

**GENERAL ENGLISH**



PENULIS

**TIM DOSEN GENERAL INGGRIS**

**PRODI KEBIDANAN PROGRAM SARJANA DAN PRODI  
PENDIDIKAN PROFESI BIDAN PROGRAM PROFESI  
STIKES KUSUMA HUSADA SURAKARTA**



**LEMBAR PENGESAHAN**  
**MODUL PRAKTIKUM**

Setelah memperhatikan, mempertimbangkan dan diverifikasi maka dokumen ini ditetapkan/disahkan untuk diberlakukan

Ditetapkan/Disahkan :

Ketua Program Studi



Siti Nurjanah, SST.,M.Keb

NIK. 201188093

## TIM PENGEMBANG MODUL

Modul praktikum General English modul praktikum yang memuat materi-materi general english, yang disusun oleh Dosen Program Studi Kebidanan Program Sarjana Terapan dan Prodi Pendidikan Profesi Bidan Program Profesi STIKes Kusuma Husada Surakarta

- Pelindung : Ketua STIKes Kusuma Husada Surakarta  
Wahyu Rima Agustin, S.Kep.,Ns.,M.Kep
- Penanggung Jawab : Wakil Ketua I STIKes Kusuma Husada Surakarta  
Anis Nurhidayati, SST.,M.Kes
- Pemimpin Redaksi : Siti Nurjanah, SST.,M.Keb
- Sekretaris Redaksi : Desy Widyastutik, SST.,M.Keb
- Sidang Redaksi : Rahajeng Putriningrum, SST.,M.Kes  
Megayana Yessy Maretta, SST.,M.Keb
- Penyusun : Bambang Abdul Syukur
- Penerbit : Program Studi Kebidanan Program Sarjana dan Prodi  
Pendidikan Profesi Bidan Program Profesi STIKes  
Kusuma Husada Surakarta
- Alamat Redaksi : Jl. Jaya Wijaya No. 11 Kadipiro Banjarsari Surakarta  
Telepon : 0271 857724

## VISI MISI

### PROGRAM STUDI KEBIDANAN PROGRAM SARJANA TERAPAN DAN PROGRAM STUDI PENDIDIKAN PROFESI BIDAN PROGRAM PROFESI

#### A. Visi Program Studi Sarjana Terapan dan Program Studi Pendidikan Profesi Bidan Program Profesi

##### Visi

Menjadi Penyelenggara Pendidikan Profesi Bidan yang Unggul Dalam Bidang Asuhan Kebidanan Keluarga dan Pengembangan Praktik Mandiri Tahun 2040.

##### 1. Unggul dalam bidang asuhan kebidanan keluarga

Lulusannya memiliki spesifikasi dalam pemberian asuhan kebidanan keluarga. Asuhan ini dalam aspek promotif dan preventif yang menyentuh beberapa aspek dalam kehidupan yaitu fisik, psikologi, sosial dan ekonomi. Salah satu peran bidan dalam asuhan keluarga adalah melibatkan pasangan dan keluarga dalam siklus daur kehidupan perempuan, serta mendorong pentingnya *parenting education* sesuai tahap perkembangan.

##### 2. Pengembangan praktik mandiri

- a. Lulusan memiliki nilai tambah sesuai kebutuhan pasar untuk bersaing dengan adanya keterampilan tambahan untuk *postnatal care* berupa *lactation massage* dan *baby massage* (sertifikat unggulan)
- b. *Postnatal care* adalah asuhan nifas secara holistik yang dipadukan dengan perawatan kesehatan tradisional dan modern berupa pijat, terapi aroma, rejuvenasi, revitalisasi, nutrisi yang diharapkan memberikan efek untuk mencapai keseimbangan antara tubuh (body), pikiran (mind) dan jiwa (spirit) sehingga terwujud kondisi kesehatan ibu dan bayi yang optimal.
- c. Lulusan membuka praktik mandiri bidan dengan pengembangan *postnatal care*

##### Misi

1. Menyelenggarakan pendidikan profesi bidan yang mampu memenuhi tuntutan stakeholder berlandaskan etika, moral, nilai – nilai kemanusiaan dan agama.
2. Mengembangkan kegiatan penelitian terkait asuhan kebidanan keluarga dan pengembangan praktik mandiri.
3. Menyelenggarakan kegiatan pengabdian kepada masyarakat berbasis hasil riset yang sesuai kebutuhan masyarakat
4. Mengembangkan kegiatan kemahasiswaan dan alumni
5. Mengembangkan jejaring kerjasama baik nasional maupun global yang mendukung pengembangan Tri Dharma perguruan tinggi

### Tujuan

1. Menghasilkan lulusan bidan yang mampu memenuhi tuntutan stakeholder berlandaskan etika, moral, nilai – nilai kemanusiaan dan agama.
2. Menghasilkan penelitian terkait asuhan kebidanan keluarga dan pengembangan praktik mandiri untuk dimanfaatkan bagi pengembangan ilmu, pendidikan serta pengabdian kepada masyarakat.
3. Menghasilkan pengabdian kepada masyarakat terkait asuhan kebidanan keluarga dan pengembangan praktik mandiri dengan mengimplementasikan hasil-hasil penelitian.
4. Menghasilkan kegiatan kemahasiswaan dan alumni yang berkualitas
5. Menghasilkan kerjasama baik nasional maupun global untuk mendukung pengembangan Tri Dharma perguruan tinggi

## KATA PENGANTAR

Puji syukur kami panjatkan ke hadirat Allah SWT yang telah melimpahkan segala rahmat dan karunia-Nya yang tidak bisa ternilai. Shalawat dan salam kita ucapkan kepada Rasulullah Muhammad SAW beserta keluarganya, sahabat dan para pengikutnya. Modul General English ini disusun agar dapat membantu mahasiswa memahami lebih dalam konsep bahasa inggris dan dapat mengaplikasikannya. Sebagai buah karya manusia, penulis menyadari modul ini tidak luput dari segala kekurangan. Oleh karena itu penulis senantiasa berusaha memperbaiki modul pada edisi-edisi selanjutnya.

Surakarta,                    2018  
Penulis

**DAFTAR ISI**

Cover .....	1
Daftar isi modul .....	4
Pendahuluan .....	6
Unit 1: Greeting and introduction .....	8
Unit 2: My mom always cooks delicious food .....	13
Unit 3: Let's go shopping! .....	20
Unit 4: What can I help you .....	28
Unit 5: I am a nurse, what about you? .....	35
Unit 6: How was your vacation? .....	43
Unit 7: I am going to .....	52
Unit 8: I wish that I can .....	59
Unit 9: Get better soon! .....	65
Unit 10: This is a great tool.....	70
Unit 11: How to get there.....	76



## PENDAHULUAN

### A. Rasional Dan Deskripsi Singkat

Salam hangat dan salam berjumpa di Modul Bahasa Inggris. Tahukah Saudara mengapa seorang bidan perlu mempelajari Bahasa Inggris?

Di era modern dan global saat ini, ketrampilan berkomunikasi adalah syarat mutlak bagi seorang bidan dalam memberikan asuhan kepada klien. Agar bidan tidak tertinggal dalam hal informasi dan tepat dalam memberikan asuhan, maka diperlukan ketrampilan berbicara,

Setelah mempelajari Modul Praktik Bahasa Inggris ini saudara diharapkan mampu mempraktikkannya dalam memberikan asuhan kebidanan.

### B. Relevansi

Saudara tentu sependapat bahwa seorang bidan dituntut terampil dalam memberikan asuhan klinik yang tepat kepada klien termasuk terampil dalam pengambilan spesimen darah klien untuk keperluan pemeriksaan diagnostik klien. Kompetensi ini nantinya akan menunjang kompetensi saudara sebagai seorang bidan untuk dapat memberikan asuhan yang komprehensif kepada klien dengan tepat sesuai dengan kebutuhan klien.

