Grade VII

SCAFFOLDING

English for Junior High School Students

Joko Priyana
Riandi
Anita P Mumpuni



Grade
VII

PUSAT PERBUKUAN
Departemen Pendidikan Nasional

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VII

Pusat Perbukuan
Departemen Pendidikan Nasional

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English for Junior High School Students

Grade

VII

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Diperbanyak oleh .....

KATA SAMBUTAN

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (*website*) Jaringan Pendidikan Nasional.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (*down load*), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

KATA PENGANTAR

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah melimpahkan petunjuk, kesehatan, ketabahan, dan kesabaran kepada kami sehingga penulisan buku ***Scaffolding: English for Junior High School Students (Grade VII)*** ini terselesaikan.

Buku ini disusun dengan tujuan menyediakan bahan ajar mata pelajaran bahasa Inggris untuk kelas VII dengan acuan Standar Isi mata pelajaran bahasa Inggris tahun 2006. Bahan ajar ini dirancang untuk pemakaian secara nasional dan oleh karenanya guru di seluruh Indonesia dapat menggunakannya langsung di dalam kelas atau dengan melakukan adaptasi seperlunya menyesuaikan KTSP masing-masing.

Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip ***Pendekatan Komunikatif*** untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara integratif mengembangkan kecakapan hidup dalam arti luas dan peningkatan kesadaran akan kebinekaan.

Materi dan tugas-tugas pembelajaran dalam buku ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan menyimak dan berbicara, siklus tulis mengembangkan keterampilan membaca dan menulis. Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajanan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan evaluasi. Untuk memberi kesempatan kepada peserta didik mengevaluasi dirinya secara mandiri, disediakan format evaluasi diri.

Materi dan kegiatan pembelajaran dalam buku ini lebih dikembangkan untuk mendorong terjadinya *learning* pada diri siswa. Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara individu, berpasangan, dan kelompok kecil secara aktif belajar bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Guru lebih bertindak sebagai fasilitator, pemberi *feedback,* dan pendorong siswa agar berani mengekspresikan dirinya dengan tidak mengabaikan pentingnya akurasi berbahasa. Dengan kegiatan-kegiatan pembelajaran dan peran guru yang demikian, siswa terbimbing dan

memperoleh fasilitasi dalam berlatih mengekspresikan dirinya sehingga secara bertahap akhirnya mampu berkomunikasi dengan baik.

Sehubungan dengan terselesaikannya penulisan buku ini kami mengucapkan terima kasih kepada berbagai pihak yang telah memberikan dukungannya selama proses penyusunannya. Secara khusus kami mengucapkan terima kasih dan penghargaan yang setinggi-tingginya kepada istri, anak, ayah, ibu, saudara-saudara, dan kekasih kami yang telah dengan sabar menyemangati langkah demi langkah dalam penulisan buku ini. Mohon maaf atas hari-hari libur dan akhir-akhir pekan yang tidak bisa kita lewatkan bersama dan terima kasih atas pengertiannya.

Kami menyadari bahwa buku ini masih memiliki kekurangan-kekurangan. Masukan dari berbagai pihak, terutama guru dan siswa pemakai bahan ajar ini, untuk perbaikan sangat kami harapkan. Semoga bahan ajar ini memberikan manfaat bagi pembelajaran bahasa Inggris di tanah air.

Penulis

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KEY TO PRONUNCIATION

Vowel

Phonetics symbols	Example	Pronunciation
iː	see	[siː]
i	any	['eni]
e	ten	[ten]
æ	hat	[hæt]
ɑː	arm	[ɑːm]
ɒ	got	[gɒt]
ɔː	saw	[sɔː]
ʊ	put	[pʊt]
uː	too	[tuː]
ʌ	cup	[kʌp]
əː	fur	[fəː]
ə	ago	[ə'gəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	['pjʊə]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[tiː]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]
dʒ	June	[dʒuːn]
f	fall	[fɔːl]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]
s	so	[səʊ]
z	zoo	[zuː]
ʃ	she	[ʃiː]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

LIST OF ABBREVIATIONS

kb : kata benda
kki : kata kerja intransitif
kkt : kata kerja transitif
ks : kata sifat
kk : kata keterangan
pron : kata ganti

UNIT 1

HELLO, I'M ADI.

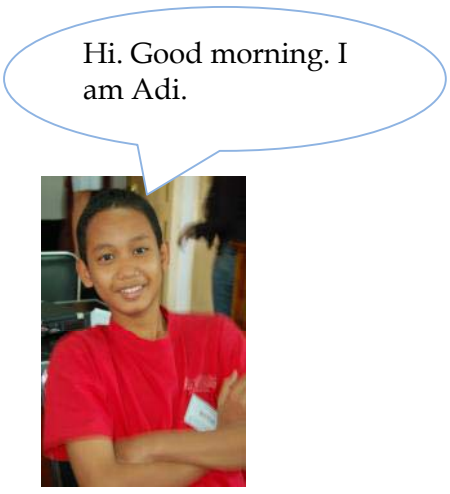
We meet different people everyday. We are familiar with some of them already, but not with some others. Do you know how to greet them? Do you know how to introduce yourself to them?

Sometimes you need to introduce yourself to your pen pal by writing a short letter. Have you done it in English? Learn how to read and write short letters and more in this unit.

A. Lead-in

Task 1

Study the pictures below. Adi and Ida meet for the first time. Study and write what they say. ***(Pelajari gambar-gambar di bawah ini. Adi dan Ida bertemu untuk pertama kalinya. Pelajari apa yang mereka katakan).***



Picture 1.1



Picture 1.2

Adi says: …….

Ida says: ……..

B. Lesson Proper



Focus on Listening and Speaking

Task 2

Listen to the following dialogue three times and then answer the questions. The listening script is in the Appendix. ***(Dengarkan dialog berikut tiga kali dan kemudian jawablah pertanyaan-pertanyaannya. Transkrip ada di lampiran).***

Questions

1. What does Adi say to greet Ida?
2. What does Ida say to greet Adi?
3. Where is Adi from?
4. What does Adi say to introduce himself to Ida?
5. What does Ida say to introduce herself?

Task 3

In pairs, study the following expressions. ***(Secara berpasangan, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan antara Adi dan Ida pada Task 2 kalian mendengar Adi mengucapkan salam kepada Ida dengan berkata**: Good morning**. Ida menjawabnya dengan berkata: **Good morning.** Salam **Good morning** diucapkan **antara pukul 00.00 – 12.00.** Berikut adalah contoh-contoh ucapan salam dan jawabannya.

Greetings	**Responses**
Hi.	Hi.
Hello.	Hello.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

Catatan:

Good morning diucapkan antara pukul 00.00 – 12.00.
Good afternoon diucapkan antara pukul 12.00 – 06.00.
Good evening diucapkan antara pukul 06.00 – menjelang tidur.
Good night diucapkan saat berpisah pada malam hari atau akan tidur.

Task 4

In pairs, complete the following dialogues and act them out with your partner. See the example. ***(Secara berpasangan, lengkapi dan peragakan dialog-dialog tersebut dengan pasangan kalian. Lihat contoh).***

Example:

Adi : Hello, Tina.
Tina : Hello, Adi.

1. Sanusi : Good morning, Laila.
   Laila : _____, Sanusi.

2. Andi : How are you Angelina?
   Angelina : _____, thanks.

3. Elizabeth : _____, Fery.
   Fery : Good evening, Elizabeth.

4. Wayan Legawa : Good afternoon, Ketut Tantri.
   Ketut Tantri : _____, Wayan Legawa.

5. Hadi : Good night, Gary.
   Gary : _____, Hadi.

Task 5

In pairs, study the following dialogue and answer the questions. Then, perform the dialogue with your partner. ***(Secara berpasangan, pelajari dialog berikut dan jawablah pertanyaan- pertanyaannya. Kemudian peragakan dialog tersebut).***

Wayan Legawa and Gary are new students. They meet in the classroom.

Wayan : Hi. **I am Wayan Legawa**. **What's your name?**
Gary : Hello. **I am Gary**. I'm from Kupang. **Where are you from?**
Wayan : I am from Denpasar. It is nice to meet you.
Gary : Nice to meet you, too.

Questions

1. Where are Wayan Legawa and Gary?
2. What does Wayan Legawa say to introduce himself?
3. Where is Wayan Legawa from?
4. What does Gary say to introduce himself?
5. Where is Gary from?

Task 6 **In pairs, study the following expressions.** ***(Secara berpasangan, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan antara Wayan dan Gary pada Task 5, Wayan memperkenalkan dirinya kepada Gary dengan berkata**: I am Wayan Legawa**. Lalu Wayan bertanya nama Gary dengan berkata: **What's your name?** Kemudian Gary menanyakan asal Wayan dengan berkata**: Where are you from?**

Berikut adalah contoh-contoh ekspresi untuk memperkenalkan diri dan menanyakan identitas seseorang.

To introduce yourself, you can say:
I am Adi.
My name is Adi.
To ask one's identity, you can say:

What is your name?	I am … / My name is …
Where are you from?	I am from …

Catatan:

Di Negara Barat, ketika berkenalan dengan seseorang biasanya orang tidak menanyakan pekerjaan dan status perkawinannya.

Task 7

Listen to and complete the dialogue. Compare your answers with your classmates'. The listening script is in the Appendix. ***(Dengarkan dan lengkapilah dialog berikut. Bandingkan jawaban-jawaban kalian dengan jawaban-jawaban kawan sekelas kalian. Transkip ada di lampiran).***

Dialogue

Tania : Hello, my name is Tania. (1) _____.
Viki : Hi. I am Viki. I am Viki. (2) _____.
Tania : I am from Bandung. And you?
Viki : (3) _____.

Task 8

In pairs, have a dialogue with your classmate based on the clues. Look at the example. ***(Secara berpasangan, bercakap-cakaplah dengan temanmu berdasarkan petunjuk-petunjuk berikut. Lihat contoh).***

Example:

Mira/Medan

You : Hi. What is your name?
Mira : I am Mira.
You : Where are you from?
Mira : I am from Denpasar.

1. Anwar/Samarinda
2. Hadi/Solo
3. Tony/Jakarta
4. Indah/Lampung
5. Bella/Jambi
6. Yusuf/Banda Aceh

Task 9

Let's play a survey game. Imagine that you are from different cities in Indonesia. Get some information from five of your classmates by using the expressions in Task 6. Put the information in the table. ***(Mari bermain survey game. Bayangkan kalian berasal dari berbagai kota di seluruh Indonesia. Dapatkan informasi dari 5 teman sekelasmu dengan menggunakan ungkapan-ungkapan di kegiatan 6. Tulis informasi tersebut pada tabel berikut).***

No	Name	From
1		
2		
3		
4		
5		

Task 10

Listen to the following monologue. Then, answer the questions. Compare your answers with your classmates'. The listening script is in the Appendix. ***(Dengarkan monolog berikut. Kemudian jawablah pertanyaan-pertanyaannya. Bandingkan jawaban-jawaban kalian dengan jawaban-jawaban teman-teman sekelas kalian. Transkrip ada di lampiran).***

Questions

1. How does Ida greet the class?
2. What does Ida say to introduce herself?
3. Where is Ida from?

Task 11

In groups of five, introduce yourself to one another. You may follow the points below. ***(Dalam kelompok berlima, saling perkenalkan diri kalian. Kalian boleh mengikuti butir-butir di bawah ini).***

- Greet your classmates.
- Tell the class your name.
- Tell the class where you are from.

Focus on Reading and Writing

Task 12

Read aloud the following letter and find the Indonesian equivalents of the following words. Then, pronounce the words. ***(Bacalah dengan nyaring surat berikut dan temukan artinya dalam bahasa Indonesia. Kemudian ucapkan kata-kata tersebut).***

Hello Adi,

My name is Angelina. I'm from Manado. I'm a student. I'm 13 years old. This is my photograph. Doni is my brother. He is 15 years old. He is a student.

Tell me about you.

Write soon.

Regards,

Angelina

brother [ˈbrʌðə]= .....
name [neɪm]= .....
photograph [ˈfəʊtəgrɑːf]= .....
soon [suːn]= .....
student [ˈstjuːdənt]= .....
tell [tel]= .....
write [raɪt]= .....

Task 13

Read aloud the letter again and then write T if the statement is TRUE and F if the statement is FALSE according to the letter. Look at the example. ***(Baca surat berikut dengan suara nyaring dan kemudian tulislah T jika pernyataan benar dan F jika pernyataan salah berdasarkan bacaan. Lihat contoh.)***

1. Adi writes the letter to Angelina. (F)
2. Angelina is from Palembang. ( )
3. Angelina's brother is Doni. ( )

4. Doni is 13 years old. ( )
5. Angelina is a student. ( )
6. Angelina is 12 years old. ( )

Task 14 **In pairs, study the following explanation.** ***(Secara berpasangan, pelajari penjelasan di bawah ini).***

Untuk memperkenalkan diri sendiri atau orang lain (tunggal), kalian dapat menggunakan pola kalimat berikut:

Subject + am/is + …….

Contoh:

I am a student.
She is Dona.

Task 15 **In pairs, complete the letter below with the correct words in the box. Look at the example.** ***(Secara berpasangan lengkapi surat berikut dengan kata-kata yang tepat dalam kotak. Lihat contoh).***

she	she	he	he	am	from

Hi Viona,

I am Adi. I _____ 13 years old. I am _____ Semarang. This is my photograph. Endah is my sister. _____ is 16 years old. _____ is a student. Rudi is my brother. _____ is 19 years old. _____ is a student.

Tell me about you, Viona.

Write soon.

Regards,

Adi

Task 16 **Read the following letter and answer the questions.** ***(Bacalah surat berikut dan jawablah pertanyaan-pertanyaannya).***

Hi Mia,

My name is Sheila. I am from Yogyakarta. This is my photograph. I am in the middle. We are students. Ida and Asep are my classmates. They are from Bandung.

Tell me about you, Mia.

Write soon.

Love,
Sheila

Questions

1. Who writes the letter?
2. Who is the letter for?
3. What is the writer?
4. Where is the writer from?

Task 17 **Study the following explanation.** ***(Pelajari penjelasan di bawah ini).***

Untuk memperkenalkan orang lain (jamak), kalian dapat menggunakan pola kalimat berikut:

Subject + are + ……

Contoh:

We are students.
They are from Bandung.

Task 18 **Introduce yourself or others as the example.** ***(Perkenalkan diri kalian atau orang lain seperti contoh).***

Example: Lydia/I students/Palu.
Lydia and I are students. We are from Palu.

Lina and Andi/my classmates/Makassar.
Lina and Andi are my classmates. They are from Makassar.

1. Nia/I students/Surabaya
2. Budi and Chandra/my classmates/Jakarta
3. Tina and Fandy/students/Pontianak
4. Tiara/student/Semarang
5. Fredy/student/Papua.

Task 19 **Write your own letter to a new friend of yours telling him/her your personal identity. Use the letter in the previous tasks as the example. Ask your classmates to give you feedback.** ***(Tulislah surat untuk sahabat barumu tentang identitas pribadi kalian. Gunakan contoh surat di tugas-tugas sebelumnya sebagai contoh. Mintalah teman sekelas kalian untuk member masukan).***

C. Homework

Task 20 **In pairs, access the internet or read magazines to find two texts of personal letters. Then, answer the following questions.** ***(Secara berpasangan bukalah internet atan bacalah majalah untuk mendapatkan dua surat pribadi. Lalu, jawablah pertanyaan-pertanyaan berikut).***

1. Who writes the letter?
2. Who is the letter for?
3. What is the writer?
4. Where is the writer from?

Task 21 **Find a pen pal and write a letter to him/her telling about you. Use the letter in Tasks 12 and 16 as the example.** ***(Tulislah surat untuk sahabat barumu tentang identitas pribadi kalian. Gunakan contoh surat di tugas-tugas 12 dan 16 sebagai contoh).***

D. Evaluation

Task 22

Introduce yourself to one another in groups of four. You may follow the points below. ***(Saling perkenalkan diri kalian dalam kelompok berempat. Kalian boleh mengikuti butir-butir di bawah ini).***

1. Greet your classmates.
2. Tell the class your name.
3. Tell the class where you are from.

Task 23

Let's make a role play. Use the cues in the box. Look at the example. ***(Mari bermain peran. Gunakan petunjuk pada kotak. Lihat contoh).***

Example:

Morning/Ida/Bandung/a new student



Picture 1.3

1. Afternoon/Rini/Lampung/a new student
2. Evening/Fandy/Yogyakarta/a new student
3. Morning/Siska/Denpasar/ a new student
4. Hi/Sanusi/Medan/ a new student
5. Hello/Jeffrey/Manado / a new student

Task 24

Write a letter to a new friend of yours telling about you. Use the letter in Tasks 12 and 16 as the example. ***(Tulislah surat untuk sahabat barumu tentang identitas pribadi kalian. Gunakan contoh surat di tugas-tugas 12 dan 16 sebagai contoh).***

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Greeting	☐	☐	☐
Introducing yourself	☐	☐	☐
Reading short personal letters	☐	☐	☐
Writing short personal letters	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to greet someone, for example:**

Greetings	Responses
Hi.	Hi.
Hello.	Hello.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

2. **How to introduce yourself, for example:**

To introduce yourself, you can say:
- I am Adi.
- My name is Adi.

To ask one's identity, you can say:
- What's your name? I am … / My name is …
- Where are you from? I am from …

3. **Sentence pattern**

S + am/is + …….	**S + are + …….**
I am a student. **She is** Dona. **He is** thirteen years old.	**We are** students. **They are** from Bandung**.**

4. **Personal letters**

G. Vocabulary List

afternoon [ɑːftəˈnuːn] (*kb*)	: sore
brother [ˈbrʌðə] (*kb*)	: saudara laki- laki
classmate [ˈklɑːsmeɪt] (*kb*)	: teman sekelas
evening [ˈiːvnɪŋ](*kb*)	: petang
friend [frend] (*kb*)	: teman
from [frɒm] (*prep*)	: dari
he [hiː] (*pron*)	: dia laki-laki
introduction [ɪntrəˈdʌkʃn] (*kb*)	: perkenalan
letter [ˈletə] (*kb*)	: surat
morning [ˈmɔːnɪŋ] (*kb*)	: pagi
name [neɪm] (*kb*)	: nama
new [njuː] (*ks*)	: baru

old [əʊld] (*ks*)	: tua
photograph ['fəʊtəgrɑ:f] (*kb*)	: foto
she [ʃi:] (*pron*)	: dia perempuan
sister ['sɪstə] (*kb*)	: saudara perempuan
soon [su:n] (*kk*)	: segera
student ['stju:dənt] (*kb*)	: siswa
tell [tel] (*kkt*)	: menceriterakan
write [raɪt] (*kkt*)	: menulis
year [jə:] (*kb*)	: tahun



FUN SPACE: the high five

The 'high-five' is very common amongst male friends when greeting. The 'high-five' is when you and someone else slap hands (five fingers) high in the air.

UNIT 2

TINA, THIS IS ANGELINA.

At school you have many new classmates, don't you? Do you know how to introduce them to others?

Do you like coming on time to the class? What do you say when you come late?

Your teachers often write announcements, don't they? Can you read them? Can you write announcements as well? Learn those and more in this unit.

A. Lead-in

Task 1

In pairs, have a dialogue to introduce yourself to each other. Then, answer the following questions with your partner. ***(Secara berpasangan, berdialoglah untuk saling memperkenalkan diri. Kemudian jawablah pertanyaan-pertanyaan berikut dengan pasangan kalian).***

Questions

1. How do you start your dialogue? Do you start by greeting your partner?
   ……
   ……
2. What do you say to introduce yourself?
   ……
   ……
3. What do you say to ask your partner's name?
   ……
   ……
4. What do you say to end your dialogue?
   ……
   ……

Task 2 **In pairs, study the dialogue below and then answer the questions.** ***(Secara berpasangan pelajari dialog berikut dan kemudian jawablah pertanyaan-pertanyaannya).***

Nana, Tina, and Angelina are in the classroom. Angelina is their new classmate. Nana is introducing Angelina to Tina.

Nana : How are you, Tina?
Tina : Fine, thanks.
Nana : Tina, this is Angelina.
She is our new classmate.
Tina : I am Tina. Nice to meet you.
Angelina : It is nice to meet you, too.



Picture 2.1

Questions

1. Where are Nana, Tina, and Angelina?
2. Is Angelina a new classmate?
3. What does Nana say to introduce Angelina?
4. What does Tina say to Angelina?
5. What does Angelina say to Tina?

B. Lesson Proper

Focus on Listening and Speaking

Task 3 **Listen to the following dialogue. Doni introduces Angelina to Adi. Then, answer the questions. The listening script is in the Appendix.** ***(Dengarkan dialog berikut. Doni memperkenalkan Angelina kepada Adi. Kemudian jawablah pertanyaan-pertanyaannya. Transkrip di lampiran).***

1. Is Adi a new classmate?
2. What does Doni say to introduce Angelina to Adi?
3. What does Adi say to Angelina?
4. What does Angelina say to Adi?
5. Where is Angelina from?

Task 4

In pairs, study the following expressions. ***(Secara berpasangan, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 3 kalian mendengar Doni memperkenalkan Angelina kepada Adi dengan berkata: **Adi, this is Angelina.** Adi menjawab dengan berkata: **It's nice to meet you, Angelina. I am Adi.**

Berikut adalah contoh-contoh ucapan memperkenalkan seseorang.

- I would like to introduce Adi.
- I would like you to meet Adi.
- This is Adi.

Untuk meresponnya, kalian dapat berkata:

- I am ……..
- Nice to meet you.
- It's nice to meet you, too.
- Hi.

Task 5

Complete the dialogue with the expressions in the box. Act the dialogue out in pairs. ***(Lengkapi dialog berikut dengan ekspresi-ekspresi dalam kotak. Peragakan dialog tersebut secara berpasangan).***

It's nice to meet you.	I am fine, thanks.
Are you from Jakarta?	I'd like you to meet Budi.

Doni introduces Budi to Nina.

Doni: Hi, Nina. How are you?
Nina: (1)_____.
Doni: (2)_____. Nina, this is Budi.
Nina: Hello, I am Nina. (3)_____.
Budi: Nice to meet you, too. Hey, (4)_____?
Nina: No, I am not. I am from Surabaya.

