

# Grow Your English

This book is an integrated English book that facilitates the readers to study in three areas of English skills including speaking, reading, and writing with additional grammar. This book can also be used for English teachers as one resource to deal with such activities. By using this book in teaching and learning process, the users can learn English from the theory as well as practicing their English. Finally, we hope that this book can be advantageous for the readers either for individual study or class activities.



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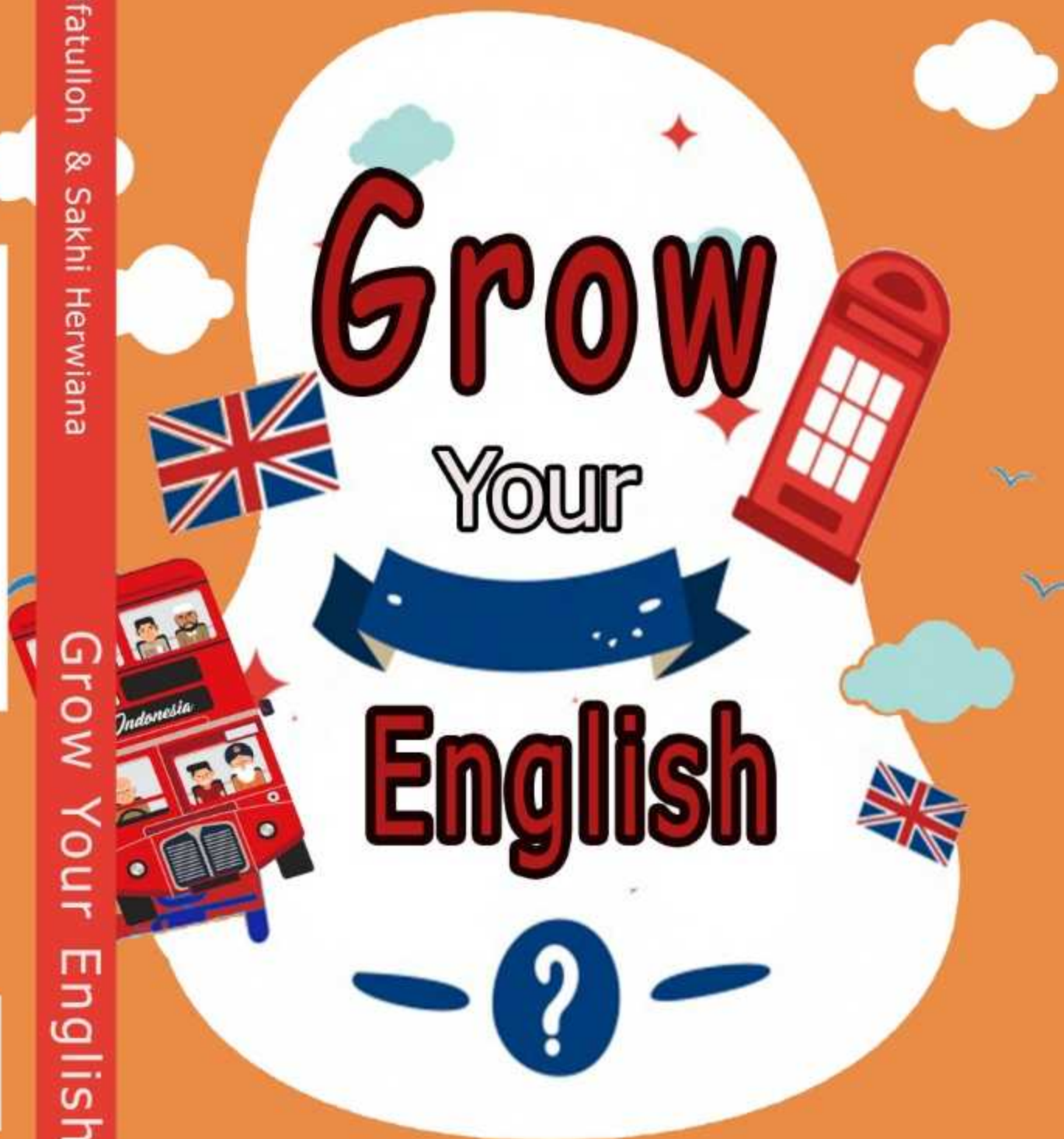
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Grow Your English

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# *Grow your English*

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## FOREWORD

All Praise be to Allah, the Lord of the Worlds. May shalawat and salam be given to the Prophet Muhammad, his family, friends (shahabat) and followers in this world and here after.

This book is inspired from the University of Hasyim Asy'ari Tebuireng Jombang which is consistent in providing scientific and religious education. Therefore, by writing this book, we hope that we can contribute in education especially in English teaching learning.

The author realizes that this book still has many shortcomings and weaknesses, so he hopes for constructive criticism and suggestions. We hope this book can be beneficial for anyone who learns English

Jombang February 2022

The writers

## TABLE OF CONTENTS

UNIT 1 CROSSING YOUR FINGERS .....	4
UNIT 2 BLUE IS FOR BOYS- PINK IS FOR GIRLS.....	21
UNIT 3 THE TOOTH FAIRY .....	32
UNIT 4 THE WORLD'S WEIRDEST FOOD.....	43
UNIT 5 THE STATUE OF LIBERTY .....	61
UNIT 6 B2B.....	78
UNIT 7 VIDEO GAMES ARE GOOD FOR YOU.....	98
UNIT 8 SEPARATE PHONE LINES FOR TEENS.....	103
UNIT 9 SHOPPING.....	118
UNIT 10 STUDENTS AT AUSTRALIAN UNIVERSITIES .....	133
UNIT 11 THE WEDDING.....	146
UNIT 12 CROSSING YOUR HEART .....	160

## UNIT 1

### CROSSING YOUR FINGERS



**Crossing one's fingers serves as protection from bad luck or from the penalties associated with lying. Thus, when people wish for good luck, they cross their fingers, and when they wish not to be held accountable for a lie, they cross their fingers and hide their arms behind their backs to not let on that they are lying.**

---

**A: My goodness, Ellen. I must say you look very nice today. What's the occasion?**

**B: I'm on my way to an interview for that management job. Keep your fingers crossed! I'll need all the luck I can get.**

**A: You got it! Let me know how things turn out.**

#### Vocabularies

Serves	: berfungsi
Penalties	: hukuman
Associated	: berhubungan
Accountable	: bertanggungjawab
Hide	: menyembunyikan

**Answer the questions based on the text above!**

1. What do people do when they are lying and wishing for good luck?
2. Most Americans believe that crossing the fingers can avoid someone from bad luck. Do you believe it? Why?
3. Do you think to be a liar is good? Why?
4. Has everyone ever lied? Why do people lie?
5. Give some of the most common examples of lying?

## THE MAN WALKS ON THE OUTSIDE



When a man and a woman walk together, convention dictates that the man walk on the curb side of the street. The practice probably originated because the man needed to protect his female companion from runaway horses and street brawlers, and from other hazards of the street, such as the garbage being hurled onto the street from upper-story windows.

- 
- A: Careful, Kathy. Keep away from the curb or you'll get splashed.  
B: I'm sure I'll be well protected from all the elements with you walking next to me. After all, you have always been the perfect gentleman.  
A: Thanks for the compliment. I'm glad to see that you appreciate a good man when you see one.  
B: Okay, Boris. Don't get carried away.



Convention	: kebiasaan
Curb	: pinggirjalan
Companion	: teman
Brawlers	: orang yang ikut kericuhan
Hazard	: bahaya

**Make sentences based on the vocabularies above!**

1. Convention :
2. Curb :
3. Companion:
4. Brawlers :
5. Hazard :

**Read the text!**

**Bill Gates**

William Henry Gates was born on October 28, 1955 in Seattle, Washington. As the principal founder of Microsoft, Bill Gates is one of the most influential and richest people on the planet. Recent estimates of his wealth put it at \$56 billion, this is the equivalent of the combined GDP of several African economies. In recent years he has

retired from working full time at Microsoft, and has instead has concentrated on working with his charitable foundation "The Bill and Melinda Gates Foundation".

Bill Gates founded Microsoft in 1976 when he formed a contract with MITTS (Micro Instrumentation and Telemetry Systems) to develop a basic operating system for their new microcomputers. In the early days Bill Gates would review every line of code. He was also involved in several aspects of Microsoft's business such as packing and sending off orders.

The big break for Microsoft came in 1980 when IBM approached them for a new BASIC operating system for its new computers. In the early 1980s IBM was by far the leading PC manufacture. However, increasingly, there developed many IBM PC clones; (PCs developed by other companies compatible with IBM's). Microsoft worked hard to sell its operating system to these other companies. Thus Microsoft was able to gain the dominant position of software manufacture just as the personal computer market started to boom. Since its early dominance, no other company has

come close to displacing Microsoft as the dominant provider of computer operating software.

### Bill Gates - Windows

In 1990 Microsoft released its first version of Windows. This was a breakthrough in operating software as it replaced text interfaces with graphical interfaces. It soon became a best seller and was able to capture the majority of the operating system market share. In 1995 Windows 95 was released, setting new standards and features for operating systems. This version of windows has been the backbone of all future releases from Windows 2000 to the latest XP and Vista.

Throughout his time in office Bill Gates has been keen to diversify the business of Microsoft. For example Microsoft's Internet Explorer became the dominant web browser, although this is mainly because it comes preinstalled on most new computers, and in recent years has seen its market share slip.

One area where Microsoft has never been as successful is in the area of search engines. MSN live search has struggled to gain more than 5 % of market share. In this respect Microsoft has been dwarfed by Google. Nevertheless the success of Microsoft in cornering various aspects of the software market has led to several anti-trust cases. In 1998 *US v Microsoft*, Microsoft came close to being broken up into three smaller firms. However on appeal Microsoft were able to survive as a single firm.

#### Philanthropic Activities - Bill Gates

Bill Gates is married to Melinda French (married in 1992). They have three children Jennifer (1996), Rory (1999) and Phoebe (2002). With his wife Bill Gates formed the Bill & Melinda Gates Foundation. Bill Gates says much of the inspiration came from the example of David Rockefeller. Like Rockefeller, Gates has sought to focus on global issues ignored by the government; he also expressed an interest in improving the standards of public school education in the US. He has appeared with Oprah Winfrey to promote this objective. In respect to charitable, philanthropic activities

Gates has also received encouragement from investor Warren Buffet, who has given away \$17 billion, through the Gates Foundation.

From 2008 Gates has worked full time on his philanthropic interests. It is estimated Gates and his wife Melinda have given away \$28 billion via their charitable foundation - including \$8 billion to improve global health.

Gates has said that he has no use for money, and will only leave a small percentage of his wealth to his children. In an interview with the Daily Telegraph, Gates states: "I'm certainly well taken care of in terms of food and clothes," he says, redundantly. "Money has no utility to me beyond a certain point. Its utility is entirely in building an organization and getting the resources out to the poorest in the world."

His main areas of interest in philanthropy have been improving health, and in particularly helping to reduce diseases, such as polio which affect young children. He has also given more focus to environmental issues. In 2015, he gave \$1 billion to a clean energy project, as he sees

supporting new 'greener' technologies as a way to help deal with global warming.

**Find the meaning or synonym!**

1. Founder	a. Approximate
2. Dominant	b. Decrease
3. Break through	c. Support
4. Interface	d. More important than anything else
5. Estimate	e. Generous
6. Reduce	f. Inventor
7. Philanthropic	g. (computer science) a program that controls a display for the user (usually on a computer monitor) and that allows the user to interact with the system.
8. Encouragement	h. Pass through (a barrier)

**Answer the questions based on the text!**

1. Who is Bill Gates?
2. How many children does Bill Gates have?
3. Mention the examples from the text that shows Bill Gates is a philanthropic?
4. Why does Bill Gates give his money to the poorest in the world?
5. What has Rockefeller done that made Bill Gates inspired him?
6. Do you think Warren Buffet has a close relationship to Bill Gates? Why?
7. Do you think Microsoft still be a dominant position of software manufacture in the future? Why?
8. Make a summary about Bill Gates in one paragraph?

## GRAMMAR

### Introduction

"Parts of speech" are the basic types of words that English has. Most grammar books say that there are eight parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions* and *interjections*. We will add one more type: *articles*.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

<b>Noun</b>	A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action.  Examples: <i>cowboy, theatre, box, thought, tree, kindness, arrival</i>
-------------	---



<b>Verb</b>	<p>A verb is a word which describes an action (doing something) or a state (being something).</p> <p>Examples: <i>walk, talk, think, believe, live, like, want</i></p>
<b>Adjective</b>	<p>An adjective is a word that describes a noun. It tells you something about the noun.</p> <p>Examples: <i>big, yellow, thin, amazing, beautiful, quick, important</i></p>
<b>Adverb</b>	<p>An adverb is a word which usually describes a verb. It tells you how something is done. It may also tell you when or where something happened.</p> <p>Examples: <i>slowly, intelligently, well, yesterday, tomorrow, here, everywhere</i></p>

<b>Pronoun</b>	<p>A pronoun is used instead of a noun, to avoid repeating the noun.</p> <p>Examples: <i>I, you, he, she, it, we, they</i></p>
<b>Conjunction</b>	<p>A conjunction joins two words, phrases or sentences together.</p> <p>Examples: <i>but, so, and, because, or</i></p>
<b>Preposition</b>	<p>A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence.</p> <p>Examples: <i>on, in, by, with, under, through, at</i></p>
<b>Interjection</b>	<p>An interjection is an unusual kind of word, because it often stands alone.</p> <p>Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks.</p>

	Examples: <i>Ouch!, Hello!, Hurray!, Oh no!, Ha!</i>
<b>Article</b>	An article is used to introduce a noun. Examples: <i>the, a, an</i>

## Parts of Speech

### Definition

All words are divided into grammar groups. The grammar groups are called parts of speech.

The groups are:

1. Nouns (people, places, or things)
2. Verbs (the state or action word in a sentence)
3. Adjectives (give more information about nouns)
4. Adverbs (give more information about verbs)
5. Determiners (words that come before most nouns)
6. Prepositions (give information about place and time)
7. Pronouns (replace nouns)
8. Conjunctions (join sentences)

## 9. Interjections (express emotion or surprise)

**Example** (The numbers in the example below refer to the numbers in the list above.)

A beautiful woman walked slowly in the park, so she saw many different animals and flowers.

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

### Explanation

Each part of speech □

- has its own rules.
- is necessary to write grammatically correct sentences.

## SPEAKING

### DESCRIBING PEOPLE

Here are some characteristics you may use to describe people:

- ✓ General personal impression
- ✓ Age
- ✓ Height, weight



- ✓ Face, eyes, hair, complexion
- ✓ Clothes
- ✓ Interest, sports, and hobbies
- ✓ Job
- ✓ Their life so far (home distance)
- ✓ Achievements
- ✓ Family background

Here are some other features we commonly mention when we describe people:

Height : quite tall, rather short, average height.

