
6. People haven't been saying... / Have people been saying?
7. She hasn't been living... / Has she been living ...?
8. We haven't been discussing... / Have we been discussing?

Activity 10

1. What has Henry been reading all morning?
2. What has Bill been doing all morning?
3. Where have they been staying?
4. Why have they been saving money?
5. How long have your friends been living in Madrid?
6. What has the boy been doing since 7 o'clock?
7. How long have they been waiting for a taxi?
8. Where hasn't Tom been working for more than 2 hours?
9. Who has been working there since 8:30?
10. How long have they been living in Miami?
11. What have we been studying for over two months?
12. How long have I been working?
13. What have they been discussing too long?
14. How long has the advisor been guiding his student?
15. What have the passengers been waiting for an hour?

Activity 3

1. November 5, 2010, Mount Merapi experienced an eruption.
2. Material in the form of sand, gravel, mud and large rocks filled the rivers.
3. Tens of thousands of people displaced and thousands of animals died.
4. The eruption of Mount Merapi caused many victims.
5. The Aceh tsunami occurred in 2004.
6. The Aceh Tsunami was a very big disaster.
7. Thousands of victims died due to the disaster.
8. Various foreign volunteers came to provide assistance.
9. Flash floods hit several villages in Jember district.
10. Tens of people died because of the flood.
11. Thousands of people fled to safety.
12. The amount of damage happened to residents' homes.
13. Large rocks, mud, and large logs hit the area.
14. The victims looked sad
15. Various assistance in the form of food, clothing came from various regions and countries.

Activity 6

1. It took place in cold, rushing water
2. It was winding mountain road
3. It fell thirty feet from the road into the water
4. Because they were wearing their seatbelts
5. Because the water outside was too cold and too fast for safe swimming
6. The police called special rescue workers and a truck to pull the car out.
7. He took a rope from his truck and he began to walk through the rushing water to the car
8. Because the water was too fast, the ground was slippery, and he got caught in the ropes
9. Mrs. Cady reached for his hand then she pulled as hard as she could and brought him to the car door.

10. They brought safety ropes, life jackets, tire tubes, and warm blankets.
11. They swam with each person to shore
12. They all were very lucky to be alive

Activity 7

1. There was...
2. There were...
3. How much milk was there...?
4. There weren't...
5. Was there enough...?
6. How many people were there...?
7. There wasn't...
8. There were...
9. Were there...?
10. There was...

Activity 8

1. Peter came here... last week
2. I bought the... last Sunday
3. They went to ... last year
4. Mary visited her... last month
5. I wrote to... last week-end
6. They ate fish... last Friday
7. Bob washed the... last Saturday
8. We watched TV... last night
9. The postman brought a... last Monday
10. We had a... last week
11. The boy read / red / a... last month
12. I gave the... last year
13. Peter drove to... last Sunday
14. We enjoyed our... last summer
15. It rained a lot... last winter
16. They received a... last week
17. I slept well... last night
18. Father told the... last night
19. Mother made an... last Saturday
20. They sold lots of... last year

Activity 9

1. We didn't go to... / Did we go to...? / How did we go to work?
2. Peter didn't come... / Did Peter come...? / When did Peter come here?
3. I didn't want to drink... / Did I want to drink...? / What did I want to drink?
4. They didn't see the... / Did they see the...? / What did they see?
5. John didn't sell his... / Did John sell his...? / How much did John sell his house for?
6. They didn't buy the... / Did they buy the...? / Where did they buy the car?
7. The boy didn't do the... / Did the boy do the...? / How did the boy do the exercise?
8. We didn't have dinner... / Did we have dinner...? / Where did we have dinner?
9. We didn't write the... / Did we write the...? / What language did we write the letter in?
10. They didn't study... / Did they study... / Where did they study English?

Activity 10

1. I went to...
2. I began to study English (... ago / last... / in...)
3. It took me about...
4. He / she told me to...
5. I ate...
6. Yes, I did. I watched... / No, I didn't.
7. I got up at...

8. No, I didn't. I watched... / Yes, I did. I watched
9. I had breakfast at...
10. I took a bath at ...

Activity 11

1. No, they didn't (watch TV). They listened to the radio.
2. No, He didn't (go out). He stayed at home.
3. No, I didn't (eat fish). I ate chicken.
4. No she didn't (send me a fax) . She sent me a letter.
5. No, they didn't (walk) They took a bus.
6. No, he didn't (say "yes"). He said "No"
7. No, I didn't (read it in English). I read it in French.
8. No, they didn't (drink coffee). They drank tea.
9. No, he didn't (write a poem). He wrote a short story.
10. No, she didn't (buy a dress). She bought a jacket.
11. No, I didn't (see her last week). I saw her yesterday.
12. No, he didn't (have lunch at home) He had lunch at work.
13. No, he didn't (feel well) . He felt weak and tired.
14. No, he didn't (speak to me in english). He spoke to me in French.
15. No, I didn't (give him an apple). I gave him some money.