Task 6

Study the following dialogue and write T if the statement is TRUE and F if the statement is FALSE according to the dialogue. Then, act it out in pairs. ***(Pelajari dialog berikut ini dan tulislah T jika pernyataan BENAR dan F jika pernyataan SALAH berdasarkan dialog. Kemudian peragakan secara berpasangan).***

Maya : Good morning, Mrs Nia.
Mrs Nia : Good morning, Maya.
Maya : I'm sorry. I am late. I was lost.
Mrs Nia : That's OK. Come in, please.
Maya : Thank you.
Mrs Nia : Well, you have a new classmate. I would like to introduce Maya to you. Students, this is Maya.
Maya : Hello. I am Maya. I am from Bengkulu.
Students : Hi, Maya.
Mrs Nia : Well, today ….

1. Maya is a new student. ( )
2. She is from Medan. ( )
3. Mrs Nia introduces Maya to the students. ( )
4. The students greet Maya by saying 'Hello'. ( )
5. Maya is from Bengkulu. ( )

Task 7 **In pairs, study the following expressions.** ***(Secara berpasangan, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 6 Maya berkata:

I'm sorry. I am late. I was lost.

1. Apa arti *I'm sorry*?
2. Apa maksud Maya berkata *I'm sorry*?
3. Apa maksud Maya berkata *I am late?*
4. Apa maksud Maya berkata *I was lost?*

Ungkapan *I'm sorry* berarti *Saya minta maaf* yang biasa digunakan untuk minta maaf. Ungkapan lainnya misalnya: *Sorry*.

Catatan:

Ketika minta maaf, kalian memulainya dengan UCAPAN PERMINTAAN MAAF, diikuti dengan PENGAKUAN KESALAHAN, dan diakhiri dengan ALASAN.

Task 8

Complete the dialogue with the expressions in the box. Act the dialogue out in pairs. ***(Lengkapi dialog dengan ekspresi-ekspresi dalam kotak ekspresi. Peragakan dialog tersebut secara berpasangan).***

Nice to meet you.	Hi.
I'd like you to meet Dewi.	I'm sorry.
I am Tony.	

Doni, Dewi, and Adi are in the classroom. They do a mathematics task together.

Doni : Hi, Adi.
Adi : (1)_____, Doni
Doni : (2)_____. I am late.
Adi : That's OK. Oh, (3)_____. Doni, this is Dewi. She is my new classmate.
Doni : Hi, (4) _____. Nice to meet you.
Dewi : (5) _____, too.

Task 9

Listen and repeat after your teacher. ***(Dengarkan dan tirukanlah gurumu).***

1. Nia, this is Budi.
2. I'd like you to meet Angelina.
3. Angelina is our new classmate.
4. It's nice to meet you.
5. Thank you.
6. I am sorry.
7. I am late.

Task 10

Work in groups of three. Make a dialogue based on the following situation. ***(Bekerjalah dalam kelompok beranggotakan tiga orang. Buatlah dialog berdasarkan situasi ini).***

Budi and Mia are in the classroom. It is in the afternoon. They study together. Ahmad comes late. He apologizes for coming late. Mia is a new student. Budi introduces Mia to Ahmad.

Task 11

You have two new classmates. Introduce them to the class. The following is information about your classmates. ***(Kamu mempunyai dua orang teman sekelas yang baru. Perkenalkan mereka kepada teman-teman sekelasmu. Berikut ini informasi tentang kedua teman barumu itu)***

Name : Yeni Origin : Bandung Age : 13

Name : Andi Origin : Makassar Age : 13

Focus on Reading and Writing

Task 12

Read aloud the following text and find the Indonesian equivalents of the following words. You may open your dictionary. Then, pronounce the words. ***(Bacalah dengan nyaring teks berikut dan temukan artinya dalam bahasa Indonesia. Kalian boleh membuka kamus. Kemudian ucapkan kata-kata tersebut).***

1. year [jəː] = ...
2. old [əʊld] = ...
3. classmate [ˈklɑːsmeɪt] = ...
4. photograph [ˈfəʊtəgrɑːf] = ...
5. left [left] = ...
6. right [raɪt] = ...
7. middle [ˈmɪdl] = ...

My Classmates

Hello, I am Dina. I am 13 years old. This is my photograph with my classmates. These are Tony and Vina. I am on the left. Vina is in the middle. She is 12 years old. Tony is on the right. He is 13 years old.

Task 13

Read the text in Task 11 again and write T if the statement is TRUE and F if the statement is FALSE according to the text. ***(Bacalah lagi teks pada Task 11 ini dan tulislah T jika pernyataan BENAR dan F jika pernyataan SALAH berdasarkan teks).***

1. Dina is 12 years old. ( )
2. Tony is in the middle. ( )
3. Vina is 12 years old. ( )
4. Dina is on the left. ( )
5. Tony is 14 years old. ( )

Task 14

You have two new friends. Introduce your two friends to a pen pal. See the text in Task 11 as a model. You may write your draft in the space below. ***(Kamu mempunyai dua orang teman baru. Perkenalkan mereka kepada sahabat pena kalian. Lihat teks pada Task 11 sebagai model. Kalian boleh menulis draft kalian di bawah ini).***



F U N S P A C E

What has got a wave but no sea?



Answer: My hair.

Task 15

Read aloud the following announcement and find the Indonesian equivalents of the following words. You may open your dictionary. Then, pronounce the words. ***(Bacalah dengan nyaring pengumuman berikut dan temukan artinya dalam bahasa Indonesia. Kalian boleh membuka kamus. Kemudian ucapkan kata-kata tersebut).***

Announcement

The Students Association holds a student gathering for students of grade VII on August 15 at the hall. Please all students come.

For more information, contact Rudy at the Student's Association office.

Students Association

1. announcement [əˈnaʊnsmənt] = ...
2. contact [ˈkɒntækt] = ...
3. gathering [ˈgæðərɪŋ] = ...
4. hall [hɔːl] = ...
5. hold [həʊld] = ...
6. office [ˈɒfɪs] = ...
7. student association [ˈstjuːdənt əsəʊsiˈeɪʃn] = ...

Task 16

Read the announcement in Task 15 again and then answer the questions in pairs. ***(Bacalah lagi pengumuman pada Task 15 dan kemudian jawablah pertanyaan-pertanyaannya secara berpasangan).***

Questions

1. Who does the Students Association invite to the gathering?
2. When does the Students Association hold the gathering?
3. Where does the Students Association hold the gathering?
4. Who do the students contact for more information?

Task 17

In groups of three, study the text in Task 15 again and learn the following explanation. ***(Dalam kelompok bertiga, pelajari lagi teks pada Task 15 dan penjelasan berikut).***

Teks pada Task 15 adalah sebuah **ANNOUNCEMENT (pengumuman**) untuk menginformasikan sesuatu.

Teks ANNOUNCEMENT biasanya terdiri atas bagian-bagian berikut:

1. Head, misalnya ANNOUNCEMENT
2. Body, yaitu isi atau pesan dari pengumuman
3. Closing, misalnya FOR MORE INFORMATION, CONTACT ...
4. Writer, yaitu pihak yang mengumumkan

Task 18

Read aloud the following announcement and find the Indonesian equivalents of the following words. You may open your dictionary. Then, pronounce the words. ***(Bacalah dengan nyaring pengumuman berikut dan temukan artinya dalam bahasa Indonesia. Kalian boleh membuka kamus. Kemudian ucapkan kata-kata tersebut).***

1. announce [əˈnaʊns] = ...
2. should [ʃʊd] = ...
3. join [dʒɔɪn] = ...
4. extra curricular [ˈekstrə kəˈrɪkjʊlə] = ...
5. activity [ækˈtɪvɪti] = ...
6. register [ˈredʒɪstə] = ...
7. information [ɪnfəˈmeɪʃn] = ...

Announcement

The Students Association announces that each student of grade VII should join an extra curricular activity. Please register at the Students Association office by August 31.

For more information, contact Ida at the Students Association office.

Students Association

Task 19 **Read the announcement in Task 18 again and then answer the questions in pairs.** ***(Bacalah lagi pengumuman pada Task 18 dan kemudian jawablah pertanyaan-pertanyaannya secara berpasangan).***

Questions

1. What does the Students Association announce?
2. Who is the announcement for?
3. Who should join an extra curricular activity?
4. Where do students register?
5. Who do the students contact for more information?

Task 20 **Find an announcement in your school. Copy it and then answer the following questions.** ***(Carilah sebuah pengumuman di sekolah kalian. Salinlah dan kemudian jawablah pertanyaan-pertanyaan berikut).***

Questions

1. Who writes the announcement?
2. Who is the announcement for?
3. What is the announcement about?
4. Who do you contact for more information?

Task 21 **Write a short announcement about a student activity at your school. Use the outline below.** ***(Tulislah sebuah pengumuman mengenai sebuah kegiatan siswa di sekolahmu. Gunakan kerangka di bawah ini).***

Head .....

Body .....
.....
.....

Closing .....

Writer .....

C. Homework

Task 22

Introduce one of your friends to the class by completing the paragraph below. Attach a photograph to your paragraph. Present it orally in the next meeting. ***(Perkenalkan salah satu temanmu kepada teman-teman sekelas dengan melengkapi paragraf berikut. Lampirkan sebuah foto. Perkenalkan temanmu secara lisan pada pertemuan berikutnya).***

My Friend

Hello, my name is _____. I am _____ years old. This is my photograph with my friend. He is ….. and so on.

Task 23

Find two announcement texts in your school. Copy them and then answer the following questions. ***(Carilah dua pengumuman di sekolah kalian. Salinlah dan kemudian jawablah pertanyaan-pertanyaan berikut).***

Questions

1. Who writes the announcement?
2. Who is the announcement for?
3. What is the announcement about?
4. Who do you contact for more information?

D. Evaluation

Task 24

Complete the following dialogue with suitable expressions in the box. ***(Lengkapi dialog berikut dengan ekspresi yang tepat dalam kotak).***

I am fine, too.	I am Deni.
How are you?	This is Putri.
Nice to meet you.	I am sorry.

Deni : Good morning, Budi. Come in. (1)_____?
Budi : Fine, thanks. And you?
Deni : (2) _____.
Budi : (3) _____ I am late.
Deni : It's OK. Who is she?
Budi : She is our new classmate. (4)_____.
Deni : Hi, (5) _____. Are you from Bandung?
Putri : No, I am not. I am from Surabaya.
Deni : (6) _____.
Putri : Nice to meet you, too.

Task 25 **Work in pairs and introduce your partner to the class. (*Bekerjalah berpasangan dan perkenalkan pasangan kalian kepada teman-teman sekelas kalian).***

Task 26 **What do you say in the following situation? (*Apa yang kalian katakana dalam situasi berikut?)***

1. You come to the class late.
2. You have a meeting but you come late.
3. You have homework but forget to do it.

Task 27 **Write a short announcement about your class activity. Use the outline below. (*Tulislah sebuah pengumuman mengenai sebuah kegiatan siswa di sekolahmu. Gunakan kerangka di bawah ini).***

Head .....

Body .....
.....
.....

Closing .....

Writer .....

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Introducing others	☐	☐	☐
Asking for apology	☐	☐	☐
Reading short announcements	☐	☐	☐
Writing short announcements	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to introduce someone, for example:**

   I would like to introduce Adi.
   I would like you to meet Adi.
   This is Adi.

2. **How to respond to introductions, for example:**

   I am ……..
   It's nice to meet you.
   Hi.

3. **How to ask for apology, for example:**

I'm sorry.
Sorry.

4. **Short functional text (announcement)**

G. Vocabulary List

activity [ækˈtɪvɪti] (*kb*)	: aktivitas
announce [əˈnaʊns] (*kkt*)	: mengumumkan
announcement [əˈnaʊnsmənt] (*kb*)	: pengumuman
apology [əˈpɒlədʒi] (*kb*)	: maaf
bag [bæg] (*kb*)	: tas
book [bʊk] (*kb*)	: buku
contact [ˈkɒntækt] (*kkt*)	: menghubungi
extra curricular [ˈekstrə kəˈrɪkjʊlə] (*kb*)	: ekstra kurikuler
gather [ˈgæðə] (*kkt*)	: berkumpul
hall [hɔːl] (*kb*)	: gedung
hold [həʊld (*kkt*)	: mengadakan
information [ɪnfəˈmeɪʃn] (*kb*)	: informasi
join [dʒɔɪn] (*kkt*)	: bergabung
left [left](*kk*)	: kiri
meet [miːt] (*kkt*)	: bertemu
middle [ˈmɪdl] (*kk*)	: tengah
nice [naɪs] (*ks*)	: menyenangkan
office [ˈɒfɪs] (*kb*)	: kantor
pencil [ˈpensəl] (*kb*)	: pensil
register [ˈredʒɪstə] (*kkt*)	: mendaftar
should [ʃʊd] (*kk*)	: harus
sorry [ˈsɒri] (*ks*)	: maaf
student [ˈstjuːdənt] (*kb*)	: siswa

UNIT 3

OPEN YOUR BOOK ON PAGE 10.

During the class your teacher usually gives you a lot of instructions (commands). Do you understand his/her commands? In public places you also find signs (instructions). Do you understand the meanings?

Announcements that you read at school sometimes tell you to do things. Learn how to read and write short announcements in this unit. Let's begin.

A. Lead-in

Task 1

In pairs, identify ten items in the classroom below. The words in box may help you. ***(Secara berpasangan identifikasi benda-benda dalam ruang kelas di bawah ini. Kata-kata di dalam kotak mungkin dapat membantu kalian).***

clock	cupboard	chair
table	bag	pen
book	window	door



Picture 3.1

Ten items I find in the classroom above:

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

B. Lesson Proper

Focus on Listening and Speaking

Task 2

Listen to the following dialogue. Then, answer the questions in pairs. The listening script is in the Appendix. ***(Dengarkan dialog berikut. Kemudian, jawablah pertanyaan-pertanyaannya secara berpasangan. Transkrip ada di lampiran).***

Questions

1. Who is late?
2. What does Budi say to Mrs Ratna?
3. What does *I am sorry* mean?
4. What is the meaning of each expression below?
   a. Come in.
   b. Look at the picture.
   c. Open your book on page ten.
   d. Study the dialogue.

Task 3

In groups of four, study the following expressions. ***(Dalam kelompok berempat, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 2 kalian mendengar ekspresi-ekspresi berikut:

- **Come in, please.**
- **Look at the picture.**
- **Open your book on page ten.**
- **Please, study the dialogue.**

Ekspresi-ekspresi di atas biasa digunakan untuk memerintah (**COMMANDING**).

Apabila kalian mencermati ekspresi-ekspresi di atas, kalian akan mendapati bahwa polanya adalah sebagai berikut:

Verb	**+**	**Noun/Adverb**
Study		**the dialogue.**

Pada ekspresi-ekspresi di atas ada kata **PLEASE**. Kata **PLEASE** digunakan untuk membuat perintah menjadi **SOPAN**.

Task 4

In pairs, study the following dialogue and answer the questions. ***(Secara berpasangan, pelajari dialog berikut dan jawablah pertanyaan-pertanyaannya).***

Dialogue

Dona : Hi, Andi.
Andi : Hi, Dona.
Dona : Our teachers use this classroom at 9 o'clock.
Andi : Yes, I know. But, look. This classroom is dirty.
Dona : You are right. Let's clean the classroom.
Andi : OK. I clean the blackboard. Dona, sweep the floor, please.
Dona : Sure.
Adi : I am sorry I cannot help you.
Andi : It's OK.

Questions

1. What is the meaning of *classroom* in *Our teachers use this classroom at 9 o'clock*?
2. What is the meaning of *clean* in *Let's clean the classroom*?
3. What is the meaning of *sweep* in *Dona, sweep the floor, please*?
4. What is the function of the word *please* in *Dona, sweep the floor, please*?
5. Underline two commands in the dialogue above.
6. Dona says *Sure*. What does Dona mean?
7. Adi says *I am sorry I cannot help you*. What does Adi mean?

Task 5

Study the dialogue above again and write T if the statement is TRUE and F if the statement is FALSE according to the dialogue. Then, act it out. ***(Pelajari dialog di atas lagi dan kemudian tulislah T bila pernyataan benar dan F bila salah. Kemudian peragakan).***

1. Dona and Andi are in the classroom. ( )
2. Dona and Andi use the classroom at 9 o'clock. ( )
3. The classroom is dirty. ( )
4. Andi asks Dona to sweep the floor. ( )
5. Dona sweeps the floor. ( )
6. Adi sweeps the floor. ( )

Task 6

In groups of four, study the following expressions. ***(Dalam kelompok berempat, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 2 kalian mendengar ekspresi berikut:

- **Sure.**

Ekspresi tersebut biasa digunakan untuk merespon PERINTAH (COMMAND) – bersedia manjalankan perintah.

Ekspresi-ekspresi lainnya antara lain:

- **OK.**
- **All right.**

Task 7

In pairs, discuss the meaning of each expression below. ***(Secara berpasangan diskusikan makna setiap ekspresi di bawah).***

1. 

Picture 3.2

Clean the blackboard, please.

2. 

Picture 3.3

Open the window, please.

3. 

Picture 3.4

Close the door, please.

4. 

Pic ture 3.5

Put the book in the bookshelf, please.

5. 

Pic ture 3.6

Put your pen on table, please.

Task 8 **Complete the commands based on the pictures.** ***(Tulislah perintah-perintah berdasarkan gambar).***



Picture 3.7

1.____the door, please.



Picture 3.8

2. ___the book, please.



Picture 3.9

3. _____, please



Picture 3.10

4. ____window, please.



Picture 3.11

5. ___the book in your bag.



Picture 3.12

6. ____ _____, please.

Task 9

In pairs, ask your partner to do something POLITELY relevant to the situations below. Ask your partner to respond. Look at the example. ***(Secara berpasangan, perintahlah pasangan kalian melakukan sesuatu yang relevan dengan situasi-situasi di bawah ini. Mintalah pasangan kalian merespon. Lihat contoh).***

Example

Situation : The blackboard is dirty.
Command : Clean the blackboard, please.
Response : OK.

Situations

1. The door is closed.
2. The window is open.
3. The table is dirty.
4. Ida stands near a chair.
5. The book is in the bag.

Focus on Reading and Writing

Task 10

Do you know the following places? Label them with a classmate. ***(Apakah kalian tahu tempat-tempat berikut? Berilah label (nama) tempat-tempat tersebut dengan kawan sekelasmu).***



Picture 3.13

_____



Picture 3.14

_____



Picture 3.15

_____



Picture 3.16

_____



Picture 3.17



Picture 3.18



Picture 3.19



Picture 3.20

Task 11 **In pairs, study the following signs (instructions). Where do you find the instructions in your school?** ***(Secara berpasangan pelajari tanda-tanda (perintah-perintah) berikut. Di mana sajakah kalian menemukan tanda-tanda tersebut di sekolahmu?)***

KEEP CLEAN

KEEP TIDY

PULL

PUSH

PUT OFF YOUR SHOES

TURN OFF THE COMPUTER BEFORE YOU LEAVE THE ROOM

PUT YOUR BAG HERE

PARK HERE

THROW THE RUBBISH INTO THE DUSTBIN

Task 12

Do you know the following signs (instructions)? Where do you find them? Discuss them in small groups of four. Look at the example. ***(Apakah kalian mengetahui instruksi-instruksi berikut? Di mana kalian menemukannya. Diskusikan dalam kelompok berempat. Lihat contoh).***

1. Park here.
2. Push.
3. Keep tidy.
4. Keep clean.
5. Put off your shoes.
6. Put your bag here.
7. Turn off the computer before you leave the room.
8. Put the rubbish into the dustbin.

1. **Park here.**
   a. Where : Parking area
   b. Meaning : Parkir di sini

2. **Push.**
   a. Where : _____
   b. Meaning : _____
3. **Keep tidy.**
   a. Where : _____
   b. Meaning : _____
4. **Keep clean.**
   a. Where : _____
   b. Meaning : _____
5. **Put off your shoes.**
   a. Where : _____
   b. Meaning : _____
6. **Put your bag here.**
   a. Where : _____
   b. Meaning : _____
7. **Turn off the computer before you leave the room.**
   a. Where : _____
   b. Meaning : _____
8. **Put the rubbish into the dustbin.**
   a. Where : _____
   b. Meaning : _____

Task 13

Write relevant instructions in the following places. You may refer to the expressions in Task 12. ***(Tulislah instruksi-instruksi yang relevan pada tempat-tempat berikut. Kalian boleh merujuk pada ekspresi-ekspresi pada Task 12).***



Picture 3.21

1. _____



Picture 3.22

2. _____



Picture 3.23

3. _____



Picture 3.24

4. _____



Picture 3.25

5. _____



Picture 3.26

6. _____



Picture 3.27

7. _____



Picture 3.28

8. _____

Task 14

Read aloud the following text and find the Indonesian equivalents of the following words. You may open your dictionary. Then, pronounce the words. ***(Bacalah dengan nyaring teks berikut dan temukan artinya dalam bahasa Indonesia. Kalian boleh membuka kamus. Kemudian ucapkan kata-kata tersebut).***

1. assignment (*kb*) = ...
2. message (*kb*) = ...
3. magazine (*kb*) = ...
4. borrow (*kkt*) = ...
5. article (*kb*) = ...
6. summary (*kb*) = ...
7. submit (*kkt*) = ...

ANNOUNCEMENT

Assignment for year VII students

Go to the library and borrow an English magazine. Find an article on school life and write a summary. Submit it next week.

See Mrs Ratna in the teacher's room for further information.

Mrs Ratna

Task 15

Read the text above again and write T if the statement is TRUE and F if the statement is FALSE according to the text. ***(Baca lagi teks di atas dan tulislah T jika pernyataan BENAR dan F jika pernyataan SALAH berdasarkan teks).***

1. The message is for the students of year VII. ( )
2. The students should go the laboratory. ( )
3. The students should borrow an English magazine. ( )
4. The students should find an article about student life. ( )
5. The students should write a summary. ( )
6. The students should submit the assignment next week. ( )

Task 16 **Complete the following announcement with the words in the box.** ***(Lengkapi pesan berikut dengan kata- kata di dalam kotak).***

clean	sweep	dustbin	turn off	close

ANNOUNCEMENT

For: Year VII students

Before you leave the classroom:
1. _____ the blackboard.
2. _____ the floor.
3. Put the rubbish in the _____.
4. _____ the lamp.
5. _____ the windows and doors.