### C. Petunjuk Belajar

Untuk memudahkan Saudara mengikuti proses pembelajaran Modul Bahasa Inggris ini, maka akan lebih mudah bagi Saudara untuk mengikuti langkah-langkah belajar sebagai berikut:

1. Baca dengan seksama materi yang disampaikan modul.
2. Kerjakan latihan-latihan/ tugas-tugas terkait dengan materi yang dibahas dan diskusikan dengan fasilitator/ tutor pada saat kegiatan tatap muka.
3. Buat ringkasan materi yang dibahas untuk memudahkan mengingat.
4. Kerjakan evaluasi proses pembelajaran untuk setiap materi yang dibahas dan cocokkan jawaban Saudara dengan kunci yang disediakan pada akhir setiap unit.
5. Jika Saudara mengalami kesulitan diskusikan dengan teman Saudara dan konsultasikan pada fasilitator.
6. Lakukan Keterampilan dalam menggunakan bahasa Inggris dengan teman saudara.
7. Keberhasilan proses pembelajaran Saudara dalam mempelajari materi dalam modul ini tergantung dari kesungguhan Saudara dalam mengerjakan latihan. Untuk itu belajarlah dan berlatih secara mandiri atau berkelompok dengan teman sejawat Saudara.
8. Kalau Saudara ingin mendalami materi lebih jauh lagi, akseslah materi dari internet dan bacalah buku-buku acuan pustaka yang dianjurkan.



## MODUL PRAKTIK BAHASA INGGRIS

Kami berharap, Saudara dapat mengikuti keseluruhan kegiatan belajar dalam modul ini dengan baik. Saya yakin Saudara mampu menyelesaikan modul ini dengan baik.

**SELAMAT BELAJAR!!**

### **D. Pentunjuk Bagi Fasilitator**

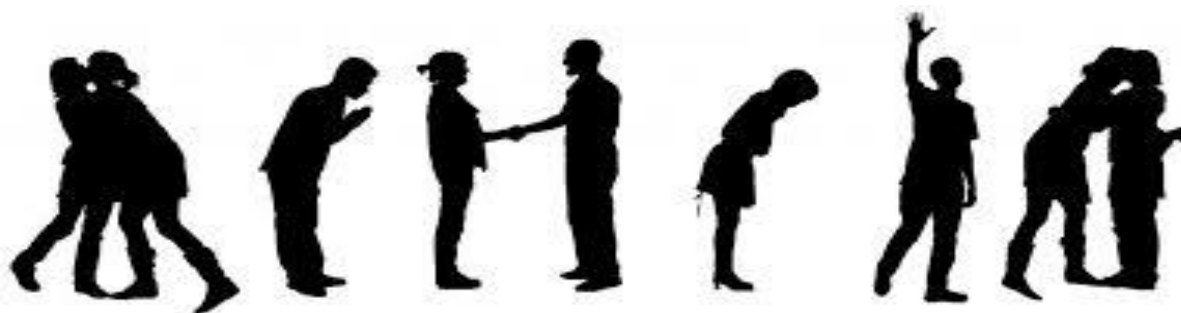
1. Pahami capaian pembelajaran Modul Pemeriksaan Diagnostik ini
2. Motivasi peserta didik untuk membaca dengan seksama materi yang disampaikan dan berikan penjelasan untuk hal-hal yang dianggap sulit
3. Motivasi peserta didik untuk mengerjakan latihan-latihan/ tugas-tugas terkait dengan materi yang dibahas
4. Identifikasi kesulitan peserta didik dalam mempelajari modul terutama materi-materi yang dianggap penting
5. Jika peserta didik mengalami kesulitan, mintalah peserta didik mendiskusikan dalam kelompok/ kelas dan berikan kesimpulan
6. Motivasi peserta didik untuk mengerjakan evaluasi proses pembelajaran untuk setiap materi yang dibahas dan mendiskusikannya dengan teman sejawat
7. Bersama peserta didik lakukan penilaian terhadap kemampuan yang dicapai peserta didik

**UNIT 1**

**Unit 1  
Greeting and Introduction**

**Objectives of this unit:** 1. Do greeting and introduction; 2. Describe oneself and others; 3. Do greeting formally and informally, 4. Use present simple tense

Let's see this picture!



- What are they doing?
- When are they doing this activity?
- Which one is common in your country?

Focus of study 1

**Greeting** is an act of communication in which human beings intentionally make their presence known to each other and to show attention to other people they meet. In greeting usually we have two ways formal and informal.

Formal Good morning Good afternoon Good evening	Informal Hello Hi Good day
--	-------------------------------------

If this is the first meeting with the stranger, after doing greeting we can continue by having introduction.

There are some points that you can ask to your new friends in introduction

- 1.Name :
- 2.Origin :
- 3.Address :
- 4.Age :
- 5.Hobby :
- 6.Other relevant information

Introducing oneself My name is ... I am ... My friends call me ... You can call me ... Haven't we met (before)?	Asking someone and Introducing others What's your name? Who are you? This is ... Let me introduce you to . . . .
--	--

## MODUL PRAKTIK BAHASA INGGRIS

Yes, I think we have. No, I don't think we have. I think we've already met. I don't think we've met (before). Nice to meet you. (informal) Pleased to meet you. How do you do? (formal) Nice to see you. Nice to see you again.	Have you met ...? Yes, I have. No, I haven't. Yes, I think I have. No, I don't think I have. Hello, ... (name)
---	---

### It is common also for us to ask about someone's condition

Questions How are you? How are you today? What's wrong with you? What's the matter with you? Are you all right?	Response Fine, thank you/thanks. Not too bad. Very well. I'm okay / all right. Not too well, actually. I'm tired. I'm exhausted. I've got a cold.
--	---

### It is better for us to close our dialogue by saying goodbye

Good bye. Bye. / See you. See you later. See you soon. See you tomorrow. See you next week. Good night.
---

#### Task 1

Please create a dialog with your partner about greeting and introduction, use appropriate language and then perform it in front of the class.

#### Focus of study 2

After learning introduction, then we study further about deep introduction by describing ourselves.

In describing people, it has some aspect that we should inform to public.

For example: physical appearance, psychological characteristics, hobby, dream, expectation, strength, or weakness.



Points on describing self:

1. Name
2. Address
3. Age
4. Family background
5. Educational background
6. Strengths and weaknesses

### Example of introduction by describing oneself

Respected teacher and all of my class-mates

Today, I want to introduce myself to you. As you may already know, my name is Alice. I am originally from California, but now I live in Surakarta since 7 years ago. I am 18 years old. I am single.

I am graduated from SMAN 1 Surakarta in 2013. And now I am studying in Stikes Kusuma Husada. My major is Nurse. I like to be nurse because it can help many people.

Well About my family background, there are four members in my family. They are my father, mother, my little brother and me. My little brother is still in junior high school at 8 grades. My father is an architect and my mother is a chef.

Talking about strengths and weakness, I think everyone has some strengths and a few weakness as well. if I speak of my strengths, 1) I always try to find a better and easy way to do things. This tells me that I am innovative or creative. 2) I try to be as honest as I can with the people around. 3) I am optimistic. The best example of this is that I don't do things by halves. I don't put off till tomorrow what I can do today. For example, when I face difficulties with something, I don't leave that thing as it is, but I keep trying to find a solution for that difficulty until I reach a solution. 4) I am hard worker when I'm in class or at work. I work hard when I'm home as well, for example, I help my mother by cooking dinner for the family, by washing clothes, by doing the dishes etc.

And since everyone has some weaknesses too, I do have some weaknesses as well. If I speak of my weaknesses, well 1) I think my biggest weakness is that sometimes I get angry easily; however, I try to overcome it. 2) I am not always good when I am working in a group; however, individually I definitely give my best to the work.