Activity 1

1. He was walking limping
2. He met with an accident
3. He was going to the university.
4. Yes, he was
5. He was trying to negotiate a curve
6. No, he wasn't.
7. No, it didn't.
8. He managed to jump off his bike
9. He is getting better

Activity 5

1. Detectives were
2. They were waiting at the airport all morning
3. they were expecting a valuable parcel of diamonds from South Africa
4. Some of the detectives were waiting inside the main building while others were waiting on the airfield
5. Two people

Activity 6

1. Frank Hawkins was telling me about his experiences as a young man
2. He saved money for year
3. He was making spare parts for aero planes
4. He had two workers
5. He had seven hundred and twenty-eight people
6. He was still smiling
7. He remembered his hard early years and the long road to success
8. She wanted him to repair their son's bicycle

Activity 7

1. It was raining
2. She was bringing an umbrella
3. She was walking in the rain.
4. The ground was getting wet.

Activity 8

1. Was shining

2. Was reading
3. Were playing
4. Were crossing
5. Was getting ready
6. Was driving
7. Were camping
8. Was living
9. Was leaving
10. Were having dinner
11. Was doing
12. Were walking

Activity 9

1. She wasn't having.../ Was she having...?
2. We weren't running.../ Were we running...?
3. The soldiers weren't doing... / Were the soldiers doing...?
4. Alice wasn't making... / Was Alice making...?
5. The children weren't watching.../ Were the children watching...?
6. The men weren't going... / were the men going...?
7. The boys weren't studying.../ Were the boys studying...?

Activity 10

1. What were they doing in the park at midday?
2. What was Mary eating in her room?
3. Why wasn't Peter working?
4. Where were the generals working?
5. What were you doing when I called you up this morning?
6. Why was Mrs. White lying on the sofa?
7. What were the soldiers doing when it began to rain?
8. What was Bob doing when the fire started?
9. Where were they living when the war broke out?
10. How many people were standing outside the building?

Activity 11

(Open answers)

1. I was... (at this time yesterday.)
2. I was working... (in December last year).
3. They were living in... (when they got married / then).
4. I was... (when he phoned me last night)

Activity 12

1. Slept
2. Was sleeping / arrived.
3. Were going / saw
4. Met / was living
5. Were playing / began
6. Was - working / walked
7. Called on / were having dinner
8. Had / was driving
9. Did - do
10. Were - doing
11. Was working / became
12. Read / was riding

Activity 13

1. When you came, I was doing work in the office.
2. He was washing the car when his friend called
3. When thieves took valuable items, homeowners were shopping at the mall
4. Dad was sleeping on the couch when a guest came
5. While I was studying, Mother was cooking while my father was painting the house
6. What were you doing at this time yesterday
7. When he left, I was working in the office.
8. He didn't pick up the phone because he was driving his vehicle.
9. The dean does not meet students because he is attending a meeting with all lecturers
10. The lecturer was not present at the lecture because he was waiting for his child at the hospital.
11. Because our lecturer was teaching, he didn't pick up the phone.
12. When the accident happened, I was reading a newspaper in front of the house

Activity 1

1. No, she hadn't.
2. Because she'd already made other arrangements before he invited her.
3. She would have enjoyed it very much.
4. No, it wasn't
5. Because they hadn't prepared the play properly

Activity 3

1. I washed car at six in the morning. At six-thirty I went to campus.
After I had washed car, I went to campus.
Before I went to campus, I had washed car.
2. Marry arrived at home at noon. John arrived at home at night.
Marry had arrived at home before John did
Before John arrived at home, Marry had arrived.
3. Mona submitted the task on Monday. Gerry submitted the task on Tuesday.
After Mona had submitted the task, Gerry submitted it.
Before Gerry submitted the task, Mona had submitted it.
4. At six he picked up her. He called her at five.
Before he picked up her, he had called her.
After he had called her, he picked up her.
5. He left his letter on the table. He went far away.
Before he went far away, he had left his letter on the table.
After he had left his letter on the table, he went far away.

Activity 5

1. No, it had already sunk in 1913.
2. No, it had taken on enough lifeboats for only 1178 people
3. No, but it arrived two hours after the great ship had gone down
4. Because some of the survivors had been in the icy water for hours

5. Because Most of the passengers hadn't lived that long
6. Because the steamship company had thought that its ship would be completely safe in all situations.
7. Because they'd followed an old rule for the number of lifeboats.
8. Because the ship had hit the iceberg late at night
9. Because some of the survivors had been in the icy water
10. The ship had already received six ice warnings on its radio
11. No, The largest ship that had traveled on the sea without enough lifeboats for all passengers.
12. No, they had not received the call for help.

Activity 6

It had hit before it turned around
The ship had sunk before it arrived to the destination.
The captain had tried to control before it sank.
Carpathian had saved 705 passengers.
The officers had not rescued the passengers.
The Carpathian had received the news from radio
The ship had struck the iceberg before the captain turned around

Activity 7

given	blown
spoken	flown
sung	written
bitten	hidden

Activity 8

Pyroclastic activity had begun
had formed in the crater
Tutur Priyanto had died on the slopes
Had become clogged
Had previously been set up

Had been expanded
Had been evacuated

Activity 9

1. Had - gone
2. Had - started
3. Had - finished
4. Had - disappeared
5. Had been
6. Had stolen
7. Had taken
8. Had left
9. Had - put out
10. Had - gone

Activity 10

1. Had been - became
2. Felt - had taken
3. Had already given - got
4. Left - had collected
5. Was - had stopped
6. Had already begun - got - took
7. Roamed - had already become - appeared
8. Had never seen - visited
9. Had already boarded - got
10. Saw - had not seen - didn't recognize - had lost

Activity 11

1. Tom hadn't left...yet / Had Tom left...yet / already?
2. They hadn't spent all... yet. / Had they spent all...already / yet?.
3. Paul hadn't sent...yet / Had Paul sent...already / yet?
4. Jane hadn't seen... / Had Jane seen...?
5. The children hadn't had...yet. / Had the children had... already / yet?
6. Mrs. Bentley hadn't gone...yet / Had Mrs. Bentley gone...already / yet?