Thank you.

Mr Gary

Task 17 **You have a message from your English teacher that students must submit the assignment next week. Write an announcement for the message.** ***(Kalian punya sebuah pesan dari guru bahasa Inggris kalian. Tulislah sebuah pengumuman dengan pesan tersebut).***

C. Homework

Task 18 **Visit some public places in your hometown and note down the signs (instructions) you find. Report what you find to the class.** ***(Kunjungi beberapa tempat umum dan catatlah perintah-perintah yang kalian temukan. Laporkan apa yang kalian temukan kepada kelas).***

Task 19 **Work in groups. Write commands such as those in Task 10 on coloured paper and then put them in the appropriate rooms in your school.** ***(Bekerjalah dalam kelompok. Tulislah perintah-perintah pada kertas berwarna kemudian pasanglah di ruangan yang tepat di sekolahmu).***

D. Evaluation

Task 20 **Ask your classmates to do something POLITELY relevant in the following situations.** ***(Perintah kawan kalian untuk melakukan sesuatu yang sesuai pada situasi-situasi berikut).***

1. The floor is dirty.
2. The classroom is dark.
3. The blackboard is dirty.
4. The door is closed.
5. You leave the classroom and the window is open.

Task 21 **Write an announcement telling 5 things to do before the class begins in the morning.** ***(Tulislah sebuah pengumuman memberitahukan 5 hal yang harus dikerjakan sebelum pelajaran dimulai di pagi hari).***

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Commanding others to do things	☐	☐	☐
Expressing politeness	☐	☐	☐
Responding to commands	☐	☐	☐
Reading short announcements	☐	☐	☐
Writing short announcements	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **Commanding, for example:**

   Come in.
   Look at the picture.
   Open your book on page ten.
   Clean the blackboard, please

2. **Expressing politeness, for example:**

   ..., please.

3. **Responding to commands, for example:**

   Sure.
   OK.
   All right.

4. **Imperative sentence pattern**

   Verb + Noun/Adverb

FUN SPACE



It has four legs but can't walk or run.
What is it?

Answer:
a chair, a table

G. Vocabulary List

blackboard [ˈblækbɔːd] (*kb*): papan tulis
bring [brɪŋ] (*kkt*) : membawa
canteen [kænˈtiːn] (*kb*) : kantin
classroom [ˈklɑːsrʊm] (*kb*) : kelas
dictionary [ˈdɪkʃənri] (*kb*) : kamus
door [dɔː] (*kb*) : pintu
draw [drɔː] (*kkt*) : menggambar
eraser [ɪˈreɪzə] (*kb*) : penghapus
floor [flɔː] (*kb*) : lantai
go [gəʊ] (*kkt*) : pergi
keep [kiːp] (*kkt*) : menjaga
laboratory [ləˈbɒrətri] (*kb*) : laboratorium
leave [liːv] (*kkt*) : meninggalkan
library [ˈlaɪbrəri] (*kb*) : perpustakaan
meet [miːt] (*kkt*) : bertemu
pen [pen] (*kb*) : pulpen
pencil [ˈpensəl] (*kb*) : pensil
read [riːd] (*kkt*) : membaca
throw [θrəʊ] (*kkt*) : melempar
turn off [ˈtɜːn ˈɒf] (*kkt*) : matikan
wait [weɪt] (*kkt*) : menunggu
window [ˈwɪndəʊ] (*kb*) : jendela
write [raɪt] (*kkt*) : menulis

UNIT 4

CAN YOU TELL ME…?

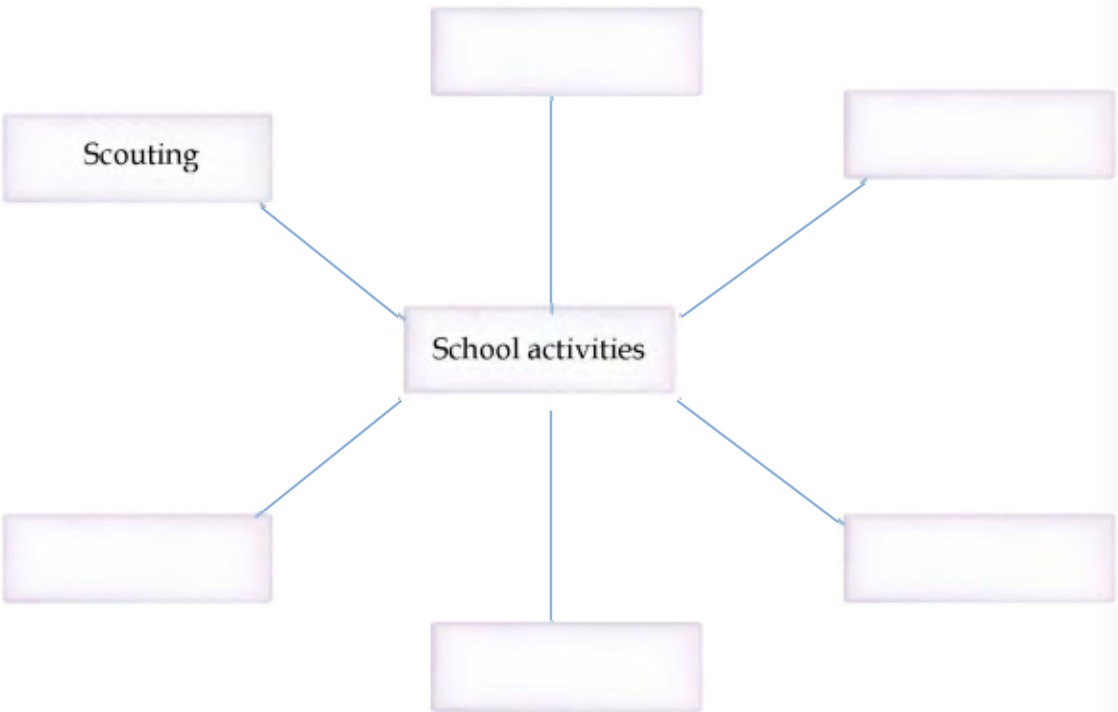
We need a lot of information in our life. We often ask for and give information to others both at school and outside the school. Can you ask for and give information in English very well? Can you thank people appropriately for the information they give?

Do you celebrate your birthday? Do you receive birthday cards? Do you write birthday cards for your friends? Learn those and more in this unit.

A. Lead-in

Task 1

In pairs, complete the chart with the activities you have at school. You may open your dictionary. (*Secara berpasangan lengkapi diagram berikut dengan kegiatan-kegiatan di sekolahmu. Kalian boleh membuka kamus*).



Task 2 **Read the schedule on the announcement board below. Then, in pairs answer the questions.** ***(Bacalah jadwal di papan pengumuman berikut. Kemudian, secara berpasangan jawablah pertanyaan-pertanyaannya).***

ANNOUNCEMENT BOARD

School Activities (September)

Day	*Activity*	*Time*
Monday	Dancing	03.00 pm – 04.30 pm
Wednesday	Painting	02.00 pm – 03.00 pm
Friday	Volleyball	03.00 pm – 04.30 pm
Saturday	Scouting	02.30 pm – 04.00 pm

Questions

1. Where do you find the schedule?
2. How many activities does SMP Tunas Bangsa offer?
3. What are they?
4. What are the activities on Wednesday?
5. When do the students have the scouting activity?

B. Lesson Proper

Focus on Listening and Speaking

Task 3 **Listen and complete the following announcement. The listening script is in the appendix.** ***(Dengarkan dan lengkapilah pengumuman berikut. Transkrip ada di lampiran).***

Attention please.

Do you want to make new friends?
Do you want to speak English?
Come and join us in the _____.
It's every _____ at three o'clock in the afternoon.

Task 4 **Listen to the announcement again and then answer the following questions.** ***(Dengarkan lagi pengumuman tadi dan kemudian jawablah pertanyaan-pertanyaan berikut).***

1. What is the announcement about?
2. Is the English speaking club on Sunday?
3. What time does the English speaking club start?

Task 5 **Listen to the announcement again and discuss the questions below with your classmates.** ***(Dengarkan pengumuman di atas sekali lagi dan diskusikan pertanyaan-pertanyaan berikut dengan teman-temanmu).***

1. Where do you think you hear this announcement?
2. Who is the speaker?

Task 6 **Listen to the following dialogue. Then, answer the questions in pairs. The listening script is in the Appendix.** ***(Dengarkan dialog berikut. Kemudian, jawablah pertanyaan-pertanyaannya secara berpasangan. Transkrip ada di lampiran).***

Questions

1. How does Asep greet Angel?
2. Angelina says: *Can you tell me the student activities this semester?* What does she mean?
3. Rudy says: *We have English Speaking Club, volley ball, dancing, cycling, and swimming.* What does he mean?
4. Angelina says: *Thank you very much*. What does she mean?
5. What activities are in this semester?



FUNSPACE

What has two hands and a face, but no arms and legs?

Answer: A clock

Task 7

In groups of three, study the following expressions. ***(Dalam kelompok bertiga, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 6 kalian mendengar ekspresi-ekspresi berikut:

1. **Can you tell me the student activities this semester?** untuk **meminta informasi.**
2. **We have English Speaking Club, volley ball, dancing, cycling, and swimming** untuk **memberi informasi**.
3. **Thank you very much** untuk **mengucapkan terima kasih.**

Tulislah contoh ekspresi-ekspresi untuk **meminta informasi, memberi informasi,** dan **mengucapkan terima kasih** yang kalian ketahui.

Meminta informasi
1.
2.
Memberi informasi
1.
2.
Mengucapkan terima kasih
1.
2.

Task 8

In pairs, read aloud the following dialogue and discuss the Indonesian equivalents of the words in the box. ***(Secara berpasangan, bacalah dialog berikut dengan keras dan diskusikan bahasa Indonesianya kata-kata dalam kotak).***

Budi and Tina talk about school activities.

Budi : Hi, Tina. How are you?
Tina : Fine, thanks.
Budi : Do you join any student activity?
Tina : Yes, I do. I join the tennis club.
Budi : That's great! Where do you usually play tennis?
Tina : We play at the tennis court next to the post office. What activity do you join?
Budi : I don't join any activity. May I join the tennis club? It sounds interesting.
Tina : Sure. Come on Saturday at 3 p.m. We can go together.
Budi : Thank you, Tina. I'll come.
Tina : See you, then.

1. join [dʒɔɪn] = ...
2. activity [ækˈtɪvɪti] = ...
3. tennis [ˈtenɪs] = ...
4. club [klʌb] = ...
5. where [weə] = ...
6. usually [ˈjuːʒəli] = ...
7. play [pleɪ] = ...
8. tennis court [ˈtenɪs kɔːt] = ...
9. interesting [ˈɪntrəstɪŋ] = ...

Task 9

Read aloud the dialogue in Task 8 again and answer the questions. Then, act it out with your partner. ***(Bacalah lagi dialog pada Task 8 dengan keras dan jawablah pertanyaan-pertanyaannya. Kemudian lakukan dialog tersebut dengan pasangan kalian).***

Questions

1. Who joins the tennis club?
2. When does Tina usually play tennis?
3. Where does Tina usually play tennis?
4. Underline the expressions to ask for information in the dialogue above.
5. Underline the expressions to give information in the dialogue above.
6. Underline the expressions to thank in the dialogue above.

Task 10

Ask five of your classmates the activity that they join. Do not forget to thank them. Put the data in the table. Look at the example. ***(Tanyailah lima dari teman-teman sekelas kalian mengenai kegiatan yang mereka ikuti. Jangan lupa mengucapkan terima kasih. Tulislah data di tabel. Lihatlah contoh).***

Example:

Laila : Hi, Elizabeth. What activity do you join?
Elizabeth : I join the dancing and music activities.
Laila : Thank you.
Elizabeth : You're welcome.

No.	Name of student	Activity
	Elizabeth	Dancing, music
1.		
2.		
3.		
4.		
5.		

Task 11

In turns, report the the data you have in Task 9. Work in groups of four. ***(Secara bergantian, laporkan data yang kalian dapatkan pada Task 9. Bekerjalah dalam kelompok berempat).***

Focus on Reading and Writing

Task 12

Answer the following questions. Compare your answers with a classmate's. ***(Jawablah pertanyaan-pertanyaan berikut. Bandingkan jawaban kalian dengan jawaban seorang teman sekelas kalian).***

1. Do you often send birthday cards?
2. Do you make birthday cards or do you buy them?

Task 13

Look at the pictures. Write the correct word under each picture. Use the words in the box. ***(Lihat gambar. Tulislah nama yang benar di bawah gambar. Gunakan kata-kata di dalam kotak).***

stamp	envelope	identity card	post office

1. 

Picture 4.1

_____

2. 

Picture 4.2

_____

3. 

Picture 4.3

_____

4. 

Picture 4.4

_____

Task 14 **Read the following birthday card. Then, answer the questions.** ***(Bacalah kartu ulang tahun berikut. Kemudian, jawablah pertanyaan-pertanyaannya).***

Dear Elizabeth,

I wish you happiness and success in your life.

Love
Angelina

Questions

1. What is the text above?
2. Who is the card for?
3. Who is the sender?
4. What does Angelina wish?

Task 15 **In pairs, study the text in Task 14 again and learn the following explanation.** ***(Secara berpasangan, pelajari lagi teks pada Task 14 dan penjelasan berikut).***

Teks pada Task 14 adalah sebuah **BIRTHDAY CARD (kartu ulang tahun)** untuk mengucapkan selamat ulang tahun kepada yang merayakannya.

Sebuah *birthday card* terdiri dari bagian-bagian berikut:

1. *Greeting* (salam), misalnya: Dear ...
2. *Body/message*, yaitu isi atau pesan
3. *Complimentary closing*, misalnya: Love
4. *Sender,* yaitu pengirim kartu

Task 16 **In pairs, identify the parts of the birthday card in Task 14.** ***(Secara berpasangan, identifikasilah bagian-bagian kartu ucapan selamat ulang tahun pada Task 14).***

Greeting:

Body/message:

Complimentary closing:

Sender:

Task 17 **Read the birthday card below. Then, answer the questions.** ***(Bacalah kartu ucapan ulang tahun berikut. Kemudian, jawablah pertanyaannya).***

Dear Dony,

Wish you a very happy birthday. May today be your starting day for a happy life.

Yours,
Ana

Questions

1. Who celebrates his/her birthday?
2. Who is the sender of the birthday card?
3. What is Ana's message for Dony?

Task 18 **Compile your birthday cards or access the internet or go to the bookstore to get some birthday cards. Show your birthday cards to your classmates.** ***(Kumpulkan kartu-kartu ucapan ulang tahun kalian atau akseslah intenet atau pergilah ke took buku untuk mendapatkan beberapa kartu ulang tahun. Tunjukkan katu-kartu ulang tahun kalian kepada teman sekelas kalian).***

Task 19

In groups of four, identify the expressions in the birthday cards you compile in Task 18. Write down the expressions in the box. ***(Dalam kelompok berempat, identifikasilah ekspresi-ekspresi dalam kartu ulang tahun yang kalian kumpulkan pada Task 18. Tulislah ekspresi-ekspresi tersebut dalam kotak).***

Greeting:
Example: Dear ...,
.....
.....

Body/message:
Example: Happy birthday.
.....
.....
.....
.....
.....

Complimentary closing:
Example: Love,
.....
.....
.....
.....
.....

Task 20

Arrange the following expressions to create a birthday card. ***(Susunlah kalimat-kalimat berikut untuk membuat sebuah kartu ulang tahun).***

1. Love,
   Laila

2. Wishing you a very happy birthday.

3. Dear Gary,

Task 21 **Rita wants to send a birthday card to her friend, Budi. Help her by completing her draft.** ***(Rita ingin mengirim kartu ulang tahun kepada kawannya, Budi. Bantulah dia dengan melengkapi draftnya).***

Dear (1) _____,

May I (2) _____ you a very happy (3) _____.

_____,

(4) Rita

Task 22 **Work in pairs. Make and send birthday cards to your classmates who celebrate their birthday.** ***(Bekerjalah berpasangan. Buat dan kirimkan kartu-kartu ucapan ulang tahun untuk teman-temanmu yang merayakan ulang tahunnya).***

C. Homework

Task 23 **Write a birthday card and send it to one of your relatives.** ***(Tulislah kartu ucapan ulang tahun dan kirimkan kepada salah satu sanak saudara kalian).***

D. Evaluation

Task 24 **Complete the following dialogue. Then, act it out with a classmate.** ***(Lengkapi dialog berikut. Kemudian, peragakanlah dengan seorang temanmu).***

Andy is in the Hall. He talks with a classmate, Angga. Andy needs to go to the toilet.

Angga : Hi, Andy.
Andy : Hi, Angga? (1)_____
Angga : Oh, the toilet is next to the library.
Andy : (2) _____
Angga : You're welcome.

Task 25

Ask four of your classmates the activity that they join. Do not forget to thank them. Take notes when you ask them. Then, report their activities to four of your classmates. ***(Tanyailah empat dari teman-teman sekelas kalian mengenai kegiatan yang mereka ikuti. Jangan lupa mengucapkan terima kasih. Buatlah catatan ketika menanyai mereka. Kemudian laporkan kegiatan mereka kepada empat teman sekelas kalian).***

Task 26

In pairs, have a dialogue in the following situation. ***(Secara berpasangan, berdialoglah dalam situasi berikut).***

Situation

You are in the Student's Association Office. You meet a student and ask information about student activities. You thank him for the information.

Task 27

Your teacher celebrates his birthday on 15 November. Write a birthday card and send it to him. ***(Guru kalian merayakan ulang tahunnya pada tanggal 15 November. Tulislah kartu ucapan ulang tahun dan kirimkan kepada beliau).***

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for information	☐	☐	☐
Giving information	☐	☐	☐
Thanking	☐	☐	☐
Reading birthday cards	☐	☐	☐
Writing birthday cards	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to ask for information, for example:**

   Can you tell me the student activities this semester?
   Where do you usually play tennis?

2. **How to give for information, for example:**

   We have English Speaking Club, volley ball, dancing, cycling, and swimming.
   We play at the tennis court next to the post office.

3. **How to thank, for example:**

   Thank you very much.
   Thanks.

4. **Short functional texts: birthday cards**

G. Vocabulary List

activity [ækˈtɪvɪti] (*kb*)	: kegiatan
birthday [ˈbəːθdeɪ] (*kb*)	: ulang tahun
card [kɑːd] (*kb*)	: kartu
celebrate [ˈselɪbreɪt] (*kkt*)	: merayakan
club [klʌb](*kb*)	: klub
club [klʌb] (*kb*)	: kelompok
football [ˈfʊtbɔːl] (*kb*)	: sepak bola
great [greɪt] (*ks*)	: hebat
happiness [ˈhæpinəs] (*kb*)	: kebahagiaan
interesting [ˈɪntrəstɪŋ](*ks*)	: menarik
join [dʒɔɪn] (*kkt*)	: bergabung
message [ˈmesɪdʒ] (*kb*)	: pesan
music [ˈmjuːzɪk] (*kb*)	: musik
play [pleɪ] (*kkt*)	: bermain
scout [skaʊt] (*kb*)	: pramuka
tennis court [ˈtenɪs kɔːt](*kb*)	: lapangan tenis
tennis [ˈtenɪs] (*kb*)	: tenis
usually [ˈjuːʒəli] (*kk*)	: biasanya
volleyball [ˈvɒlibɔːl] (*kb*)	: bola voli
where [weə] (*kkt*)	: di mana
wish [wɪʃ] (*kkt*)	: berharap



FUN SPACE

What do you do when your friends celebrate their birthday? Do you send them birthday cards or short messages? If so, the birthday wishes below may be useful.

BIRTHDAY WISHES BANK

1. Happy Birthday. Wish you all the best of blessing.
2. It's your birthday! Think happy thoughts and laugh out loud! Wish you all the best. Today … all day is just for you. Happy Birthday.
3. Happy Birthday! May you achieve your goals and may God give His blessings to you as always.
4. Set out each day believing in your dreams. Know without a doubt that you were made for amazing things. Happy Birthday!
5. I've got two for you: The bad news is time flies as your age changes, but the good news is you're the pilot. Happy Birthday.
6. I wish you a wonderful life filled with love and happiness. I hope others bring you joy just as you've brought joy to us. Then you can weather any storm and be all you wanna be. Happy Birthday!
7. What should I say, when I see the star lights brightly this night. What should I feel when I know my best friend is having her birthday. I'm happy for you. Happy Birthday, dear friend. Wish you all the best.

UNIT 5

SWEEP THE FLOOR, PLEASE.

Your parents often ask you to do or not to do things at home, don't they? You sometimes ask people to do things as well, don't you? What do you say, then?

There are different prohibition signals at different places. Do you understand them? Can you write such signs?

Do your parents sometimes leave you short messages? Can you read them? Can you write short messages?

A. Lead-in

Task 1

Look at what they are doing below. Do you know what they are doing? In pairs, write them down. ***(Lihat apa yang mereka sedang kerjakan. Apa yang sedang mereka lakukan?)***



Picture 5.1



Picture 5.2



Picture 5.3



Picture 5.4

1. Picture 1:
   .....
2. Picture 2:
   .....
3. Picture 3:
   .....
4. Picture 4:
   .....

B. Language in Action

Focus on Listening and Speaking

Task 2

Listen to the following conversation. Then, answer the questions. The listening script is in the Appendix. ***(Dengarkan percakapan berikut ini. Kemudian, jawablah pertanyaan-pertanyaannya. Transkrip listening ada pada lampiran).***

Questions

1. Where are Dony and his family?
2. What are they doing?
3. What does Father ask Dony to do? What does Father say?
4. What does Mother ask Tina to do? What does Mother say?

Task 3

Listen to the conversation again. Complete the following table with expressions of commanding and thanking as the example. ***(Dengarkan percakapan sekali lagi. Lengkapi tabel berikut dengan ekspresi-ekspresi memerintah dan berterima-kasih seperti contoh).***

No	Commanding	Thanking
1.	Come here, please.	Thanks dear.
2.		
3.		