**Task 2**

**Please create your introduction and then introduce yourself in front of the class**

**Vocabulary building (find its meaning in your dictionary)**

1. Originally :	15. Little brother :
2. Graduated :	16. strengths :
3. Major :	17. weakness :
4. Background :	18. honest :
5. Member :	19. halves :
6. Chatty :	20. put off :
7. Friendly :	21. face :
8. Nervous :	22. leave :
9. Brave :	23. reach :
10. Cowardly :	24. dishes :
11. Selfish :	25. neat :
12. Quite :	26. nasty :
13. Rude :	27. easy-going :
14. Untidy :	28. careful :

**Linguistics feature**

**The way in describing oneself, you can use simple present**

<ul style="list-style-type: none"> <li>• I <b>am</b> originally from Bali</li> <li>• You <b>are</b> beautiful.</li> <li>• Susan <b>is</b> smart.</li> <li>• My father <b>is</b> lawyer</li> <li>• There <b>are</b> two people here</li> <li>• My sister and I <b>are</b> students.</li> <li>• The girls <b>are</b> tired.</li> <li>• The tea <b>is</b> delicious.</li> <li>• The newspaper <b>is</b> cheap.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>play</b> tennis.</li> <li>• He <b>goes</b> to school every morning.</li> <li>• She <b>understands</b> English.</li> <li>• It <b>mixes</b> the sand and the water.</li> <li>• You <b>try</b> very hard.</li> <li>• They never <b>forget</b> his wallet.</li> <li>• We <b>enjoy</b> playing the piano.</li> <li>• The train <b>leaves</b> every morning at 8 AM.</li> </ul>
--	---

<p><b>Simple present with Verb (to be)</b></p> <p><b>I</b>            <b>am</b>            <b>happy</b>          (adjective)</p> <p><b>They</b>        <b>are</b>            <b>in the class</b> (adverb)</p> <p><b>He</b>            <b>is</b>             <b>student</b>        (noun)</p>	<p><b>Simple present with Verb1</b></p> <p><b>I</b>        <b>go</b>            <b>to school</b> (intransitive)</p> <p><b>She</b>     <b>eats</b>         <b>an apple</b> (transitive)</p>
--	--

### Task 3

**Complete the sentence using appropriate verb, the answer can be more than one (may vary) as long as it is correct in meaning.**

1. We sometimes \_\_\_\_\_ books.
2. Emily \_\_\_\_\_ to the disco.
3. It often \_\_\_\_\_ on Sundays.
4. Pete and his father \_\_\_\_\_ the family car.
5. I always \_\_\_\_\_ bus in the bus stop.
6. I \_\_\_\_\_ lemonade very much.
7. The girls always \_\_\_\_\_ to pop music.
8. Janet never \_\_\_\_\_ jeans.
9. Mr Smith \_\_\_\_\_ Spanish and French.
10. You \_\_\_\_\_ your homework after school.
11. We \_\_\_\_\_ a nice garden.
12. She \_\_\_\_\_ six years old.
13. Simon \_\_\_\_\_ two rabbits and five goldfish.
14. I \_\_\_\_\_ from Vienna, Austria.
15. They \_\_\_\_\_ Sandy's parents.
16. London \_\_\_\_\_ in England.
17. The summer \_\_\_\_\_ hot.
18. Linda \_\_\_\_\_ a very pretty girl.
19. My birthday \_\_\_\_\_ in June.
20. Cat \_\_\_\_\_ good friends.
21. It \_\_\_\_\_ cold today.
22. I \_\_\_\_\_ at home now.
23. They \_\_\_\_\_ Korean.
24. There \_\_\_\_\_ a pen on the desk.
25. My name \_\_\_\_\_ Nikita.
26. We \_\_\_\_\_ from Ukraine.
27. That \_\_\_\_\_ right.
28. I \_\_\_\_\_ OK, thanks.
29. Clara and Steve \_\_\_\_\_ married.
30. She \_\_\_\_\_ an English teacher.

**UNIT 2**

**Unit 2**

**My mom always cooks delicious food.**

**Objectives of this unit:** 1. Identify procedure; 2. Mention the steps; 3. Describe procedure and explain it clearly to others, 4. Use imperative and present simple tense

These are my favorite food, can you identify what are they?



1.



2.



3.

Mom! Can you tell me how to make these foods?



**Task 1**

**Let's me tell how to make Non fry marinated salmon**



Ingredients (2 servings)

<b>Ingredient A</b> 2 tbsp vinegar 1 1/2 tbsp soy sauce 1/2 tbsp sugar 1 tbsp broth 1/3 red pepper (according to taste)	2 fillets unsalted salmon 1 green pepper 1/2 onion some f lour some salt some oil
---	--

some ginger	some welsh onion cut into thin slices
-------------	---------------------------------------

### Preparation

1. Cut green pepper and onion into bite-size portions and microwave (500 W) for about 1 min and 30 sec.
2. Cut salmon fillets into bite-size pieces and dredge in flour. Then place fillets on kitchen paper and microwave (500 W) for about 2 min and 30 sec.
3. Pour a small amount of oil into skillet and expose ingredients in (2) to strong heat for 2 to 3 min.
4. In the meantime, mix ingredients (A) and microwave (500 W) for 2 min.
5. Mix (1) with (4) and add (3).
6. Place (5) in refrigerator for 2 hours to marinate. (This step can be omitted.)
7. Garnish with the Welsh onion slices.

### Vocabulary building

Find the meaning of these words for helping you in understanding the recipe

Vinegar :	expose :
Cut :	Mix :
dredge :	omitted :
place :	Garnish :
Pour :	slice :

### Comprehension questions

1. What does the procedure talk about?
2. How many steps are there?
3. What is the third step?
4. After cutting salmon fillets into bite-size pieces, what should you do?
5. How many sugars need for making this Nonfry salmon?

### Task 2

#### Linguistics feature

In telling procedure there are some marks used

1. First
2. Second
3. Then
4. Finally
5. Before
6. After
7. The last step



**Task 3**

**Procedures of making food**

**Fill the blank words with the words in the box below**

- Shrimp with Chili Sauce  
 200 g large shelled shrimp  
 1 tsp sake  
 1 tbsp minced green onions  
 1/2 tsp minced ginger  
 1/6 tsp minced garlic  
 (A) 2/3 tsp sugar  
 1 tbsp sake  
 1/2 tsp Chinese chili bean  
 1 tbsp water  
 2 tsp starch  
 some leaves of lettuce



1. ....1..... shrimp and pat dry. Sprinkle sake over shrimp and .....2..... aside for 5 min.
2. Drain ① and mix with (A) in a bowl. ....3..... with plastic .....4.... and .....5..... (500 W) for 2 to 3 min
3. ....6..... ② on a .....7.... on bed of lettuce.

**Serve    cover    microwave    wash    plate    wrap    set**

**Task 4**

**Tell the procedure (speaking)**

**Describe the procedures on making fried salmon based on the picture below by discussing with your friends then tell it in front of class**



**Task 5**

**Arrange the random sentence into good paragraph**

.....	After fragrant - Stir in the fennel powder and garam masala towards the end of the cooking time and sprinkle the curry with fresh coriander leaves.
	Third-Add the tomatoes and tomato puree. Simmer for a few minutes until fragrant.
	Serve with rotis or rice.
	Second -Add the garlic and ginger pastes, and stir in the masala and curry powder.
	Than-Add the chicken pieces and a few curry leaves and simmer slowly until the chicken is done and fragrant.
	First- Fry the onion in a little heated oil until tender.

**Grammatical feature (imperative sentence)**

**Imperative is used to command someone to do something or not to do something**

'Close the door, Jimmy. It's cold outside." "Okay, Mom."	In (a): <b>Close the door</b> is an <i>imperative sentence</i> . The sentence means, "Jimmy, I want you to close the door. I am telling you to close the door."
(b) <b>Sit</b> down. (c) <b>Be</b> careful!	An imperative sentence uses the simple form of a verb ( <i>close, sit, be, etc.</i> ).
( d ) <b>Don't open</b> the window. (e) <b>Don't be</b> late.	NEGATIVE: <b>don't</b> + <i>the simple form of a verb</i>
(f) ORDERS: <b>Stop</b> , thief! (g) DIRECTIONS: <b>Open</b> your books to page 24. ( h ) ADVICE: <b>Don't worry</b> . ( i ) REQUESTS: <b>Please close</b> the door.	Imperative sentence give orders, directions, and advice. With the addition of <b>please</b> , as in (i), imperative sentences are used to make polite requests.