Activity 12

1. How many sandwiches had John eaten that evening?
2. Where had Dr. Black studied?
3. When had the engineer graduated from UCLA?
4. What had Paul done the previous year?
5. At what time / When had the plane taken off from JFK Airport?
6. How long had he worked in the Army when he became a general?
7. How much money had they spent before they arrived in Tokyo?
8. How many times had Bill made the same mistake?
9. Who had visited them that evening?
10. What language had the girl studied at school?

Activity 1

1. Oliver had
2. Yes, they had
3. No, he hadn't
4. Rommy and Oliver had.

Activity 2

Diseases	Contagious	Non contagious
Asthma		✓
Cancer		✓
Dengue fever	✓	
Diabetes mellitus		✓
Heart attack		✓
Hepatitis	✓	
Hypertension		✓
Influenza	✓	
Severe Acute Respiratory Syndrome	✓	
Stroke		✓
Tuberculosis	✓	

Activity 4

No	Diseases	Symptoms
1	Asthma	Shortness of breath. Chest tightness or pain. Wheezing when exhaling, which is a common sign of asthma in children. Trouble sleeping caused by shortness of breath, coughing or wheezing. Coughing or wheezing attacks that are worsened by a respiratory virus, such as a cold or the flu.
2	Cancer	Fatigue. Lump or area of thickening that can be felt under the skin. Weight changes, including unintended loss or gain. Skin changes, such as yellowing, darkening or redness of the skin, sores that won't heal, or changes to existing moles. Changes in bowel or bladder habits. Persistent cough or trouble breathing.
3	Dengue fever	Headache. Muscle, bone and joint pain. Nausea. Vomiting. Pain behind the eyes. Swollen glands. Rash.

4	Diabetes mellitus	Frequent urination. Excessive thirst. Unexplained weight loss. Extreme hunger. Sudden vision changes. Tingling or numbness in the hands or feet. Feeling very tired much of the time. Very dry skin.
5	Heart attack	Pressure, tightness, pain, or a squeezing or aching sensation in your chest or arms that may spread to your neck, jaw or back. Nausea, indigestion, heartburn or abdominal pain. Shortness of breath. Cold sweat. Fatigue. Lightheadedness or sudden dizziness.
6	Hepatitis	Fatigue. Sudden nausea and vomiting. Abdominal pain or discomfort, especially on the upper right side beneath your lower ribs (by your liver) Clay-colored bowel movements. Loss of appetite. Low-grade fever. Dark urine. Joint pain.
7	Hypertension	headaches. shortness of breath. nosebleeds. flushing. dizziness. chest pain. visual changes. blood in the urine.
8	Influenza	fever* or feeling feverish/chills. cough. sore throat. runny or stuffy nose. muscle or body aches. headaches. fatigue (tiredness)
9	Severe Acute Respiratory Syndrome	Fever of 100.5 F (38 C) or higher Dry cough Shortness of breath
10	Stroke	Sudden numbness or weakness in the face, arm, or leg, especially on one side of the body. Sudden confusion, trouble speaking, or difficulty understanding speech. Sudden trouble seeing in one or both eyes. Sudden trouble walking, dizziness, loss of balance, or lack of coordination.
11	Tuberculosis	Coughing that lasts three or more weeks. Coughing up blood. Chest pain, or pain with breathing or coughing. Unintentional weight loss. Fatigue. Fever. Night sweats. Chills.

Activity 5

1. When it became clear that the illness was severe and that it was spreading quickly over a wide area.
2. The spreading of the virus cannot be detected.
3. When an infected person coughs, sneezes, or talks, droplets or tiny particles called aerosols carry the virus into the air from their nose or mouth. Anyone who is within 6 feet of that person can breathe it into their lungs. Airborne transmission. Research shows that the virus can live in the air for up to 3 hours.

Activity 6

1. Wash your hands often, Avoid close contact, Cover your mouth and nose with a mask when around others, Cover coughs and sneezes, Clean and disinfect, Monitor Your Health Daily
2. Influenza (Flu) and COVID-19 are both contagious respiratory illnesses, but they are caused by different viruses. COVID-19 is caused by infection with a new corona virus (called SARS-CoV-2) and flu is caused by infection with influenza viruses.