Task 4

In pairs, discuss the meaning of each expression below. ***(Secara berpasangan diskusikan makna setiap ekspresi di bawah ini).***



Picture 5.5

1. Mop the floor, please.



Picture 5.6

2. Wash the dishes, please.



Picture 5.7

3. Water the plant, please.



Picture 5.8

4. Sweep the floor, please.



Picture 5.9

5. Wash the clothes, please.



Picture 5.10

6. Tidy up your bed, please.

Task 5 **Listen and repeat after the teacher. Open your dictionary if you do not know the meaning.** ***(Dengarkan dan tirukan guru kalian. Bukalah kamus apabila kalian tidak tahu artinya).***

1. Sweep the floor, please.
2. Clean the table, please.
3. Come here, please.
4. Wash the dishes, please.
5. Wash the clothes, please.
6. Tidy up your bed, please.
7. Mop the floor, please.
8. Water the plant, please.
9. Tend to the garden, please.
10. Open the window, please.

Task 6 **Complete the dialogues and then act them out in pairs. (*Lengkapi dialog-dialognya kemudian peragakanlah secara berpasangan).***

1. Mother : Sinta, wash the dishes, please.
   Sinta : OK, Mom.
   Mother : _____, dear.
2. Father : Tend to the garden, please.
   Dita : _____
   Father : Thank you.

3. Aji : Tina, water the plant, please.
   Tina : Sure.
   Aji : _____.

Catatan: Kata **PLEASE** dalam ekspresi bahasa Inggris dapat untuk **mengungkapkan kesopanan**. Kata **DEAR** dapat digunakan untuk **merespon secara interpersonal**.

Task 7 **Work in groups of three. Perform a role play based on the following situation.** ***(Bekerjalah dalam kelompok bertiga. Lakukan permainan peran berdasarkan situasi berikut ini).***

It's Sunday. You and the other members of the family are busy at home. Ask other members of the family to do activities.

Example:

Mother is sweeping the floor.

Mother : Iwan, clean the window, please.
Iwan : OK, Mom.
Mother : Thanks, dear. Tina, water the plant, please.
Tina : Sure.
Mother : Thanks.

Task 8 **Read the following dialogue. Answer the questions and then act it out in pairs.** ***(Bacalah dialog berikut. Jawablah pertanyaan-pertanyaannya dan kemudian peragakan secara berpasangan).***

Rony and his father are in the garden. His father is painting the fence. Rony has just finished watering the plant.

Father : Rony! Come here, please. I need your help.
Rony : Yes, Dad.
Father : Tend to the garden, please.
Rony : OK.
Father : And don't forget to sweep the yard.
Rony : Sure.
Father : Thanks, dear.
(A moment later)
Father : Rony! Don't touch the fence. The paint is still wet.
Rony : Oh, I'm sorry.

Questions

1. Where are Rony and his father?
2. What is Rony's father doing?
3. What does Rony's father ask Rony to do?
4. What does Rony's father ask Rony NOT to do?
5. What does Father say?

Task 9

In pairs, study the following expressions. ***(Secara berpasangan, pelajari ungkapan-ungkapan berikut ini).***

Dalam percakapan pada Task 7 kalian mendengar Father berkata kepada Rony: **Don't touch the fence.** Ekspresi yang diucapkan oleh Father tersebut untuk MELARANG.

Berikut adalah contoh-contoh ucapan untuk melarang (PROHIBIT) seseorang melakukan sesuatu:

- Don't cheat.
- Don't disturb.
- No smoking.
- No entry.

Catatan:

To prohibit somebody doing something, you can use the following pattern:

Don't + V + ...
No + V-ing/NOUN



FUN SPACE



Q: Why did the man throw a bucket of water out the window?
A: He wanted to see the waterfall.

Q: Why did the man throw the butter out the window?
A: He wanted to see the butterfly.



Task 10 **Work in pairs. Prohibit your classmate in the following situations as the example.** ***(Bekerjalah berpasangan. Laranglah kawan kalian pada situasi-situasi beriku seperti contoht).***

Example:



Picture 5.11

Student 1 : Don't pick the flower up.
Student 2 : Sorry.



Picture 5.12



Picture 5.13



Picture 5.14

Focus on Reading and Writing

Task 11 **In pairs, study the prohibition sign below. What does it mean?** ***(Secara berpasangan, pelajari tanda larangan di dalam gambar. Apakah artinya?)***



Picture 5.15

Task 12

Study the following prohibition signs. Discuss the meaning of each sign with your classmates in groups of four. Based on the signs, write the Indonesian equivalents of the words in the box. ***(Pelajari tanda-tanda larangan berikut. Diskusikan arti setiap tanda dengan teman-temanmu dalam kelompok berempat. Berdasarkan tanda-tanda tersebut, tulislah bahasa Indonesianya kata-kata dalam kotak).***



Picture 5.16

NO LITTERING



Picture 5.17

NO SMOKING



Picture 5.18

NO ENTRY



Picture 5.19

NO PARKING



Picture 5.20

NO LEFT TURNING



Picture 5.21

NO RIGHT TURNING

1. park :
2. left :
3. right :
4. turn :
5. smoke :
6. litter :
7. entry :

Task 13

Do you know the following signs (prohibitions)? Where do you find them? Discuss them in small groups of four. Look at the example. ***(Apakah kalian mengetahui larangan-larangan berikut? Di mana kalian menemukannya? Diskusikan dalam kelompok berempat. Lihat contoh).***

1. Don't be noisy.
2. Don't pick the flower up.
3. No entry.
4. Don't cut the trees.
5. Don't leave the room dirty.
6. No smoking.
7. Don't leave the towel in the bathroom.
8. Don't disturb me.

1. **Don't be noisy.**
   a. Where : Bedroom
   b. Meaning : Jangan berisik.
2. **Don't pick the flower up.**
   a. Where : _____
   b. Meaning : _____
3. **No entry.**
   a. Where : _____
   b. Meaning : _____
4. **Don't cut the trees.**
   a. Where : _____
   b. Meaning : _____
5. **Don't leave the room dirty.**
   a. Where : _____
   b. Meaning : _____
6. **No smoking.**
   a. Where : _____
   b. Meaning : _____
7. **Don't leave the towel in the bathroom.**
   a. Where : _____
   b. Meaning : _____
8. **Don't disturb me.**
   a. Where : _____
   b. Meaning : _____

Task 14 **Work in pairs. Write down prohibitions based on the pictures below.** ***(Bekerjalah berpasangan. Tulislah larangan-larangan berdasarkan gambar-gambar berikut).***



Picture 5.22



Picture 5.23

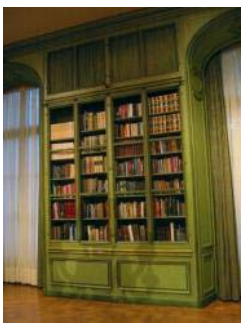


Picture 5.24

Don't be noisy. _____ _____



Picture 5.25



Picture 5.26



Picture 5.27

_____ _____ _____

Task 15 **Read the following text. Then, answer the questions.** ***(Bacalah teks berikut. Kemudian, jawablah pertanyaan-pertanyaannya).***

Nanda's mother leaves early. She leaves a message for Nanda.

Dear Nanda,

Sweep the floor and wash the dishes, please. Don't leave the lamp on. Save the energy.

Love,
Mom

Questions

1. Who is the message for?
2. What does Mother ask Nanda to do?

Task 16

Mrs Ratna leaves early. She wants to leave a message for her daughter, Sinta. Help her write the message based on the clues. ***(Ibu Ratna pergi pagi-pagi sekali. Ia ingin meninggalkan pesan untuk anaknya, Sinta. Bantulah menulis sebuah pesan pendek berdasarkan petunjuk gambar).***



Picture 5.28

Picture 5.29

Picture 5.30

Picture 5.31

Write the message here.

C. Homework

Task 17

Find some prohibition signs in public places and then identify the meanings. You may work in groups. ***(Carilah beberapa tanda larangan di tempat-tempat umum kemudian carilah artinya. Kamu boleh bekerja dalam kelompok).***

Task 18

Write some prohibition signs for your school. Put them in the right places. You may work in groups. ***(Tulislah beberapa tanda larangan untuk sekolah kalian dan kemudian tempatkan pada tempat-tempat yang tepat. Kamu boleh bekerja dalam kelompok).***

Task 19

Your teacher must have written short messages. Compile them and then answer the following questions. ***(Guru kalian pasti telah menulis pesan-pesan pendek untuk kalian. Kumpulkan pesan-pesan tersebut dan kemudian jawablah pertanyaan-pertanyaan berikut).***

Questions

1. Who is the message for?
2. What is the message?

D. Evaluation

Task 20

Work in pairs. Perform a role play based on the following situation. Make some notes before you start. ***(Bekerjalah secara berpasangan. Lakukan permainan peran berdasarkan situasi berikut ini. Buatlah catatan sebelum memulai).***

You have a guest from Australia. Tell him what to do and what NOT to do at your home.

Task 21 **Write prohibitions based on the clues.**



Picture 5.32

_____



Picture 5.33

_____



Picture 5.34

_____



Picture 5.35

_____



Picture 5.36

_____



Picture 5.37

_____

Task 22 **Write a message based on the following situation.** ***(Tulislah pesan berdasarkan situasi berikut).***

You share a bedroom with your brother/sister. You leave very early when your brother is still asleep. Write a message for him/her. Tell him/her what to do and what NOT to do.



E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Commanding	☐	☐	☐
Prohibiting	☐	☐	☐
Reading signs	☐	☐	☐
Writing signs	☐	☐	☐
Reading short messages	☐	☐	☐
Writing short messages	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to command somebody to do something, for example:**

   - Sweep the floor, please.
   - Clean the table, please.
   - Come here, please.
   - Wash the dishes, please.

2. **How to prohibit somebody doing something, for example:**

   - Don't cheat.
   - Don't disturb.
   - No smoking.
   - No entry.

3. **Short functional texts : short messages**

4. **Grammar**

To prohibit somebody doing something, you can use the following pattern:

Don't + V + ...
No + V-ing/NOUN

G. Vocabulary List

assignment [əˈsaınmənt] (*kb*)	: tugas
clothes [kləuðz] (*kb*)	: pakaian
dirty [dəːti](*ks*)	: kotor
dish [dıʃ] (*kb*)	: piring
flower [ˈflaʊə] (*kb*)	: bunga
garden [ˈgɑːdən](*kb*)	: kebun
help [help](*kkt*)	: menolong
message [ˈmesıdʒ] (*kb*)	: pesan
noisy [ˈnɔızi](*ks*)	: ramai
yard [jɑːd] (*kb*)	: halaman

UNIT 6

MAY I HAVE ONE, PLEASE?

Do you always have all things you need? You often need to ask for things to others, don't you? You sometimes also give things to others. Can you ask for and give things to others appropriately?

You love reading and writing, don't you? Can you read and write the description of your school?

A. Lead-in

Task 1 **Do you know how to count? Study the words below. Listen and repeat after the teacher.**

one [wʌn]	eleven [ɪˈlevn]
two [tuː]	twelve [twelv]
three [θriː]	thirteen [θɜːˈtiːn]
four [fɔː]	fourteen [fɔːˈtiːn]
five [faɪv]	fifteen [fɪfˈtiːn]
six [sɪks]	sixteen [sɪksˈtiːn]
seven [ˈsevən]	seventeen [sevənˈtiːn]
eight [eɪt]	eighteen [eɪˈtiːn]
nine [naɪn]	nineteen [naɪnˈtiːn]
ten [ten]	twenty [ˈtwenti]

Task 2

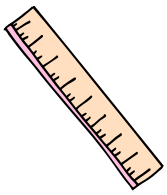
In pairs, study the following objects. Notice how each is expressed.



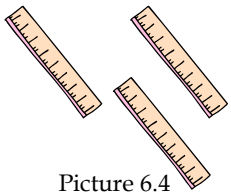
Picture 6.1
one bag



Picture 6.2
six bags



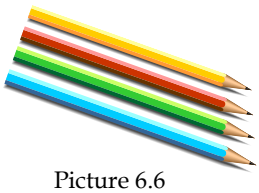
Picture 6.3
one ruler



Picture 6.4
three rulers



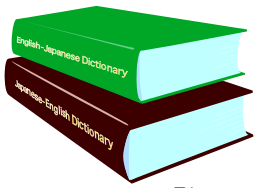
Picture 6.5
one pencil



Picture 6.6
four pencils



Picture 6.7
one dictionary



Picture 6.8
two dictionaries

Task 3

In groups of four, study the expressions in Task 2 again and answer the questions below. Report your answers to the class.

1. How do you express an object when the number is one? Give an example.
2. How do you express an object when the number is two, three, four, or more? Give an example.

Task 4

In pairs, study the explanation below.

Nouns in PLURAL forms (JUMLAHNYA LEBIH DARI SATU) have –S or –ES at the end of the words. Look at the example.

No	Singular	Plural	Rule
1	pencil, book	pencils, books	+ **-s**
2	box, watch	boxes, watches	+ **-es**
3	dictionary	dictionaries	**y** changes into **-ies**
4	shelf	shelves	**f** changes into **-ves**

Task 5 Label the following objects. Use the correct forms.



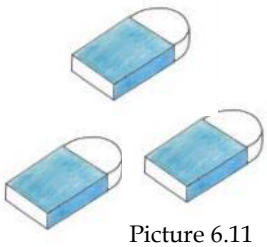
Picture 6.9

four pens



Picture 6.10

_____



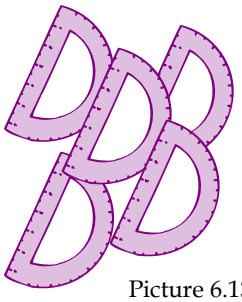
Picture 6.11

_____



Picture 6.12

_____



Picture 6.13

_____



Picture 6.14

_____



Picture 6.15

_____



Picture 6.16

_____

B. Lesson Proper

Focus on Listening and Speaking

Task 6 Ida has a bag full of new stuff. She shows them off to her friend, Winda. Listen to her and then answer the questions. The listening script is in the Appendix.

Questions

1. What has Ida got from her sister?
2. Is it a birthday present?
3. What is the colour of her new stationery items?
4. How many pink notebooks has she got?
5. How many pens has she got?
6. What stationery item does she forget to bring?
7. Ida says *May I have one of yours?* What does she mean?
8. What will Winda probably say?

Task 7 In pairs, study the following expressions.

In the monologue in Task 6 you find this expression:

May I have one of yours?

The expression is used to ASK FOR SOMETHING (*meminta barang*). Other expressions that you can use:

May I have …, please?
Can I have …, please?

The word PLEASE in the expressions is to show POLITENESS.

To respond, you can say:

Sure.
Here it is.
Here you are.

Task 8 Complete the following dialogues with relevant expressions and then act them out in pairs.

1. Arif : I don't bring my pencil. May I _____?
   Dina : Sure. Here you are.
   Arif : _____
   Dina : You're welcome.

2. Citra : I need a piece of paper. Can _____?
   Budi : Certainly.
   Citra : Thanks a lot.
   Budi : _____

3. Vina : I lost my pen. Have you got a spare pen?
   Citra : Yes. I've got three.
   Vina : _____
   Citra : Sure. Here it is.

4. Vina : I need a notebook. _____?
   Citra : Yes. I've a spare notebook.
   Vina : _____
   Citra : Don't mention it.

Task 9 **Listen to the text in Task 6 again and in groups of four, answer the questions below. Report your answers to the class.**

In Task 6 Ida says:

There are a pink pen, a pink pencil, and a pink rubber. And there is also a pink correction pen.

Ida says *there are ...* and *there is ...* to tell the number of items.

Questions

1. What is the meaning of *there are ...*?
2. What is the meaning of *there is ...*?
3. When does Ida use *there are ...*?
4. When does Ida use *there is ...*?

Task 10 **In pairs, study the explanation below.**

THERE IS ... and THERE ARE ...

THERE IS and THERE ARE mean ADA. You use THERE IS when you talk about SINGULAR NOUNS and you use THERE ARE when you talk about PLURAL NOUNS, for example:

There are ten notebooks in my bag.
There is a pencil in my pencil case.



FUN SPACE: RIDDLE

Q: What has two hands and a face, but no arms and legs?
A: A clock.



Task 11 **Listen to the following text and note down the number of the following objects. Compare your notes with a classmate's. Look at the example.**



Picture 6.17

twenty tables



Picture 6.18



Picture 6.19



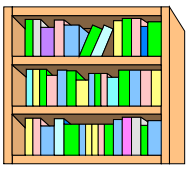
Picture 6.20



Picture 6.21



Picture 6.22



Picture 6.23



Picture 6.24

Task 12 **Look at the picture of Tony's classroom below. What objects are in the classroom and how many are they? Write down in the table below. Then, tell the class the result of your work. Look at the example.**



Picture 6.25

No	Items	Number
1.	white board	one
2.		
3.		
4.		
5.		
6.		
7.		

Example:

This is Tony's classroom. There is a white board in the classroom. ... and so on.

Task 13 **Now, observe the objects in your own classroom. Write them down in the table below. Then, tell the class the findings of your observation.**

Things in My Classroom

No	Items	Number (in words)
1.	desk	twenty

Task 14 **Study the following dialogue and answer the questions. Then, act it out in pairs.**

Situation: Doni's pen is running out of ink. He borrows a pen from Vina.

Doni : Hey, Vina, may I borrow your pen? My pen is running out of ink.
Vina : Um, okay. I think I've got one spare pen. Here you are.
Doni : Wow, you've got a nice pen. I like it.
Vina : Really? I don't like it, you know. That's why I never use it.
Doni : Why? It has got nice pictures on it. I like pens and pencils with pictures on them.
Vina : Not the pictures. I like using a ballpoint, instead.
Doni : I see. Unlike you, I don't like ballpoints. Well, thanks for lending me the pen.
Vina : No problem.

Questions

1. Who borrows a pen? What does he say?
2. Does Vina lend Doni a pen? What does she say?
3. Does Doni like the pen? What does he say?
4. Does Vina like the pen? What does she say?
5. What does Vina like to use?

Task 15 **In pairs, study the following expressions.**

Dalam dialog pada Task 13 kalian menemukan ekpresi-ekspresi berikut:

I like it.
I like pens and pencils with pictures on them.

Ekspresi-ekspresi tersebut untuk menyatakan SUKA (*likes*). Dapatkah kalian menyebutkan ekpresi lainnya untuk menyatakan SUKA? Tuliskan.

- …….
- …….
- …….
- …….

Kalian juga menemukan ekpresi-ekpresi:

I don't like it.
I don't like ballpoints.

Ekspresi-ekspresi tersebut untuk menyatakan TIDAK SUKA (*dislikes*). Dapatkah kalian menyebutkan ekpresi lainnya untuk menyatakan SUKA? Tuliskan.

- …….
- …….
- …….
- …….

Task 16 **Look at the list below. Put a tick (✓) on school facilities that you have in your school.**

No.	Facility	✓/–	Number
1.	classroom		
2.	computer room		
3.	Teacher's room		
4.	headmaster room		
5.	language laboratory		
6.	science laboratory		
7.	sports hall		
8.	tennis court		
9.	library		
10.	mosque		
11.	canteen		
12.	toilet		

Task 17 **Now, identify the facilities at your school, and then tell your classmates the ones you like and the ones you do not like.**

Focus on Reading and Writing

Task 18 **Read aloud the following text and then answer the questions. Work in pairs.**

My School

My school, State Junior High School 8 of Yogyakarta, is at 20 Jl. Diponegoro in the centre of the city.

My school is big. It has 18 clean classrooms, ten clean toilets, three laboratories, a big library, a teacher room and a headmaster room. It has a beautiful school park in the centre of the school.

The computer room is next to the library and the sports hall is behind the computer room. There is a large parking area beside the sports hall. There are notice boards in every classroom. There is also a beautiful mosque in front of the teacher's room.

Questions

1. What is the school located?
2. Is the school small?
3. How many classrooms does the school have?
4. How are the classrooms?
5. How many toilets does the school have?
6. What are the toilets like?
7. Where is the parking area?
8. Is the mosque big or small?

Task 19 **In pairs, study the following explanation.**

The text in Task 18 is a DESCRIPTIVE TEXT. A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive text Task 18 describes an OBJECT. The text has main parts:

1. the INTRODUCTION that gives general information about the object (for example name and location); and
2. the MAIN PART that describes the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

To describe an object, you need to use an ADJECTIVE, for example BIG, LARGE, dan CLEAN. In the text above you can find objects that are described such as CLEAN classrooms, a BIG library, and a BEAUTIFUL mosque. Can you find other objects in the text that are described? Identify them.

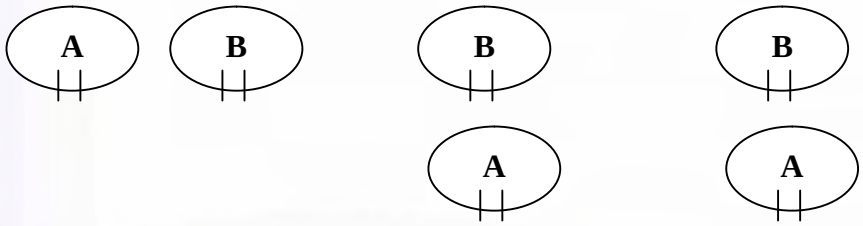
Task 20 **Refer to the school facilities you identify in Task 16. Describe of the facilities using correct adjectives. Consult your teacher when you do not know the English of the words (adjectives).**

Task 21 **With a partner, study the following explanation.**

In the text in Task 18 you find the following sentences:

- The computer room is **next to** the library.
- There is a large parking area **beside** the sports hall.
- The sports hall is **behind** the computer room.
- There is also a beautiful mosque **in front of** the teacher's room.

The words in bold are **PREPOSITIONS.** Study how the prepositions are used.



A is next to (beside) B. **A is in front of B.** **B is behind A.**

Identify the PREPOSITIONS in the text in Task 18 and discuss the meanings in groups of four.

Task 22 **Refer to the school facilities you identify in Task 16. Describe the location of each facility relative to another school facility. You may write some notes in the space below.**

Task 23 **Kristi is writing a letter to her friend. Her name is Nayla and she lives in Bandung. Read the letter and answer the questions.**

Yogyakarta, 22 January 2008

Dear Nayla,

Thanks for your letter and the picture of your school.