**Task 6**

**Underline the imperative sentences from the dialogue below**

TOM: What's the matter?

JIM: I have the hiccups.

TOM: Hold your breath.

BOB: Drink some water.

JOE: Breathe into a paper bag.

KEN: Eat a piece of bread.

JIM: It's okay. The hiccups are gone.

HEIDI: Please close the window, Mike. It's a little chilly in here.

MIKE: Okay. Is there anything else I can do for you before I leave?

HEIDI: Could you turn off the light in the kitchen?

MIKE: NO problem. Anything else?

HEIDI: Ummm, please hand me the remote control for the TV. It's over there.

MIKE: Sure. Here

HEIDI: Thanks.

MIKE: I'll stop by again tomorrow. Take care of yourself. Take good care of that broken leg.

HEIDI: Don't worry. I will. Thanks again.

**Form and basic meaning of Present simple tense**

	Singular	Plural	Notice: the verb after she, he, it (3 <sup>rd</sup> person singular) has a final -s: talks
1 <sup>st</sup> person	I talk	We talk	
2 <sup>nd</sup> person	You talk	You talk	
3 <sup>rd</sup> person	She talks He talks It rains	They talk	
(a) I eat breakfast every morning. (b) Ann speaks English every day (c) We sleep every night.			The simple present tense expresses habits. In (a): Eating breakfast is a habit, a usual activity. <i>Every morning</i> -

(d) They go to the beach every weekend.	Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.
---	---

**Task 7**

Complete these fragments become a full sentence by adding *She/I/He/You/We/They* and *every day/every weekend/every night*.

- Example :** (a) do exercises : She does exercise every day  
 (b) wash my face : \_\_\_\_\_  
 (c) stretch, yawn, and rub my eyes : \_\_\_\_\_  
 (d) drink a cup of coffee/tea : \_\_\_\_\_  
 (e) brush my teeth : \_\_\_\_\_  
 (f) \_\_\_\_\_ my make-up : \_\_\_\_\_  
 (g) \_\_\_\_\_ shower/bath : \_\_\_\_\_

**Task 8**

Using frequency adverbs to create sentence as you do

<i>Always</i>	<i>usually</i>	<i>often</i>	<i>sometimes</i>	<i>seldom</i>	<i>rarely</i>	<i>never</i>
100%	99%-90%	90%-75%	75%-25%	25%—10%	10%-1%	0%

- eat dinner
- eat dinner at six o'clock
- eat dinner at eight o'clock
- watch TV
- listen to music
- study
- study English grammar
- drink milk
- play with my children
- kiss my husband/wife

**Simple Present Negative**

(a) <b>I do not</b> drink coffee. <b>We do not</b> drink coffee. <b>You do not</b> drink coffee. <b>They do not</b> drink coffee.	NEGATIVE: <i>I</i> <i>we</i> <i>you</i> + <b>do not</b> + main verb <i>they</i>
(b) <b>She does not</b> drink coffee. <b>He does not</b> drink coffee. <b>It does not</b> drink coffee.	<i>She</i> <i>he</i> + <b>does not</b> + main verb <i>it</i>
	<b>Do and does</b> are called "helping verbs." Notice in (b): In 3rd person singular, there is no - s on the main verb; the final -s is part of <b>does</b> . INCORRECT: <i>She does not drinks coffee.</i>
(c) I <b>don't</b> drink tea. They <b>don't</b> have a car. (d) He <b>doesn't</b> drink tea. Mary <b>doesn't</b> have a car.	CONTRACTIONS: <b>do not - don't, does not - doesn't</b> People usually use contractions when they speak. People often use contractions when they write

**Task 9**

**Complete these sentences using *positive or negative sentence*.**

1. I (go, not) **don't go** swimming
2. Anita (spend) \_\_\_\_\_ her time with my friends.
3. Anton (talk) \_\_\_\_\_ on the phone
4. Joko (speak, not) \_\_\_\_\_ English
5. Ahmad and Ria (write, not) \_\_\_\_\_ a letter
6. I (read) \_\_\_\_\_ a newspaper
7. Paul (turn, not) \_\_\_\_\_ off the lights
9. Kiyoko (dream) \_\_\_\_\_ in English
10. Dono and Kasino (like, not) \_\_\_\_\_ singing in the bath room.

**Task 9**

**Writing and speaking**

**Describe a typical day in your life, from the time you get up in the morning until you go to bed. Use the following words to show the order of your activities: *then, next, at. . . o'clock, after that, later.***

*Example:* I usually get up at seven-thirty. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that I go back to my room. I sometimes watch the news on TV. At 8:15 I leave the dormitory. I go to class. My class begins at 8:30. I'm in class from 8:30 to 11:30. After that I eat lunch. I usually have a sandwich and a cup of tea for lunch. (*Continue until you complete your day.*)

**Task 10**

Creating question using WH question for simple present

**Who, what, whom, where, when, why, and how**

<b>Maria</b>	<b>meets</b>	<b>Osama</b>	<b>in Afghanistan</b>	<b>at 4 pm</b>	<b>for discussing terror</b>
Who	what	whom	where	when	why
who	Meets Osama in Afghanistan at 4 pm for discussing terror?				
what	Does Maria do?				
Where	Does Maria meet Osama at 4 pm?				
When	Does Maria meet Osama?				
Why	Does Maria meet Osama?				

Compare between who and other question words. Who does not need auxiliary (do/does), because it asks about subject.

**Let's practice by creating questions to ask this sentence.**

A. They go to Bali by bus

- 1      2      3      4

Answer:

1. Who goes to Bali by bus? (the answer is **They**)

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

B. Mira listen to music in her room

1            2            3            4

Answer:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

C. They watch SpongeBob at 4 pm every day

1            2            3            4

Answer:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**UNIT 3**

**Unit 3**  
**Let's go shopping!**

**Objectives of this unit:** 1. Identify word to compare things; 2. Mention adjectives and adverb in comparing thing; 3. Compare things based on the condition.

**Do you like doing this activity? Help them to choose the best one!**



Cardonalo



Ilona



Embelena



Vanesa

I like the Ilona, what about you?

Which one do you like? I'll buy it for you.



Decide which one is cheaper, more expensive and the same price?



1

\$. 25.00



2

\$. 30.00



3

\$. 13.00



4

\$. 10.00



5

\$. 19.00



6

\$. 25.00

Task 1

Reading comprehension

Best shopping experience



Once I need new shoes, because my shoes that I have are already bad. Then I called my friend to accompany me going to shoe shop. Actually I had searched in internet the types of shoes that I wanted with its price. There are three choices 1. Good-men (Rp. 350.000,-), 2. New-trend (Rp. 325.000) and New-executive (Rp. 300.000,-). All those shoes had the best color and design. At the shop, I directly looked for those shoes, surprisingly the price in this shop is more expensive that the list on the web. Then I asked to the shop manager, which price is true? And why in the web is cheaper than in the shop. The manager gave a brochure, it was written that if

you buy the shoes in the shop directly, you will get 50% discount during promo time. Fortunately, that day was promo time. Therefore I got 50% discount. Oh my God! This was the first time I got the newest design good-man shoes with the cheapest price. Moreover when I tried it, it was the most comfortable shoes that I've ever had. That's my story, hope you can get luckiness as I got.