Activity 7

2. Because of the dangerous roads
3. Earlier, the snow had been melting
4. The heater hadn't been working, and the snow had been freezing on window
5. The police had been checking the traffic regularly
6. She been driving for twenty minutes
7. Because the snow had been freezing on her window
8. Because she'd had to clean her window.
9. Because she'd been driving quite slowly, and luckily she'd been wearing my seatbelt

Text 3

Suatu malam saya dan istri saya sedang membaca di tempat tidur. Anak perempuan kami yang berumur lima tahun muncul di pintu. Dia kesal. "Sayang, ada apa?" kami bertanya. "Aku takut," katanya. Dia menjelaskan bahwa adik laki-lakinya yang berusia dua tahun sedang tidur di sofa dan gelap. Dia dan adik lelakinya sangat takut akan kegelapan. Kami berusaha meyakinkannya bahwa itu baik-baik saja. Dia pergi dan tidak mengatakan sepatah kata pun. Kami tidak terlalu memikirkannya dan kembali membaca. Sepuluh atau lima belas menit telah berlalu. Suasana sangat sunyi. Istri saya memutuskan untuk memeriksa gadis kecil kami untuk memastikan dia baik-baik saja. Dia tidak dapat menemukannya di lantai atas. Jadi dia memutuskan untuk memeriksa lantai bawah. Ketika dia menuruni tangga, dia melihat sesuatu yang tidak akan pernah dia lupakan. Di ruangan kecil yang gelap itu ada dua tubuh kecil terbaring di sofa. Satu adalah anak lelaki kami, yang sedang tidur. Yang satunya adalah gadis kecil kami, juga tertidur, dan di sampingnya meletakkan tangannya di atasnya. Ketika dia semakin dekat, dia memperhatikan putri kami menangis. Dia telah melindungi adiknya. Dia mampu mengatasi ketakutannya

karena dia sangat peduli. Para pemimpin besar lebih peduli pada orang-orang yang mereka pimpin daripada diri mereka sendiri. Karena mereka peduli, mereka memimpin seperti itu.

Activity 9



Activity 10

1. had been watching
2. had been walking
3. had been studying
4. had been raining
5. had - been doing
6. had - been drinking
7. had been flying

Activity 11

1. What had they been doing that evening?
2. What had the boy been watching?
3. Why had Mr. Smith been saving money?
4. How long had the Johnsons been living in the same house?
5. How long had he been teaching Physics in that school when he retired?
6. How had Virus been spreading?
7. When had the virus been spreading in the United States?
8. How long had one of chorists been suffering?
9. What had you been doing in hospital when I went there?
10. How long had the doctor been checking the patient?

Activity 1

- Judy is
- she can't wait all day
- Frank is
- She will wait for you on the ground floor.
- She is walking down unhurriedly
- She is talking with the porter.
- The lift has stopped between the third and fourth floors.
- This has happened the third time this morning

Activity 3

The sky is cloudy

- : I think it will rain today.
- : I hope it will rain today.
- : I fear it will rain today.
- : I'm sure it will rain today.
- : It will rain today.

The rain is very heavy

- : I think it will flood today.
- : I hope it will not flood today
- : I fear it will flood today.
- : I'm sure it will flood today.
- : it will flood today.

The dry season is coming

- : I think water will decrease
- : I hope water will not decrease
- : I fear water will decrease
- : I'm sure water will decrease.
- : It will decrease.

The mount Merapi will be erupting

- : I think the air will be full of ash
- : I hope the air will be full of ash
- : I fear the air will be full of ash
- : I'm sure the air will be full of ash
- : it will be full of ash

Activity 4

- A pessimist is a person who always expects bad things to happen
- because they use too much gas

- The car of the future will be much, much smaller, have no heater and no air conditioning, and have no radio and no lights.
- Because it won't use gas.
- It will run slowly
- Very few people will be killed in accidents
- It will come in gray only.
- Optimists are sure that the future will be happy.
- producing the Supercar
- The Supercar will have four rooms, color TV, running water, heat, air conditioning, and a swimming pool.

Activity 5

Pessimist : I've heard that you are making a new car, but I don't think it will work.

Optimist : Of course it will! In fact, we'll call it the Supercar.

Pessimist : How big will the Supercar be?

Optimist : It will be big car

Pessimist : How fast will this car go?

Optimist : It will go very fast

Pessimist : Will it be comfortable in cold weather?

Optimist : Of course, it will be comfortable in cold weather.

Pessimist : Well, the weather here is never cold.

Will it be comfortable in hot weather?

Optimist : Of course, it will be comfortable in any weather.

Pessimist : How much gas will it use?

Optimist : It will use little gas

Pessimist : How many people will it hold?

Optimist : It will large family

Pessimist : I don't care about that. I don't like my family anyway. How much money will it cost?

Optimist : It will cost very cheap.

Pessimist : Maybe I'll sell my house and live in the Supercar. When will it be ready to buy?

Optimist : House has its own function as well as car. We must have both

Pessimist : That probably means in ten years. Will it come in black?

Optimist : color will come in anytime

Activity 6

1. Will march
2. Will send
3. Will have
4. Will sell
5. Will use
6. Will dig
7. Will launch
8. Will attend
9. Will be
10. Will buy
11. Will hire
12. Will move

Activity 7

1. Mary will not go out... / Will Mary go out...?
2. You won't send... / Will you send...?
3. The train won't arrive... / Will the train arrive...?
4. John will not accept... / Will John accept...?
5. They won't get married... / Will they get married?
6. Mr Smith won't see... / Will Mr Smith see...?

Activity 8

1. Where will they go in the summer?
2. When will John give the answer?
3. Why will Bob sell the car?
4. How long will the soldiers wait there?
5. What will Mr Smith send them?
6. Why won't Sue buy the dress?
7. How long will they stay in Toronto?
8. Where will you wait for me / us?
9. How many volunteers will they need?
10. What will they talk about tomorrow?

Activity 9

1. There will be a lot...
2. There will be some...
3. There won't be any...
4. How many people will there be...?
5. How much money will there be...?
6. Will there be any...?
7. Will there be more than...?