Face : around face, thin lips, flat nose, a pointed nose, a scar, a beard, moustache, small eyes, large eyes, round eyes, so forth.

Hair : light brown, brown, blonde, black, curly, straight long, short, bald.

Age : young, old, thirties, elderly, middle-aged.

Built/figure : slim, quite thin, very fat, rather heavy, well built.

Nationality : an American, an Indonesia, Japanese, a Chinese.

### **What does he look like?**

Director : who's that man over there?

Secretary : which man?

Director : the man in the brown suit.

Secretary : the thin one?

Director : no, the tall one, look! He is wearing a brown suit and a hat, and he's carrying parcel, who is he?

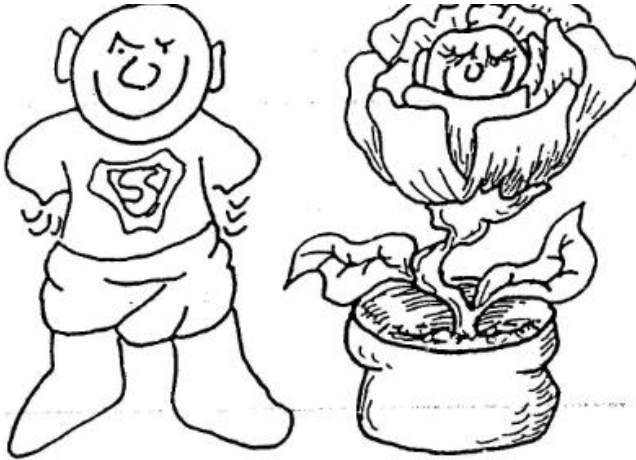
Secretary : I don't know Sir.

### **Student practice.**

1. Describe about your close-friend!
2. Don't forget to describe his/her house!

## UNIT 2

### BLUE IS FOR BOYS- PINK IS FOR GIRLS



Since all babies look alike, boys are usually dressed in blue and girls in pink simply to identify the sex. In ancient times, girl babies were regarded as inferior to boy babies, so the color blue, which was believed to have the power to ward off evil spirits, was reserved exclusively for the boys. The color pink was introduced for baby girls in accordance with a legendary European tradition that suggested girls were born inside a pink rose.

- 
- A: What color are you going to paint the baby's room?  
B: I'm not too sure. It all depends if we're having a boy or girl.  
A: How about yellow? It's sunny and bright, and it'll fit a baby of either sex.  
B: Good idea! And I won't have to repaint if we have twins—a girl for you and a boy for me.

**Find the meaning of these words and make into the sentence!**

1. Regard:
2. Inferior:
3. Ward off:
4. Reserve:
5. Accordance:

**Read the text!**

### **ORCHARD ROAD**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.



Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

**Answer the questions based on the text!**

1. What does the text mainly focus on?
2. What is the closest synonym of the word "crowded" in the last paragraph?
3. In the third paragraph the writer describes about?
4. Words "it" in line 4 refers to?
5. The word "satisfy" in line tenth has the closet meaning with?
6. What is the theme of the story?

**Describe about your house / hometown!**

## GRAMMAR

### Determiners: Articles

#### Definition

Determiners are small words that come before nouns.

Determiners give information about the noun. Articles

- **the** / **a** / **an** - are one type of determiner.

#### Example

A tree is burning.

**The** tree in front of **the** house is burning.

#### Explanation

Articles →

- are either indefinite (a / an), definite (the), or zero (nothing).
- come before a noun, and before an adjective + noun (a tree, a tall tree).
- are not used before names of people or places.

Indefinite articles (a / an) □

- are used when the nouns are not specific. For example: "A tree is burning." We do not know which tree because it is general, not specific.

- are used with singular count nouns. For example: "a cat, an apple."
- have two forms: **a** and **an**. "A" is used when the first sound of the noun is not a vowel. For example: "a cow, a computer, a book". "An" is used when the first sound of the noun is a vowel (a, e, i, o, u) sound. For example: "an apple, an orange, an animal". But note that it is "a university" because the first sound is **y**, even though the first letter is **u**.

#### Definite article (the) □

- is used when the nouns are specific. For example: "The tree in front of the house is burning." We know which tree (the tree in front of the house). It is specific.
- is used with singular and plural count nouns. For example: "the cat, the apples".
- is used with non-count nouns. For example: "the money".

### Zero article □

- is used when the nouns are not specific. For example: "I like dogs."
- is used with plural count nouns. For example: "Apples taste good."
- is used with non-count nouns. For example: "Money is important."

## Determiners: Demonstratives

### Definition

Determiners are small words that come before nouns and give more information about the noun. Demonstratives show whether nouns are near (this, these) or far (that, those).

### Example

<b>This</b>	<u>dress</u>	here is very beautiful.
demonstrative	noun	(The dress is close to the person.)

<b>That</b>	dress	on the shelf is very beautiful.
demonstrative	noun	(The dress is far from the person.)

## Explanation

### Demonstratives □

- help describe nouns.
- come before nouns.
- express whether a noun is near or far.
- have plural and singular forms.

## SPEAKING

### Describing Thing



You may often have to describe an object or a piece of equipment or machine to people. You may need to do so because listener is unfamiliar with the object, or because you cannot think of the name for it.

In describing an object, we often have to answer question like these:

- What size is it?                      Big, small, medium size, etc.
- What shape is it?                      Round, circle, triangle, square, etc.
- What color is it?                      Red, blue, black, etc
- What is it made of?                      Wood, cotton, silver, glass, gold, leather, metal.
- What does it look like?                      Good, ugly, bad, etc.

➤ What is it used for?

It is used for cooking,  
typing, travelling, etc.

➤ How does it work?

Turn on the lamp and we  
can use it as lighting.

Talking about things:

Can you describe:

what sort of bag is it?

It's a president

It's a lady's bag

It's a traveling bag

What does the bag look like?

It's a big blue bag with  
combination lock

It's red bag and it's got  
a black strap.

What is it made of?

It's made of plastic.

It's made of leather

Which one is your bag?

The one with the lock in  
front

The one with pocket in  
both sides



**Student practice:**

Work in group, name as many things as you know, then each group describe things and other group guesses.

## UNIT 3

### THE TOOTH FAIRY



The American children's ritual of hiding a lost tooth under a pillow stems from an old German tradition of placing a lost tooth in a mouse or rat hole so that when a new tooth grew in, it would possess the strong dental qualities of a rodent's tooth. In America the "tooth rat" was replaced by the "tooth fairy," who would compensate the child with money for surrendering a tooth to her.

- 
- A: Hey, Mom! Look! My tooth came out!
- B: Don't worry, you're fine. We'll put it under your pillow so the tooth fairy can find it. You'll sure be happy in the morning when you find all the money she leaves for you.
- A: Hurray! Then we can go to the store and buy something really nice.

**Answer the questions based on the story above!**

1. Where do American children hide their lost tooth?
2. Where did the words "tooth fairy" come from?
3. What is the closest meaning of "compensate"?
4. Do you have the same ritual in your country?
5. Who will compensate of your lost tooth when you were a kid?
6. Change the story into simple present tense?

**HAND OVER THE MOUTH WHEN YAWNING**



Covering the mouth when yawning is considered good manners and stems from two beliefs: first, that covering the mouth safeguarded against the soul's premature departure; second, that an open mouth was an invitation for lurking evil spirits and demons to enter. Now, people still feel strongly about covering the mouth when yawning, possibly for covering up bad breath or even because yawning is contagious.

---

Jan had been up all night studying for her English finals, and when she came to class she couldn't keep from yawning. It wasn't long before her classmates were all doing the same—much to the consternation of the professor, who was also following their examples.

**Answer the questions based on the text!**

1. What should we do when yawning?
2. Do you believe that covering the mouth when yawning can avoid us from the beliefs? Why?
3. Is it any statement of yawning based on your religion? Explain?
4. Do people in the world cover their mouth when yawning?
5. Do you cover your mouth when yawning because of beliefs or habit?

**Make the sentences based on the vocabularies given!**

1. Cover
2. Manner
3. Invitation
4. Lurking
5. Contagious

## CORNFLAKES FOR BREAKFAST

The person responsible for the great American custom of having cornflakes for breakfast was the vegetarian health faddist John Harvey Kellogg. Kellogg created the best-seller of cereals to compete against the evils of alcohol, tobacco, and malnutrition. Cornflakes, like Coca-Cola and french fries, became not only one of the salient characteristics of American culture, but also an eating habit that invaded the rest of the world.

---

A: Lucie, don't rush out to school without having your breakfast!

B: But Mom, I feel like having pancakes this morning, but you won't have time to make them before I go.

A: Well, have your cornflakes for now. They're delicious and nutritious, and they'll keep you going until lunch. Hotcakes tomorrow—I promise.

**Answer the questions correctly!**

1. What do Americans have for breakfast?
2. What do you have for breakfast?
3. Why do you think Americans have cornflakes than rice for breakfast?
4. Who is the owner of Kellogg Cornflakes?
5. Why did he produce cornflakes?

## GRAMMAR

### Count & Non-Count Nouns

#### Definition

Nouns are divided into two groups:

1. Nouns that can be counted (1, 2, 3, 4, 5, etc.)
2. Nouns that cannot be counted

#### Example

I have five	<b>oranges</b>	in my hand.
	count	

I have	<b>cheese</b>	in my hand.
	non-count	

## Explanation

Count nouns →

- use -s or -es in plural forms.
- use definite articles and indefinite articles (a tree, the students).

Non-count nouns □

- cannot be counted (cheese, milk, sand). You don't say "I have 2 milks."
- are followed by a singular verb. For example, "The cheese is good."
- can be counted by using "of phrases." For example, "a cup of coffee, a piece of cheese, a box of sand, a bottle of milk."
- use definite articles or no article. For example, "The cheese is good. Cheese is good."

## Pronouns

### Definition

Pronouns replace subjects and objects in sentences. A pronoun has the same meaning as the subject or object word it replaces.

**Example:** Harry likes his job. **He** is a teacher.

## **Explanation**

Pronouns →

- can be subjects or objects.
- If they come before the verb they are subject pronouns.
- If they come after the verb they are object pronouns.
- can show possession.
- have different functions:
  - Subject pronouns replace nouns before the verb.
  - Object pronouns replace nouns after the verb.
  - Possessive pronouns replace object nouns and show possession.
- "There" can be used to replace nouns that name a place. For example: "I live in **Jombang**. **It** is a beautiful city. I am very happy **there**."



## Plurals

### Definition

Nouns can be singular (one) - for example, "one dog" □ or plural (more than one) - for example, "two dogs".

**Example:** Jason has one dog, and I have two **cats**.

### Explanation

Plurals →

- have regular forms:
- Add "s" to a singular noun. telephones, books, songs, jobs
- Add "es" to words ending in -s, -z, -x, -ch, -sh. gases, watches, boxes, wishes
- Add "es" to some words that end in "o". tomatoes, mosquitoes, potatoes, heroes, echoes
- Change "y" to "i" and add "es" to words ending in a consonant + "y". fly/flies, country/countries, copy/copies, rally/rallies
- have irregular forms:
- Change some words ending in "f" to "v" and add "es". calf/calves, leaf/leaves, knife/knives, shelf/shelves

- Do not change some words. One sheep/two sheep, one deer/two deer
- Add (r)en to some words. Child/children, ox/oxen
- Change the vowels in some words. foot/feet, goose/geese, tooth/teeth, man/men, woman/women, mouse/mice

## Direct & Indirect Objects

### Definition

An object is the noun that receives the action of the verb.

### Example

Jim eats	<b>soup.</b>
	object

### Explanation

Objects □

- come after the verb.
- are nouns or gerunds.
- can be direct or indirect:

- Indirect objects usually refer to people. They answer the question: to or from whom?
- Direct objects are the objects of the action. They answer the question: **who** or **what**?

## SPEAKING

### Describing Places

Here are some useful adjectives to describe places

Boring : membosankan	Interesting : menarik
Bustling : sibuk, ramai	Lively : sibuk, hidup
Clean : bersih	Magnificent : bagus, menarik
Crowded : ramai, bising	Nice : menyenangkan
Deserted : sunyi, sepi	Packed : sesak, ramai
Dirty : kotor, jorok	Picturesque : indah
Elegant : bagus, indah	(bagailukisan)
Exciting : menyenangkan	Quaint : tua, aneh, unik
Filthy : kotor, jorok,	Quiet : sepi, tenang
Hectic : rebut,	Run-down : mati
tidaktenang	Shabby : kotor
Historic : bersejarah	

		Spacious : luas, lapang
<b>WEATHER WORDS</b>		
Breeze		Icy                      spring
damp		Mild                      fall
Calm	dry	Moist
Chilly	freezing	summer
Clear	frigid	Sunny
Cold	humid	Autumn
cool	hot	Warm
		winter
		Windy

**Student practice:**

What about your hometown/city/village? Describe it, please! And what place do you like?

## UNIT 4

### THE WORLD'S WEIRDEST FOOD



It's hard to say what is normal and what is weird where food is concerned – it all depends on the taste of the individual and which part of the world you come from. One person's nightmare is another person's delicacy. Here are a few of the strangest (or most normal) types of food from around the world.

**Haggis (Scotland)** A world-famous dish, haggis is made from the parts of a sheep many people would throw away. The heart, lungs and liver are mixed together with onion, spices and oatmeal, then put inside a sheep's stomach and boiled for three hours.



**Brain sandwiches (USA)** These are not as common as they were in the past, but in parts of Ohio you can still get fried brains served on hamburger buns. Brains don't have much flavour, so you eat the sandwiches with plenty of sauce.



**Insects (Asia, Africa and South America)** Many insects are high in protein and contain important fatty acids and vitamins. In Thailand it's common to find fried grasshoppers, crickets, scorpions and worms on sale in the street. In Cambodia fried tarantula are a delicacy; people eat the legs two at a time.

**Hakarl (Iceland)** This has been described as the most disgusting food ever. Made by fermenting a Greenland or Basking shark for two to four months, hakarl smells of ammonia (like the bleach used for cleaning). It is available all year round in Icelandic stores and often served in cubes on toothpicks.

**Sannakji (Korea)** Now that Japanese sushi is popular all over the world, many people are used to eating raw fish. But this Korean delicacy is quite different, since the seafood isn't dead. Sannakji consists of baby octopus which are sliced up while alive; the tentacles are still wriggling about when the dish is served. If you don't chew the octopus carefully, there's a real danger that the tiny suction cups can stick to your mouth and throat and choke you.



**Fugu (Japan)** Fugu is the famous Japanese puffer fish, filled with enough of the poison tetrodotoxin to be lethal. Chefs have to be trained for two to three years before they can prepare the fish. Fugu actually tastes quite bland; the excitement is in surviving the experience of eating it.