Vocabulary check

- 1. Accompany: \_\_\_\_\_
- 2. 6. List: \_\_\_\_\_
- 7. Asked: \_\_\_\_\_
- 3. Fortunately: \_\_\_\_\_
- 8. Surprisingly: \_\_\_\_\_
- 4. Newest : \_\_\_\_\_
- 9. Directly: \_\_\_\_\_
- 5. Comfortable: \_\_\_\_\_
- 10. Moreover : \_\_\_\_\_
- Luckiness : \_\_\_\_\_

Comprehension question

1. What does the text talk about?
2. What does the writer do before going to the shop?
3. Where does the writer buy their shoes?
4. How many types of shoes does the writer want?
5. What kind of shoes does the writer buy?



# MODUL PRAKTIK BAHASA INGGRIS

## Task 2

### USING AS... AS; USING LESS

John is 21 years old. Mary is 21 years old.	Notice the pattern: as + adjective + as
( a ) John is as old as Mary.	In (a): Their ages are the same.
(b) This watch is as expensive as that watch.	In (b): The price of the watches is the same.

Complete the following sentences by using as . . . as and the ADJECTIVE in Bold.

- tall** : Mary is **as tall as** her brother.
- sweet** : A lemon isn't \_\_\_\_\_ an orange.
- big** : A donkey isn't \_\_\_\_\_ a horse.
- friendly** : People in this city are \_\_\_\_\_ the people in my hometown.
- dark** : Paul's hair isn't \_\_\_\_\_ his brother's.
- cold** : The weather today isn't \_\_\_\_\_ yesterday.
- pretty** : This dress is not \_\_\_\_\_ that one.
- expensive** : A pencil isn't \_\_\_\_\_ a pen.

### Comparison

Adjectives with one syllable	Adjective <i>old</i> <i>cheap</i> <i>big</i>	Comparative <i>older</i> <i>cheaper</i> <i>bigger</i>	Add <b>-er</b> to one-syllable adjectives. Spelling note: if an adjective ends in one vowel and one consonant, double the consonant: <i>big-bigger</i> , <i>fat-fatter</i> , <i>thin-thinner</i> , <i>hot-hotter</i> .
Adjectives that end in –y	<i>pretty</i> <i>funny</i>	<i>prettier</i> <i>funnier</i>	If an adjective ends in <b>-y</b> , change the <b>-y</b> to <b>i</b> and add <b>-er</b> .
Adjectives with two or more Syllables	<i>famous</i> <i>important</i> <i>interesting</i>	<i>more famous</i> <i>more important</i> <i>more interesting</i>	Use <b>more</b> in front of adjectives that have two or more syllables (except adjectives that end in <b>-y</b> ).
Irregular comparative forms	<i>good</i> <i>bad</i> <i>far</i>	<i>better</i> <i>worse</i> <i>farther/ further</i>	The comparative forms of <b>good</b> , <b>bad</b> , and <b>far</b> are irregular.

## Task 3

Write the comparative forms for the following ADJECTIVES.

1. old	: <u>older than</u>	11. hot	: _____
2. small	: _____	12. cheap	: _____
3. big	: _____	13. good	: _____
4. important	: _____	14. bad	: _____
5. easy	: _____	15. far	: _____
6. difficult	: _____	16. lazy	: _____



## MODUL PRAKTIK BAHASA INGGRIS

7. long	: _____	
8. heavy	: _____	
9. sweet	: _____	
10. expensive	: _____	

Complete the sentences. Use the **COMPARATIVE** form of the words in *italics*.

- comfortable* : This chair is *more comfortable than* that chair.
- large* : Your apartment is \_\_\_\_\_ mine.
- warm* : It's \_\_\_\_\_ today \_\_\_\_\_. yesterday
- dark* : Tom's mustache is \_\_\_\_\_ Don's.
- important* : Love is \_\_\_\_\_ money.
- lazy* : I'm \_\_\_\_\_ my roommate
- tall* : My brother is \_\_\_\_\_ I am.\*
- heavy* : Iron is \_\_\_\_\_ wood.
- difficult* : My physics course is \_\_\_\_\_ my math course.
- good*

### Comparative and superlative

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Adjectives with One syllable	<i>old</i> <i>big</i>	<i>older (than)</i> <i>bigger (than)</i>	<i>the oldest (of all)</i> <i>the biggest (of all)</i>
Adjectives that End in -y	<i>pretty</i> <i>easy</i>	<i>prettier (than)</i> <i>easier (than)</i>	<i>the prettiest (of all)</i> <i>the easiest (of all)</i>
Adjectives with Two or more syllables	<i>expensive</i> <i>important</i>	<i>more expensive (than)</i> <i>more important (than)</i>	<i>the most expensive (of all)</i> <i>the most important (of all)</i>
Irregular Forms	<i>good</i> <i>bad</i> <i>far</i>	<i>better (than)</i> <i>worse (than)</i> <i>farther/further (than)</i>	<i>the best (of all)</i> <i>the worst (of all)</i> <i>the farthest/furthest (of all)</i>

#### Task 4

Complete the sentences. Use the correct form (comparative or superlative) of the **ADJECTIVES** in *italics*.

- long* : The Yangtze River is \_\_\_\_\_ the Mississippi River.
- long* : The Nile is the \_\_\_\_\_ river in the world.
- large* : The Caribbean Sea is \_\_\_\_\_ the Mediterranean Sea.
- large* : The Caribbean Sea is \_\_\_\_\_ sea in the world.
- high* : Mt. Everest is \_\_\_\_\_ the mountain in the world.

6. *high* Mt. Everest is \_\_\_\_\_ is Mt. McKinley.  
 7. *big* Africa is \_\_\_\_\_ North America  
 8. *small* Europe is \_\_\_\_\_ South America.  
 9. *large* Asia is \_\_\_\_\_ continent in the world,  
 10. *big* Canada is \_\_\_\_\_ country in the North America area.

**Adjective and adverb**

Adjective (A) Ann is a <i>careful</i> driver. adverb (b) Ann drives <i>carefully</i> .	<b>ADJECTIVE</b> <i>careful</i> <i>slow</i> <i>quick</i> <i>easy</i>	<b>ADVERB</b> <i>carefully</i> <i>slowly</i> <i>quickly</i> <i>easily</i>	An adjective describes a noun. In (a): <i>careful</i> describes <i>driver</i> . An adverb describes the action of a verb. In (b): <i>carefully</i> describes <i>drives</i> . Most adverbs are formed by adding <i>-ly</i> to an adjective.
Adjective ( c ) John is a <i>fast</i> driver. adverb (d) John drives <i>fast</i> .	<i>fast</i> <i>hard</i> <i>early</i> <i>late</i>	<i>Fast</i> <i>hard</i> <i>early</i> <i>late</i>	The adjective form and the adverb form are the same for <i>fast</i> , <i>hard</i> , <i>early</i> , <i>late</i> .
Adjective ( e ) Linda is a <i>good</i> writer. ( f ) Linda writes <i>well</i> .	<i>good</i>	<i>well</i>	<i>Well</i> is the adverb form of <i>good</i> * adverb

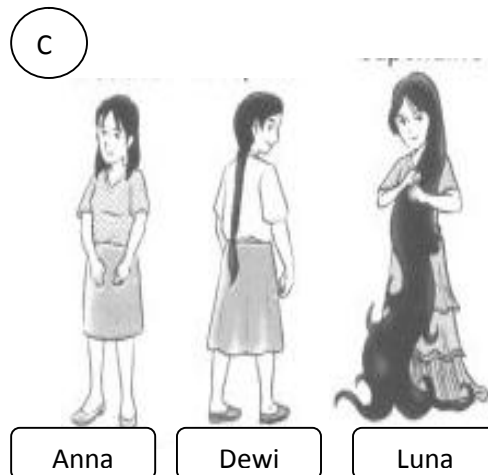
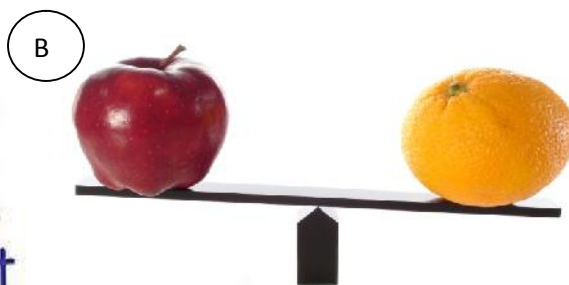
**Task 5**

Complete the sentences by using the **ADJECTIVE** or **ADVERB** in italics.