Activity 10

1. Were there
2. There's
3. There are
4. Will there be
5. There's
6. There are
7. There was
8. There are

Activity 11

1. Eerapa banyak wanita yang hadir di pesta Sabtu lalu?
2. Ada banyak kebisingan di ruangan ini sekarang.
3. Ada beberapa pohon di taman sekarang.
4. Eerapa banyak waktu luang akan ada berikutnya?
5. Ada sangat sedikit makanan di lemari es sekarang.
6. Tidak ada lagi latihan dalam buku ini sekarang.
7. Ada banyak kebisingan di disko tadi malam.
8. Ada sangat sedikit bunga di kebun kami.

Activity 12

1. There are seven days.
2. There'll be 28 days.
3. There were... students.
4. There's just one / There are...computers.
5. There were...people.
6. No, there won't be another meeting
7. Yes, there was a lot of work.

8. No, there aren't any. / No, there are no spelling mistakes.
9. There isn't much money in it.
10. There are twelve eggs.

Activity 13

3. would help/'d help
4. lived
5. would live/'d live
6. would taste
7. was/were
8. wouldn't wait... would go/'d go
9. didn't go
10. weren't... wouldn't be
11. wouldn't go
12. would feel
13. would take
14. refused
15. wouldn't get
16. closed down
17. pressed
18. would be
19. didn't come
20. borrowed
21. walked
22. would understand

Activity 1

1. Mr. Ted and his wife will be flying a half an hour.
2. Mr. Ted will be transferring five hundred fifty thousand rupiahs to TA bank account.
3. Travel agent will be waiting for transferring soon after Mr. Teddy does it.

Activity 3

1. Fikal and Alif will goto Jakarta at eight tomorrow. The trip takes an hour. At eight-thirty the plane will be flying there.
2. The plane leaves at 9. The passengers must be at the airport 30 minutes before the flight departs. Fifteen minutes before the plane departs, the passengers will be waiting in the waiting room.
3. Due to bad weather, Airport officials will be delaying flights for two days.
4. Ticket agents will be serving ticket claims for one week.
5. The plane will be taking off in a few minutes.
6. The plane will be landing in a few minutes.
7. The plane needs maintenance. The plane mechanics will be repairing for a week.
8. All the transportation services in Indonesia will be raising basic rates next month.
9. I will arrive at the airport early. I will be waiting for you until you come.
10. Tonight at nine I will be watching kungfu movie.
11. Next week I will be taking a journal writing exercise at eight.
12. I will be leaving to Banyuwangi tomorrow at seven.

Activity 6

1. They will be running into the storm cellar while the tornado is moving towards them.
2. When the tornado hits the farm, they will be sitting in the storm cellar.
3. The mother will be wrapping the baby in a blanket while The father will be calling the older

children.

4. The boys will be carrying some animals while the family will be rushing into the storm cellar.
5. When the tornado will hit the farm, they won't be running around.
6. While the mother will still be holding the baby, the animals will be running around and making noise.
7. They will be thinking about their animals when they will hear the tornado.
8. While the wind will still be blowing, the family will come out of the storm cellar.
9. While they will be coming out of the cellar, the rain will start.
10. They will be looking at the farm when they will come out of the cellar.

Activity 7

1. I will be working
2. We will be traveling
3. I will be driving
4. The Browns will be entertaining
5. Mr Scott and his friends will be visiting
6. Jane will be doing
7. We are playing
8. The students will be working out
9. I will be watching
10. Will you be doin

Activity 8

1. They won't be running up the hill at midday. Will they be running up the hill at midday?
2. Hans will not be working all morning tomorrow. Will Hans be working all morning tomorrow?
3. The students will not be taking a test at 10. Will the students not be taking a test at 10?
4. Mike will not be washing his car in the morning. Will Mike not be washing his car in the morning?
5. John will not be washing his car in the morning. Will John not be washing his car in the morning?

6. He will not be staying here for two weeks.
Will He not be staying here for two weeks?

Activity 9

1. What will they be doing at 8 this evening?
Having dinner
2. How long will Janet be travelling in Asia?
For 2 weeks.
3. Where will you be working tomorrow morning?
In the lab
4. Why won't Jim be working tomorrow?
Because it's a holiday.
5. Where / In which hotel will you be staying in London?
At the Carlton Hotel
6. At what time will the train be arriving tomorrow?
At 12:30
7. What will Mr. Jackson be doing at this time on Thursday?
Attending a meeting
8. What will your friends be doing by this time next month?
Taking their final exams

Activity 10

1. Will be having
2. Will visit
3. Will be working
4. Will - come
5. Will be living
6. Will have dinner

7. Will be cooking
8. Will - stay
9. Will - be doing
10. Will - spend .

Activity 11

1. Is playing
2. Will spend / are going to spend / are spending
3. Were watching
4. Comes
5. Saw
6. Do - practice
7. Were - doing
8. Are - reading
9. Did - do
10. Will - be doing
11. Did - buy
12. does - come
13. Do - phone
14. Were - expecting
15. were - living
16. does - write
17. did - get up
18. will - be / are - going to be
19. will - go / are - going to go / are - going
20. will - arrive / are - going to arrive / are - arriving
21. will - stay / are - going to stay / are - staying
22. smokes
23. did - put on
24. did - travel

Activity 1

Answer the question based on the conversations above!