**Casu Marzu (Italy)** More live food, this time from Sardinia in Italy. Casu marzu is a cheese made with fly larvae, or maggots, to promote a level of fermentation that is close to decomposition. It is traditionally served with live insect larvae still inside. The tiny, translucent worms can jump 15 cm if disturbed, so many people prefer to brush them off before trying the smelly cheese.

Match the unusual food with the country, and write a–f next to the numbers 1–6. If you don't know, have a guess!

- |                        |                                  |
|------------------------|----------------------------------|
| 1..... USA             | a. Horse milk beer               |
| 2..... Japan           | b. Brain sandwiches              |
| 3..... The Philippines | c. Jellied moose nose            |
| 4..... Norway          | d. Duck egg (with embryo inside) |
| 5..... Mongolia        | e. Smoked sheep's head           |
| 6..... Canada          | f. Tuna eyeball                  |

### 1. Check your understanding: matching

Read the questions and write the correct part of the world.

Scotland	USA	Japan	Italy
Iceland (x2)	Korea	Asia, Africa and South America	

Which part of the world ...

- ... has a dish which is not that tasty, but offers the diner a thrill of danger? \_\_\_\_\_
- ... eats an animal which is cut up into pieces while still alive? \_\_\_\_\_
- ... gets valuable nutrition from eating small creatures? \_\_\_\_\_
- ... offers a dish that probably needs lots of ketchup? \_\_\_\_\_
- ... eats a fish that has undergone a period of chemical change? \_\_\_\_\_
- ... likes a dairy product that houses some baby insects? \_\_\_\_\_
- ... doesn't waste much of the animal when they produce a well-known local dish? \_\_\_\_\_
- ... eats chunks of food on small wooden sticks? \_\_\_\_\_

### 2. Check your vocabulary: gap fill

Complete the gaps with a verb from the box.

jump	mix	slice	chew
wriggle	disturb	choke	boil

- To make haggis, you \_\_\_\_\_ the heart, lungs and liver with the other ingredients, put it inside a sheep's stomach and \_\_\_\_\_ it for three hours.
- In Korea, they \_\_\_\_\_ up the baby octopus and serve the tentacles as they continue to \_\_\_\_\_ around.
- You have to be careful to \_\_\_\_\_ the tentacles fully, to make sure they don't stick in your throat and \_\_\_\_\_ you.
- The tiny worms in Casu Marzu cheese can \_\_\_\_\_ 15 cm if you \_\_\_\_\_ them.

#### Discussion

Which of the foods mentioned would you be willing to try?

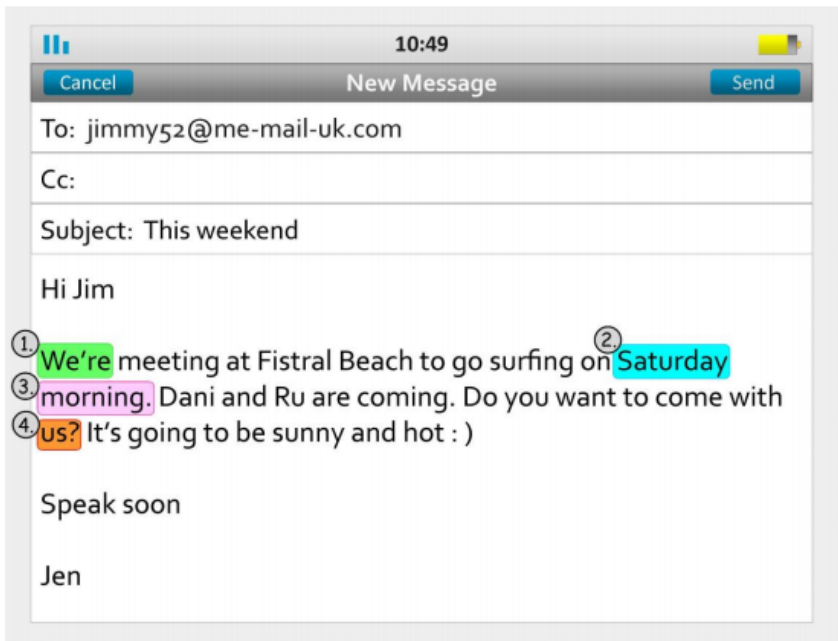
What's the weirdest food you've ever eaten?

## WRITE AN INVITATION

Match the names of punctuation marks with symbols from the box.

!	?	.	,	A
---	---	---	---	---

1. full stop \_\_\_\_\_
2. question mark \_\_\_\_\_
3. comma \_\_\_\_\_
4. capital letter \_\_\_\_\_
5. exclamation mark \_\_\_\_\_





## Top Tips for writing

1. Start a sentence with a capital letter.
2. Use capital letters for days of the week.
3. Finish a sentence with a full stop.
4. Finish a question with a question mark.

### 1. Check your understanding: multiple choice

Write the best answer to complete the sentence.

1. \_\_\_\_\_ sent the email.

Jen  
Jim

2. Jen is going surfing with her friends \_\_\_\_\_.

at the weekend  
after school

3. They are meeting at \_\_\_\_\_.

the surf club  
the beach

4. Jen thinks the weather will be \_\_\_\_\_.

bad  
good

5. \_\_\_\_\_ other people are going surfing with Jen.

Two  
Four

6. They are meeting \_\_\_\_\_ lunch.

before  
after

## 2. Check your writing: error correction – punctuation

Rewrite this email and correct the punctuation errors.

1. hi jen (2 mistakes)

.....

2. that sounds great. what time are you meeting. do I need to bring anything. (5 mistakes)

.....

3. I'm going to get the bus what number is the bus to Fistral Beach. (3 mistakes)

.....

4. see you on saturday. (2 mistakes)

.....

Jim ☺

<b>Discussion</b>
What do you usually do when you meet up with your friends?

## WRITING PRACTICE

Write an email to a friend to invite him/her to do something. Think about these questions: who will you write to? What activity are you doing? When and where? What time are you meeting up? Who else is going with you?

## **Read the text!**

### **"TRICK OR TREAT" ON HALLOWEN**

Trick-or-treating—setting off on Halloween night in costume and ringing doorbells to demand treats—has been a tradition in the United States and other countries for more than a century. Its origins remain murky but traces can be identified in ancient Celtic festivals, early Roman Catholic holidays, medieval practices—and even British politics.

Halloween has its roots in the ancient, pre-Christian Celtic festival of Samhain, which was celebrated on the night of October 31. The Celts, who lived 2,000 years ago in the area that is now Ireland, the United Kingdom and northern France, believed that the dead returned to earth on Samhain. On the sacred night, people gathered to light bonfires, offer sacrifices and pay homage to the dead.

Did you know? Although it is unknown precisely where and when the phrase "trick or treat" was coined, the custom had been firmly established in American popular culture by 1951, when trick-or-treating was depicted in the Peanuts comic strip. In 1952, Disney produced a cartoon called "Trick

or Treat" featuring Donald Duck and his nephews Huey, Dewey and Louie.

**Write the new vocabularies that you have learned from the text above. Write each word into a sentence!**

## **GRAMMAR**

### **Simple Sentences**

#### **Definition**

A simple sentence is a basic sentence with a subject (S) and a verb (V). It can also have an object (O).

## Example

Amanda	eats.		
<b>S</b>	<b>V</b>		
Amanda	eats	An apple.	
<b>S</b>	<b>V</b>	<b>O</b>	
Amanda	eats	An apple	at 5:00.
<b>S</b>	<b>V</b>	<b>O</b>	

## Explanation

A simple sentence →

- is a group of words expressing one thought.
- begins with a capital letter and ends with a period (.).
- may be short or long.
- must have a subject and a verb.
- has subject and verb agreement: "**I** am"; "**he** is"; "**you** are".

- puts the subject before the verb.
- is complete with only a subject and a verb if it has an intransitive verb. For example:  
"Animals breathe." An object is not necessary.
- is incomplete with only a subject and a verb if it has a transitive verb. For example: "Animals need **food**."  
An object is necessary.
- can have more than one noun as the subject.
- uses adjectives, adverbs, and prepositions to give more information about the action.

## Adjectives

### Definition

An adjective gives more information about a noun.

### Example

Dave has a	<b>red</b>	car.
	adjective	

## **Explanation**

### **Adjectives □**

- give more information about nouns. "He drank a fine, Spanish wine."
- give information about someone's opinion. "This is delicious food."
- give information about age. "This is an old book."
- give information about colour. "She is wearing a green coat."
- give information about size and measurement. "She is wearing a short skirt."
- give information about shape. "Dave has a round face."
- give information about origin. "Dena has an Italian boyfriend."
- give information about characteristics. "He is wearing a soft sweater."
- give information about what something is made of. "He has a leather jacket."

- give information about purpose. "He teaches at a driving school."
- do not change form for plural nouns. "He has two leather jackets."
- go before the nouns they describe.
- follow the verbs "to be," "to feel," "to taste," "to smell," "to look," and "to sound." "This jacket feels soft."
- can show possession. "This is my jacket."
- follow the verb "get" to show a change to the situation. "It is 8:00 at night. It is the end of the day. The sun is gone. It is getting dark."

## **Order of Adjectives**

### **Definition**

When there is more than one adjective in a sentence, they are placed in a special order. Certain adjectives go before other adjectives.

**Example:** Pierre wears an **old, blue, wool** coat in winter.



## **Explanation**

The word order of adjectives →

- is used when there is more than one adjective describing a noun.
- is usually: opinion, size, age, shape, colour, origin, material, and purpose.
- is used as a guideline.

Use commas to separate long lists of adjectives. For example: I work in that large, modern, steel building.

Do not use a comma between an adjective and the noun it describes: steel building. It is not necessary to use a comma with a short list

of common adjectives: That wise old man is my father.

## Possessive Adjectives

### Definition

Possessive adjectives show the owner of a noun.

**Example:** I own this pen. This pen is **my** pen.

### Explanation

Possessive adjectives □

- show possession.
- go before the noun they describe.
- change form with singular and plural nouns

Chart showing possessive adjectives

Example Sentences	Subject Pronoun	Possessive Adjective
I like <b>my</b> car. <b>My</b> car is red.	I	my
You like <b>your</b> car. <b>Your</b> car is blue. (singular)	you	your
He likes <b>his</b> car. <b>His</b> car is black.	he	his
She likes <b>her</b> car. <b>Her</b> car is white.	she	her

It likes <b>its</b> food. <b>Its</b> food is fresh.	it	its
We like <b>our</b> car. <b>Our</b> car is yellow.	we	our
You and your family like <b>your</b> car. <b>Your</b> car is gray. (plural)	you	your
They like <b>their</b> car. <b>Their</b> car is green.	they	their

## SPEAKING

### ADVICE AND SUGGESTION



#### 1. Giving advice

There are number of formulas used when giving advice in English. Here are some of the most common:

I don't think you should + V

I don't think you should

	work so hard.
You ought to + V	you ought to work hard
You ought not to+V	you ought not to work hard

If I were you,	} +S+would/ would not+V1
If I were in your position,	
If I were in your shoes,	

If I were you, I would not work less.

You had better + V	you had better save your money.
You should /shouldn't +V	you should work hard
You had better +V	you had better go home now.

Whatever you do, + the imperative/ the important	
	Whatever you do, don't work less.

### Conversation example

A: I like my job, but I don't make enough money.

B: you should ask your boss for a raise.

A: I don't want to do that. He may fire me. I'd love to buy an Apple phone, but I can't afford it.

B: you had better buy the other mark, like Cross.

A: OK, maybe it is better for me, I'll keep it in my mind.

### **Making suggestions**

There are a number of formulas used when making suggestions in English. Here are some of the most common:

<b>Formula</b>	<b>+Verb form</b>
Why don't you / we go to the movies tonight?	Use the base form of verb in question
We/ you could go to a movie	Use the base form of verb in statement
Let's go to a movie.	Use the base form of the verb with "Let's"
What about going to a movie?	Use '-ing' form of the verb in a question
How about going to a movie?	Use '-ing' form of the verb in a question
I suggest you/we take all the factors into	Use Suggest+Object+Verb in the base form in a statement

consideration before we decide.	
------------------------------------	--

**Conversation example**

A: How about going to a football game tomorrow?

B: Sure, that sounds great. What time?

A: About 08.00. I'll pick you up.

A: Can I get you anything to drink?

B: No, thank you.

**Student practice:**

Group Work

**\*See Appendix**

## UNIT 5

### THE STATUE OF LIBERTY

**Answer the questions before you read the text!**

1. Have you ever been to America?
2. Which place do you want to visit in America?
3. Do you want to live in America?
4. Many immigrants want to get a better job in America.

Do you think we can live better there? Why?

5. What do you think America is all about?

### VISITING THE STATUE OF LIBERTY



A visit to the Statue of Liberty is an inspiring experience for both Americans and immigrants. It was a gift from the French people to commemorate the hundredth birthday of the United States, since France had helped the American colonies gain their independence from England during the Revolutionary War. For the many immigrants who come to the United States through New York, the Statue of Liberty, holding up her torch, symbolizes a welcome to a land of freedom and possibilities for a better life.

- 
- A: We're finally in New York. What's the first thing on the agenda for today?
- B: I'd like to take in the view of the city from the Empire State Building.
- A: Before we do that, I think a visit to the Statue of Liberty should take first priority. After all, it represents what America is all about.
- B: I'll go for that, but I'd still like to check out downtown Manhattan and visit some of those fancy stores along 5th Avenue.

## WRITING A POSTCARD!

Imagine that you were in New York. Write a postcard to your family or friend. Read the postcard first before you write!

1. Dear Mum and Dad

2. I'm having a great time here in New York!

3. Aunt Eva has shown me everything - the Statue of Liberty, the Brooklyn Bridge and Central Park. I haven't taken a yellow taxi yet but I really want to.

4. It's sunny and hot every day. Tomorrow we're going to watch a show at a theatre on Broadway.

5. Wish you were here.

6. Love Ami xx

Affix stamp here

Susan & Ken Ford

---

42 Park Street

---

London

---

E7 3QE

---

UK



### Top Tips for writing

1. Start your postcard: Dear + name.
2. Use the present continuous to say you're enjoying the holiday.
3. Use the present perfect to say what you have done.
4. Use going to for your future plans.
5. A good way to finish a postcard.
6. Finish your postcard: Love + your name. xx are kisses!



## JOBS

### Preparation

Write the duties under the correct jobs.

Display items on the shelf.	Give customers their change.
Sell shop's items.	Serve food and drinks.
Deliver newspapers.	Read stories and play with young children.
Look after children.	Make somewhere tidy.
Help customers find items to buy.	Wake up early.
Clean the floor.	Take customers' order.