- quiet, quietly* : My hometown is small and quiet
- quiet, quietly* : Mr. Wilson whispered. He spoke quietly
- clear, clearly* : Anna pronounces every word \_\_\_\_\_
- clear, clearly* : We like to go boadng in weather \_\_\_\_\_
- careless, carelessly* : Boris makes a lot of mistakes when he writes. He's a \_\_\_\_\_ writer.
- careless, carelessly* : Boris writes \_\_\_\_\_
- easy, easily* : The teacher asked an \_\_\_\_\_ question.
- easy, easily* : I answered the teacher's question \_\_\_\_\_
- good, well* : You speak English very \_\_\_\_\_
- good, well* : Your English is very \_\_\_\_\_

Task 6

Create possible comparative that may exist from the picture below



Question for asking comparison

<ol style="list-style-type: none"> <li>1. Which sofa should we buy?</li> <li>2. I need a new watch.</li> <li>3. Which runner are you cheering for?</li> <li>4. I like the blue sweater.</li> <li>5. How much sugar should I add?</li> </ol>	<p>This one is larger, but it is also more expensive.                  The Classic is nicer than the Time box.                  Sammy. He's the fastest.                  But Timmy is the most handsome.                  I think the red one is better, but the green one is the best.                  Only a little, that's too much!</p>
---	---

Task 6

Read the dialogue below and answer the following questions

- ASSISTANT : Short skirts are in fashion now. Would you like to try it?  
 LADY : All right.  
 LADY : I'm afraid this green dresses it too small for me as well.  
           It's smaller than the blue one.  
 LADY : I don't like the color either. It doesn't suit me at all.  
           I think the blue dress is prettier.  
 LADY : Could you show me another blue dress?  
           I want a dress like that one, but it must be my size.  
 ASSISTANT : I'm afraid I haven't got a larger dress.

This is the largest dress in the shop.

**Comprehension questions**

1. Where does the dialogue probably happen?
2. What does the assistant offer to the lady?
3. What dress does the lady want to buy?
4. Does the lady get the dress?
5. Does the lady like blue color?

**USING VERY AND TOO + ADJECTIVE**

<p>(a) The box is <i>very heavy</i>, but Tom <i>can lift</i> it.                  (b) The box is <i>too heavy</i>. Bob <i>can't lift</i> it.                  (c) The coffee is <i>very hot</i>, but I <i>can drink</i> it.                  (d) The coffee is <i>too hot</i>. I <i>can't drink</i> it.</p>	<p><i>Very</i> and <i>too</i> come in front of adjectives; <i>heavy</i> and <i>hot</i> are adjectives. <i>Very</i> and <i>too</i> do NOT have the same meaning.                  In (a): <i>very heavy</i> - It is difficult but possible for Tom to lift the box.                  In (b): <i>too heavy</i> — It is impossible for Bob to lift it.</p>
<p>(e) The coffee is <i>too hot</i>.                  NEGATIVE "RESULT": I can't drink it.                  (f) The weather is <i>too cold</i>.                  NEGATIVE RESULT: We can't go to the beach.</p>	<p>In the speaker's mind, the use of <i>too</i> implies a negative result.</p>

**USING ADJECTIVE + ENOUGH**

<p>(a) Peggy can't go to school. She is too young.                  (b) Peggy can't go to school. She is not <i>old enough</i>.</p>	<p>(a) and (b) give the same meaning. Notice: <i>enough</i> follows an adjective.</p>
<p>(c) I can't hear the radio. It's not <i>loud enough</i>.                  (d) Bobby can read. He's <i>old enough</i>.                  (e) We can go swimming. The weather is <i>warm enough</i>.</p>	<p>ADJECTIVE + <i>ENOUGH</i>  <i>loud</i>                      <i>enough</i>  <i>old</i>                         <i>enough</i>  <i>warm</i>                     <i>enough</i>  <i>Enough</i> is pronounced "enuf."</p>

**Task 7**

Complete the sentences, using TOO use adjectives in the list of your own words.

<i>Cold</i>	<i>small</i>	<i>tall</i>	<i>Tired</i>
<i>young</i>	<i>expensive</i>	<i>heavy</i>	<i>noisy</i>

1. You can't lift a car. A car is \_\_\_\_\_
2. Jimmy is ten. He can't drive a car. He's \_\_\_\_\_
3. I can't study in the dorm at night. It's \_\_\_\_\_

4. I don't want to go to the zoo. The weather is \_\_\_\_\_
5. Ann doesn't want to play tennis this afternoon. She's \_\_\_\_\_
6. I can't buy a new car. A new car is \_\_\_\_\_
7. John has gained weight. He can't wear his old shirt. It's \_\_\_\_\_
8. The basketball player can't stand up straight in the subway. He's \_\_\_\_\_

**Task 8**

Use *too* or *enough*. Use the words in parentheses.

1. (*young, old*) Susie can't go to school. She's **too young**. She's not **old enough**.
2. (*loud, soft*) I can't hear the music. It's \_\_\_\_\_. It's not \_\_\_\_\_
3. (*big, small*) Jack is gaining weight. He can't wear his old coat. It's \_\_\_\_\_.  
It's not \_\_\_\_\_.
4. (*short, tall*) Cindy can't reach the book on the top shelf. She's \_\_\_\_\_.  
She's not \_\_\_\_\_.
5. (*cold, hot*) I don't want to finish my coffee because it's \_\_\_\_\_.  
It's not \_\_\_\_\_.
6. (*weak, strong*) Ron can't lift the heavy box. He's not \_\_\_\_\_.  
He's \_\_\_\_\_.
7. (*sweet, sour*) I don't want to finish eating this orange.  
It's \_\_\_\_\_.  
It's not \_\_\_\_\_.
8. (*big, small*) I can put my dictionary in my shirt pocket. My pocket is  
. It's not \_\_\_\_\_.
9. (*comfortable, uncomfortable*) I don't want to sit in that chair. It's \_\_\_\_\_.  
It's not \_\_\_\_\_
10. (*wide, narrow, large, small*) Anne and Sue can't carry the love seat through the door.  
The door is \_\_\_\_\_. The door isn't \_\_\_\_\_  
The love seat is \_\_\_\_\_. The love seat  
isn't \_\_\_\_\_.

**UNIT 4**

**UNIT 4**

**What can I help you?**

**Objectives of this unit:** 1. Do phone call; 2. Ask message; 3. Note the message, 4. Create and tell the appointment

**Let's study the picture below!**



1. What is she doing?
2. Where is she?
3. What is the purpose of this activity?
4. Do you ever do this activity?
5. What do you say for opening this activity?

Michelle: Hello, this is Solo Hospital. **How can I help you?**

Male: Yes **can I speak to** dr. Rosalind Wilson, please?

Michelle: **Who's calling please?**

Male: It's Richard Davies here

Michelle: Certainly. **Please hold and I'll put you through.**

Male: Thank you.

Rosalind: Hi Richard! **What should I help you?**

Richard: I have a problem again with my eyes, after consuming drugs from you last week. It isn't normal yet.

Rosalind: I should check further, but don't worry. It is still in process. so would you come here tomorrow at morning?

Richard: Ok. Thank you.