- The topic of the conversation is about designing project.
- The project hasn't finished.
- The project will have finished when the owner pays the drawing.
- No, it won't.
- The project will have needed a long process.
- Savior won't have finished the project before they pay in advance.

Activity 3

- e. Will have finished
- b. Will have done
- d. finished
- c. Will have mastered
- b. Have perfected

Activity 4

Answer the questions based on the text!

- Remote work is work from long distance
- Fully remote is working virtually from long distance in all time and partially remote is working virtually from long distance and from office.
- The answers are varies

Activity 5

- The mechanics will have worked on the car before the race starts.
First : The mechanics will work on the car.
Then : The race will start.
- The mechanics will have repaired some parts when the race is over.
First : The mechanics will have repaired some parts
Then : The race is over.

- They will have put on eight new tires when the race is over.
First : They will have put on eight new tires
Then : The race is over.
- They will have put out their cigarettes when they start to work on the car.
First : They will have put out their cigarettes
Then : They start to work on the car.
- They will have put in fuel by the time the car leaves.
First : By the time the car leaves
Then : They will have put in fuel
- The driver will have rested for one minute when he starts again.
First : The driver will have rested for one minute
Then : He starts again
- The driver will have gone 500 miles by the time he stops.
First : By the time he stops
Then : The driver will have gone 500 miles
- The team will have received a prize when they go home.
First : The team will have received a prize
Then : They go home

Activity 6

p	t	j	r	e	d	p
r	a	c	e	l	o	r
i	k	r	y	o	q	i
z	c	o	u	n	t	t
e	r	s	o	g	r	o
k	o	s	p	e	i	s
r	i	v	e	r	p	n

race	face	nice	rice	racer	racer	race	rise
longer	lounger	languge	lounger	launch	longer	league	ledge
prize	price	pretty	praise	seize	fridge	pride	prize
tired	tried	tarred	tired	treed	tirade	third	eared
trip	print	pert	tried	price	trip	strip	stir
river	over	ever	fever	river	giver	riveter	rafter
cross	cruise	rose	cost	host	cross	loss	close
count	coal	sound	cornet	snow	crone	count	aunt

Activity 7

- Will have left
- Will have changed
- Will have finished
- Will have gone
- Will not have got
- Will have completed
- Will have been
- Will have forgotten
- Will have learnt
- Will have recovered
- Will have visited
- Will have come and gone

Activity 8

- a) By the end of this month,
- I will have finished reading this book.
 - I will have written this story book.
 - I will have designed a new model.
 - I will have built my house.
 - I will have done my project.
- b) By the end of this year,
- I will have completed this course in English.
 - I will have finished my study.
 - I will have promoted my position.

- I will have paid my loan.
- I will have finished annual report.

c) By the time I retire,

- I will have worked as a teacher for thirty-five years
- I will have saved much money.
- I will have built a new house.
- I will have got a new business.
- I will have achieved ten awards.

Activity 9

Today my house is a mess. My wife and I are very busy. But I will not let all this mess. My wife will go home at 4 pm. I don't want my wife to be disappointed. It's 9 o'clock in the morning. At 12 this afternoon I will have cleaned the floor. An hour later I will have delivered the clothes to a laundry. Then at 3 pm all the dishes will have been ready. Thus my wife will be happy and she will not feel tired. Everything will be well.

Activity 2

- a. It has no view
- b. A room with a view
- a. There are no more rooms available tonight
- d. All of the above

Activity 4

- When will I have been going to trip? Next weekend.
- With whom will I have been getting a great journey? Alone.
- How am I going to go to Bali Island? By motorbike.
- Where will my trip have been starting from? From Jember to Ketapang.
- How long will I have been sailing by ship? For an hour.
- How long will I have been continuing the trip from Gilimanuk to Singaraja? For two hours.
- Where will I have been staying? At hotel.
- How long will I have been staying at the hotel? For three days.

Activity 5

Learn the sentences with your group below then translate into English!

- Apa yang akan telah sedang kamu lakukan saat saya datang besok?
- Apa yang akan telah sedang mereka nyanyikan saat kamu sedang merayakan ulang tahun besok?
- Pada pukul 10 besok, Berapa peserta yang akan telah sedang diskusi proposal?
- Jika besok kamu datang jam 10, saya akan telah sedang membahas proposal tersebut.
- Jika kamu menemuiku di perpustakaan pada jam ini besok, saya akan telah sedang mencari beberapa referensi.

Activity 6

- The restaurant had been burning for an hour.
- The house had been on fire for two hours.
- The firefighters will put fire out the restaurant first.
- The house will have been burning for three hours when the fire stops.
- The house will look like half the house.
- The restaurant will have been burning for five hours at ten o'clock.
- The firefighters will have been working for three hours.
- They will have been pumping water out to put out the fire.
- Because the owner will remain nothing of the restaurant.
- The restaurant owner shouldn't be angry with the firefighters.

Activity 7

- Our neighbors will have been watching the fire for four hours by ten o'clock, when it is out.
 - The neighbors started to watch the fire at six o'clock.
 - They will watch it for four hours.
 - They will stop at ten o'clock, when it is out.
- The firefighters will have been working three hours at that time.
 - They started to fight the fire at seven o'clock.
 - They will fight for three hours.
 - They will pump the water at ten o'clock to put out the fire at that time.
- The restaurant will have been burning for five hours by ten o'clock.
 - The restaurant started to burn at five o'clock.
 - It is burnt for five hours.
 - It will remain of the restaurant nothing by ten o'clock.