<b>Babysitter</b>	<b>Shop assistant</b>
<b>Paper boy</b>	<b>Waiter/ waitress</b>
<b>Cleaner</b>	<b>Cashier</b>

**teen**  
WORLD JOBS

**classifieds**

**A Babysitter needed**  
We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m. – 6 p.m., Mon – Fri.  
£40 a week.  
Call Mary on 678345211

**B Newspaper round before school**  
We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8 a.m. and you must have your own bike.  
*Interested? Ask for more info at Clanbrook post office.*

**C Holiday job**  
Do you want to earn some extra money this summer? Do you speak another language? We need **French, Spanish or German** speakers to work for us in the City Museum shop Tuesday – Saturday.  
Send your CV to [citymuseum@shopjob.lkj](mailto:citymuseum@shopjob.lkj)

 CITY MUSEUM

**D Munchies Café**  
**PART-TIME WORK**  
We are looking for breakfast and lunchtime staff to work in our café on Saturdays.  
Come in (8 a.m. - 4 p.m.) or call Bella on 612398745 (after 4 p.m.)

### 1. Check your understanding: matching

Match the adverts with the job descriptions and write a–d next to the number 1–4.

- |        |          |    |                                |
|--------|----------|----|--------------------------------|
| 1..... | advert A | a. | Delivering newspapers.         |
| 2..... | advert B | b. | Looking after children.        |
| 3..... | advert C | c. | Working in a shop.             |
| 4..... | advert D | d. | Working in a small restaurant. |

## 2. Check your understanding: multiple choice

Circle the best job advert for these questions.

- |    |  |                      |                      |
|----|--|----------------------|----------------------|
| 1. | In which job do you have to work after school?                       | advert A<br>advert C | advert B<br>advert D |
| 2. | In which job do you have to start work before 8 a.m.?                | advert A<br>advert C | advert B<br>advert D |
| 3. | In which job do you only need to work on Saturdays?                  | advert A<br>advert C | advert B<br>advert D |
| 4. | In which job do you need a bicycle?                                  | advert A<br>advert C | advert B<br>advert D |
| 5. | In which job do you need to speak a foreign language?                | advert A<br>advert C | advert B<br>advert D |
| 6. | In which job do you only work during the summer holidays?            | advert A<br>advert C | advert B<br>advert D |
| 7. | In which job do you have to work for 2 hours every day after school? | advert A<br>advert C | advert B<br>advert D |
| 8. | In which job do you need to work from Tuesday to Saturday?           | advert A<br>advert C | advert B<br>advert D |

## 3. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | In advert A, the babysitter can get more than £40 a week.                        | <i>True</i> | <i>False</i> |
| 2. | In advert D, you don't need to work in the evenings.                             | <i>True</i> | <i>False</i> |
| 3. | In advert B, the paper round should take about half an hour.                     | <i>True</i> | <i>False</i> |
| 4. | In advert C, you have to work five days a week.                                  | <i>True</i> | <i>False</i> |
| 5. | In advert D, you should call Bella in the morning.                               | <i>True</i> | <i>False</i> |
| 6. | In advert B, you should contact the newspaper delivery boy for more information. | <i>True</i> | <i>False</i> |
| 7. | In advert D, you need to work full-time.   | <i>True</i> | <i>False</i> |
| 8. | In advert C, you need to contact the museum by telephone.                        | <i>True</i> | <i>False</i> |

### Discussion

Do you have a part-time job?

What type of part-time job would you like?

## Writing a Curriculum Vitae (CV)

### Preparation

Tick all the things that you write on a CV. Then look at the CV below and see if you were right.

- |    |                          |                   |     |                          |                  |
|----|--------------------------|-------------------|-----|--------------------------|------------------|
| 1. | <input type="checkbox"/> | date of birth     | 8.  | <input type="checkbox"/> | friends          |
| 2. | <input type="checkbox"/> | address           | 9.  | <input type="checkbox"/> | languages spoken |
| 3. | <input type="checkbox"/> | family            | 10. | <input type="checkbox"/> | references       |
| 4. | <input type="checkbox"/> | pets              | 11. | <input type="checkbox"/> | telephone number |
| 5. | <input type="checkbox"/> | education history | 12. | <input type="checkbox"/> | email address    |
| 6. | <input type="checkbox"/> | work experience   | 13. | <input type="checkbox"/> | favourite food   |
| 7. | <input type="checkbox"/> | skills            |     |                          |                  |

Curriculum Vitae

### Natasha Anne Lane

Date of birth: 15 January 1998



#### Contact information

✉ 37 Cherry Road  
Liverpool  
LA12 456

✉ natashanne@myworld.com

☎ 0044 151 123456

#### Education

9 GCSEs including English and Maths  
Evesop High School, Liverpool

#### Work experience

Helper at **Playland Nursery School** in summer holidays — 1 month  
Waitress at **Italia Pizza restaurant** on Saturdays — 17 months

#### Languages

French — B1 level  
Spanish — A2 level

#### Skills and interests

Swimming  
Lifeguard course — Evesop Swimming Pool

#### References

Mrs M. Norton, Playland Nursery School, 42 Cherry Road, Liverpool



**1. Check your understanding: multiple choice**

Circle the best answer or answers to complete these sentences.

- Where does Natasha live?
  - Liverpool
  - London
  - Leeds
- How many of her exams did Natasha pass at school?
  - none
  - two
  - nine
- Natasha doesn't have an email address.
  - true
  - false
  - answer not given
- Are all the advertised jobs for weekend work?
  - yes
  - no
  - answer not given
- Which two jobs are for weekday evenings?
  - babysitter
  - waiters and waitresses
  - computer shop assistant
  - lifeguard
- Which three jobs could Natasha apply for?
  - babysitter
  - waitress
  - computer shop assistant
  - lifeguard

**2. Check your writing: gap fill – completing a CV**

Use the headings in the box to complete the CV.

Languages	References	Email	Education	Address
Date of birth	Work experience	Skills and interests		Mobile

CV – Martin Luke Moore	
1 _____ :	26 August 1997
2 _____ :	94 Albion Street, Birmingham, B23 2TF
3 _____ :	Mooro@myworld.com
4 _____ :	0778 445 288
5 _____ :	7 GCSEs including English, Maths and Science
6 _____ :	Cashier at a large supermarket
7 _____ :	French – A2, German – A2
8 _____ :	Mountain biking, drawing and computer programming
9 _____ :	Mr Williams, Albion High School, Park Drive, Birmingham

**Discussion**

Have you ever had a part-time job? Do you think it's a good idea for students to do part-time work?

## WRITING PRACTICE

You want to find a job. Write your own CV!

## GRAMMAR

### Verbs

#### Definition

Verbs tell the action or state of the subject in a sentence.

#### Example

Terence feeds the dog. (action)

Janice is tall. (state)

#### Explanation

Verbs □

- follow the subject in a simple sentence.
- change form to agree with the subject.

- can be active or stative.
- show past, present, and future tense.
- have many different forms, for example:
  - simple
  - auxiliary
  - gerund
  - infinitive
  - modal
  - participle (present and past)

## Infinitives

### Definition

An infinitive is the to + verb form of a verb.

### Example

I like	<b>to sing.</b>
	infinitive

## Explanation

An infinitive can be used □

- as the object of a verb.
- as the subject of a sentence.
- to express purpose.
- after certain adjectives. For example: glad to, happy to, afraid to, and lucky to.
- after certain verbs or **verb + noun / pronoun** combinations. For example: expect, hope, plan, decide, promise, tell someone (to), remind someone (to), force someone (to), need someone (to), and want someone (to).
- after certain expressions. For example: too, enough.
- in the simple form ( without "to") with certain verbs. For example: see, make, have, and let.
- to express the negative, when "not" is placed before it.
- in the past and passive forms.



## Transitive & Intransitive Verbs

### Definition

A transitive verb is a verb that has an object. An intransitive verb is a verb that does not have an object.

### Example

I	<u>drink</u>	coffee	every day.	(Drink is a transitive verb because it needs an object.)
	verb	object		

I	run	every day.	(Run is an intransitive verb because it does not need an object.)
	verb		

### Explanation

Transitive verbs □

- need an object after them.
- can take direct or indirect objects.

Intransitive verbs □

- do not need an object.
- can be followed by a complement, usually an adjective or adverb.

For example, The **food smells good**. Subject + Verb  
+ Complement

## Irregular Verbs

### Definition

There are verbs which do not follow the regular past tense rules. These are irregular verbs.

### Example

I **exercise** every day. (present simple)

I **exercised** yesterday. (past simple □ regular form  
verb + ed)

I **buy** a newspaper every day. (present simple)

I **bought** a newspaper yesterday. (past simple □  
irregular form)

## Explanation

Irregular verbs □

- have their own form in the past tense.
- are used in the same way as regular verbs.

## List of Common Transitive Verbs

### Definition

Transitive verbs are verbs that must be followed by an object.

### Example

bring	Please bring me a glass of water.	buy	Do not buy hamburgers at that restaurant.
cost	My coat cost a lot of money.	get	My children get good grades in school.
give	Our family gives gifts at Christmas.	leave	I leave home at 8:00 in the morning.

lend	Could you please lend me five dollars?	make	Did you make coffee this morning?
offer	My <u>boss</u> offered me a great new job.	owe	I owe you ten dollars.
pass	All the students passed the test.	pay	Don't forget to pay the phone bill.
play	Jennifer loves playing the piano.	promise	She promised me she would come to the party.
read	They read the <u>newspaper</u> every day.	refuse	The customs officers refused to let me enter the country.
send	My girlfriend sends me an e-mail message every day.	show	My neighbour showed me her <u>garden</u> yesterday.

sing	Muriel sings songs at karaoke every Sunday night.	take	Travellers take planes or trains to their destinations.
teach	Our parents teach us to be kind.	tell	The author tells a good story.
write	Tommy writes short stories about the South.		

## SPEAKING

### OFFERS AND INVITATION

#### **Making Invitation**

Most spoken invitations are in the form of questions. They are often begin with: will, would, would you like to, would you care to, etc. They are seldom answered only by Yes or No.

## 1. Accepting an invitation

Expressions	Responses
Won't you come in?	Thank you, that would be nice
Would you like to come to my house tonight?	Yes, I'd like to very much
Will you join us for lunch?	Thank you / Oh, I'd love to
Could you come to my party at my house next Sunday?	Yes, with my pleasure

## 2. Refusing an invitation

Expressions	Responses
Won't you come in?	I'm sorry, I have lots of work to do
Would you like to come to my house tonight?	Thank you, but I'm afraid I've got another appointment

Will you join us for lunch?	If you don't mind, I'd rather not. I've got flu
Could you come to my party at my house next Sunday?	I'm sorry I can't. I have another program.

**Student practice:**

Work in pair and make invitation conversation

## UNIT 6

### B2B

**Read the complaint letter below!**

The Company Secretary  
XYZ Finance Co Ltd  
Somerset House  
Beach Street  
My Town  
BS24 1ZZ

Mr A Person  
1 Back Road  
My Town  
BS24 2XX

01275 345678

15 May

Dear Sirs,

**Account No. BA456789**  
**Sale of Goods Act 1979 (as amended)**

On 25 November last year, I bought a three piece suite for £1,500 from XYZ Furniture Company, My Town, who arranged credit with you. I have discovered that the suite is faulty.

The problems are:

1. One arm of the settee is loose
2. There are a number of nails sticking out of the chairs and settee
3. One of the cushions on the suite has flattened.

I complained about this to XYZ Furniture Company the day after delivery and was told someone would call out. I have heard nothing since.

I wish to reject the goods and claim a replacement / refund from you.

You have joint liability under Section 75 of the Consumer Credit Act 1974.

Please respond to my complaint within 7 days.

Yours faithfully,

A. Person



**Answer the questions based on the letter above!**

1. Who is the sender of the letter?
2. To whom the letter is addressed?
3. What is the letter about?
4. What does the customer want to do with the product?
5. What is the closest meaning of "liability"?

**Good complaints letters with the above features tend to produce better outcomes:**

1. **Concise** letters can be understood quickly.
2. **Authoritative** letters - letters that are well written and professionally presented - have more credibility and are taken more seriously.
3. **Factual** letters enable the reader to see immediately the relevant details, dates, requirements, etc., and to justify action to resolve the complaint.
4. **Constructive** letters - with positive statements, suggesting positive actions - encourage action and quicker decisions.
5. **Friendly** letters - with a considerate, cooperative and complimentary tone - are prioritised because the reader responds positively to the writer and wants to help.

**Notes:**

UK English tends to prefer the spelling ISE in words such as apologise, organise, etc., whereas US English prefers

IZE. Obviously in your letters use the appropriate spelling for your particular audience.

Read the letters below!



Our Ref: -cs/hjr

Date:

12.08.2011

Dear Mr Muru,

Thank you for your recent letter to this Store.

I was sorry to read of the issues with the keys to the Ikea PS Laptop Cabinet.

I am pleased to advise I have ordered three replacement keys for you directly from Sweden. They should be dispatched to you shortly.

I enclose a copy of the new 2011 Catalogue, but unfortunately the handbook you mention have been not received in store as yet.

On behalf of IKEA, my apologies for any inconvenience caused.

Yours sincerely,

*Petris*

Customer service

Everlong Batteries  
171 Choi Hung Road  
Hung Hon, Hong Kong  
Tel/Fax 2235 2449  
15 Jan 2016

Mr. J Wong  
Purchasing Officer  
Fortune Goods  
317 Orchard Road  
Singapore

Dear Mr. Wong  
Order No. 2639/L

Please accept our apologies for the error made by our company in filling your order no. 2639/L dated Tuesday, 12 January 2016. You ordered 12,000 size Ultra super-long-life premium batteries, but our dispatch office sent 1,200. This was due to a typing error.

The balance of 10,800 batteries was dispatched by express courier to your store this morning and will arrive by Monday, 25 January 2016.

Since we value your business, we would like to offer you a 10% discount off your next order with us.

We look forward to receiving your further orders and assure you that they will be filled correctly.

Yours sincerely

David Choi  
Distributions Manager

**Answer the questions based on the letter!**

1. Who should be responsible for the complaints in the first and second letter?
2. What should be written in the first paragraph?
3. What is the letters about?
4. What is the closest meaning of "dispatch"?
5. What does the buyer/customer want to do with the faulty product?
6. What is the advantage if we use the second than the first letter to respond the complaint?

**Useful expressions to respond the complaints:**

Acknowledging receipt of a complaint letter	Thank you for your letter of ... regarding / concerning / in connection with ... I refer to your letter of ... about / relating to ...
Apology for the error or fault	We must apologise for ... We sincerely apologise for ... Please accept our apologies for ...