**Study the dialogue above**

1. Who receives the call?
2. Who calls John Done Law Firm?
3. To whom does Davies want to talk?

**Vocabulary buildings**

**Some expression used in phone calling**

<p><b>Making contact/ call :</b></p> <ul style="list-style-type: none"> <li>• Hello / Good morning / Good afternoon ...</li> <li>• This is John Brown speaking</li> <li>• Could I speak to ..... please?</li> <li>• I'd like to speak to ..... ..</li> <li>• I'm trying to contact .....</li> <li>• Hi Marina, it's John calling.</li> <li>• Good afternoon, Marina. This is John Block from ABC company calling.</li> </ul> <p><b>Giving more information:</b></p> <ul style="list-style-type: none"> <li>• I'm calling from Tokyo / Paris / New York / Sydney ...</li> <li>• I'm calling on behalf of Mr. John ...</li> </ul> <p><b>Leaving / Taking a message :</b></p> <ul style="list-style-type: none"> <li>• Can I leave / take a message?</li> <li>• Would you like to leave a message?</li> <li>• Could you give him/her a message?</li> <li>• Could you ask him/her to call me back?</li> <li>• Could you tell him/her that I called?</li> <li>• Could you give me your name please?</li> <li>• Could you spell that please?</li> <li>• What's your number please?</li> </ul> <p><b>Telephone problems :</b></p> <ul style="list-style-type: none"> <li>• The line is very bad ... Could you speak up please?</li> <li>• Could you repeat that please?</li> <li>• I'm afraid I can't hear you.</li> <li>• Sorry. I didn't catch that. Could you say it again please?</li> </ul>	<p><b>Receiving/ Taking a call :</b></p> <ul style="list-style-type: none"> <li>• Hallo, Surakarta hospital, Anisa speaking. Can I help you?</li> <li>• This is Anisa speaking. Can I help you?</li> </ul> <p><b>Asking for a name / information :</b></p> <ul style="list-style-type: none"> <li>• Who's calling please?</li> <li>• Who's speaking?</li> <li>• Where are you calling from?</li> <li>• Are you sure you have the right number / name?</li> </ul> <p><b>Asking the caller to wait</b></p> <ul style="list-style-type: none"> <li>• Hold the line please.</li> <li>• Could you hold on please?</li> <li>• Just a moment please.</li> </ul> <p><b>Connecting :</b></p> <ul style="list-style-type: none"> <li>• Thank you for holding.</li> <li>• The line's free now ... I'll put you through.</li> <li>• I'll connect you now / I'm connecting you now.</li> </ul> <p><b>Giving negative information :</b></p> <ul style="list-style-type: none"> <li>• I'm afraid the line's engaged. Could you call back later?</li> <li>• I'm afraid he's in a meeting at the moment.</li> <li>• I'm sorry. He's out of the office today. / He isn't in at the moment.</li> <li>• I'm sorry. There's nobody here by that name.</li> <li>• Sorry. I think you've dialled the wrong number./ I'm afraid you've got the wrong number.</li> </ul>
---	---

<p><b>Clarifying what your caller says</b></p>	<ul style="list-style-type: none"> <li>- Can you please spell that for me?</li> <li>- How do you spell your last name?</li> <li>- And that company name again was, JAQ Industries?</li> <li>- Let me repeat your information to make</li> </ul>
--	---

	sure I got it right.
<b>Taking a message for someone</b>	<ul style="list-style-type: none"> <li>- I'm sorry, John's not here at the moment. Can I take a message?</li> <li>- John is in a meeting at the moment. May I ask who's calling?</li> <li>- John is at lunch. Would you like to leave a message?</li> <li>- John has left for the day. Would you like to be put through to his voice mail?</li> </ul>
<b>Leaving a message for someone</b>	<ul style="list-style-type: none"> <li>- Please tell him that Susan called and ask him to call me back. My number is 999-343-3423.</li> <li>- Please ask him to call Susan when he gets in.</li> <li>- He already has my number.</li> <li>- He's not in? Please put me through to his voice mail.</li> <li>- When do you expect him back in the office?</li> <li>- I need to speak with him on an urgent matter. Please have him call me as soon as he gets in.</li> </ul>
<b>Ending a conversation</b>	<ul style="list-style-type: none"> <li>- It's been great talking with you. I've got a meeting now so I better run.</li> <li>- Thanks for calling. I'll speak with you again soon.</li> <li>- I've got another call coming in. Good talking to you.</li> <li>- I better let you go.</li> <li>- It's 5 o'clock already. I better let you go.</li> <li>- Let's touch base on this again in a few days.</li> </ul>

<b>SPECIAL SITUATIONS</b>	
<b>Leaving a voice mail</b>	<ul style="list-style-type: none"> <li>- Hello, this is Marina Smith calling to follow-up regarding your order with XYZ company. Can you please call me back at 999-344-3344.</li> <li>- Hello, this is John Block from ABC. I'm calling regarding the upcoming conference in Miami. I'll try you again later today.</li> <li>- Hi, it's Marina. Please call me back</li> </ul>



	when you get a minute. ( <i>informal</i> )
<b>Recording a voice mail message on your machine</b>	<p>- Hello, you've reached Marina Smith at XYZ company. I'm sorry I'm not available to take your call. Please leave a message and I'll call you back as soon as I can. Thank you.</p> <p>- Hello, you've reached John Block at ABC. It's Monday, May 22, and I will be out of the office all day. I will be checking my voice mail from time to time and will return all urgent calls. Thank you.</p> <p><u>If you're going on vacation</u></p> <p>- Hello, this is Marina Smith at the XYZ company. I will be on vacation from Friday, May 12 through Monday, May 22. Please leave a message, and I'll call you back when I return. Thank you.</p>
<b>Phrases for cell phone calls</b>	<p><u>The fading signal</u></p> <p>- I'm sorry, I'm losing you. Can you call me back?</p> <p>- I can barely hear you. Let me call you back on my other phone.</p> <p>- We're breaking up. I'm having trouble hearing you. Let me call you back later.</p> <p><u>The lost call</u></p> <p>- Hi, it's Marina again. Apparently we got cut off.</p> <p>- Hi, it's John again. Sorry I lost you. My cell phone dropped the signal.</p>
<b>SPELLING OUT NAMES OVER THE PHONE.</b> Often you will need to spell something out over the telephone, such as a last name. It will help your listener if you offer words for each letter. Give words or names that are very common for each letter.	<p>- My last name is Czarnek. C as in cat, Z as in zebra, A as in apple, R as in Robert, N as in Nancy, e as in egg, K as in king.</p> <p>- My registration number is 459N4AF. That's 459, N as in Nancy, 4 A as in Apple, F as in Frank.</p>

**Study the dialogue below in a group, and then explain what the dialogue is about**

Receptionist: Good Afternoon, *Abernathy and Jones*, how may I help you?  
Ms. Zellinger: Yes, I would like to speak to Joseph Abernathy, please.  
Receptionist: I'm sorry, Mr. Abernathy is out of the office at the moment.  
Ms. Zellinger: Do you know when to expect him?  
Receptionist: I should be back about 3:00. Would you like to leave a message?  
Ms. Zellinger: Yes. My name is Belinda Zellinger.  
Receptionist: Is that Z-E-L-I-N-G-E-R?  
Ms. Zellinger: It's with two L's.  
Receptionist: Okay, and may I tell him what this is in regards to?  
Ms. Zellinger: Well, it's a rather personal matter...  
Receptionist: That's okay. How can he reach you, Ms. Zellinger?  
Ms. Zellinger: At 555-4857.  
Receptionist: 555-4857. Fine. I will give him the message as soon as he returns.  
Ms. Zellinger: Thank you very much.

### Focus of study

**In making an appointment through telephone, there are some phases (expressions) that can be used; here are the examples of the expressions**

#### Task 2

Michelle: Mr Hibberd's office!  
Peter: Hello, **can I speak to Brian Hibberd, please?**  
Michelle: **I'm afraid he's in a meeting** until lunchtime. Can I take a message?  
Peter: Well, **I'd like to arrange an appointment** to see him, please. It's Peter Jefferson here.  
Michelle: Could you hold on for a minute, Mr Jefferson. **I'll just look in the diary. So when's convenient for you?**  
Peter: Sometime next week if possible. I gather he's away the following week.  
Michelle: Yes, that's right, he's on holiday for a fortnight.  
Peter: Well, I need to see him before he goes away. So **would next Wednesday be okay?**  
Michelle: Wednesday . let me see . he's out of the office all morning. But he's free in the afternoon, after about three.  
Peter: Three o'clock is difficult. But **I could make it** after four.  
Michelle: **So shall we say 4.15 next Wednesday**, in Mr Hibberd's office?  
Peter: Yes, that sounds fine. Thanks very much.  
Michelle: Okay, then. Bye.