4. The house will have been burning for three hours by nine o'clock, when the fire is out.
 - a) The house started to burn at six o'clock
 - b) It is burnt for three hours.
 - c) It will stop at ten o'clock, when the fire is out
5. The firefighters will have been working for two hours by nine o'clock.
 - a) The firefighters started to work at seven o'clock.
 - b) They will work for two hours.
 - c) The firefighters will work hard by nine o'clock.
6. They'll have been pumping water the whole time the fire burns.
 - a) The firefighters started to pump water at seven o'clock.
 - b) The firefighters will pump water for three hours.
 - c) The firefighters will pump water the fire burns.

Activity 8

We will have been staying

He will have been working

I will have been preparing

I will have been planting

People will have been driving

She will have been studying

She will have been packing

I will have been watching

I will have been baking

They will have been playing

Activity 9

1. Ketika saya pensiun, saya akan mengajar selama lebih dari empat puluh tahun.
2. Ketika kami akhirnya sampai di Los Angeles, saya akan mengemudi selama enam jam.
3. Ketika saya pergi tidur malam ini, saya akan membaca buku bahasa Inggris selama tiga jam

4. Eerapa lama Ralph akan mengemudi bus ketika dia pensiun? Ralph mungkin mulai mengemudi bus di masa lalu dan akan terus sampai dia pensiun.
5. Fred mengatakan bahwa makan malam akan dimulai pukul 6:30. Kita akan sampai di sana sedikit terlambat, mungkin pukul 6:45, jadi pada saat kita sampai di sana, mereka tidak akan sedang makan lama.
6. Saya berharap bahwa ketika saya pulang malam ini, putra saya akan mengerjakan pekerjaan rumahnya.
7. Saat June tiba di rumah, Ward akan memanggang burger sekitar 10 menit.
8. Pergeseran kerja John mulai jam 8:00 malam ini, tapi Marsha mulai jam 6:00. Itu berarti Marsha sudah bekerja beberapa jam sebelum John datang.
9. Eerapa lama John akan mengendarai mobil tua itu ketika akhirnya ia mendapatkan mobil barunya minggu depan?
10. Eerapa tahun Barney akan mengerjakan novelnya ketika dia menyelesaikannya?

Activity 10

1. My friend will come next week. When he comes I will have been writing a short story.
2. The concert will start at 8 pm. I need an hour to travel. I leave at 7:30. When I arrive, the concert will have been going on for 30 minutes.
3. Lessons will start at 9.30. Traffic is jammed. Maybe I'll arrive at 9:45. When I arrive, the lesson will have been ongoing for 15 minutes.
4. Dad is painting the house. Uncle will come in 30 minutes. When uncle comes, dad will have been painting the front part of the house.
5. Mother has decided that tomorrow she is going make a cake. Tomorrow I will go to campus. I will not be able to help her because when I leave, mother will have been making the cake.

Activity 1

1. Bicycle is
2. It is being repaired at bike shop by mechanic.
3. No, it is not
4. Yes, it is
5. It will be get fixed tomorrow

Activity 3

The copy machine is jammed again/is broken
When is the printer going to be fixed

Activity 4

Pak Solikin adalah seorang kontraktor. Dia melakukan banyak proyek setiap hari. Proyeknya dikerjakan oleh para pekerjanya. Dia mendesain pagar logam. Pagar dibuat oleh pekerja berpengalaman. Dia juga memperbaiki pagar yang rusak. Pagar sudah siap dikirim ke pemilik. Itu telah dikirim oleh pengemudi profesionalnya. Sopir telah mengirimkannya. Dia sedang dalam perjalanan pulang pemilik. Pengiriman telah dikirim oleh mobil bagus.

Dua bulan lalu dia mendapat pekerjaan yang bagus. Seorang direktur pabrik besar memintanya untuk membangun aula khusus. Dia diminta untuk mengundang pekerja berpengalaman. Seminggu sebelum dia melakukan pekerjaan itu, dia bertemu dengan majikannya pada jam 9 pagi. Pertemuan dipimpin oleh Pak Solikin. Pertemuan telah memutuskan beberapa keputusan penting. Keputusan telah diputuskan final. Pada waktu itu majikan mengajukan beberapa pendapat. Sementara itu beberapa teknik konstruksi telah dijelaskan dengan jelas oleh Pak Solikin selama sekitar satu jam. Minggu lalu gedung khusus selesai sepenuhnya.

Hari ini dia mendapat proyek baru. Dia akan membangun rumah besar untuk orang kaya. Ia akan menghadirkan desain rumah yang elegan. Desainnya akan dirancang oleh arsitek profesional. Besok arsitek akan membuat desain

pada siang hari. Ini akan dibuat dengan tiga model. Satu model akan memakan waktu dua hari. Jadi empat hari ke depan dia akan menyelesaikan dua model. Lima hari kemudian, Pak Solikin akan mengirimkannya kepada orang kaya. Arsitek menjanjikan Mr.Solikin bahwa desain akan selesai tepat untuk tujuh hari ke depan. Arsitek akan melakukan desain dalam konsentrasi tinggi. Ini akan dilakukan dengan serius. Pak Solikin optimis bahwa semua yang dia lakukan akan berjalan dengan baik.