	<p>I would like to apologise for the error made by our company in (verb+ing)</p>
<p>Accepting the Complaint</p>	<p>We agree that the usual high standards of our products / services were not met in this instance.</p>
<p>A short explanation of the fault</p>	<p>4.1 Introductory phrase As a result of our investigation, we found that... (Not: After our investigation...)</p> <p>4.2 Causes The error was caused by ... / was due to ... Apparently, the problem was the result of ... / resulted from ... The cause of / reason for the mistake was ...</p> <p>4.3 Effects As a result ... This led to ...</p>

	<p>Consequently ...</p> <p>4.4 Solutions</p> <p>We have modified / changed our ...</p> <p>We have implemented a system to...</p> <p>To prevent re-occurrences we have set up a verification procedure.</p> <p>4.5 Assurances</p> <p>We assure you that this will not happen again.</p>
<p>Investigation to be made</p>	<p>We are currently investigating the cause of ...</p> <p>We will investigate the cause of...</p>
<p>Proposal to settle the difficulty</p>	<p>As a gesture of our regret, we are prepared to .../ we are willing to .../ we would like to ...</p> <p>To show goodwill, we will ...</p>
<p>An offer to take goods back, make a replacement,</p>	<p>We have dispatched the new items by express courier. They should arrive by Monday, 18 January 2016.</p>

give a discount etc.	To show our goodwill, we would like to offer you a 5% discount on your next order with us.
Regret at dissatisfaction	While we can understand your frustration, ...  We understand how disappointing it can be when your expectations are not met.
Rejecting responsibility for the problem leading to the complaint	I regret to inform you that ...  I am afraid that ...  Unfortunately, I must point out that ...
Reasons for the rejection	This is because the guarantee period has expired.  This is due to the fact that the guarantee period has expired.
If a third party (another person or organisation) is	We therefore suggest that you contact...

to blame, direct the complainer to that party	
A concluding paragraph aiming at retaining the goodwill of the customer	We look forward to receiving your further orders, and assure you that they will be filled correctly / promptly.

### WRITING PRACTICE

Make role play in pairs. One student as a customer/buyer and one student as a seller. The customer/ buyer has to write a complaint letter. While the seller has to respond the complaint letter.



## GRAMMAR

### Gerunds

#### Definition

A gerund is the **-ing** form of a verb. It is used as a noun in a sentence.

#### Example

To **camp** is a verb.

<b>Camping</b>	is fun.
<i>Gerund</i>	

#### Explanation

A gerund □

- is used in the same way a noun is used. For example, it can be used as
  - the subject of a verb
  - the object of a verb
  - the object of a preposition

- is used after certain verbs □ for example: **finish, enjoy, suggest, quit, avoid, consider, and keep.**
- is used after the verb "go"  
to express recreational activities. For example:  
go hiking, go camping, go swimming.
- is used after certain expressions. For example:
  - expressions of time: spend time shopping,  
waste time sleeping
  - expressions of place: sit on the couch  
watching TV
- is used with verbs of perception. For example: "I hear skiing is an exciting sport. Do you see Jim golfing? I feel watching television is a waste of time."
- can express the negative when "not" is placed before it.
- can be used in the past and passive forms.
- can be used with a possessive.

## Participles

### Definition

A participle is the continuous ("-ing") or past (usually "-ed") form of a verb.

### Example

Verb:	To be (infinitive) Be (simple form) <b>Being</b> (participle) <b>Been</b> (past participle)
Verb:	To go (infinitive) Go (simple form) <b>Going</b> (participle) <b>Gone</b> (past participle)
Verb:	To do (infinitive) Do (simple form)

	<b>Doing</b> (participle) <b>Done</b> (past participle)
--	--

## Explanation

Participles have many functions, for example:

- They are part of the continuous verb forms.
- They are often used as adjectives.
- They are sometimes used as adverbs.
- They can be used as nouns. When they are used as nouns, they are called gerunds.
- Certain participles can be used to describe how people feel or the causes of those feelings. For example: "interested / interesting", "excited / exciting", "bored / boring", and "confused / confusing". ("I feel confused. It is confusing. I am bored. It is boring.")

## Gerunds & Infinitives

### Definition

Gerunds are verbs used as subjects or nouns, and infinitives are the "to + verb" form of the verb. Some verbs are followed by the gerund, others are followed by infinitives. There are other verbs that are followed by either gerunds or infinitives, but the meaning changes depending on which type of verb is used. The following sections describe verbs that are followed by either gerunds or infinitives.

### Example

I stopped **drinking** beer. (The meaning is: I do not drink beer anymore.)

I stopped **to drink** a beer. (The meaning is: The reason I stopped was so that I could drink beer.)

### Explanation

These verbs take either the gerund or the infinitive, but they mean different things when they are followed by a gerund than they do when followed by an infinitive: stop, remember, try, forget.

## SPEAKING

### APOLOGIES AND COMPLAINTS



#### Apologies (saying sorry)

Apology is used to express sorry or regret for a wrongdoing and to offer an explanation. In short, people can apologize in different ways in different situation.

#### Apologetic expression

formal

Forgive me. I'm terrible/ awfully sorry about...

I'm sorry/ very sorry for.....

Please accept my apologies for....

Please excuse (my dog).

I apologize for.....

I'm sorry. I didn't mean to ....

I'm afraid I can't/ I'm not.....

I hope I'm not disturbing you

I beg your pardon

Oh no! Did I do that? I'm sorry.

Sorry to trouble you/ bother you

Oh! Sorry!

Excuse me (maaf/ permissi)

Sorry about that. Oops.

Less

formal

#### Responses:

That's quite all right.

I understand completely

You really don't have anything to apologize for...

You don't need to apologize

I wouldn't worry about it if I were you

Oh that's all right. It can happen to anyone

It's not your fault

It doesn't matter

No, not at all

Don't worry about it

That's OK

Don't mention it

No problem

Certainly

Forget it

Never mind then

## Excuses

If the situation quite important, we usually add an explanation or excuse after the apology. An excuse is the reason for the apology, which may or may not be true.

**Here are some examples of excuse that commonly use to explain for their apology:**

### Situation

#### Excuse

Being late for an appointment	My watch stopped The traffic was terrible
Forgetting an appointment,	I wrote the wrong date on my calendar I forgot to check my calendar
Not doing homework	My sister was using the computer I thought it was due tomorrow
Getting home late	I couldn't get a ride I missed the bus

Not accepting a date

I'm not allowed to date

I have a

boyfriend/girlfriend

**Conversation example**

Mr. Rodes come back late from work and talks to his  
landlady

Landlady : Hi, where've you been?

Mr. Rodes : I'm sorry, I'm so late. I had a lot of work at  
the shop.

Landlady : That's OK, I kept your dinner hor.



## Complaints



People usually complain when they are not satisfied with certain things or services, or when they don't feel comfortable with someone's attitude/behavior. Some expressions that might be used in complaint are as follows:

I want to complain about....

What are you going to do about....?

Can you do anything about...?

I'm sorry to say this, but...

Something must be done with ....

Would you mind not ....?

I wish to complain in the strongest terms about the service of....

I'm not all satisfied with....

### **Conversation example**

- Visitor : I'm sorry to disturb you. This is Acme Bikes, isn't it?
- Betty : Yes, Can I help you?
- Visitor : I hope so. I do apologize. I'm having a little trouble. I hope it won't matter. I'm afraid I have a complain to make. I bought one of your bicycles six weeks ago and it keeps coming apart.
- Betty : Oh, I'm sorry about that.
- Visitor : I've bought Acme Bikes before and they've been pretty good. But there must be something wrong with this one.
- Betty : Have you taken it back to the shop?
- Visitor : Yes. They said it was nothing to do with them. They told me to complain to the manufacturer
- Betty : I see. Well, you should really put your complaint in writing and send it back to us with the guarantee.
- Visitor : OK I'll write it.

**Student practice:**

Role play:

Now, try to complain to your partner about the following cases. You might use the provided expression above or others which can reflect your dissatisfaction. You should find your partner in your classroom and practice complaining.

1. You have booked a room at a hotel and find when you arrive the hotel clerk says there is no room for you.
2. Your friend, Ron, has agreed to come with you and to other friend to London. Suddenly, he changes his mind and says he wants to go to the seaside. He has done this sort of thing three times in the last week.
3. You have had problem after problem at your hotel. Finally, you see the manager in his office to make a formal complaint.
4. Your friend, Peter, has spent nearly three hours trying to choose a present for his darling. As a result, you are both in danger of missing your plan home.
5. You bought a new watch a week ago and it guarantees for one year. However, your watch machine doesn't work now.

## UNIT 7

### VIDEO GAMES ARE GOOD FOR YOU

#### Answer the questions before you read the text!

##### Preparation

Write the type of computer game next to the description.

Fighting game	Role-playing game (RPG)	Strategy game
Platform game	Racing game	Shooter

1. A game that involves travelling and jumping across platforms, often with obstacles and other elements like ladders. \_\_\_\_\_
2. A game that focuses on one-on-one combat against an opponent. \_\_\_\_\_
3. A game whose main focus is combat involving guns or other projectile weapons such as missiles. \_\_\_\_\_
4. A game in which the player controls a central character. They explore the game world, solve puzzles and take part in tactical fights to complete their quest. \_\_\_\_\_
5. A game that requires careful planning and tactics to achieve victory, often from a godlike perspective over the game world. \_\_\_\_\_
6. A game in which the player races against opponents in some type of transportation. \_\_\_\_\_



For years video games have been criticised for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.



## 1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

1. Only relatively recently have people started to realise \_\_\_\_.
  - a. the harmful effects of video games
  - b. the beneficial effects of video games
  - c. how much we don't know about video games' effects
  - d. how much video games affect the people that play them
  
2. Very young children show improved \_\_\_\_ after playing video games.
  - a. muscle control and co-ordination
  - b. social interaction
  - c. decision-making
  - d. ability to differentiate between different colours
  
3. Playing video games helps doctors \_\_\_\_.
  - a. do operations and read X-rays
  - b. make decisions under pressure
  - c. operate complex equipment
  - d. tend to more than one patient at a time
  
4. Video gamers' decision-making speed is significantly improved by \_\_\_\_.
  - a. years of gaming experience
  - b. long periods of game playing
  - c. playing video games in short bursts
  - d. certain types of video game
  
5. Women who play video games demonstrate \_\_\_\_.
  - a. faster reaction speeds
  - b. reduced stress levels
  - c. better spatial awareness
  - d. better multitasking ability

7. Research shows that violent video games \_\_\_\_.
- have no negative effects on players
  - only affect players' brains after extended hours of play
  - may have positive and negative effects on the brain
  - only affect players' brains in beneficial ways
8. In the future, computer games may be used for \_\_\_\_.
- treating a variety of medical problems
  - training doctors to deal with emotional pressure
  - helping parents to deal with difficult teenagers
  - treating prisoners with a history of violent behaviour

## 2. Check your vocabulary: gap fill

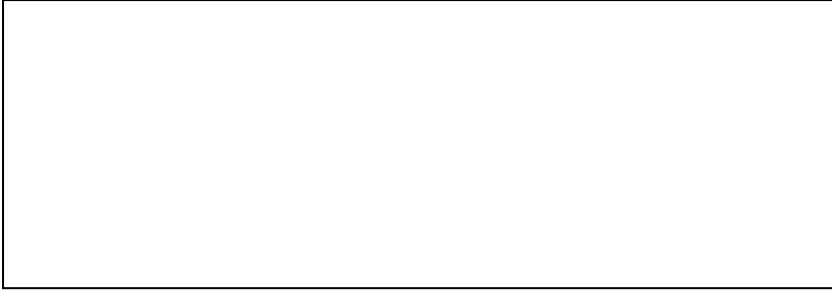
Complete the gaps with a noun from the box.

shades	attention	decisions	behaviour
errors	skills	field	scans
			difference

- Playing video games improves the speed at which people can make \_\_\_\_\_.
- Video gamers also demonstrate an improved ability to pay \_\_\_\_\_ to several things at once.
- Pre-school children who play video games have been shown to have improved motor \_\_\_\_\_.
- Playing video games also has a beneficial effect on vision, increasing players' ability to tell the \_\_\_\_\_ between varying \_\_\_\_\_ of grey.
- Surgeons who play computer games work faster and make fewer \_\_\_\_\_.
- Researchers from Indiana University investigated the effects of violent video games by doing some brain \_\_\_\_\_ on video gamers.
- Their research showed that violent video games affect emotional control and may cause more aggressive \_\_\_\_\_.
- Daphne Bavelier is one of the most experienced researchers in her \_\_\_\_\_.

**WRITING PRACTICE**

Write your opinion about computer games. Do you think they are good for you? Why or why not?

A large, empty rectangular box with a thin black border, intended for the student to write their opinion on computer games.



## UNIT 8

### SEPARATE PHONE LINES FOR TEENS



The teenager's desire for having his or her own phone line apart from the family phone arose from a desire to circumvent other family phone calls and to be able to have private contact with friends for lengthy periods. Now, with the advent of the cellular phone, a private line is readily accessible to anyone who wishes to maintain personal contact with close friends and family alike.

- 
- A: Come on, Judy. Hang up. You've been on for over an hour. I'm expecting an important business call.
- B: Okay, I'll get off, but I still haven't gotten my own line—like you promised.
- A: Look. I'll make a deal with you. I'll get you your own cellular phone and I'll pay the basic monthly cost for the minimum service. Anything over that comes out of your pocket. Agreed?
- B: It's a deal!

## PHONE CHAT

### Preparation

Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- |                                  |   |
|----------------------------------|---|
| 1..... techno                    | a. a film that makes you laugh                                    |
| 2..... an art film               | b. enthusiastic (about)   |
| 3..... a comedy                  | c. a film about criminals involved in organised crime             |
| 4..... a gangster film           | d. a film with serious themes made by a small, independent studio |
| 5..... to end up doing something | e. to finally do something  |
| 6..... keen (on)                 | f. a type of electronic dance music with a fast beat              |

**Group Chat | Funky Friends**

Cat Lakey joined  
Marc Benson joined

Hey Marc, what time are we meeting tonight?  
Cat Lakey 2:19pm

Hiya Cat, 7ish do you think? Does Iggy know? Haven't heard from him in a while.  
Marc Benson 2:20pm

Not sure. Will contact him.  
Cat Lakey 2:20pm

Iggy Waters joined

Hi guys, what's the plan?  
Iggy Waters 2:25pm

We thought film, eat, dancing. You OK with that?  
Marc Benson 2:25pm

That's cool with me. Found out about a new place last night, check this out.  
Iggy Waters 2:26pm

**The Island Club**  
42 High Road, Hoburn  
[www.islandclub.uk.net](http://www.islandclub.uk.net)

Looks awesome.  
Marc Benson 2:27pm

Yeah, my mate Barney knows it, says there's a great DJ, amazing dance music.  
Iggy Waters 2:27pm

Yeah, right, we know about your taste in dance music ... really loud, really techno.  
Cat Lakey 2:28pm

No, you'll like this, promise. If you don't we'll go somewhere else. Iggy Waters 2:28pm

OK, let's try it. Do you want to get a coffee before the film? Cat Lakey 2:28pm

Sure. What film are we going to see anyway? Iggy Waters 2:29pm

We thought that new comedy with Zac Efron. Marc Benson 2:29pm

Hmmmm, I don't know... Iggy Waters 2:29pm

Not keen? Cat Lakey 2:30pm

Sounds awful. How about that Japanese gangster film? Iggy Waters 2:30pm

You always go for the arty films. Marc Benson 2:30pm

Bit violent, isn't it? 🤔 Cat Lakey 2:30pm

No, not really, but not an art film either - here I'll send you a review.  
**Tokyo Gangs** ★★★★★  
[www.filmreviews.uk/TokyoGangs](http://www.filmreviews.uk/TokyoGangs) Iggy Waters 2:31pm

Well, maybe. You up for that, Cat? Marc Benson 2:32pm

OK. Funny how we always end up doing what you want, Ig! Cat Lakey 2:32pm

I just always have the best ideas. 😊 Iggy Waters 2:33pm

**1. Check your understanding: multiple choice**

Circle the best answer to complete these sentences.