My name is Kristiana. I'm twelve years old and I live in Yogyakarta. I'm in class VII A at SMP Mataram. It is at 12 Jl. Kenanga. It is a good school. It has many facilities. It has eighteen classrooms, ten restrooms, three laboratories, a library, a teacher room and a headmaster room. There is a large parking area near the security office. There is a beautiful garden in the centre of the school. There are also a computer room, and a small mosque between the computer room and sport hall. I love my school.

I think that's all. Tell me about your school, Nayla.

Thanks.

Best wishes,

Kristi

Questions

1. Who writes the letter?
2. Where does Kristi live?
3. Where does Nayla live?
4. How many classrooms does SMP Mataram have?
5. Does the school have a mosque?
6. Does the school have two computer rooms?
7. What is near the security office?
8. Where is the garden?

Task 24 **Write a letter to your friend. Tell him/her about your school. Use the letter in Task 23 as the model.**

C. Homework

Task 25 **Access the internet or read magazines or newspapers to find two or more descriptions of schools or school facilities. Rewrite them in your own words. Present them to the class.**

Task 26 **Work in pairs. Go to one of the following rooms or facilities in your school and describe the room. Ask your classmates to give you feedback to revise your draft. Submit to the teacher and the best description will be put in the school bulletin.**

1. library
2. science laboratory
3. computer laboratory
4. language laboratory
5. canteen

D. Evaluation

Task 27 **Work in pairs. Have a dialogue based on the following situations.**

1. You need a ruler. You know that your brother has got a spare ruler. You ask him for a ruler.
2. In pairs, tell each other about stationery items you like and you do not like.
3. In small groups of four, tell one another your classroom in your primary school in grade VI.

Task 28 **Write a description text of around 50 words long about your primary school.**

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for something	☐	☐	☐
Giving something	☐	☐	☐
Expressing likes	☐	☐	☐
Expressing dislikes	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to ask for things, for example:**

   May I have …, please?
   Can I have …?

2. **How to give things, for example:**

   Sure.
   Here it is.
   Here you are.

3. How to express likes, for example:

I like it.
I like pens and pencils with pictures on them.

4. How to express dislikes, for example:

I don't like it.
I don't like ballpoints.

5. Descriptive texts

A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive texts you learn in this unit are descriptive texts of objects. The texts start with general information about the object (for example name and location) and followed by the description of the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

G. Vocabulary List

calculator [ˈkælkjuːleɪtə] (*kb*)	: kalkulator
centre [ˈsentə] (*kb*)	: tengah
clean [kliːn] (*kkt*)	: membersihkan
corner [ˈkɔːnə] (*kk*)	: sudut
cupboard [ˈkəbəd] (*kb*)	: almari
dictionary [ˈdɪkʃənri] (*kb*)	: kamus
library [ˈlaɪbri] (*kb*)	: perpustakaan
map [mæp] (*kb*)	: peta

near [nɪə] (*kk*)	: dekat
nice [naɪs] (*ks*)	: bagus
park [pɑ:k] (*kb*)	: taman
pen [pen] (*kb*)	: pena
pencil sharpener ['pensəl 'ʃɑ:pnə] (*kb*)	: rautan pensil
picture ['pɪktʃə] (*kb*)	: gambar
restroom ['restru:m] (*kb*)	: toilet
room [ru:m] (*kb*)	: ruang
ruler ['ru:lə] (*kb*)	: penggaris
shelf [ʃelf] (*kb*)	: rak

Semester 1 Review

Task 1 **Choose the best answer by crossing a, b, c, or d.** ***(Pilihlah jawaban yang paling tepat dengan menyilang a, b, c, atau d).***

1. Siska: Hi. How are you, Tony?
   Tony: ....

   a. Thank you.
   b. I'm fine. Thanks.
   c. Good morning.
   d. Thanks.

2. Vina: Hello. My name is Vina.
   Budi: ....I'm Budi.

   a. Good afternoon.
   b. Thanks.
   c. Hi.
   d. I'm fine.

3. Donny: Hello. ... What's your name?
   Citra: I'm Citra. Hi.

   a. Hi.
   b. My name is Donny.
   c. I'm sorry.
   d. Thank you.

4. Siska: ..., Yanu?
   Yanu: I'm from Bandung.

   a. Where are you from
   b. I'm sorry
   c. Good evening
   d. How are you

5. Citra : Sarah, ... Fandy. He is my classmate. Fandy, this is Sarah. She is my sister.
   Sarah : Hi, Fandy.
   Fandy : Hi, Sarah.

   a. he is my friend
   b. it's nice to meet you
   c. how are you
   d. this is

6. Hani : This is my sister.
   Galih : ....
   Hani : Her name is Martha.

   a. What's your name?
   b. What's his name?
   c. What's her name?
   d. What's their name?

7. Rita : Mom, this is Mario. He is my classmate.
   Mario : Hello, Mrs Ratna. It's nice to meet you.
   Mrs Ratna : ....

   a. How are you?
   b. What's your name?
   c. Nice to meet you, too.
   d. Come in, please.

8. Donny : Good morning, Miss Nia.
   Miss Nia : Good morning, Donny.
   Donny : .... I'm late.
   Miss Nia : That's OK. Come in, please.

   a. I'm sorry.
   b. What's this?
   c. I'm fine, thanks.
   d. It's nice to meet you.

9. Miss Ratna : Look. The floor is dirty. Tika, ..., please.
   Tika : OK.

   a. clean the window
   b. sweep the floor
   c. wash the dishes
   d. close the door

10. Mr Rudi : Don't put the book on the table. ..., please.
    Citra : OK.

    a. Put the book on the shelf
    b. Throw the book
    c. Tidy up the table
    d. Clean the table

11. The sign means ….

    a. Danger
    b. Smoke
    c. Don't smoke
    d. No parking



Picture Review 1.1

12. The sign means ….

    a. Turn here.
    b. Turn right.
    c. Turn left.
    d. Turn around here.



Picture Review 1.2

13. Elizabeth is in the Student's Association office. She speaks to Laila, the secretary.

    Laila : May I help you?
    Elizabeth : Yes. ....
    Laila : Sure. We have dancing, music, and swimming on Saturdays.
    Elizabeth : Thank you very much.
    Laila : You're welcome.

    a. Could you tell me the student activities on Saturdays?
    b. Where are the student activities on Saturdays?
    c. Do we have classes on Saturdays?
    d. Are students free on Saturdays?

14. Citra : Excuse, me. ....
    Dina : Certainly. It's next to the language laboratory.
    Citra : Thank you.

    a. What is your name, please?
    b. Where is the toilet, please?
    c. Where is the language laboratory, please?
    d. Can you tell me about the toilet, please?

15. Mother : Citra, mop the floor, please.
    Citra : Sure, mom.
    Mother : ..., dear.

    a. I'm sorry
    b. Thanks
    c. OK
    d. Here you are

16. Father : Budi, ... The paint is still wet.
    Budi : Oh, I'm sorry.

    a. don't touch the fence
    b. don't smoke here
    c. don't throw the rubbish here
    d. don't be noisy

17. The sign means ….

    a. Don't turn round here.
    b. Don't turn left here.
    c. Don't turn right here.
    d. Don't turn here.



Picture Review 1.3

18. "Don't park here." The appropriate sign for the warning is ….

a. 

Picture Review 1.4

b. 

Picture Review 1.5

c. 

Picture Review 1.6

d. 

Picture Review 1.7

Task 2 **Put each expression in the box under the right picture.**

19. 

Picture Review 1.8

20. 

Picture Review 1.9

21. 

Picture Review 1.10

22. 

Picture Review 1.11

23. 

Picture Review 1.12

a. Don't be noisy.
b. Tidy up your room, please.
c. Don't pick up the flower.
d. Don't turn right here.
e. Clean the blackboard, please.

Task 3 **Read the text and answer the questions by choosing the correct alternative.**

Questions 24 and 25 refer to the following text.

Announcement

For: Students of grades VII and VIII

The school holds a Story Telling Competition on 28 October at the school hall.
For more information and registration, contact Laila at the Student's Association office.

24. The announcement above is for students of ….

    a. grades VII and IX
    b. grades VIII and IX
    c. grade VII
    d. grades VII and VIII

25. The story telling competition in on …..

    a. 8 September
    b. 18 September
    c. 8 October
    d. 28 October

Questions 26 and 28 refer to the following text.

Dear Nadia,

May I wish you health, happiness, and success in your life.
Happy birthday.

December 9, 1995
December 9, 2008

Love,
Siska

26. Who is the sender of the card?

a. Nadia.
b. Siska.
c. Ratna.
d. Nanda.

27. Why does Siska send the card?

a. It's Siska's birthday.
b. It's Nadia's birthday.
c. It's Siska's marriage.
d. It's Nadia's marriage.

28. What does Nadia wish the following, EXCEPT ….

a. happiness
b. success
c. health
d. love

Questions 29 and 30 refer to the following text.

Dear Laila,

Make up my bed and wash the glasses, please. Don't forget to turn the lamp off. Save the energy.

Love,
Dad

29. Who is the message for?

    a. Laila.
    b. Father.
    c. Mother.
    d. Laila and Father.

30. The message tells Laila to do the following EXCEPT ....

    a. tidy up the bedroom
    b. wash glasses
    c. turn the lamp off
    d. leave the lamp on

Task 4 Speaking

31. In pairs make dialogues based on the following situations.

    a. Your classmate visits you at home. Introduce him/her to your father.
    b. You meet a new friend at school. Introduce yourself to him/her.
    c. You want to know where the library is.
    d. You want to know student activities this semester.

Task 5 Writing

32. Write a birthday card for your friend's birthday.
33. Write a short message for your brother to put your toys you leave in the living room.

UNIT 7

ARE YOU SURE?

When you are doubtful about what others are saying, you usually ask for clarification, don't you? When others are doubtful about what you are saying, they ask for clarification to you as well. Can you ask for and give clarification very well?

What about reading and writing the description of your house? Can you do them confidently?

A. Lead-in

Task 1 **In pairs, label the objects below with the right words in the box. Then, listen and repeat after the teacher.**

bed [bed]	bicycle ['baɪsɪkl]
car [kɑ:]	chair [tʃeə]
lamp [læmp]	pillow ['pɪləʊ]
sofa ['səʊfə]	table ['teɪbl]
television [telɪ'vɪʒən]	toothbrush ['tu:θbrʌʃ]
radio ['reɪdiəʊ]	computer [kəm'pju:tə]



Picture 7.1 _____



Picture 7.2 _____



Picture 7.3 _____



Picture 7.4 _____



Picture 7.5



Picture 7.6



Picture 7.7



Picture 7.8



Picture 7.9



Picture 7.10

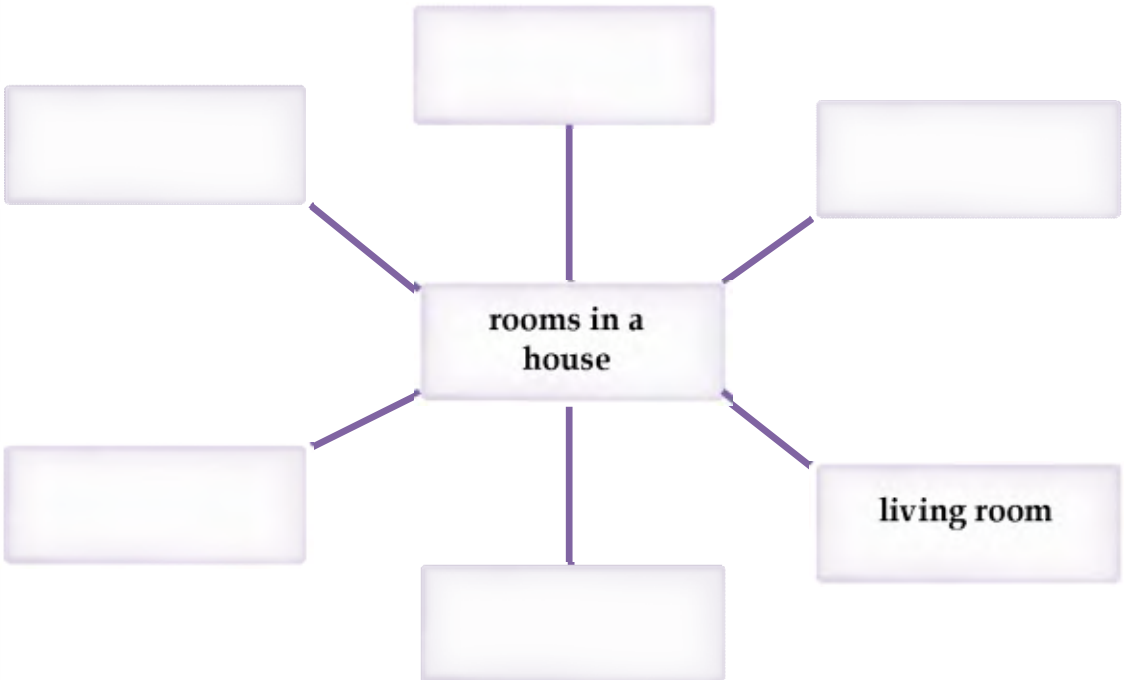


Picture 7.11



Picture 7.12

Task 2 **In pairs, write the names of rooms in a house by completing the vocabulary web below.**



Task 3 **In pairs, recall the objects in your house and put them in the correct column below. Look at the example.**

No	Living room	Bathroom	Kitchen	Bedroom	Garage	Garden
1	television		spoon		bicycle	
2						
3						
4						
5						
6						
7						
8						
9						
10						

B. Lesson Proper

Focus on Listening and Speaking

Task 4 **Listen to the following dialogue and then answer the questions. Then, compare your answers with a classmate's. The listening script is in the Appendix.**

Questions

1. What is the good news?
2. When will Ayu and Doni's family move?
3. Is the new house finished yet?
4. What is the new house like?
5. How many rooms are there in the new house?
6. How many bedrooms has the new house got?
7. Has the house got a swimming pool?
8. Doni says *Are you sure?* What does he mean?
9. Doni says *Did you not misunderstand Father?* What does he mean?
10. What does Ayu say to respond to what Doni says?

Task 5

Study the following explanation.

In the dialogue in Task 4, you find the following expressions:

- Are you sure?
- Really?
- Did you not misunderstand Father?

Those expressions are used to **ask for clarification**.

You also find these expressions:

- Yes, absolutely.
- That's right.
- No. Definitely not.

Those expressions are used to **give clarification**

There are other expressions you can use to ask for and give clarification.

To ask for a clarification you can say:

- Are you positive?
- What?

To give clarification you can say:

- Of course.
- Sure.

Task 6

Complete the following dialogue with the expressions in the box. Then, act it out with your classmate.

A swimming pool?	That's great.	Really?

Wulan : Hi, Donny.
Donny : Hi, Wulan. How are you?
Wulan : Fine, thanks. Hey, tell me about your new house, Donny.
Donny : Well, it is a big house.
Wulan : (1) _____
Donny : It has five bedrooms, a big living room and a small garage.

Wulan : (2) _____. Do you have a garden?
Donny : Yes, we have a small garden and also a swimming pool.
Wulan : (3) _____ Do you mean a pond? We don't have a swimming pool at home. Only a small pond.
Donny : It is a swimming pool. It's big. You may come over to my house and swim anytime.
Wulan : Thanks.

Task 7

Study the following dialogue. Then, put a tick (✓) in the column if the statement is true and put a cross (X) in the column if the statement is false.

Sinta and Aji are talking about Sinta's bedroom.

Sinta : Guess what!
Aji : What?
Sinta : I have a nice bedroom now.
Aji : Really? Tell me about it.
Sinta : Well, it has light blue wall. There is a wardrobe for my clothes. There is also a shelf full of books and dolls and a cage of my hamster.
Aji : A cage in your bedroom? Are you positive?
Sinta : Absolutely. I love my hamster so much that I want to be with him every time.
Aji : Are you sure it is clean?
Sinta : Of course. I clean it everyday, both my hamster and the cage.
Aji : Is there a bathroom in your bedroom?
Sinta : Yes, there is.
Aji : Are there any posters on your bedroom wall?
Sinta : No. My father won't let me. I hang some of my pictures instead.
Aji : I see.

No	Statement	True	False
1	Sinta's bedroom has blue wall.		
2	There is not a wardrobe in Sinta's room.		
3	There is a bookshelf in Sinta's room.		
4	There is a cage in Sinta's room.		
5	The cage is very dirty.		
6	Sinta cleans the hamster and the cage everyday.		

Task 8

What do you say to clarify or give clarification in the following situations?

1. Your friend says, "You know, I've got a bathtub in my private bathroom."
   You say, "_____."

2. You say, "You know what, I keep a pet snake in my bedroom."
   Your friend says, "Are you positive?"
   You say, "_____."

3. Your friend says, "My family moves to a new house. It has got three floors."
   You say, "_____."

4. You say, "Guess what! We have a new car! It costs one billion rupiahs."
   Your friend says, "Are you saying one million rupiahs?"
   You say, "_____."

5. Your sister says, "Daddy says I can keep a pet puppy inside the house."
   You say, "_____."

Task 9

Have a dialogue with a partner and tell each other your house. Ask for and give clarification when necessary.

Task 10

In small groups, study the following explanation.

In dialogues in Task 4 and Task 7, you find some expressions that describe something, for example:

- It's a nice house.
- It's a big house.
- I have a nice bedroom now.

To describe something you can use the following pattern:

It + is + a + adjective + Noun

Example: It is a nice house.
It is a small garden.

Task 11 **Look at the pictures. Ask and answer about the pictures with your classmate in pairs.**

Example:



Picture 7.13

house - small

A: What is the house like?
B: It is a small house.

1. 

Picture 7.14

flowers – beautiful

2. 

Picture 7.15

swimming pool – big

3. 

Picture 7.16

living room – cozy

4. 

Picture 7.17

garden – nice

5. 

Picture 7.18

bedroom – comfortable

6. 

Picture 7.19

house - big

Task 12 **In pairs, study the following explanation.**

IS THERE ....?

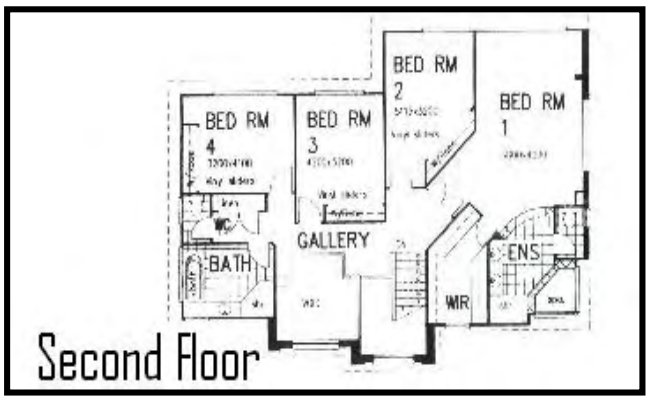
Question : Is there a bathroom in your bedroom?
Answer : Yes, there is.
No, there isn't.

Question : Are there any posters on your bedroom wall?
Answer : Yes, there are.
No, there aren't.

Task 13 **The picture below is the rooms in Budi's house. Write the name of each room.**



Picture 7.20



Picture 7.21

Task 14 **Work in pairs. Ask and answer questions about Budi's house.**

Example: living room

Andi : Is there a living room on the first floor?
Ita : Yes, there is.
Andi : Is there a living room on the second floor?
Ita : No, there isn't.

1. living room
2. bedroom
3. bathroom
4. dining room
5. kitchen

Task 15 **Work in pairs. Take turns asking and answering about rooms in your house.**

Example: kitchen

Anita : Is there a refrigerator in your kitchen?
Bowo : Yes, there is.
Anita : Are there chairs in your kitchen?
Bowo : No, there aren't.

Focus on Reading and Writing

Task 16 **Read the following text about Risa's house. Then, answer the questions.**

My House

My house is on Jl. Kartini. It is big and nice.



Picture 7.22

It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

1. How many floors has Risa's house got?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. Who has the big bedroom?
5. Who has the small bedroom?
6. What is the colour of Risa's bedroom wall?
7. What is in front of the house?
8. Who often plays in the garden?

Task 17 **In pairs, study again how to write a descriptive text.**

The text in Task 16 is a DESCRIPTIVE TEXT. A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive text in Task 16 describes an OBJECT. The text has main parts:

1. the INTRODUCTION that gives general information about the object (for example name and location); and
2. the MAIN PART that describes the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

To describe an object, you need to use an ADJECTIVE, for example BIG, NICE, dan SMALL. In the text above you can find objects that are described such as a BIG and NICE house, a SMALL garden, and a SMALL kitchen. Can you find other objects in the text that are described? Identify them.

Task 18 **Rewrite the text above in your own words.**

Task 19 **In pairs, study the note below and then listen to and repeat after the teacher.**

Sound /u:/

In the text above you find the word 'room'. The letter 'oo' is pronounced [u:]. Thus, the word 'room' is pronounced [ru:m]. Here are some other words:

pool [pu:l]
roof [ru:f]
goose [gu:s]

1. room [ru:m]
2. pool [pu:l]

3. roof [ru:f]
4. goose [gu:s]
5. moon [mu:n]
6. spoon [spu:n]
7. zoo [zu:]
8. choose [tʃu:z]
9. tool [tu:l]
10. broom [bru:m]

Task 20 **Dina writes a letter to her friend, Andi and tells him about her favourite room. Read her letter and answer the questions.**

Bandung, 27 October 2008

Dear Andy,

How are you Andy? I hope you are fine.

Now I live in a nice house. It is in the country.

My house has two bedrooms. My bedroom is my favourite room. It's a nice room. It has blue wall. I put posters of my favourite singers on the wall. There is a small shelf for my books and my cassettes. My room has a big window. It also has a new desk with a yellow lamp. It is a nice room. I like it.

That's all Andy. Write soon.

Cheerio,

Dina

Questions

1. Who writes the letter?
2. Who receives the letter?
3. How is Dina's house now?
4. Why does Dina like her new room?
5. What colour is the wall?
6. What are there in Dina's bedroom?