Activity 5**Change to passive voice**

1. The money was taken by him last Monday
2. The merchandise will be delivered by him today.
3. The cake was eaten by her this morning.
4. The book was written by Mr. Smith last summer.
5. The newspaper has just been taken by her.
6. That class is taught by Mr. Smith on Friday.
7. The tickets will be left by them for you.
8. My book has been taken by somebody.
9. The smoke was blown away by the wind soon.
10. The plate was broken by her on purpose.
11. The boy will be brought by them tomorrow.
12. The work had been finished by them by noon.
13. The accident was seen by Mrs. Jackson.
14. The child has been found by them at last.
15. The work will be done by him this afternoon.

Activity 6

1. Mary found the book.
2. A thief stole the money.
3. They will deliver the merchandise tomorrow.
4. The enemy has destroyed the city.
5. Longmans will publish the book next spring.
6. Many people attended the lecture.
7. Our teacher corrects our exercises each night.
8. An automobile struck him.
9. He had finished the work by June.

10. They will have captured the town by Wednesday.
11. My grandfather built the house in 1910.
12. John will bring the books.
13. Columbus discovered America in 1492.
14. Mr. Smith teaches our class.
15. Mr. Scott wrote this book.

Activity 7

1. The work won't be done by Mr. Smith.
Will the work be done by Mr. Smith?
2. The book wasn't written by Mr. Thompson.
Was the book written by Mr. Thompson?
3. The lesson isn't taught by Mr. Smith.
Is the lesson taught by Mr. Smith?
4. The book hasn't been returned by John.
Has the book been returned by John?
5. The dish wasn't broken by the maid.
Was the dish broken by the maid?
6. The cries of the child weren't heard clearly.
Were the cries of the child heard clearly?
7. The money hadn't been stolen by the boy.
Had the money been stolen by the boy?
8. The continent wasn't discovered in 1492.
Was The continent discovered in 1492?
9. It wasn't discovered by someone.
Was it discovered by someone?
10. The house wasn't struck by lightning.
Was the house struck by lightning?

11. The book won't be published in June.
Will the book be published in June?
12. The money hasn't been found.
Has the money been found?
13. The city wasn't destroyed by bombs.
Was the city destroyed by bombs?
14. The work won't be completed tomorrow.
Will the work be completed tomorrow?
15. The e-mail wasn't sent this morning.
Was The e-mail sent this morning?

Activity 8

Answer the following question using passive voice!

1. It is borrowed by my friend.
2. It was sold by my father
3. It is borrowed by my friend.
4. She is being interrogated by her father.
5. It is brought by a mechanic.
6. It was struck by motorcycle.
7. It was scratched by knife
8. Because my room will be painted.
9. Because he was fired by his boss
10. Because the building will be moved.
11. Because it will be delivered to my brother.
12. It will be sent to programmer.
13. It is dried.
14. It was cut
15. It was not maintained
16. The answers are varied

Activity 1

ADJ	ADV	CON	INT	N	PRE	PRO	V
large, yellow, wonderful, unreliable	quickly	and, or, but	wow!, oh!	sofa	after, between, on	yourselves, we, me	danced, gave, stares

Activity 2

No.	Sentences	CN	PN
1	Jeff		v
2	chair.	v	
3	city.	v	
4	Cincinnati /New York.		v
5	lake.	v	
6	Woodstock		v
7	teacher	v	
8	politics.	v	
9	people.	v	

Activity 3

Concrete Noun	Abstract Noun
Rocks, lake, countries, people, child, Air, water, bread	Love, hate, decency, conversation, emotion, aspiration, excitement

Activity 4

Countable nouns	Uncountable nouns
Cup, ambulance, phone, person, dog, computer, doctor	wood, smoke, air, water, homework, furniture, luggage, accommodation

Activity 5

1. I	3. I	5. Me	7. I
2. Me	4. I	6. Me	8. Me

Activity 6

Bee	Horse	Snake	Eagle
Buzz	Gallop	Slither	Soar
Sting	Whinny	Bask	Scream
Flit	Canter	Coil	dive

Activity 7

- | | | | |
|-----------------------------|------------------|------------------------------|------------------|
| 1. The <u>window</u> ledge | <u>adjective</u> | 6. A <u>day</u> school. | <u>adjective</u> |
| 2. <u>That</u> window | <u>noun</u> | 7. The <u>day</u> . | <u>noun</u> |
| 3. A chilly <u>spring</u> . | <u>noun</u> | 8. Will <u>shock</u> | <u>verb</u> |
| 4. <u>Spring</u> weather. | <u>adjective</u> | 9. A terrible <u>shock</u> . | <u>noun</u> |
| 5. The <u>morning</u> hours | <u>adjective</u> | 10. Will <u>voice</u> . | <u>verb</u> |

Buku Ajar

Bahasa Inggris

Berbasis Kecakapan Belajar
Abad Ke 21

Puji syukur kehadiran Allah SWT. yang telah memberikan petunjuk sehingga buku ajar mata kuliah bahasa Inggris ini dapat terselesaikan.

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Semoga buku ini bermanfaat dalam membantu dosen dalam pembelajaran bahasa Inggris.

Penulis

Collaboration

Communication

Creativity

Critical Thinking