- They're meeting up at \_\_\_\_\_.  
 a. 7 o'clock                      b. about 7 o'clock                      c. about 2 o'clock
- They're going to \_\_\_\_\_.  
 a. have something to eat              b. have a coffee                      c. go dancing before the film
- The Island Club plays \_\_\_\_\_ music.  
 a. dance                                  b. rock                                      c. pop
- \_\_\_\_\_ has been to The Island Club before.  
 a. Iggy                                      b. Marc                                      c. Barney
- They're going to see a \_\_\_\_\_.  
 a. gangster film                      b. comedy                                  c. musical
- Cat's worried that the film will be too \_\_\_\_\_.  
 a. loud                                      b. boring                                      c. violent

**2. Check your understanding: gap fill**

Complete the sentences with a name from the box. You can use each name more than once.

Cat	Marc	Iggy
-----	------	------

- \_\_\_\_\_ suggests what time to meet.
- \_\_\_\_\_ 's friend has recommended a good nightclub.
- \_\_\_\_\_ likes Iggy's suggestion to go to The Island Club.
- \_\_\_\_\_ suggests having a coffee before the film.
- \_\_\_\_\_ likes techno.
- \_\_\_\_\_ comments that Iggy always has his way.

**Discussion**

What would be your perfect night out?  
 Where do you like to go? Who do you go with?

## WRITING PRACTICE

### Preparation

Write the words into the correct group.

comedy	drama	director	fantastic	good
terrible		sci-fi	actor	actress

Types of film	People in films	Words to describe films

### FILM Review

① **The Hunger Games**

② **Sci-fi adventure, 2012**

③ **In the future** the USA is a new country called Panem. Every year the Capitol of Panem chooses 12 boys and 12 girls to go on a TV show called *The Hunger Games*. In this TV show the teenagers have to fight until there is only one person left. Katniss goes on the show and she has to run fast and fight to save her life.

④ **I love the actors** in this film. Jennifer Lawrence, Liam Hemsworth and Josh Hutcherson are fantastic as Katniss, Gale and Peeta. My favourite character is Katniss because she is very good at running and fighting. Also, I think that the film is good because it is exactly the same as the book.

⑤ **I give *The Hunger Games* ☆☆☆☆☆, go and watch it soon!**

Marta (13 years old, Mexico)

☆☆☆☆☆ Fantastic!

☆☆ Bad

☆☆☆☆☆ Really good!

☆ Terrible!

☆☆☆☆ OK

## Top Tips for writing

1. Start with the film's title.
2. The type of film. When it was made.
3. Explain the film's story but don't explain the ending!
4. Your opinion of the film.
5. Should people go and watch the film?

Write a review of a film you saw recently. Do as the example above!

**FILM** *Review*

① \_\_\_\_\_

② .....

③ .....

④ .....

⑤ .....

☆☆☆☆☆ Fantastic!

☆☆☆☆ Really good!

☆☆☆ OK

☆☆ Bad

☆ Terrible!

## GRAMMAR

### Verb "To Be"

#### Definition

The verb "to be" is the most important verb in the English language. It is used for descriptions, continuous tenses, and passives.

#### Example

The car is red. (present simple)

The women are drinking coffee. (present continuous)

The door is locked by Joanne. (passive)

#### Explanation

The verb "to be" □

- does not show action.
- is a stative verb, a verb with no action.
- is an irregular verb.
- is used as an auxiliary verb in continuous tense.
- has future and past forms.
- is used in passive sentences.
- is used in yes / no questions.



## Verb "To Have"

### Definition

The verb "to have" expresses possession. It also is used as an auxiliary verb in different ways.

### Example

Michelle has two black cats. (possession)

Have you got any cats? (auxiliary verb)

### Explanation

The verb "to have" □

- expresses possession (sometimes it is followed by "got").
- is used as an auxiliary verb to make questions.
- is used as an auxiliary verb to express necessity (have to).
- is used as an auxiliary verb in present perfect and past perfect sentences.

## Contractions

### Definition

Contractions are the shortened forms of words.

### Example

He's	tired today.
He + is	

### Explanation

Contractions □

- are used with auxiliary verbs (be, have, and modal verbs).
- replace the first vowel or the consonants and first vowel of the verb.
- add "n't" to the verb form in the negative.  
(Note: "I am" does not follow this rule.)
- are used in informal writing and speaking, but are not used in formal writing.

## Passives

### Definition

A passive is a verb form that describes what happens to people and things, or what is done to people and things.

Passive is the opposite of active. Active verbs describe what people or things do.

### Example

John	hit	the ball. <b>(Active)</b>
subject		Object

The ball	<b>was hit</b>	by John. <b>(Passive)</b>
subject		

Notice that in the active sentence, the object of the verb hit is "the ball." In the passive sentence, "the ball" is the subject of the verb.

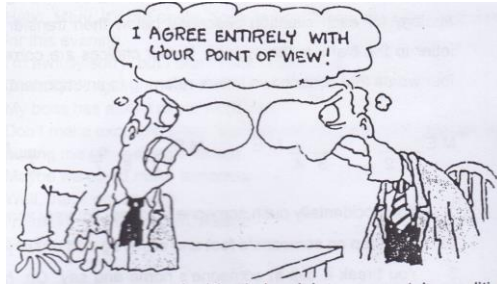
## Explanation

### Passives □

- use the auxiliary verb "to be" with the past participle.
- use the expression "by \_\_\_\_\_" to show who or what does the action.
- are used in a variety of tenses.
- can be used with modals.
- use "it" to introduce a clause as the subject. For example: "**It is believed that education is important.**"
- cannot be used with intransitive verbs.  
(Intransitive verbs have no object, e.g., die, arrive, sleep.)

## SPEAKING

### AGREEING AND DISAGREEING



#### **Agreements**

People are commonly asked for their opinion upon certain condition. The concept of agreement or disagreement is actually very simple. It depends on the background knowledge the speakers have.

Here are some expression that people commonly used to express agree and disagree:

#### **Strong agreement**

I completely / absolutely agree

I agree entirely with your point of view

I'm of exactly the same opinion

I'm in total agreement, etc.

### **Neutral agreement**

I agree with you

I think we are in agreement on that

I think you are right

I think we can accept your position on that.

I agree with you, But.....

### **Disagreement**

There are two ways to disagree with someone: directly and indirectly. When you disagree directly, you should be sure of your facts, if you disagree with someone, you may express your disagreement indirectly through three steps: express surprise (oh, really), then doubt (that's strange), then give the fact.

### **Strong disagreement**

I totally disagree with you

I don't agree at all

You are completely mistaken

What you are saying is just feasible, etc.

### **Neutral disagreement**

I don't completely agree with you on that

I can't accept your point of view

I feel I must disagree

### **Student practice:**

State your opinion about that and give the reason :  
agree, disagree, or, it depends.

1. If they raise the price of cigarette a lot, people will stop smoking.
2. If the price of gas goes up, people will drive less.
3. People work only four days a week, their lives will be better.
4. If people have smaller families, they will have better lives.
5. If women don't work outside the home their family will be happier.

## UNIT 9

### SHOPPING

## CLASSIFIEDS

**A**

### JR Sports

**Sale on NOW**

Y

**30% 40% 50%**  
off everything in  
store

f

**Everything must go!**

**Hurry, sale ends  
July 1!**

**B**

### FOR SALE

X-station video games console and 5 games. In box. Never been used. Like new. £80.

Email:  
jamie@com.uk.net

Mobile:  
01795 4319765

**C**

### TVs 'R' US

Free DVD player



with every new  
television

**Special  
offer - this  
week only**

**D**

### NEW department store

**Jack and Jill's**



Opens July 22<sup>nd</sup>  
Free parking for  
customers.

Opening times:  
10 a.m. – 10 p.m.

#### 1. Check your understanding: matching

Match the adverts with the shop or product and write a–d next to the number 1–4.

- |                 |                                |
|-----------------|--------------------------------|
| 1..... advert A | a. an electrical shop          |
| 2..... advert B | b. a new department store      |
| 3..... advert C | c. a second-hand games console |
| 4..... advert D | d. a sports shops              |

#### 2. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- |  |             |              |
|--|-------------|--------------|
| 1. The JR Sports sale starts in August.                            | <i>True</i> | <i>False</i> |
| 2. The video console comes with five games.                        | <i>True</i> | <i>False</i> |
| 3. The video console is in good condition.                         | <i>True</i> | <i>False</i> |
| 4. You get a free DVD player if you buy a camera from Tellys'r'us. | <i>True</i> | <i>False</i> |
| 5. You have to pay to use Jack and Jill's car park.                | <i>True</i> | <i>False</i> |
| 6. Jack and Jill's is open until late.                             | <i>True</i> | <i>False</i> |



3. Check your understanding: error correction

Correct the sentences and write them on the line.

1. In advert A, the sale starts in July. ....
2. In advert B, the console costs £800. ....
3. In advert B, the console is in a bag. ....
4. In advert C, you get a free DVD player if you buy a camera. ....
5. In advert C, the sale is this month only. ....
6. In advert D, the department store opens on 22nd June. ....

<b>Discussion</b>
Do you like shopping? What have you bought recently?

Read the text!



Website Review

www.lyricstraining.com



One of my favourite websites is **lyricstraining.com**. It's great because you can learn English while you listen to your favourite songs. You choose a song and then listen to the song and complete the lyrics. You can also watch the video of the song.

The good points include the fact that there are lots of up-to-date groups you can listen to such as The Script or One Direction. In addition, you can choose the level: beginner, intermediate or expert, depending on your level of English. Another good feature is that you can repeat a line of the song as often as you want, until you know the missing word. Also, the website is very easy to navigate and you can listen to songs in different languages, for instance in Spanish, German and Italian.

One of the drawbacks is that some songs aren't on the website. Another bad point is that there is a lot of advertising on the website.

However, you can just ignore it.

To sum up, I think this is an excellent website if you like music and you want to improve your English. You should check it out!

**Home**

### 1. Check your understanding: matching

Match the paragraphs with their topic and write a-d next to the number 1-4.

- |                    |  |
|--------------------|--|
| 1..... Paragraph 1 | a. a conclusion and overall opinion      |
| 2..... Paragraph 2 | b. good things about the website         |
| 3..... Paragraph 3 | c. general information about the website |
| 4..... Paragraph 4 | d. some of the problems of the website   |

### 2. Check your writing: grouping – facts and opinions

Write the sentences from the review in the correct group.

You choose a song and a level.	You can repeat a line of the song.	There are songs in different languages.	This is an excellent website.
It's very easy to navigate.	I can learn English while I listen to my favourite songs.		It's great!

Facts	Opinions

**3. Check your writing: gap fill – useful phrases**

Write the correct phrase from the review for the meaning given.

- |    |   |                 |
|----|---|-----------------|
| 1. | <i>Meaning:</i> A website I really like ... | ..... (5 words) |
| 2. | <i>Meaning:</i> One advantage is that ...   | ..... (7 words) |
| 3. | <i>Meaning:</i> For example ... (2 answers) | ..... (2 words) |
| 4. |   | ..... (2 words) |
| 5. | <i>Meaning:</i> In conclusion ...           | ..... (3 words) |
| 6. | <i>Meaning:</i> Have a look at it ...       | ..... (3 words) |

<b>Discussion</b>
What's your favourite website, and why?

## WRITING PRACTICE

Complete the website review. Think about these questions: *Which website do you like?*

*Paragraph 1: What general information about the website can you give?*

*Paragraph 2: What are the website's good points?*

*Paragraph 3: What are the problems with the website?*

*Paragraph 4: What's your overall opinion? Would you recommend it? Who would you recommend it to?*

## GRAMMAR

### Adverbs

#### Definition

- Adverbs give more information about verbs.
- Adverbs describe how, when, where, and how often an action happens.

#### Example:

Jill walks **slowly**.

Gerry **often** plays badminton at lunch.

#### Explanation

Adverbs →

- describe the action of a verb.
- usually end in "ly."
- have irregular forms.
- usually follow the verb they describe.
- answer the questions: **When? How often? How long?** and **Where?**
- can come at the beginning, end, or in the middle of a sentence.

## Prepositions

### Definition

A *preposition* is a word which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner and amount.

### Example:

*She went **to** the store.*

*It is **under** the table.*

*They will be here **at** three o'clock.*

*He came **by** bus*

***Due to** the cold weather, we stayed home.*

*I bought the house **for** a million dollars.*

### List of Common Prepositions of Place

#### Travel and Movement

Travel	Arrive	Transport	Directions
at	at	by	along
by	in	on	around
from	to	get + preposition:	at

in		• in / into	down
into		• on / onto	into
off		• off	on
on		• out of	through
onto			to
over			toward
out			up
out of			
through			
to			

## Location

above	before	beyond	near	outside	with
across	behind	by	next to	over	within
against	below	from	off	past	without
among	beneath	in	on	through	
at	beside	in front of	opposite	under	
away	between	inside	out	upon	

## SPEAKING

### Telephoning

Vocabulary items:

Public telephone	: telponumum
Mobile phone	: telpongenggam
Phone card	: kartutelpon
Phone number	: nomertelpon
Receiver	: gagangtelpon
Message	: pesan
Call/ring	: menelpon
Call back/ring back	: menelponbalik
Take a message	: meninggalkanpesan
Dial the numbers	: menekannomertelpon
Answer the phone	: menjawabtelpon
Hang up	: menutuptelpon
Just a minute/ moment please:	tunggusebentar
Hang on a minute please	: tunggusebentar (informal)
Hold on a minute please	
Speaking on the phone	: berbicara di telpon

To make an international call we need:

- The international code : kode internasional  
The country code : kode Negara  
The area code : kode area/ daerah  
Persons numbers : nomertelporseseseorang

### Conversation examples

1. Asking for someone who answer the phone

**Budi lifts up receiver and dials Malang 554104**

Arif : Malang (554104) five-five-four-one-oh-four

Budi : Can I speak to Arif, please?

Arif : Speaking

Budi : Good Morning. This is Budi speaking.

2. Someone else answer

Secretary : Malang (586107)

Voice : can I speak to Arif please?

Secretary : Just a moment please. I'll put  
through.

Arif : Hello. Arif speaking.



3. Wrong number

Voice : Hello!

Budianto : Could I speak to Marry please.