Task 21 **Choose one of the rooms in your house and write a description about it.**

Example:

The living room is my favourite room. The room is very comfortable. It has light yellow wall. There are two pictures on the wall. …

Task 22 **Andy wants to reply Dina's letter. He wants to tell her about her favourite room, i.e. the living room. Now help Andy write his letter. Look back at Task 20 for a model.**

C. Homework

Task 23 **Write a letter to your friend. Tell him/her about your house. Use the following questions for help.**

1. Is your house big?
2. Is your house nice?
3. What rooms are there in your house? How many?
4. What is your favourite room?
5. Describe your favourite room.

Task 24 **Find two texts describing a house. Rewrite the texts and share your writing with your classmates.**



FUN SPACE

Which room has no doors and no windows?

Answer: a mushroom

D. Evaluation

Task 25 **Look at the house. Take turns asking and answering about the facilities that the house has got. Ask for and give clarification when necessary. Study the example.**



Picture 7.23



Picture 7.24

Example:

A: How many bathrooms has the house got?
B: It has got, um … one, two, three … three bathrooms.
A: Have they got bathtubs?
B: Um, only one on the second floor.
A: Really?
B: Yes.

Task 26 **Look at the house in Task 25 again. Write a composition of a descriptive text to describe the house.**

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for clarification	☐	☐	☐
Giving clarification	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to ask for a clarification, for example:**

   Are you sure?
   Are you positive?
   Really?

2. **How to give clarification, for example:**

   Of course.
   Sure.
   Absolutely.

3. **Descriptive texts**

   A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive texts you learn in this unit are descriptive texts of objects. The text starts by giving general information about the object (for example name and location); and followed by the descriptions of the object in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

4. Grammar point

a. To describe a place or things you can use the following pattern:

It + is + a + adj + Noun
Example: It is a nice house.
It is a small garden.

b. Is there….? Are there …?

Example: Is there a computer in your room?
Are there any posters on your bedroom wall?

G. Vocabulary List

bathroom [ˈbɑːθruːm] (*kb*)	: kamar mandi
beautiful [ˈbjuːtɪfʊl] (*ks*)	: cantik
bedroom [ˈbedruːm] (*kb*)	: kamar tidur
comfortable [ˈkʌmftəbl] (*ks*)	: nyaman
describe [dɪˈskraɪb] (*kkt*)	: menggambarkan
dining room [ˈdaɪnɪŋ ˈruːm] (*kb*)	: ruang makan
favourite [ˈfeɪvrɪt] (*ks*)	: favorit
first [fəːst] (*kk*)	: pertama
floor [flɔː] (*kb*)	: lantai
garage [ˈgærɑːʒ] (*kb*)	: garasi
garden [ˈgɑːdən] (*kb*)	: kebun
good [gʊd] (*ks*)	: bagus
house [haʊs] (*kb*)	: rumah
kitchen [ˈkɪtʃən] (*kb*)	: dapur

lamp [læmp] (*kb*)	: lampu
living room ['lɪvɪŋ 'ru:m] (*kb*)	: ruang tamu
move [mu:v] (*kkt*)	: pindah
new [nju:] (*ks*)	: baru
nice [naɪs] (*ks*)	: bagus
second ['sekənd] (*kk*)	: kedua
small [smɔ:l] (*ks*)	: kecil
swimming pool ['swɪmɪŋ 'pu:l] (*kb*)	: kolam renang

UNIT 8

WHAT DO YOU THINK OF…?

In everyday life, we often need to ask for and give opinions. Can you ask for and give opinions appropriately?

We also need to know facts about different things. Do you know how to ask about facts to others? Do you also know how to give facts to others?

In units 6 and 7, you learnt how to read and write descriptions of objects. What about descriptions of persons? Learn that and more in this unit.

A. Lead-in

Task 1 **Look at the people. What are their professions? Write them down as the example.**



Picture 8.1



Picture 8.2



Picture 8.3

doctor _____ _____



Picture 8.4



Picture 8.5



Picture 8.6

_____ _____ _____

Task 2 Listen and repeat after the teacher.

doctor [ˈdɒktə]
architect [ˈɑːkɪtekt]
farmer [ˈfɑːmə]
firefighter [ˈfaɪəfaɪtə]
soldier [ˈsəʊldʒə]
nurse [nəːs]
teacher [ˈtiːtʃə]
photographer [fəˈtɒgrəfə]
secretary [ˈsekrətri]
painter [peɪntə]
mechanic [mɪˈkænɪk]
sailor [ˈseɪlə]
pilot [ˈpaɪlət]
flight attendant [flaɪt əˈtendənt]
driver [draɪvə]
astronaut [ˈæstrənɔːt]

Task 3 Match the profession with the appropriate work place.

No	Profession	Work place	
1	doctor	**j. hospital**	a. restaurant
2	mechanic		b. office
3	farmer		c. plane
4	librarian		d. shop
5	sailor		e. library
6	secretary		f. ship
7	shopkeeper		g. studio
8	flight attendant		h. rice field
9	chef		i. workshop
10	photographer		j. hospital

B. Lesson Proper

Focus on Listening and Speaking

Task 4 **Listen to Adi describing his dream job and complete the following text. The listening script is in the Appendix.**

What is the most interesting profession in the world, do you think? Well, I think it is a (2) _____. I think it's a great (3) _____. Why? Well, because he can (4) _____ an airplane. A pilot flies around the (5) _____: Asia, Australia, America, Europe, Africa, you name it. Doesn't it sound great? Well, I think I want to become a pilot some day. What about you?

Task 5 **Listen to the text once again and answer the following questions.**

1. Adi says WHAT IS THE MOST INTERESTING PROFESSION IN THE WORLD, DO YOU THINK? What does he mean? Does he ask for an opinion?
2. Adi also says WELL, I THINK IT IS A PILOT. What does he mean? Does he give an opinion?
3. What does a pilot do?
4. What does Adi want to become some day?

Task 6 **Study the following expressions. Work in pairs.**

In Task 4 Adi says WHAT IS THE MOST INTERESTING PROFESSION IN THE WORLD, DO YOU THINK? He ASKS FOR an OPINION.

Adi also says WELL, I THINK IT IS A PILOT. Adi GIVES an OPINION.

Here are some other expressions you can use to ask for opinions and give opinions.

To ask for someone's opinion, you may say:

- What do you think …?
- What do you think of/about …?

To give your opinion, you can say:

- I think …
- I do think …

Task 7 **Look at the pictures. Take turns to ask for and give opinions about each of the jobs below. Do it in pairs.**

Example:



Picture 8.7

A: What do you think of a pilot?
B: I think he's great.
A: Why?
B: Because he can fly an airplane.

1. .



Picture 8.8

A: What do you think about _____?
B: _____
C: Why do you think so?
D: _____

2.



Picture 8.9

A: _____?
B: I think _____
C: _____?
D: Because _____

3.



Picture 8.10

A: _____?
B: I think _____
C: _____?
D: Because _____

4. 

A: _____?
B: I think _____
C: _____?
D: Because _____

Picture 8.11

5. 

A: _____?
B: I think _____
C: _____?
D: Because _____

Picture 8.12

Task 8 **Study the following dialogue and answer the questions. Then, act it out with your partner.**

Ida is in Andi's house. They do homework together.

Ida : Hi, Andi.
Andi : Oh. Hi, Ida. Come in, please.
Ida : Thanks. May I see this photo album?
Andi : Sure.
Ida : Hmm. Is this your mother?
Andi : No. In fact, she's my aunt. My mother is beside her.
Ida : I see. What does your mother do?
Andi : She is a guide. She takes people on tours here in Bandung.
Ida : That sounds great! I think a guide is an interesting job.
Andi : Yes, it's an interesting job. My mother loves it. And what does your mother do?
Ida : Well. She is a doctor.
Andi : Oh? Where does she work?
Ida : In *Mitra Sehat* Hospital.
Andi : Really? My uncle is a nurse there. They must know each other.
Ida : I think so. Hey, let's do our homework. We have to submit it tomorrow.
Andi : OK.

Questions

1. Where is Ida?
2. What does Andi's mother do?
3. What is her duty?
4. What does Ida's mother do?
5. Where does she work?

Task 9 **In pairs, study the expressions below**.

In the dialogue in Task 8 Ida asks WHAT DOES YOUR MOTHER DO? Ida ASKS about a FACT.

Andi answers SHE IS A GUIDE. Andi GIVES a FACT.

Here are some other expressions you can use to ask about facts and give facts.

To ask about facts, you can say:

- Is this your mother?
- What does your mother do?
- Where does she work?

To give facts, you can say:

- No. In fact, she's my aunt.
- She is a guide.
- She works in *Mitra Sehat* Hospital.



FUN SPACE: RIDDLE

Q: Why didn't the farmer cry when his dairy cow fell off the cliff?
A: There's no use crying over split milk.



Task 10

Identify the professions as shown by the pictures. Then, in pairs ask and answer questions about the job. Look at the example.

chef	photographer
architect	fire fighter
fisherman	policeman

Example:



Picture 8.13

A: What is she?
B: She is a flight attendant.
A: Where does she work?
B: She works in the airplane.
A: What do you think of the job?
B: I think it's a good job.

flight attendant



Picture 8.14



Picture 8.15



Picture 8.16



Picture 8.17



Picture 8.18



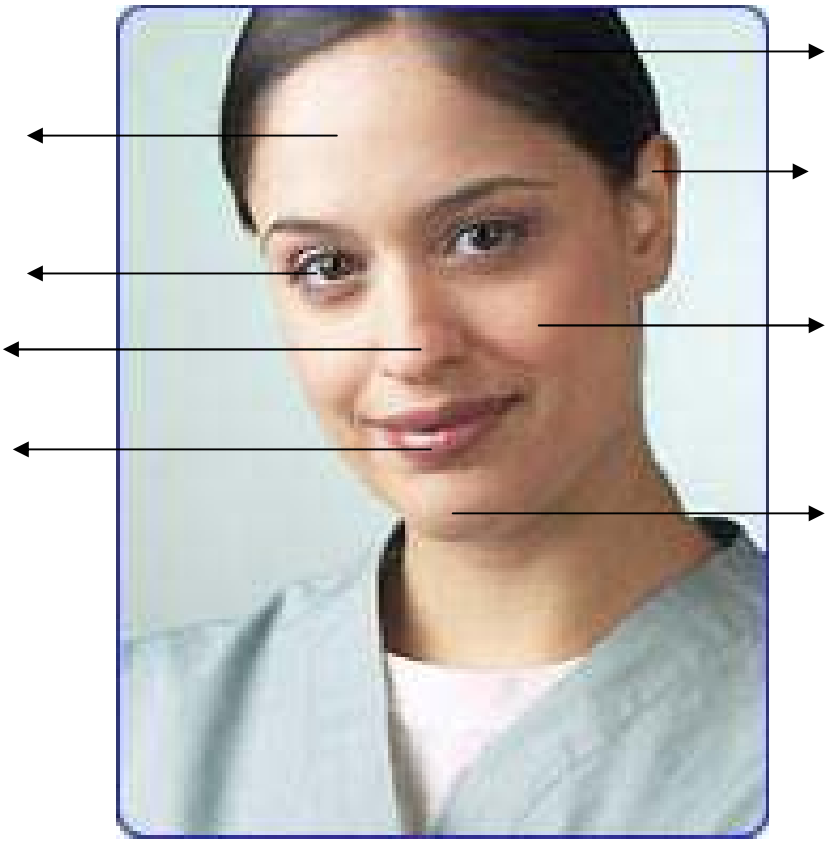
Picture 8.19

Task 11 Work in pairs. Ask your partner facts about his/her parents' jobs and ask for your partner's opinions about your parents' jobs.

Focus on Reading and Writing

Task 12 In pairs, recall the meanings of and pronounce the words below. Then, label the parts of the head.

cheek [tʃiːk]	:
chin [tʃɪn]	:
ear [ɪə]	:
eye [aɪ]	:
forehead ['fɔːhed]	:
hair [heə]	:
lip [lɪp]	:
nose [nəʊz]	:



Picture 8.20

Task 13 **Learn how to describe parts of the body below. Work in pairs.**

1.



Picture 8.21

a **fat** man



Picture 8.22

a **slim** woman

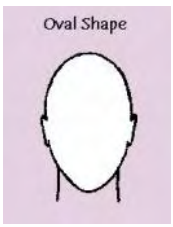
2.



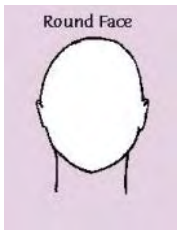
Picture 8.23

a **tall** man a **short** woman

3.



Picture 8.24



Picture 8.25

an **oval** face a **round** face

4.



Picture 8.26



Picture 8.27

straight hair **curly** hair

5.



Picture 8.28



Picture 8.29

thick lips **thin** lips

6.



Picture 8.30



Picture 8.31

a **pointed** nose a **flat** nose

7.



Picture 8.32



Picture 8.33

black hair **grey** hair

8.



Picture 8.34



Picture 8.35

round eyes a **slanting** eye

Task 14

In pairs, match each name of parts of the body with its descriptive word. Discuss the Indonesian words of the descriptive adjectives. Open your dictionary if necessary. See the example.

Parts of the body	Descriptive adjectives
body	big
eye	brown
face	curly
hair	fat
leg	long
mouth	round
nose	slanting
skin	strong
teeth	white

Task 15

Read the text below and answer the questions. Then, compare your answers with a classmate's.

Mr Danu

Mr Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.



Picture 8.36

Questions

1. What is Mr Danu?
2. How old is he?
3. How does he look like?
4. How does his nose look like?
5. How do his lips look like?
6. How does his hair look like?
7. Is he strong?
8. What is the colour of his skin?
9. Is she diligent?
10. Is she clever?

Task 16 **Study the explanation below. Share your understanding with a classmate sitting next to you.**

The text in Task 15 is a DESCRIPTIVE TEXT. A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.

The descriptive text Task 15 describes a PERSON. The text has main parts:

1. The INTRODUCTION that gives general information about person (name, job, and age),
2. The MAIN PART that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

Sometimes a descriptive text has a general comment at the end, for example:
He is a good person and we love him very much.

Task 17 **In pairs, complete the following description about Captain David Michael. Look at the picture and words in the box.**



Picture 8.37

handsome	strong
blonde	slim
tall	pointed
oval	

Captain David Michael

Captain David Michael is a pilot. He is 37 years old. He is _____ and _____. He is _____ and has a _____ body. He has _____ hair. His face is _____. He has a _____ nose. He is smart. He flies planes around the world. We admire him.

Task 18 **Describe one of your close friends. Attach his/her photograph. You may follow the questions below to write the description.**

1. Who is his/her name?
2. What is he/she?
3. How old is he/she?
4. How does he/she look like?
5. How tall is he/she?
6. How does his/her face look like?
7. How does his/her hair look like?
8. How do his/her eyes look like?
9. How does his/her nose look like?
10. What do you think of her?

Task 19 **Describe two of the students below. They are (from left to right) Anggi, Ulfi, Sheila, Linda, and Yayah.**



Picture 8.38

C. Homework

Task 20 **Work in pairs. Find two texts or more describing a famous person such as a politician, actor, actress, singer, painter, and scientist. You may find the text in the internet, newspaper, or magazine. Rewrite each text in your own words and present it to the class.**

Task 21 **Describe one of your family members. Attach his/her photograph.**

D. Evaluation

Task 22 **Do a survey. Choose five of your classmates randomly and ask them about their parents' job. Report your findings to the class.**

No	Student's Name	Father's job	Mother's job
1			
2			
3			
4			
5			

Task 23 **Work in pairs. Ask your partner facts about the following persons. Don't forget to ask for your partner's opinions about the person's professions.**

Marshanda
Hatta Radjasa
Dude Herlino
Sherina
Naysilla Mirdad
Cinta Laura
Susilo Bambang Yudhoyono
Gita Gutawa

Task 24 **Write a short description text about yourself. You may write your draft in the space below.**

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for opinions	☐	☐	☐
Giving opinions	☐	☐	☐
Asking about facts	☐	☐	☐
Giving facts	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to **ask for opinions,** for example:

- What do you think …?
- What do you think of/about …?

2. How to **give opinions,** for example:

- I think …
- I do think …

3. How to **ask about facts,** for example:

- What does your mother do?
- Where does she work?

4. How to **give facts,** for example:

- She is a guide.
- She works in *Mitra Sehat* Hospital.

5. Descriptive texts

- A descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object.
- A descriptive text begins with some general information about the person, animal, or object and is followed by a detailed description about the person, animal, or object. It may have a general comment at the end.

G. Vocabulary List

architect [ˈɑːkɪtekt] (*kb*)	: arsitek
astronaut [ˈæstrənɔːt] (*kb*)	: astronot, angkasawan
beautiful [ˈbjuːtɪfʊl] (*ks*)	: cantik
big [bɪg] (*ks*)	: besar
brown [braʊn] (*ks*)	: coklat
curly [ˈkɜːli] (*ks*)	: keriting
doctor [ˈdɒktə] (*kb*)	: dokter
driver [draɪvə] (*kb*)	: sopir, pengemudi
farmer [ˈfɑːmə] (*kb*)	: petani
fat [fæt] (*ks*)	: gemuk
firefighter [ˈfaɪəfaɪtə] (*kb*)	: pemadam kebakaran
flat [flæt] (*ks*)	: pesek
flight attendant [flaɪt əˈtendənt](*kb*)	: pramugari
handsome [ˈhænsəm] (*ks*)	: tampan

long [lɒŋ] (*ks*) : panjang
mechanic [mɪˈkænɪk] (*kb*) : montir, ahli mesin
nurse [nəːs] (*kb*) : perawat
oval [ˈəʊvl] (*ks*) : oval
painter [peɪntə] (*kb*) : pelukis
photographer [fəˈtɒgrəfə] (*kb*) : fotografer, tukang potret
pilot [ˈpaɪlət] (*kb*) : pilot, penerbang
pointed [ˈpɔɪntɪd] (*ks*) : mancung
round [raʊnd] (*ks*) : bulat
sailor [ˈseɪlə] (*kb*) : pelaut
secretary [ˈsekrətri] (*kb*) : sekretaris
short [ʃɔːt] (*ks*) : pendek
slanting [ˈslɑːntɪŋ] (*ks*) : sipit
slim [slɪm] (*ks*) : langsing
soldier [ˈsəʊldʒə] (*kb*) : prajurit, serdadu
straight [streɪt] (*ks*) : lurus
strong [strɒŋ] (*ks*) : kuat
teacher [ˈtiːtʃə] (*kb*) : guru
thin [θɪn] (*ks*) : kurus

UNIT 9

WHAT WOULD YOU LIKE TO HAVE?

You sometimes offer somebody something to eat, don't you? When somebody offers you something, occasionally you accept or decline the offer. Do you know how to do them very well? What about expressing likes and dislikes?

Do you like cooking? Do you like sharing recipes with others? If so, learn how to read and write recipes and more in this unit.

A. Lead-in

Task 1 **Label the following fruits, vegetables, food, and drinks.**



Picture 9.1



Picture 9.2



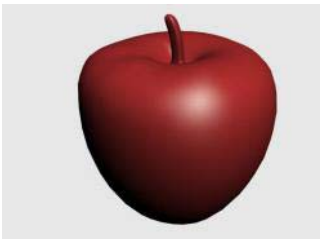
Picture 9.3



Picture 9.4



Picture 9.5



Picture 9.6



Picture 9.7



Picture 9.8

Task 2 **Classify these words into fruits, vegetables, food or drinks by putting a tick (✔) in the right column.**

No	Items	Fruit	Vegetable	Food	Drink
1	noodle			✔	
2	pineapple				
3	milk				
4	cabbage				
5	carrot				
6	orange				
7	orange juice				
8	tea				
9	cake				
10	bread				
11	avocado				
12	soup				
13	rice				
14	chicken				
15	cucumber				

B. Lesson Proper

Focus on Listening and Speaking

Task 3 **Listen to the following dialogue and then answer the questions based on the dialogue. The listening script is in the Appendix.**

Questions

1. Where are Angelina and Putri?
2. Putri says *What would you like to have*? What does Putri mean?
3. What does Angelina want to drink?
4. What does Putri want to drink?
5. Does Angelina like burgers?

Task 4 Study the following expressions.

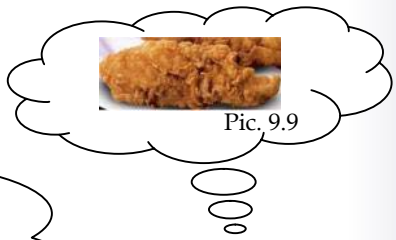
When we are in a restaurant, we often use the following expressions to ask what one wants to have:

- What would you like to have?
- What do you want, Putri?

To respond, you can say:

- I'd like to have a glass of orange juice.
- A glass of orange juice, please.

Task 5 Complete the following dialogues. Write the expressions in the bubbles. Then, act them out with your classmate.



Pic. 9.9

1. What do you want, Adi? _____



Picture 9.10



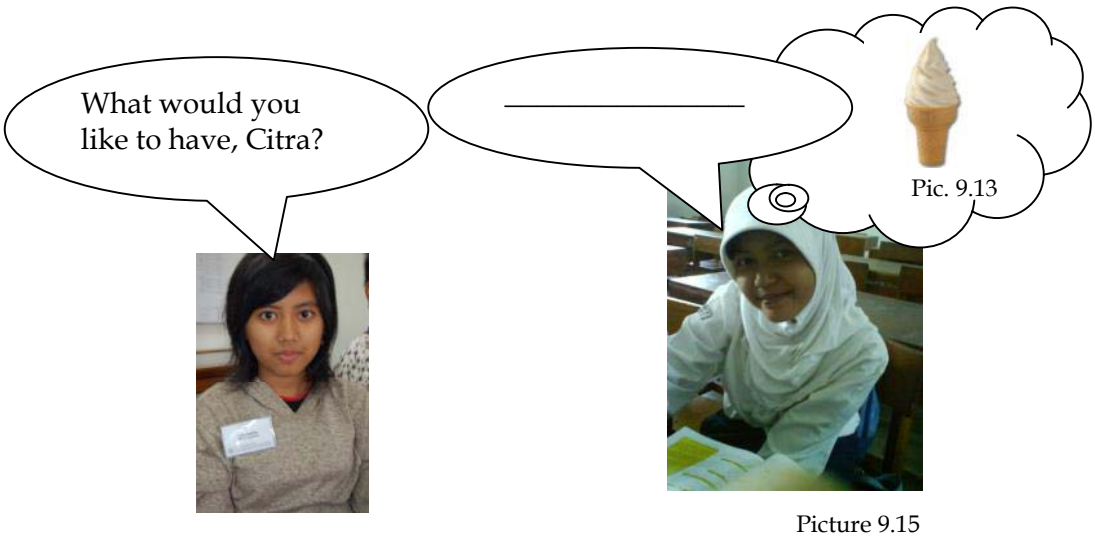
Picture 9.11

2. _____ I'd like to have a cup of tea and a bowl of noodle.