Voice : Marry? There's no Marry here. I'm afraid you've got the wrong number.

Voice : Oh, I'm sorry.

4. Taking a message

Bob : Hello !

Anne : Hello. This is Anne. Is Peter there?

Bob : Hold on a minute. I'll go and see ...  
No, he isn't here now. Can I take a message ?

Anne : Yes, tell him to call me back

Bob : OK, Good Bye

Anne : Bye

**Useful expression used on the phone**

**Starting call**

Hello, this is Brian. Can I speak to ....

I'd like to speak to ..... etc.

### **Making contact**

I'd like to speak to Ann

Could I have a sales department please?

### **Answering the phone**

Hello, John speaking

Good morning. This is Mary speaking

### **Asking to hold**

Just a minute / moment, please

Hold on, please. Etc

### **Transferring a call**

Just a minute, please. I'll put you through

I'll transfer your call to Mr/Ms..... etc.

### **Leaving a message**

Would you like to leave a message? Etc

Can I take a message?

### **Identifying your self**

This is Julia

My name's Betty, etc

### **Making excuses**

I'm sorry, he's not a round

I'm afraid she's not available. Etc

### **Starting your purpose**

I'm calling about your invoice

I'm returning his call

The reason I'm calling is .... Etc

### **Setting the day, date, time, and place of appointment**

How about June 12<sup>th</sup> at 11 o'clock, would that be all right?

Do you have time on Monday?

### **Changing appointment**

I'm calling about our meeting on July 5<sup>th</sup>

I'm afraid I won't be able to make it, how about.... Etc

### **Checking**

Could you spell that?

Can I read that back to you?

### **Asking for information**

Could I have your name/company, please?

Can I take your number?

What is your convenient time to call you?

### **Showing understanding**

Right

Ok, That's fine. Etc

### **Promising action**

I'll make sure he gets the messages

I'll tell her when he gets back. Etc

### **Ending a call**

Thanks for calling

Thanks for your help. Good bye. Etc

## Saying telephone numbers

Say number separately. Pause between groups. Say oh for 0 in the UK, and say zero for 0 in the USA.

732087 : Seven-three-two-oh-eight-seven (UK)  
Seven-three-two-zero-eight-seven (USA)

66 : double six

666 : triple six

## Example of telephone conversation

*Diana's phone rings. She lifts the receiver and says:*

Diana : Medan 3099

Steve : can I speak to Diana, please?

Diana : speaking.

Steve : Good morning. Steve here. We're have a little party at my place next Friday. I wonder if you and your husband would care to come

Diana : that sounds very nice what time would that be?

Steve : about half past seven, if that suit you

Diana : well, I'll have to check with my husband of course, though I'm pretty sure we're free then. Shall I call you back?

Steve : that will be fine

## UNIT 10

### STUDENTS AT AUSTRALIAN UNIVERSITIES

**Answer the question before you read the text!**

#### Preparation

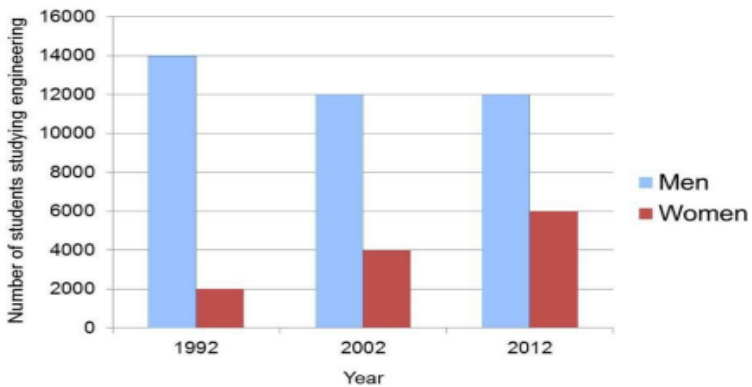
Look at the chart below and circle the best answer to these questions.

1. How many years does the chart show information for?
  - a. one
  - b. two
  - c. three
  
2. Who does the chart show information for?
  - a. men only
  - b. women only
  - c. both men and women
  
3. How many men studied engineering in Australian universities in 2012?
  - a. 6,000
  - b. 12,000
  - c. 14,000

#### Exam question

The bar chart below shows the number of men and women studying engineering at Australian universities.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.



### 1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | The bar chart shows the different numbers of male and female engineering students in three separate years. | <i>True</i> | <i>False</i> |
| 2. | The number of male students rose at first.   | <i>True</i> | <i>False</i> |
| 3. | The number of male students stayed the same between the second two years.                                  | <i>True</i> | <i>False</i> |
| 4. | The number of female students went up constantly.  | <i>True</i> | <i>False</i> |
| 5. | The number of women rose constantly until there were as many women as men.                                 | <i>True</i> | <i>False</i> |

### Read the text!

The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased, the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.

Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

### Top Tips for writing

1. Start by saying exactly what the chart shows, and the time period.
2. Describe the changes as precisely as you can. Use data and numbers from the bar chart.
3. Compare the information. Talk about differences or similarities between the groups shown.
4. Conclude by saying what the main trends or changes are.




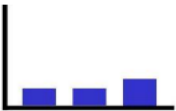





**1. Check your understanding: true or false**

Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | The bar chart shows the different numbers of male and female engineering students in three separate years. | <i>True</i> | <i>False</i> |
| 2. | The number of male students rose at first.   | <i>True</i> | <i>False</i> |
| 3. | The number of male students stayed the same between the second two years.                                  | <i>True</i> | <i>False</i> |
| 4. | The number of female students went up constantly.  | <i>True</i> | <i>False</i> |
| 5. | The number of women rose constantly until there were as many women as men.                                 | <i>True</i> | <i>False</i> |

**2. Check your writing: picture matching – describing changes in bar charts**

Write the descriptions in the boxes below the bar charts.

a steady rise	no change	a slight fall	a sharp rise
a steady fall	a sharp fall		a slight rise
			
			

### 3. Check your writing: matching – useful language

Match the words and phrases with their purpose in the box.

Introducing your analysis	Talking about numbers going up	Talking about numbers staying the same
Summarising the main trend	Talking about numbers going down	Expressing a contrast

- \_\_\_\_\_ The bar chart illustrates ...
- \_\_\_\_\_ Overall, ...
- \_\_\_\_\_ In contrast ... / However, ... / While ...
- \_\_\_\_\_ ... rose / increased / grew (VERBS)  
... a rise / an increase / an upward trend (NOUNS)
- \_\_\_\_\_ ... fell / dropped / decreased (VERBS)  
... a fall / a drop / a decrease / a downward trend (NOUNS)
- \_\_\_\_\_ ... remained steady / stabilised / stayed level

### 4. Check your writing: gap fill - prepositions

Complete the sentences with a preposition.

- The bar chart illustrates numbers \_\_\_\_\_ male and female engineering students in 1992, 2002 and 2012.
- The number of male students fell quite significantly \_\_\_\_\_ 1992 and 2002.
- The number of female students was half the number of male students \_\_\_\_\_ 2012.
- \_\_\_\_\_ contrast, the number of female students rose constantly.
- Between 2002 and 2012, the number of female engineering students rose \_\_\_\_\_ 4,000 \_\_\_\_\_ 6,000.

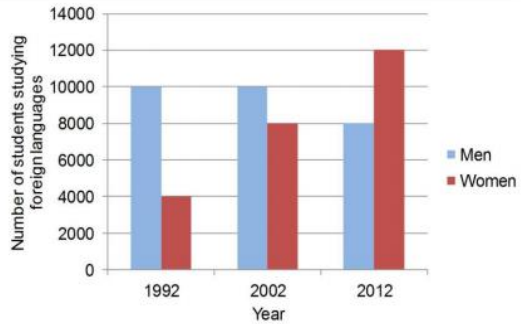
<b>Vocabulary Box</b>	Write any new words you have learnt in this lesson.

## WRITING PRACTICE

### Exam question

The bar chart on the right shows the number of men and women studying foreign languages at a university.

Summarise the information in the chart by selecting and reporting the main features. Make comparisons where relevant.



## GRAMMAR

## Modals

### Definition

A modal is an auxiliary, or helping, verb and is placed in front of another verb to add a different meaning to that verb.

### Example

Kevin	<b>can help</b>	us.
	modal + simple verb	

This modal adds the idea of "possibility" to the verb "help."

Here the meaning is:

- It is possible for Kevin to help us.
- Kevin is able to help us.

### Explanation

Modals —

- are used with the simple form of verbs. (The simple form is the infinitive verb without "to." For example: infinitive = to help; simple form = help.)  
"Kevin can **help** us."

- eliminate the "s" on the simple form of the verb in third-person singular: "He **can** help us," not "He can **helps** us."
- do not use "do" for questions and short answers.

Question	Short Answer
Can he help us?	He <b>can</b> .
He can help us, <b>can't</b> he?	He <b>might be able to</b> . Sure he <b>can</b> .
NOT <del>Does he can help us?</del>	<del>He does.</del>

- usually do not have infinitive forms or participle forms:
  - ~~to can~~ - infinitive
  - ~~canning~~ - participle
  - ~~canned~~ - past participle
- can be contracted: can not = **can't**.
- have two very general kinds of meanings:

- amount of certainty (completely certain to not at all certain)
- obligation or freedom to do something (free to do something to not free to do something)

## Questions

### Definition

A question asks for information.

### Example

**What is your name?** My name is Robert.

**Where do you live?** I live in Jombang.

### Explanation

Questions □

- can ask for information.
  - You ask for information using **wh- question words** (who, what, where, how, whose, why, and when).
  
- can be yes / no questions.

- You ask for a positive (yes) or negative (no) answer to a question using auxiliary verbs such as can, do, be, and have.
- ask for information about possession (who the owner is).
- have a different structure when "who" is the subject.
- can be in the past, present, or future tense.
- have a different word order than sentences (the verb usually goes before the subject).
- use "not" after the auxiliary verb to make a question negative.
- have a question mark (?) at the end.

## **SPEAKING**

### **ASKING FOR INFORMATION**

**In principle, asking for information can be roughly divided into two types:**

1. That can be answered by Yes/No (Yes/ No Question)

Eg. Do this hotel provide triple-bed room?

Do you like ice cream?

2. That cannot be answer by Yes/No (WH-Question).

This kind of questions are usually introduced by question words like what, when, where, who(m), why, or how.

Where can I buy this camera?

What time is the plane departs?

QW + Aux/Modal + S + V ?



However, to ask formally a certain information people needs more than just "plain-question". Here are some example expressions that are commonly used to ask for information:

1. Could you tell me where the bus station is, please?
2. (Excuse me), do you know to operate this machine?
3. Sorry to trouble you, but is flight W-106 on schedule?
4. I wonder if you could tell me Mr. Brown number
5. I'd like to know whether .... ?
6. Do you know about.....?
7. Could you give me any information about ....?
8. Sorry to bother you, but do you know...?
9. I wonder if you could let me know....?
10. I hope you don't mind my asking, but...? Etc.

### **Conversation example**

### **In department store**

*(Christine is in a large department store. As she walks through the dress department, she sees an assistant)*

Christine : excuse me, where is the florist?

Assistant : oh sorry, madam. What can I do for you?

Christine : I was looking for the florist.

Assistant : let me think. You mean, you want to visit the  
flower department?

Christine : yes. Can you tell me how to find it?

Assistant : Sorry, madam. I'm new here. Umm (pointing).

In the basement, on the right.

Christine : thank you.

### **Student practice**

What do you want to say in these following situations?

1. You want to find out the way from UNHAS Y to the nearest bus station. You ask the policeman.
2. You are at the airport information desk. You want to ask about the arrival of your parent's flight.

3. You are visiting Bali for the first time. You want some information on good places to eat. You ask someone at the tourist information bureau.

## UNIT 11

### THE WEDDING



#### What is it? What is going to happen?

There is going to be a wedding today. At 4 o'clock this afternoon, Megan Smith and Mark Jones are going to get married. After today, they will be Mr. and Mrs. Mark Jones.

It is going to be a huge celebration. Everyone will be there! They are going to serve dinner and dessert. The best man will give a speech. Then everyone will dance. The dance will last until midnight.

The day after the wedding, Megan and Mark are going to leave for their honeymoon. They are going to travel to Hawaii. They are going to stay there for 7 days. They will have a good time in Hawaii!

**A. Answer the following questions. Use the Simple Future tense.**

1. Who is going to get married at 4 o'clock? Who will be there?

---

---

2. Who will give a speech? Who will dance?

---

---

3. Where are Megan and Mark going the day after their wedding? How long are they going to stay there?

---

---

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

**Examples for the sentence "Jamie is going to visit us tomorrow."**

**Negative:** Jamie is not going to visit us tomorrow.

**Yes/No Question:** Is Jamie going to visit us tomorrow?

**WH-Question:** Who is going to visit us tomorrow?

**Tag Question:** Jamie is going to visit us tomorrow, isn't he?

1. There is going to be a wedding today.

**Negative:** \_\_\_\_\_

**Yes/No Question:** \_\_\_\_\_

**WH-Question:** \_\_\_\_\_

**Tag Question:** \_\_\_\_\_

2. Everyone will dance.

**Negative:** \_\_\_\_\_

**Yes/No Question:** \_\_\_\_\_

**WH-Question:** \_\_\_\_\_

**Tag Question:** \_\_\_\_\_

3. They will have a good time in Hawaii.

**Negative:** \_\_\_\_\_

**Yes/No Question:** \_\_\_\_\_

**WH-Question:** \_\_\_\_\_

**Tag Question:** \_\_\_\_\_

**C. Rewrite the story using contractions.**

---

---

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---

---

---

---

---

---

---

---

Read the text!

## CUTTING THE WEDDING CAKE



The cutting of the wedding cake represents a ritual that was seen as a dramatization of the male's dominance. At first, the groom directs the bride's hand to cut the first piece as proof of her submissiveness. The bride then offers the groom the first bite, symbolizing the partaking of her body. Then, as an act of revolt, she pushes the cake into her husband's face; however, he endures all without losing face. Finally, showing that she is obedient to her husband's wiser judgment, the bride wipes the icing from his face. Nowadays, most couples do not go through this ritual, and consider the cutting of the cake more as good luck for the marriage.

- 
- A: Here, Ralph, this first piece of the cake is for you. Take a bite and let me know what you think.
- B: I will, but be careful not to get any of that frosting on me.
- A: Don't worry. I don't want people to think we've had our first disagreement!
- B: Cool!



Find the meaning then make a sentence of each word below!

1. Groom :
2. Bride :
3. Bite :
4. Obedient :
5. Wipe :

## GRAMMAR

### Present Simple

#### Definition

The present simple is part of the present verb tense. The present simple describes actions that happen regularly.

**Example:** He **runs** every day.

#### Explanation

Present simple □

- describes habitual actions, actions that happen regularly or on a schedule.
- can be used to describe a scheduled event in the future.

- adds an "s" for regular third-person singular verbs.
- shows subject + verb agreement. For example: I swim. He swims. They swim.
- adds "not" to make negative sentences.
- uses auxiliary verbs to make yes / no questions.
- uses question words to make information questions.

## **Present Continuous**

### **Definition**

The present continuous verb tense describes present actions happening at the moment of writing or a future plan.

**Example:** Wally is **fishing** right now.

### **Explanation**

The present continuous □

- describes an action happening at the moment of speaking.
- describes a continuing present action.
- describes an event that will happen at a specific time in the future.
- does not describe habitual actions in the present.
- has the form be + verb -ing.

- has subject + verb agreement. For example: I am fishing. He is fishing. They are fishing.
- cannot be used with stative (non-action) verbs such as: be, believe, belong, forget, hear, know, like, love, mean, need, prefer, realize, remember, see, seem understand, want.
- uses "not" to make negative sentences.
- has question forms.

## **Present Perfect**

### **Definition**

The present perfect is a verb tense. It describes actions connected to the past and present.

**Example:** My parents **have gone** to Sweden.

### **Explanation**

The present perfect →

- describes actions which started in the past and continue in the present.
- describes actions which happened at an unknown time in the past.
- describes actions which happened recently.

- uses a form of the verb "to have" + past participle.
- uses "not" between "have" and the past participle for negative present perfect sentences.
- uses "have" as the auxiliary in questions.
- uses "for" and "since" to express length of time for actions which started in the past and continue in the present.

### **Present Perfect Continuous**

#### **Definition**

The present perfect continuous describes an action that started in the past and continues in the present and future. This is a continuous tense, so the focus is on the length of time an action continues.

**Example:** Rudy **has been feeling** sick for three days.

#### **Explanation**

The present perfect continuous □

- describes how long an action has continued.
- describes actions that have finished recently and have results in the present.

- is different from the present perfect because it focuses on how long an action happened, or the present results of an action.
- has the form have + been + verb -ing.
- uses "have" as the auxiliary to ask questions about how long an action has continued.
- uses "not" between "have" and "been" to make negative present perfect continuous sentences.
- uses "for" and "since" to show the length of time an action has happened.

### -ing Spelling Rules

#### Definition

Continuous verbs and gerunds end in "-ing" and have special spelling rules.

#### Example

Laura is	<b>talking</b>	right now.
	talk + ing	

## Explanation

The -ing spelling rules are □

- add "-ing" to the verb.
- when a verb ends in "e", drop the "e" and add "-ing".  
For example: "take + ing = taking".
- when a one-syllable verb ends in vowel + consonant, double the final consonant and add "-ing". For example: "hit + ing = hitting".
- When a verb ends in vowel + consonant with stress on the final syllable, double the consonant and add "-ing". For example: "begin + ing = beginning".
- Do not double the consonant of words with more than one syllable if the stress is not on the final syllable. For example: "remember" has three syllables □ re:mém:ber □ and the stress is on the second syllable. Therefore do not add another consonant □ "remembering".

## **SPEAKING**

### **Expressing Opinion**

#### **Asking for and giving opinion**

There are some ways to ask for someone's opinion. Here are the most common ones:

- What do you think about his new book?
- How do you feel about working with the others?
- What are you feeling about the change in the timetable?
- What's your honest opinion of that painting?
- What are your views about....?
- What is your opinion of.....?
- What would you say to....? Etc

In giving opinion, we can express our opinions on scale from strongly to weakly. Below is a list of expressions used to introduce the opinion.

I'm convinced / sure/ positive that...

I definitely/ certainly think that.....

I do think that ....

In my opinion,....

I think/ I feel/ consider...

As I see it,....

**As far as I'm concerned,.....**

**From my point of view,...**

From where I stand,...

It seems to me that ....

I tend to think that ....

It would be fair to say that....

I tend to think that ....

It would be fair to say that....



### **Conversation Example**

A: I think English is easier to learn than Arabic. Do you agree with me?

B: I don't think so. In my opinion....

A: I take your point. But don't you think that .....?



## **Student practice**

Discussion:

Discuss with your friend about some topics below.

1. Men and women can be equal?
2. The most important thing about job is the money we ear?
3. It is better to grow up in the town than in the country?
4. Classical music is boring?

## UNIT 12

### CROSSING YOUR HEART



Americans cross their hearts to seal promises or pledges. Crossing the heart goes back to the religious tradition of crossing oneself, which still exists in the Roman Catholic and Orthodox churches. It is believed that the gesture provides protection against bad luck by invoking the power of this religious tradition, and thus attests that the speaker's pledge is in earnest. Hence, the solemn caution: "Cross my heart and hope to die," that is, if the pledge proves to be false.

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A: Are you sure you're going to make it to my party next weekend?

B: Cross my heart. I wouldn't miss it for anything in the world.

A: You'd better not! Jenny said she'd be there, too.

B: Well, that cinches it!

**Rewrite the story above using your own words in  
two sentences!**

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## THE BRIDE'S FAMILY PAYING FOR THE WEDDING



The cost of the wedding can be viewed as an outgrowth of the dowry custom. In societies where the groom had to pay for his bride, the dowry served as a "return gift." Although the compensating value of the dowry no longer exists in modern America, the father of the bride mirrors the ancient system of marital payback by paying for the wedding.

- 
- A: I heard that Dorothy's folks paid a bundle for the wedding.  
B: Yeah! Her dad is really loaded. You should have seen all the guests!  
A: Mostly from the bride's side, I bet.

**Find the meaning of the words and make a sentence of each word!**

1. Outgrowth :
2. Dowry :
3. Exist :
4. Ancient :
5. Custom :

**Answer the questions below before you read the article!**

**Preparation**

Do you know how to write a magazine article? Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | An article should always be written using formal language. | <i>True</i> | <i>False</i> |
| 2. | You should use paragraphs when writing an article.         | <i>True</i> | <i>False</i> |
| 3. | Don't express your opinion in an article.                  | <i>True</i> | <i>False</i> |
| 4. | Your article should have a catchy title.                   | <i>True</i> | <i>False</i> |
| 5. | You should ask the reader questions in your article.       | <i>True</i> | <i>False</i> |

Page 16 Greenwood Community Magazine

## Your writing

We invite our readers to give their opinions by writing an article on the following subject:

### Bullying



How serious a problem is bullying in schools where you live, and what can be done to stop bullying at school?

The best article will be published in the next issue of our magazine.

## The happiest days of your life?

by Jamie Field

School days should be a happy time in a young person's life. **What can make people's lives a misery during this time, then?** In my opinion, there is one word which answers this question – bullying.

**Unfortunately**, bullying is quite common in schools where I live. It can affect students of any age, and both boys and girls. **A friend of mine** had a very negative experience at school last year as an older boy continually called him names and sometimes used to post nasty messages about him on Facebook. **Obviously**, my friend felt very upset about this and it affected his self-confidence. Some days, he didn't want to come to school at all.

**What can people do to stop this problem?** Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problem with their pupils, which might make bullies realise how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they should support them as much as possible and let a teacher know.

Bullying can be a nightmare but there are things we can do to prevent it. **Hopefully**, one day all students will be able to go to school without fear of being bullied.

## Top Tips for writing

1. Use a catchy title to get people interested.
2. Ask direct questions to get the reader's attention.
3. Use opinion adverbs to introduce your points.
4. Give a real-life example or talk about personal experience.
5. Choose a neutral or informal style, depending on the audience.
6. Divide your ideas into clear paragraphs.

### 1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

- The writer thinks a person's school life is never really happy / is the happiest time in their life / can be made miserable by bullying .
- Bullying is common / rare / happening everywhere , in the writer's experience.
- The writer's friend was bullied at school / online / at school and online .
- The boy who was being bullied had a very strange / funny / bad experience.
- The writer thinks students / teachers / parents could do more about this problem.
- Students / Teachers / Parents can also support people who are being bullied.

### 2. Check your writing: word 2 word – questions

Write the words in the correct order to make questions.

- is What exactly bullying?

.....

- do Why like behave bullies this?

.....

- the bullying? are What consequences of

.....

- a you tell teacher or Should parent?

.....

- stop can What do bullying? to people

.....

### 3. Check your writing: gap fill – opinion adverbs

Complete the gaps with a word from the box.

Personally	Unfortunately	Surprisingly	Obviously	Basically
------------	---------------	--------------	-----------	-----------

1. \_\_\_\_\_, bullying is quite common in many schools.
2. \_\_\_\_\_, there are three types of bullying: physical, verbal and social.
3. \_\_\_\_\_, people who are being bullied often feel really upset by it.
4. \_\_\_\_\_, research shows that teachers only notice one in twenty-five bullying incidents.
5. \_\_\_\_\_, I think teachers could do more to stop bullying.

## WRITING PRACTICE

Look at the call for articles and write your article below.

### Your writing

We invite our readers to give their opinions by writing an article on the following subject:

**Internet addiction**

How serious is this problem among young people where you live, and what can be done about it?



The best article will be published in the next issue of our magazine.



## GRAMMAR

### Past Simple

#### Definition

The past simple describes events in the past.

**Example:** I **walked** to work yesterday.

#### Explanation

Past simple □

- describes actions completed in the past.
- uses time expressions to show when the action happened in the past. Examples of time expressions are: **yesterday, last week, last year, in 1989.**
- adds "ed" to the verb for regular verbs.
- has irregular verb forms.
- uses the auxiliary "**did + not**" to make negative past simple sentences.
- uses the same structure as the present simple for questions.

## -ed Spelling Rules

### Definition

Regular past tense verbs end in -ed and have special spelling rules.

### Example

Judy	<b>talked</b>	to Mary yesterday.
	talk + ed	

### Explanation

The "-ed" spelling rules are □

- add "-ed" to a verb to change it to the past tense.  
For example, "talk + ed = talked".
- when the verb ends in "e", add only "d." For example, "arrive + d = arrived".
- when the verb ends in consonant + "y," change the "y" to "i" and add "-ed". For example, "study + ed = studied".

- when a verb ends in vowel + "y," add "-ed". For example, "play + ed = played".
- when a one-syllable verb ends in vowel + consonant, double the consonant. For example, "stop + p + ed = stopped".
- when the stress is on the final syllable of a verb that ends in vowel + consonant, double the consonant. For example, "prefér + r + ed = preferred".
- when the stress is not on the final syllable of a verb that ends in vowel + consonant, add "-ed" only. For example, "óffer + ed = offered".

## Past Time Expressions

### Definition

Past time expressions show actions in the past time.

**Example:** I painted my house **yesterday**.

### Explanation

Past time expressions □

- can be at the beginning or end of a sentence.
- have commas after them when they are at the beginning of a sentence.

- show past time.

## Past Continuous

### Definition

The past continuous describes actions continuing in the past.

**Example:** *Graham was sleeping* this morning.

### Explanation

Past continuous □

- describes actions happening at a specific point in the past.
- describes actions happening at the same time in the past.
- describes actions that were happening when a second action (described using past simple) happened.
- is **not used** with stative verbs, verbs with no action (stative verbs are: be, believe, belong, forget, have, hear, know, like, love, need, prefer, remember, see, seem, understand, or want).
- has the structure was / were + verb -ing.

- adds "not" between was / were and the verb + -ing to make a negative sentence.
- uses was / were as auxiliary verbs to make questions.

### Past Perfect

#### Definition

The past perfect is used to describe the order of two past actions. The past perfect is used for the "more past" action.

#### Example

I <b>had eaten</b> dinner	when my wife <b>came</b> home.
<u>first</u> action (more past): past perfect	<u>second</u> action (more recent): past simple

#### Explanation

The past perfect □

- expresses the "more past" of two past actions.
- is used in reported speech.
- takes the form had + past participle.
- uses "when" and "already " as time expressions.

- "when" is used to express the time an action happened
- "I had been reading the newspaper when the phone rang."
- "already" is used to express an action completed before a second, more recent action
- "I had already agreed to go to Tom's house for dinner when Alice invited me to her house for dinner."

### Past Perfect Continuous

#### Definition

The past perfect continuous describes a past action that was continuing when another action happened.

**Example:** Gail **had been sleeping** for an hour when the telephone rang.

#### Explanation

The past perfect continuous □

- describes an action which is in progress at the time another action happened.
- uses the form had + been + verb -ing.
- uses "had" as the auxiliary in questions

- uses "not" between "had" and "been" in negative past perfect continuous sentences. For example: "I had not been feeling well before I went to the doctor."

## **SPEAKING**

### **Showing Intention**

To show intention we use intention expression to show our plan explicitly. But beside that, we can also use the simple future of will and be going to. The 'Will' is used to volunteer or express willingness, while the 'be going to' is used to express a preconceived plan.

#### **1. Some common expression to show intention:**

I have decided to.....

I'm planning to.....

I will make an effort to....

I'm thinking of ....

I intend to ...

My intention is to....

I reckon I will,.....etc.

## **2. The use of simple future for intention.**

S + Will + V + Complement

Eg. This chair is too heavy for you to carry alone. I will help you.

I will leave at nine tomorrow morning.

She will not come to our party.

S + be + going to + V + Complement

Eg. I bought some woods because I am going to build a bookcase for my new apartment.

My mother is going to make some bread with that flour.

I am going to visit Bali next Monday.

### **Conversation example**

(Stephen looks at the picture)

Stephen : (to Frank) Tell me. What are you going to do with that painting?

Frank : Oh, well, I thought I'd leave it on the wall there, Sir.



- Stephen : Well, I want it moved.
- Frank : Oh, If that is what you want, Sir.
- Stephen : I'm thinking of having it in my office,  
actually.
- Frank : I will see to it straight away.
- Carol : (to Stephen) Excuse me. I think Mr.  
Green wants it in here.
- Stephen : Oh! In that case, we will leave it  
where it is.

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This book is an integrated English book that facilitates the readers to study in three areas of English learning including grammar, speaking, reading, and writing. This book can also be used for English teachers as one resource to deal with such activities. By using this book in teaching and learning process, the users can learn English from the theory as well as practicing their English. Finally, we hope that this book can be advantageous for the readers either for individual study or class activities.

## Writers Biography



**Sayid Ma'rifatulloh**, born in Jombang East Java, is a lecturer at the department of English Language Education, Universitas Hasyim Asy'ari since 2015. The author completed his basic education at MI Cukir, MTs and MA Tebuireng from 1995 to 2004. He pursued his bachelor degree at STKIP PGRI Jombang in 2005 and took his graduate program at the State University of Malang in 2013 as well as the Diploma program at Angeles University Foundation, Philippines in 2014. In 2019, he was awarded Bridging scholarship program from Kemenristekdikti to take a short course at Memorial University of Newfoundland Canada.



**Sakhi Herwiana** was born in Jombang, East Java. She is a lecturer in University of Hasyim Asy'ari Tebuireng Jombang. She got her Master's degree in English language teaching from Universitas Negeri Malang (UM). She also conducts some research in English education. She had written

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