Picture 9.12

3.



Picture 9.14

Picture 9.15

Task 6 **Study the following dialogue and answer the questions. Then, act it out.**

Fredy is at Elizabeth's house. They are doing homework together.

Elizabeth : I'm tired. Let's take a rest for a while.
Fredy : OK. I'm tired, too.
Elizabeth : Would you like a glass of iced tea?
Fredy : Yes, please.
Elizabeth : Here you are.
Fredy : Oh, thanks.
Elizabeth : My mother made cookies this morning. Do you want some cookies?
Fredy : No, thanks. I don't like cookies.

Questions

1. Where is Fredy?
2. What are they doing?
3. What does Elizabeth say to offer a glass of iced tea?
4. What is Fredy's response?
5. Does Fredy want cookies? Why?

Task 7 Study the following expressions.

In the dialogue in Task 6, you find the following expression:

- Would you like a glass of iced tea?

The expression is used to **offer something**.

You also find this expression:

- Yes, please.

It is used to **accept an offer.**

There is also an expression like "No, thanks." It is used to **decline an offer.**

Here are some other expressions you can use to offer something, accept or decline an offer:

To offer something you can say:

- Will you have ……?
- What can I get you?

To accept an offer you can say:

- Thanks.
- I'd like …..very much , (please).

To decline an offer you can say:

- Not this time, thanks.
- No, I really won't, thank you.

Task 8 What will you say when you are in the following situations?

1. It's a hot day. A friend of yours says, "Will you have a glass of orange juice?" You say, "_____."

2. You are visiting a friend. After a while, she says "What can I get you?" You say, "_____."

3. You come over to a friend's house to play. You just ate lunch when he says "Want to eat lunch?" You say, "_____."

4. A guest comes over to your house. You say, "Would you like some tea?" The guest will probably say, "_____."

5. Five of your classmates come over to your house to do an assignment. You offer them something to eat. You say, _____."

Task 9 **Listen to and study the monologue below. Then, state whether the statements are TRUE or FALSE. The listening script is in the Appendix.**

No	Statements	True	False
1	Toni likes vegetables.		
2	Toni cannot cook soup himself.		
3	You need many fruits to make soup.		
4	First, you have to boil some water.		
5	It's easy to cook soup.		

Task 10 **Study the expressions below.**

Do you still remember how **to express likes and dislikes**?
Write down the expressions you find in the monologue in Task 9.

Expressing likes:

1. …
2. …

Expressing dislikes:

1. …
2. …

Task 11 **List food and drinks that you like and you dislike.**

Food and drinks I like

- fried chicken
-
-
-
-
-

Food and drinks I don't like

- milk
-
-
-
-
-

Task 12

Tell one another food and drinks that you like and dislike. Write three things your classmate likes and three things your classmate dislikes.

Example:

1. Budi likes oranges, fried rice, and milk.
2. He doesn't like apples, tea, and soup.

Task 13

Complete the following dialogues with the appropriate expressions.

1. Citra : _____a banana?
   Nia : Yes, please.

2. Eni : _____ oranges?
   Doni : Yes, I do.

3. Risa : _____ a glass of milk?
   Budi : I'll have a glass, please.

4. Tony : _____ some pizza?
   Adi : No, thanks. I don't like pizza.

5. Ayu : _____ ice cream?
   Lusi : No, I don't.

Task 14

Ask four of your classmates if they like the following food and drinks.



Picture 9.16



Picture 9.17



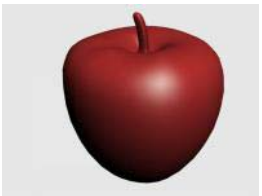
Picture 9.18



Picture 9.19



Picture 9.20



Picture 9.21



Picture 9.22



Picture 9.23

Task 15 **Work in groups of three. Make a role play based on the following situation.**

Two of your classmates come over to your house to do an assignment. After a while, they both look very tired. Offer them something to eat and drink. Classmate 1 accepts your offer but classmate 2 declines it. Offer classmate 2 something else.

Focus on Reading and Writing

Task 16 **Label these kitchen utensils below.**



Picture 9.24



Picture 9.25



Picture 9.26



Picture 9.27



Picture 9.28



Picture 9.29



Picture 9.30



Picture 9.31



Picture 9.32



Picture 9.33



Picture 9.34



Picture 9.35

Task 17 **Look at the kitchen utensils in Task 16 and then answer the following questions.**

1. What utensils do you need to make a cup of tea or coffee?
2. What utensils do you need to make fried bananas?
3. What utensils do you need to cook rice?

Task 18 **Read the following recipe and in pairs find the meanings of the words below. You may open your dictionary. Then, practise pronouncing the words.**

recipe [ˈresɪpi] *(kb)*	: …	serve [səːv]*(kkt)*	: …
vanilla [vəˈnɪlə]*(kb)*	: …	mixture [ˈmɪkstʃə]*(kb)*	: …
ingredient [ɪnˈgriːdiənt] *(kb)*	: …	thick [θɪk] *(ks)*	: …
put [pʊt]*(kkt)*	: …	scoop [skuːp] *(kb)*	: …
blend [blend]*(kkt)*	: …	liquid [ˈlɪkwɪd]*(kb)*	: …
add [æd]*(kkt)*	: …	fairly [ˈfeəli] *(kk)*	: …

Oreo Milkshake Recipe

Ingredients:

- vanilla ice cream
- milk
- about 50 oreo cookies

Procedure:

Put a few scoops of ice cream into the blender.
Blend with enough milk to make the mixture thick, but fairly liquid.
Add the remaining ingredients and blend.

Serves: 4

Adapted from http://en.wikibooks.org/wiki/Cookbook:Milkshake

Task 19 **Read the text again and then answer the questions. Compare your answers with a classmate's.**

Questions

1. What does the text tell you?
2. What ingredients are needed to make an oreo milkshake?
3. What are the steps to make oreo milkshake?

Task 20 **In pairs, study the following explanation.**

The text in Task 19 is a procedural text. A procedure tells how to do something. Procedures usually include:

- the goal of the activity
- any materials needed in achieving the goal
- steps needed to accomplish the goal

With the procedure in Task 19, the goal is to make oreo milkshake. The ingredients show the materials needed to make oreo milkshake. And the procedure tells us the steps to make oreo milkshake.

Task 21 **Read the following recipe and in pairs find the meanings of the words below. You may open your dictionary. Then, practise pronouncing the words.**

1. add [æd] (*kkt*) : _____
2. butter ['bʌtə] (*kb*) : _____
3. cook [kʊk] (*kkt*) : _____
4. crack [kræk] (*kkt*) : _____
5. flip [flɪp] (*kkt*) : _____
6. fry [fraɪ] (*kkt*) : _____
7. melt [mɛlt] (*kkt*) : _____
8. pepper ['pepə] (*kb*) : _____
9. salt [sɒlt] (*kb*) : _____
10. serve [sɜːv] (*kkt*) : _____
11. taste [teɪst] (*kkt*) : _____
12. teaspoon ['tiːspuːn] (*kb*) : _____
13. yolk [jəʊk] (*kb*) : _____

Fried Eggs

Ingredients

- 2 teaspoons of butter (or olive oil)
- 2 or 3 large eggs, depending on appetite
- Salt and pepper to taste

Equipment

- a small (10") frying pan
- a spatula
- gas ring, at medium heat

Method

1. First, melt the butter in the pan over medium heat
2. Then, crack open the eggs into the pan and let fry until the yolks begin to harden at the edges (indicated by a lightening in the yolk color).
3. Using the spatula, flip the eggs over and allow to cook ten seconds for over-easy, or up to one minute for over-hard.
4. Finally, add salt and pepper to taste, and serve.

Adapted from http://en.wikibooks.org/wiki/Cookbook:Fried_Eggs

Task 22 **Read the recipe in Task 21 again and answer the following questions.**

Questions

1. What does the text tell us?
2. What ingredients do you need to make fried eggs?
3. What are the steps to make fried eggs?

Task 23 **Study the explanation below.**

In the text above you find the words: first, then, and finally. These words are called **sentence connectors** and they are used to show procedures.

Sentence connectors used in procedure texts:

- First …….
- Then ……
- Next …….
- After that……

Task 24 **Work in pairs. Complete the text below using appropriate sentence connectors.**

My favourite drink is banana milkshake. To make a glass of banana milkshake you need one large banana or two small bananas, vanilla ice cream, milk, and sugar.

This is the way of how to make a glass of banana milkshake. (1) _____, blend the banana, ice cream and sugar. (2) _____, add milk to your taste. (3) _____, blend again till smooth and creamy. (4) _____, serve it using a glass or mug.

Adapted from http://en.wikibooks.org/wiki/Cookbook

Task 25 **You like fried rice, don't you? Write the recipe of fried rice. Exchange your draft and give each other feedback. Revise your draft based on your classmate's feedback to produce a well written recipe.**

C. Homework

Task 26 **Work in groups of three. Find two or more recipes of your favourite food and drinks. You may find them in the magazines, newspapers, or internet. In groups of four, present the recipes to your classmates.**

D. Evaluation

Task 27 **In pairs create a dialogue based on the following situation.**

Two of your classmates visit you at home. Your mother makes delicious cakes. Offer your classmates the cakes.

Task 28 **What is your favourite food or drink? Can you make it yourself? Write the recipe. You may ask your mother for help.**

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Offering something	☐	☐	☐
Accepting an offer	☐	☐	☐
Declining an offer	☐	☐	☐
Expressing likes	☐	☐	☐
Expressing dislikes	☐	☐	☐
Reading procedural texts	☐	☐	☐
Writing procedural texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to offer something, for example:**

   Would you like ……?
   What would you like to have?

2. **How to accept an offer, for example:**

   Yes, please.
   Thanks.
   I'd like … very much, (please).

3. **How to decline an offer, for example:**

   No, thanks.
   Not this time, thanks.

4. **How to express likes, for example:**

   I like tea.
   Toni likes orange juice.

5. **How to express dislikes, for example:**

   I don't like coffee.
   She doesn't like fried chicken.

6. **Grammar: sentence connectors**

First, …….	Then, ……
Next, …….	After that,……
Finally, ……	

7. **Procedural texts**

   A procedure tells how to do something. Procedures usually include:

   - the goal of the activity
   - any materials needed in achieving the goal
   - steps needed to accomplish the goal

G. Vocabulary List

accept [ək'sept] (*kkt*)	: menerima
add [æd] (*kkt*)	: menambah
avocado [ævə'kɑ:dəʊ] (*kb*)	: alpukat
burger ['bə:gə] (*kb*)	: burger
butter ['bʌtə] (*kb*)	: mentega
cookie ['kʊki] (*kb*)	: kue
cook [kʊk] (*kkt*)	: memasak
crack [kræk](*kkt*)	: memecah
decline [dɪ'klaɪn] (*kkt*)	: menolak
drink [drɪŋk] (*kb*)	: minuman
flip [flɪp] (*kkt*)	: membalik
food [fu:d] (*kb*)	: makanan
fry [fraɪ] (*kkt*)	: menggoreng
hot [hɒt] (*ks*)	: panas
melt [melt] (*kkt*)	: mencairkaan
menu ['menju:] (*kb*)	: daftar makanan atau minuman
offer ['ɒfə] (*kkt*)	: menawarkan
pepper ['pepə] (*kb*)	: merica
recipe ['resɪpi] (*kb*)	: resep
salt [sɒlt] (*kb*)	: garam
serve [sə:v] (*kkt*)	: menyajikan
sweet [swi:t] (*ks*)	: manis
taste [teɪst] (*kkt*)	: merasakan
teaspoon ['ti:spu:n] (*kb*)	: sendok teh
thirsty ['θə:sti] (*ks*)	: haus
vegetable ['vedʒɪtəbl] (*kb*)	: sayur-sayuran
yolk [jəʊk] (*kb*)	: kuning telur



FUN SPACE

LET'S PLAY A GAME

PASS THE PARCEL

Players: Small to medium groups

Wrap a bar of chocolate (or some other exciting gift) in a small box then wrap in a layer of paper. Now on the paper write a type of task that must be completed. Add another layer of paper and another task. Repeat until you have about 10 layers. Finally wrap it in gift paper (so it looks nice). The tasks should vary - like sing a song, eat a teaspoon of mustard, or walk blindfolded to the other side of the circle. Just try to be creative.

Sit everyone in a circle and play a short snippet of music. When the music stops, the person holding the parcel removes one layer of wrapping and must perform the task written on that layer. Repeat until the last layer of wrapping has been removed. At the end, no one will want to get stuck with the package but the one that does will get the reward.

(Taruh sebatang coklat atau hadiah yang menarik lainnya dalam sebuah kotak kecil dan kemudian bungkuslah dengan satu lapis kertas. Tuliskan sebuah jenis tugas yang harus diselesaikan oleh peserta. Tambahkan lapisan kertas dan tulis tugas-tugas yang harus diselesaikan di setiap lapisan kertas pembungkus sampai kira-kira ada sekitar 10 kertas pembungkus (dan 10 jenis tugas). Terakhir, bungkus dengan kertas kado (agar terlihat lebih menarik). Jenis-jenis tugasnya harus bervariasi, seperti menyanyi, memakan sesendok mustard, atau berjalan dengan mata ditutup ke seberang lingkaran, atau pikirkan ide-ide kreatif lainnya.

Dudukkan peserta dalam sebuah lingkaran dan putarkan music. Ketika music berhenti, peserta yang memegang parselnya harus membuka satu lapis bungkusan dan harus melaksanakan tugas yang tertulis pada lapisan itu. Ulangi sampai kertas pembungkus terakhir sudah dibuka. Pada akhirnya, tidak aka nada orang yang mau mendapatkan parselnya tapi orang yang terakhir itulah yang akan mendapatkan hadiahnya).

Adapted from www.funattic.com

UNIT 10

COULD YOU HELP ME, PLEASE?

In our life, we sometimes are not able to do things by ourselves for one or another reason. Thus, we need to ask others for a favour. We often give help to others as well. Can you ask for a favour and give help to others effectively?

You have TV sets, handphones, radios, VCD players, or blenders, don't you? Can you read the manuals? Can you write manuals?

A. Lead-in

Task 1

Do you sometimes ask somebody to do something for you? If so, what do you say? In pairs, write two expressions that you can use to ask somebody to do something for you based on your knowledge.

1. .....
2. .....

Task 2

In groups of four discuss the meanings of the utterances in bold. When do you the utterances?

1. Mother : The living room is dirty. **Can you help me clean up the living room, please.**
   Nia : Sure, mom.

2. Citra : Oh, my God. This box is very heavy. **Can you help me move this box, please?**
   Legawa : OK.

3. Dony : Oh, I need the pencil over there. **Could you take the pencil for me?**
   Budi : OK. I will.

4. Vina : I'll be finished at three o'clock. **Could you pick me up at three o'clock, mom?**
   Mother : Sure, dear.

B. Lesson Proper

Focus on Listening and Speaking

Task 3 **Listen to the following dialogues. Then, answer the questions. The listening script is in the Appendix.**

Questions

1. What does Mother ask Elizabeth to do?
2. What does Mother say to Elizabeth?

Task 4 **In pairs, study the following expressions.**

In the dialogue in Task 3, you find the following expressions:

- Could you help me, Elizabeth?
- Could you pick me up at Aunt Ida's house this afternoon?

The expressions are used to ask for a favour or ask someone to do something (ask for services). Can you mention some other expressions that you can use?

In the dialogue you also find these expressions:

- Sure, mom.
- Of course.
- OK, anything else?

The expressions are used to say that you are willing to give a favour or do what somebody asks you to do (give services). Can you mention some other expressions that you can use?

Note:
The word PLEASE in the expressions is to make the expressions polite.

Task 5 **Study the pictures and ask somebody for a favour politely relevant to the situation. Look at the example.**



Picture 10.1



Picture 10.2

Could you tidy up the table, please?



Picture 10.3



Picture 10.4



Picture 10.5



Picture 10.6

Task 6 **Study the pattern below.**

When you need someone to do something for you, you can use the following pattern:

V1	+	O	
Pass		me	the ruler, please.
Fetch		me	that paper, please.

Task 7 **List five things that somebody needs to do for you. Then, come to ten of your classmates to ask them a favour.**

Task 8 **Read the following dialogue and answer the questions. Then, act it out with a partner.**

Tantri wants to fax a document. Mr Made, her father, helps her.

Tantri : Dad, can you fetch me that paper, please.
Mr Made : The paper on the table over there?
Tantri : Yes, thanks.
Mr Made : Here you are, dear.
Tantri : Thanks. Oh, could you help me again, Dad?
Mr Made : Sure, honey.
Tantri : I want to send a document but I don't know to use the fax machine.
Mr Made : Well. Let me show you. Put the document you want to send here and then dial the number.
Tantri : OK. Then?
Mr Made : Just push the start button.
Tantri : Hmm. It's easy. Thank you, Dad.
Mr Made : My pleasure, sweetheart.

Questions

1. What does Tantri want to do?
2. Does she know how to use the fax machine?
3. What does Tantri ask Legawa to do? What does she say?
4. What does Legawa say to Tantri's? What does he mean with his expressions?
5. What should Tantri do to send the document?

Task 9 **The words below are taken from the dialogue above. Guess the meaning of the words from the context. Compare your answers with a classmate's.**

fax machine [fæks məˈʃiːn]	: ...	send [send]	: ...
document [ˈdɒkjʊmənt]	: ...	dial [ˈdaɪəl]	: ...
push [pʊʃ]	: ...	button [ˈbʌtən]	: ...
start [stɑːt]	: ...		

Task 10 **Study the expressions below.**

In the dialogue in Task 8 Mr Made says:

- Here you are, **dear**.
- Sure, **honey**.
- My pleasure, **sweetheart**.

The words **dear, honey,** and **sweetheart** in the expression are used to **respond to someone interpersonally**. The words create a closer relationship between both speakers. Can you mention some other expressions/words/phrases to respond to someone interpersonally?

Task 11 **Go around the class. Ask your classmates to do the following things for you.**

Example:

A: Pass me that ruler, please.
B: Sure. Here you are.

1. book
2. pencil
3. dictionary
4. ruler
5. eraser

Task 12 **Work in groups of four to have a role play based on the following situation.**

You are very busy at home. You do a lot of things. Ask the family members to help you. Ask them politely.

Focus on Reading and Writing

Task 13 **Study the pictures. Write the names of the following appliances.**



Picture 10.7

_____



Picture 10.8

_____



Picture 10.9

_____



Picture 10.10

_____



Picture 10.11

_____



Picture 10.12

_____

Task 14 **Study the picture and answer the questions in pairs.**

1. Do you have a tape recorder?
2. Do you know how to play a cassette?



Picture 10.13

Task 15 **Read the following instruction and find the meanings of the words based on the context. Do it in pairs.**

Playing a Cassette and Recording on the Tape Recorder

To play a cassette, follow these steps:

1. First, put the cassette in the tape recorder.
2. Second, push the PLAY button.
3. Next, adjust the VOLUME.
4. Then, push the STOP button to stop.
5. Finally, push the FAST FORWARD or FAST BACKWARD button to go to an intended part.

To record on your tape recorder, follow these steps:

1. First, put a blank cassette in the tape recorder.
2. Second, push the RECORD button.
3. Then, speak into the microphone.
4. Remember t push the REWIND button to rewind the cassette.
5. Finally, push PLAY to listen to your recording.

Vocabulary

tape recorder [ˈteɪprɪˈkɔːdə]	:
cassette [kəˈset]	:
play [pleɪ]	:
push [pʊʃ]	:
adjust [əˈdʒʌst]	:
machine [məˈʃiːn]	:
button [ˈbʌtən]	:
rewind [ˈriːwaɪnd]	:
record [rɪˈkɔːd]	:
microphone [ˈmaɪkrəfəʊn]	:

Task 16 **In pairs, study the following explanation.**

As discussed in Unit 9, the text in Task 15 is a procedural text. It tells how to do something. The text in Task 15 tells you how to play a cassette and record on your tape recorder. It includes:

- the goal of the activity, and
- steps to accomplish the goal

With the procedure in Task 15, the goal is to play a cassette and record on the tape recorder. The steps include steps to play a cassette and record on the tape recorder. Go back to the text and notice the steps.

Task 17 **Read the instruction again and then answer the questions.**

Questions

1. What are the steps to play a cassette?
2. What are the steps to record on a tape recorder?
3. What is the function of the PLAY button?
4. What is the function of the RECORD button?
5. Which button do you push to go to an intended part?

Task 18 **Read the instruction again and then discuss the functions of the following words and phrases.**

In the text in Task 15 you find the following words and phrases at the beginning of some sentences:

- First, ...
- Then, ...
- Make sure to ...
- Remember to ...
- Finally, ...

What do they function? Yes, **they CONNECT sentences**. They show the order of steps.

Task 19 **Work in pairs. Complete the following instruction on preparing a printer using correct sentence connectors.**

Preparing the Printer

Follow these steps to prepare your printer.

1. _____, place the printer on a flat surface.
2. _____, remove the tapes from the printer as shown.
3. _____, open the Paper Support and the Front Cover.
4. _____ to remove the Protective Material on the right side.

Task 20 **Work in pairs. Arrange the following sentences to write a good procedure of making a phone call on a public phone box.**

1. Dial the number.
2. End your call.
3. Insert a coin.
4. Pick up the receiver.
5. Put back the receiver
6. Start speaking.
7. Wait for the dial tone.

Task 21 **Work in pairs. Choose one of the appliances below and then find the manual books. Present them to the class.**

1. How to play a VCD.
2. How to use a blender.

C. Homework

Task 22 **Work in groups of four to have a role play based on the following situation. Write your conversation.**

You are very busy at home. You do a lot of things. Ask the family members to help you. Ask them politely.

Task 23 **Find two instructions on how to operate electrical appliances you usually use at school. Present them to the class in the next meeting.**

D. Evaluation

Task 24 **Work in groups of four. Create a conversation based on the following situation.**

You and your classmates are in the classroom. The classroom is dirty and messy. You have to clean and tidy up the classroom. Ask your classmates to help you.

Task 25 **Write an instruction on how to do one of the following things.**

1. Turn TV on
2. Make a phone call
3. Play a cassette player
4. Any appliance of your choice

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for services	☐	☐	☐
Giving services	☐	☐	☐
Responding interpersonally	☐	☐	☐
Reading procedural texts	☐	☐	☐
Writing procedural texts	☐	☐	☐
Vocabulary	☐	☐	☐

FUNSPACE: Proverb



Prevention is better than cure.
➔ It is better to be careful beforehand than to try to solve a problem after it has arisen.

F. Summary

In this unit you learn:

1. **How to ask for services, for example:**

   Could you help me, Elizabeth?
   Could you pick me up at Aunt Ida's house this.

2. **How to give services, for example:**

   - Sure, mom.
   - Of course.
   - OK, anything else?

3. **Grammar**

   1. When you need someone to do something for you, you can use the following pattern:

V1	**+**	**O**	
Pass		me	the ruler, please.
Fetch		me	that paper, please.

   2. Sentence connectors:

      - First, ...
      - Then, ...
      - Make sure to ...
      - Remember to ...
      - Finally, ...

4. **Procedural texts (see explanation in Unit 9).**

G. Vocabulary List

allow [əˈlaʊ] (*kkt*)	: memperbolehkan
blank [blæŋk] (*ks*)	: kosong
bring [brɪŋ] (*kkt*)	: membawa
cigarette [sɪgəˈret](*kb*)	: rokok
cover [ˈkʌvə] (*kb*)	: penutup
dark [dɑːk] (*ks*)	: gelap
flat [flæt](*ks*)	: rata
insert [ɪnˈsɜːt] (*kkt*)	: memasukkan
gently [ˈdʒentli] (*kk*)	: perlahan - lahan
leave [liːv] (*kkt*)	: membiarkan
pass [pɑːs] (*kkt*)	: melewati
place [pleɪs] (*kkt*)	: menempatkan
prepare [prɪˈpeə](*kkt*)	: menyiapkan
press [pres] (*kkt*)	: menekan
printer [ˈprɪntə] (*kb*)	: mesin cetak
quickly [ˈkwɪkli] (*kk*)	: cepat
recording [rɪˈkɔːdɪŋ] (*kb*)	: hasil rekaman
release [rɪˈliːs] (*kkt*)	: melepaskan
remove [rɪˈmuːv](*kkt*)	: memindahkan
replace [riːˈpleɪs] (*kkt*)	: menggantikan
slowly [ˈsləʊli] (*kk*)	: pelan-pelan
surface [ˈsɜːfɪs](*kb*)	: permukaan
vacuum cleaner [ˈvækjuəm ˈkliːnə] (*kb*)	: vakum pembersih
volume [ˈvɒljuːm] (*kb*)	: volume suara



FUN SPACE

Let's do a role-play. Use the following role-play cards.

Role-play cards

1 **A:** Offer to make a cup of tea. **B:** Accept the offer. Tell A how you like your tea (milk, sugar, herbal, etc.) **A:** Ask where B keeps everything you need to make a cup of tea. **B:** Tell A where everything he/she needs to make a cup of tea is kept in your kitchen.	**2** **A:** Offer to make a pot of coffee. **B:** Accept the offer. Tell A how you like your coffee (milk, sugar, strong, weak, etc.) **A:** Find out wwhere B keeps everything you need to make a pot of coffee. **B:** Explain where A will find everything he/she needs to make a pot of coffee in your kitchen.
3 **B:** Ask A to bring biscuits or cake to go with your tea or coffee. **A:** Ask B where the biscuits or cake are kept and which kind B would like to eat. **B:** Give exact instructions as to what kind of biscuits or cake you'd like, and where A can find them in your kitchen.	**4** **A:** Offer to empty the dishwasher. Ask B where everything goes (item by item). **B:** Tell A where to put the clean cutlery, crockery, pots and pans.
5 **A:** Offer to feed B's pet (cat/dog/ goldfish/hamster). **B:** Tell A what and how much your pet eats and where the food is kept.	**6** **A:** Offer to make sandwiches for both of you. **B:** Tell A what you'd like in your sandwich and where to find everything he/she needs to make the sandwiches.

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GRAMMAR & VOCABULARY / British English vocabulary lessons / Where do you keep the ...?

PHOTOCOPIABLE

Taken from www.onestopenglish.com

Semester 2 Review

Task 1 **Choose the best answer by crossing a, b, c, or d.**

1. Tasya : I don't have any pen. ..., please?
   Rudy : Sure. Here you are.

   a. What is this
   b. Take me the pen
   c. May I have one
   d. Give me the pen

2. Hani : Do you have a spare ruler, Nita?
   Nita : Yes. I have got two.
   Hani : ....
   Nita : Certainly.

   a. Can I have one of the rulers, please?
   b. Are you using them?
   c. Where do you put them?
   d. Where are your rulers?

3. Budi : May I borrow your book, please?
   Citra : ...

   a. Thank you.
   b. Yes, I do.
   c. I'm sorry I'm using it now.
   d. What?

4. Tiara : How many classrooms are there in the school?
   Fika : ... twenty four classrooms.

   a. It is
   b. They are
   c. These are
   d. There are

5. Risa : Hey, there is a new computer in the living room.
   Rudy : ...
   Risa : Absolutely.

   a. That's great.
   b. I think so.
   c. Are you sure?
   d. I like computers.

6. Aris : My house is big. There is a large garden in front of my house.
   Dina : ...

   a. Really?
   b. May I borrow it?
   c. I don't think so.
   d. It is a nice garden.

7. Via : Where are the books, Dony?
   Dony : ....

   a. They are on the shelves
   b. They are on the tables
   c. They are in the cupboards
   d. They are on the chairs



Picture Review 2.1

8. Citra : Excuse me, where are the students?
   Dita : ....
   Citra : Thank you.

   a. They are in the library
   b. They are in the language laboratory
   c. They are in the canteen
   d. They are in the classroom



Picture Review 2.2

9. Adi : Angelina, do you think a pilot is a good job?
   Angelina : ...

   a. I think so.
   b. Really?
   c. He flies a plane.
   d. He is handsome.

10. Sinta : ..., Ratna?
    Ratna : She is a nurse.

    a. Who is your mother
    b. Where is your mother
    c. What does your mother do
    d. What does your father do

11. Miss Tiara is a flight attendant. She takes care of ....

    a. patients
    b. passengers
    c. fields
    d. animals

12. Mr Rahadi is a chef. He cooks food at a ....

    a. hospital
    b. restaurant
    c. plane
    d. shop

13. Adi : What fruits do you like?
    Laila : ....

    a. I like soup very much
    b. I like pizza
    c. Yes, I do. I like fruits
    d. I like apples and oranges

14. Tina : How do you record on this tape recorder, Ali?
    Ali : Just ... the record button and then speak into the microphone.

    a. pull
    b. dial
    c. plug
    d. push

15. Citra : ... me that eraser, please.
    Edi : This eraser? Here you are.
    Citra : Thanks.

    a. Pass
    b. Put
    c. Borrow
    d. Throw

16. Angelina : Dad, get me an apple, please.
    Father : ....
    Angelina : Thanks, Dad.

    a. I'm busy
    b. Get one yourself
    c. Sure, honey
    d. I'm sorry

Task 2 **Read the text and answer the questions by choosing the correct alternative.**

Questions 17 to 21 refer to the following text.

My family and I live in a new house in Surabaya on Jl. Kartini. It is a very nice house and I like it. The house has four bedrooms, one living room and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is a small swimming pool. There is also a large garden in front of the house. We love the house.

17. Where does the writer live?

    a. Semarang.
    b. Jakarta.
    c. Surabaya.
    d. Bandung.

18. How is the writer's house?

    a. It is large.
    b. It is beautiful.
    c. It is big.
    d. It is small.

19. How many bedrooms does the house have?

    a. Two.
    b. Three.
    c. Four.
    d. Five.

20. What is next to the writer's room?

    a. Kitchen.
    b. Living room.
    c. Bathroom.
    d. Garage.

21. What is next to the garage?

    a. Swimming pool.
    b. Bathroom.
    c. Kitchen.
    d. Living room.

Questions 22 to 25 refer to the following text.

Curried Rice

Ingredients

- 1 cup uncooked rice
- 2 tablespoons butter
- 1 teaspoon curry powder
- 1/2 chopped onion
- 1/2 cup raisins
- 2 cups water

Procedure

- Find a large saucepan or frying pan which has a lid, place on a medium heat, add butter, and then add chopped onion. Cook the onion for a couple of minutes until it starts to brown slightly.
- Add curry powder stir with onions for a minute.
- Add raisins, rice, and water.
- Put on lid and simmer until water is absorbed (about 15 minutes)

http://en.wikibooks.org/wiki/Cookbook

22. What does the text tell you?

    a. How to make curried rice.
    b. How to buy curried rice.
    c. How to get curried rice.
    d. How to find curried rice.

23. The following is NOT the ingredient to make curried rice ….

    a. 2 cups water
    b. 1 teaspoon curry powder
    c. 1 cup uncooked rice
    d. 2 teaspoons sugar

24. We need ... minutes to cook the curried rice.

    a. 20
    b. 15
    c. 5
    d. 25

25. How much raisins is needed to cook curried rice?

    a. 2 cups.
    b. 1 cup.
    c. ½ cup.
    d. ¼ cup.

Task 3 **Work in pairs with your classmate. Make dialogues based on the following situations.**

26. You and your friend are at a bookstore and want to buy a pen. Ask your friend's opinion about the pen that you like.
27. Your friends visit you at home. Offer them something to eat and drink.
28. A friend of yours doesn't know how to make a phone call. Tell him/her the steps.

Task 4 **Write short texts as instructed.**

29. Write a short text describing your mother.
30. Write a short text on the steps

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www.funattic.com

www.onestopenglish.com

PICTURE SOURCES

Unit 1 Hello, I'm Adi.

Picture	1.1	The writer's document
Picture	1.2	The writer's document
Picture	1.3	The writer's document

Unit 2 Tina, this is Angelina.

Picture	2.1	The writer's document

Unit 3 Open Your Book on Page 10.

Picture	3.1	The writer's document
Picture	3.2	http://www.nqpaofu.com/2004imgs/blackboard-flight bw.jpg
Picture	3.3	The writer's document
Picture	3.4	The writer's document
Picture	3.5	The writer's document
Picture	3.6	The writer's document
Picture	3.7	The writer's document
Picture	3.8	The writer's document
Picture	3.9	The writer's document
Picture	3.10	The writer's document
Picture	3.11	The writer's document
Picture	3.12	The writer's document
Picture	3.13	http://www.aao.gov.au/AAO/library/library2.jpg
Picture	3.14	The writer's document
Picture	3.15	http://www.3dvalley.com/gallery/d/16003-5/classroom. JPG
Picture	3.16	www.usbr.gov/.../walkin_campsite_parking02.jpg
Picture	3.17	http://lh5.ggpht.com
Picture	3.18	resman-bali.net/images/pic-lab-fasilitas.jpg
Picture	3.19	http://www.belle-vue.dudley.gov.uk/media/images/photos/school_tours/staffroom.jpg
Picture	3.20	http://www.must.edu.mo/MA05/Suty%20in%20Macau/summer/about/Canteen.jpg
Picture	3.21	http://library.addu.edu.ph/images/4th%20floor/Computer%20Laboratory.jpg
Picture	3.22	The writer's document
Picture	3.23	http://lh5.ggpht.com
Picture	3.24	thepradonos.blogspot.com
Picture	3.25	http://www.aao.gov.au/AAO/library/library2.jpg

Picture 3.26 The writer's document
Picture 3.27 djams.files.wordpress.com/2008/02/16022008.jpg
Picture 3.28 http://www.dorsetforyou.com/media/images/6/3/Staffroom_1.jpg

Unit 4 Can You Tell Me ...?

Picture 4.1 http://www.kabblitar.go.id/berita/file/Kantor%20Pos.jpg
Picture 4.2 http://slw.riskmetrics.com/envelope.jpg
Picture 4.3 The writer's document
Picture 4.4 http://upload.wikimedia.org/wikipedia/id/thumb/b/bb/Hatta-perangko.jpg

Unit 5 Sweep the Floor, please.

Picture 5.1 The writer's document
Picture 5.2 The writer's document
Picture 5.3 The writer's document
Picture 5.4 The writer's document
Picture 5.5 http://www.secretpotion.biz/images/Brochure%20pics/floors%20(guy%20mopping).jpg
Picture 5.6 The writer's document
Picture 5.7 The writer's document
Picture 5.8 The writer's document
Picture 5.9 http://mirror-uk-rb1.gallery.hd.org
Picture 5.10 The writer's document
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Picture	Review 2.2	The writer's document

APPENDIX 1: LISTENING SCRIPTS

Unit 1 Hello, I'm Adi.

Task 2

Adi : Good morning.
Ida : Good morning. Are you a new student?
Adi : Yes, I am. I'm Adi. I'm from Semarang.
Ida : I'm Ida. I'm from Bandung. I'm a new student, too.
Adi : It's nice to meet you.

Task 7

Tania : Hello, my name is Tania. What's your name?
Viki : Hi. I am Viki. Where are you from?
Tania : I'm from Bandung. And you?
Viki : I'm from Balikpapan.

Task 10

Good morning class. My name is Ida. I'm from Yogya. I'm 13 years old. I'm happy to study here. Thank you.

Unit 2 Tina, this is Angelina.

Task 3

Doni, Adi, and Angelina are in the library. Angelina is a new student. Doni introduces Angelina to Adi.

Doni : Good morning, Adi.
Adi : Good morning, Doni. How are you?
Doni : Fine, thanks. And you?
Adi : I'm fine, too.
Doni : Adi, this is Angelina. She is our new classmate.
Adi : It's nice to meet you, Angelina. I am Adi.

Angelina : How do you do. It's nice to meet you too.
Adi : Where are you from?
Angelina : I am from Manado. And you?
Adi : I am from Semarang.
Doni : Well, let's …..

Unit 3 Open Your Book on Page 10.

Task 2

Budi : Good morning, Mrs Ratna.
Mrs Ratna : Good morning, Budi.
Budi : I'm sorry. I'm late.
Mrs Ratna : That's OK. Come in, please.
Budi : Thank you.
Mrs Ratna : Right. Now, look at the picture. What's this in English, Ari?
Ari : It's a ruler.
Mrs Ratna : Good. Now open your book on page ten and study the dialogue.

Unit 4 Can You Tell Me ...?

Task 3

Attention please.

Do you want to make new friends?
Do you want to speak English?
Come and join us in the English speaking club.
It's every Wednesday at three o'clock in the afternoon.

Task 6

Angelina is in the Student's Association office. Rudy meets Angelina.

Rudy : Good afternoon. May I help you?
Angelina : Good afternoon? Can you tell me the student activities this semester?
Asep : Sure. We have English Speaking Club, volley ball, dancing, cycling, and swimming. Do you want to join us?
Angelina : Yes. Dancing, please.

Asep : Fill in this form and return it soon.
Angelina : Thank you very much.
Asep : You're welcome.
Angelina : See you.
Asep : Bye.
Asep : Bye.

Unit 5 Sweep the Floor, please.

Task 2

It's Sunday. Dony and his family are cleaning up the house.

Father : Dony! Come here, please.
Dony : What's wrong, Dad?
Father : Look at the yard. It's dirty. Sweep the yard, please.
Dony : Sure.
Father : Thanks, dear.
Ida : Mom, Dad, I'm sorry I can't help you. I have to do an assignment with my friends today.
Mother : That's OK. But please tidy up your room.
Ida : OK, Mom.

Unit 6 May I Have One, Please?

Task 6

Winda, look, I've got new stationery items from my sister. It's my birthday present. Let's see what I get. It's all pink, because I love pink. They are 6 pink notebooks and a pink pencil case full of pink items. There are a pink pen, a pink pencil, and a pink rubber. And there is also a pink correction pen. Oh gosh! I forgot to bring my colour pencils. We've got an art class today, right? May I have one of yours?

Task 11

Hello, my name is Ida. I'm in the seventh grade. Here is my classroom. It is very big. There are twenty tables and twenty chairs in my classroom. There is a cupboard in the corner of the room. There are two blackboards, a clock, and five pictures on the wall. There are two rubbish bins to keep the classroom clean. There is also a bookshelf beside the cupboard. OK, now let's go the library.

Unit 7 Are You Sure?

Task 4

Ayu and Donny are talking about their plan to move house.

Ayu : Listen! I have good news.
Donny : Good news?
Ayu : Yes. We will move to a new house next month. Father told me that this morning.
Donny : Are you sure? He told me that the house is not ready.
Ayu : Yes, absolutely. He said that the house is finished.
Donny : Wonderful. What's the house like?
Ayu : Father told me that it's a nice house. It has a big living room,four bedrooms, a kitchen, two bathrooms, and a large garage. There is also a small garden with an avocado tree in front of the house.
Donny : You are saying the house has four bedrooms and two bedrooms? Really? It's a big house!
Ayu : That's right. Oh, there is a new swimming pool behind the house.
Donny : A new swimming pool? Did you not misunderstand Father?
Ayu : No. Definitely not.
Ayu : Oh, I can't wait!

Unit 8 What Do You Think of ...?

Task 4

What is the most interesting profession in the world, do you think? Well, I think it is a pilot. I think it's a great job. Why? Well, because he can fly an airplane. A pilot flies around the world: Asia, Australia, America, Europe, Africa, you name it. Doesn't it sound great? Well, I think I want to become a pilot some day. What about you?

Unit 9 What Would You Like to Have?

Task 3

Angelina and Putri are thirsty. They need to drink.

Angelina : I'm thirsty.
Putri : Me too. Oh, there is a canteen over there.
Angelina : Great. Let's go there.
Putri : Here is the menu. What would you like to have?
Angelina : I'd like to have a glass of orange juice. What do you want, Putri?
Putri : Hmm. I'd like to have a glass of iced tea. Do you want a burger?
Angelina : No, thanks. I don't like burgers. A glass of orange juice, please.

Task 9

Hi. My name's Toni. I'll tell you about my favourite food. I like vegetables very much and I don't like meat. Well, so my favourite food is soup. And you know what? I can cook soup myself. It's easy. What you need to prepare are vegetables such as potatoes, carrots, cabbages, leeks, garlics, and macaroni or sausages. And also some salt and sugar. Cut the vegetables into medium pieces. Then, boil some water in the pan. Put some chopped garlics and then put all the vegetables and macaroni or sausages into the pan. Add some salt and sugar. Stir and wait until the vegetables are cooked. The soup is ready to serve. Pretty easy, right?

Task 3

Mother is leaving and asks Elizabeth for a favour.

Mother	: Could you help me, Elizabeth?
Elizabeth	: Sure, mom.
Mother	: Could you pick me up at Aunt Ida's house this afternoon?
Elizabeth	: Of course. What time?
Mother	: At one o'clock. Is it OK?
Elizabeth	: Yes, sure.
Mother	: Thanks. Oh, by the way, clean up the kitchen, please. I have to go now.
Elizabeth	: OK, anything else?
Mother	: No, that's all. Thanks dear.

APPENDIX 2: ANSWER KEY

Review 1

1. B
2. C
3. B
4. A
5. D
6. C
7. C
8. A
9. B
10. A
11. C
12. A
13. A
14. B
15. B
16. A
17. B
18. D
19. E
20. C
21. D
22. A
23. B
24. D
25. D
26. B
27. B
28. B
29. A
30. D
31. Answer varies
32. Answer varies
33. Answer varies

Review 2

1. C
2. A
3. C
4. D
5. C
6. A
7. A
8. B
9. A
10. C
11. B
12. B
13. D
14. D
15. A
16. C
17. C
18. B
19. C
20. C
21. A
22. A
23. D
24. B
25. C
26. Answer varies
27. Answer varies
28. Answer varies
29. Answer varies
30. Answer varies

GLOSSARY

accepting an offer	: saying 'yes' or to agree to an offer
announcement	: statement made in public
apologizing	: saying you are sorry
asking about facts	: putting a question to get facts
asking for clarification	: putting a question to get clarification
asking for information	: putting a question to get information
asking for opinions	: putting a question to get one's opinions
asking for services	: putting a question to get someone to do something
asking for something	: putting a question to get something from someone
birthday cards	: cards usually sent to people celebrating their birthday
commanding	: to order someone to do something
declining an offer	: to refuse an offer
descriptive texts	: texts describing the characteristics of a specific thing, for example a specific person, animal, or object.
expressing dislikes	: saying that you do not like something
expressing likes	: saying that you like something
expressing politeness	: showing respect, showing that you are not rude
giving clarification	: saying something to make what you said earlier clear
giving facts	: informing something true about a person or an object
giving information	: telling facts about something
giving opinions	: saying what someone thinks about something
giving services	: doing something for someone
giving something	: giving an object to someone
greeting	: saying hello when meeting someone
introducing oneself	: telling your name to someone you are not familiar with
introducing others	: presenting someone to another person or to people who did not know him or her previously
letter	: piece of writing sent from one person to another to give information
messages	: piece of writing for somebody to give information
offering something	: saying that you will give something or do something
procedural texts	: texts that tell you how to do something
prohibiting	: saying that something must not be done
signs	: symbols or short notices that mean something
responding to introductions	: replying to someone introducing him/herself or others to you
thanking	: saying something that shows you are grateful to someone for doing something for you

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Notes :

Scaffolding: English for Junior High School Students Grade VII disusun dengan acuan Standar Isi mata pelajaran bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip **Pendekatan Komunikatif** untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis yang diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajanan terhadap bahasa Inggris, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa Inggris secara terbimbing maupun bebas. Untuk pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan evaluasi.



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