**Find the expressions used for making an appointment and their meanings from the dialogue above**

#### Task 3

**John: Hi, Alice, it's John.** How are you?

## MODUL PRAKTIK BAHASA INGGRIS

**Alice:** Oh, hi, John! I was just thinking about you.

**John:** That's nice. I was wondering if you'd like to go to a movie tonight.

**Alice:** Sure, I'd love to! What's playing?

**John:** I was thinking about that new comedy "Lights Out." What do you think?

**Alice:** Sounds great!

**John:** OK, I'll pick you up around 7:30. The movie starts at 8.

**Alice:** See you then. Bye!

**Find the expressions used for making an appointment and their meanings from the dialogue above**

**Task 4** the expressions used in task 2 and task 3, give your explanation

**Complete the dialogue by the words/phrases in the box below**

Receptionist: Thank you for phoning Maple Dental Clinic. Silvia \_\_\_\_\_. How can I help you?

Thelma: Hi Sylvia. \_\_\_\_\_ Thelma Woods calling. How are you today?

Receptionist: I'm fine Mrs. Woods. How are you?

Thelma: Well, actually, I have a bit of a sore tooth. I was hoping Dr. Morris would have some time to see me this week.

Receptionist: I'm \_\_\_\_\_ he's booked this week. I can put you in for 2pm next Tuesday. How does that sound?

Thelma: That would be great.

Receptionist: I'll have to give you the address of our new office.

Thelma: Oh, that's right, you moved.

Receptionist: Yes, we moved downtown. Do you have a \_\_\_\_\_?

Thelma: Could you hold on a \_\_\_\_\_ please. ...Okay, go ahead Sylvia.

Receptionist: Okay, we are at 723 Baltic Avenue. Suite 004.

Thelma: \_\_\_\_\_ spelling that for me?

Receptionist: Sure. That's seven-twenty-three Baltic—B \_\_\_\_\_ A as in Alpha, L as in Lima, T as in tango, I as in India, and C as in Charlie. And it's suite zero zero four.

Thelma: Okay great. I'll see you on Tuesday then.

Receptionist: Okay. \_\_\_\_\_ calling. See you then.

Thelma: Thanks. Bye.

Afraid As in Bravo Moment Is speaking  
for Would you mind This is Pen handy

**Task 5**

### Schedule of doctor based on specialization

Specialization	Monday 08.00-12.00	Tuesday 08.00-12.00	Wednesday 08.00-12.00 am	Thursday 08.00-12.00	Friday 08.00-	Saturday 08.00-10.00
----------------	-----------------------	------------------------	-----------------------------	-------------------------	------------------	-------------------------

## MODUL PRAKTIK BAHASA INGGRIS

	am	am		am	10.00 am	am
<b>Pediatrician</b>	dr. Arman Muchtar		dr. Arman Muchtar			dr. Arman Muchtar
<b>Andrology</b>	dr. Ariono Arianto	dr. Ariono Arianto	dr. Ariono Arianto	dr. Ariono Arianto		
<b>Orthopedic surgeon</b>	dr. Fachrisal Ipang	dr. Harry Utomo	dr. Sapto Adji H	dr. Harry Utomo	dr. Sapto Adji H	dr. Fachrisal Ipang
<b>Oncology surgeon</b>	dr. M Zaini		dr. Beny Hartono	dr. M Zaini	dr. Beny Hartono	
<b>Cardiologist</b>	dr. Andito Wibisono	dr. Andito Wibisono	dr. Andito Wibisono			
<b>Urology</b>	dr. Chandra		dr. Lukman Shebubakar	dr. Chandra	dr. Lukman Shebubakar	

Please create a dialogue for making an appointment to the doctor based on the

**UNIT 5**

**UNIT 5**

**I am a nurse, what about you?**

**Objectives of this unit:** 1. Identify medical workers /jobs; 2. Describe current activities of medical worker; 3. Ask and Describe duties of medical worker.

**Help me to identify their jobs!**



1.



2.



3.



4.



5.



6.

**What activities are they doing?**

1. Picture no.2

\_\_\_\_\_

\_\_\_\_\_

2. Picture no 3:

---

---

3. Picture no

4: \_\_\_\_\_

---

4. Picture no

5: \_\_\_\_\_

---

### **Registered Nurses**

RNs practice in all healthcare settings: hospitals, nursing homes, medical offices, ambulatory care centers, community health centers, schools, and retail clinics. They also provide health care in more surprising locations such as camps, homeless shelters, prisons, sporting events and tourist destinations.

Responsibilities:

- Perform physical exams and health histories
- Provide health promotion, counseling and education
- Administer medications, wound care, and numerous other personalized interventions
- Interpret patient information and make critical decisions about needed actions
- Coordinate care, in collaboration with a wide array of healthcare professionals
- Conduct research in support of improved practice and patient outcomes

### **Advanced Practice Registered Nurses**

Advanced practice registered nurse (APRN) is an umbrella term given to a registered nurse who has at least a Master's educational and clinical practice requirements beyond the basic nursing education and licensing required of all RNs and who provides at least some level of direct care to patient populations. Under this umbrella fit the principal types of APRNs:

- Nurse practitioner (NP) – Working in clinics, nursing homes, hospitals, or private offices, nurse practitioners provide a wide range of primary and preventive health care services, prescribe medication, and diagnose and treat common minor illnesses and injuries.
- Certified nurse-midwife (CNM) – CNMs provide well-woman gynecological and low-risk obstetrical care in hospitals, birth centers, and homes.
- Clinical nurse specialist (CNS) – Working in hospitals, clinics, nursing homes, private offices, and community-based settings, CNSs handle a wide range of physical and mental health problems. They also work in consultation, research, education, and administration.

## MODUL PRAKTIK BAHASA INGGRIS

- Certified registered nurse anesthetists (CRNA) – The oldest of the advanced nursing specialties, CRNAs administer more than 65 percent of anesthetics given to patients each year.

### Task 1

#### Comprehension questions

1. Where can Registered do their practice?
2. What are the duties of registered nurse? Mention 2 only.
3. What does APRN mean?
4. What is nurse practitioner (NP)?
5. How to get Advanced practice registered nurse (APRN)?

### Task 2

Mention other jobs that you know with your friends then identify their responsibilities of each job

1. <b>Ophthalmologist:</b>	a doctor who studies and treats problems and diseases of the eye
2. <b>General practitioner</b>	.....
3. <b>Doctor / physician</b>	.....
4. ....	
5.	
6.	
7.	
8.	
9.	
10.	

## PRESENT PROGRESSIVE

<b>PRESENT PROGRESSIVE</b>	
<i>am</i> + -i ng (a) I <b><i>am sitting</i></b> in class right now. <i>is</i> + -; ng (b) Rita <b><i>is sitting</i></b> in class right now. <i>are</i> + ng (c) You <b><i>are sitting</i></b> in class right now.	In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.
	<b><i>am, is, are</i></b> = helping verbs <b><i>sitting</i></b> = the main verb
	<b><i>am, is, are + -ing</i></b> — the present progressive tense*

## MODUL PRAKTIK BAHASA INGGRIS

Practice using the **PRESENT PROGRESSIVE** by describing what your teacher and classmates are pantomiming, i.e., pretending to do. The pantomimic should sustain the action until the oral description is completed.

*Example: drink*

TEACHER: (*The teacher pantomimes drinking.*) What am I doing?

STUDENT: You're drinking.

*Example: drive*

TEACHER: (Student A), drive. Pretend to drive.

STUDENT A: (*The student pantomimes driving.*)

TEACHER: What are you doing?

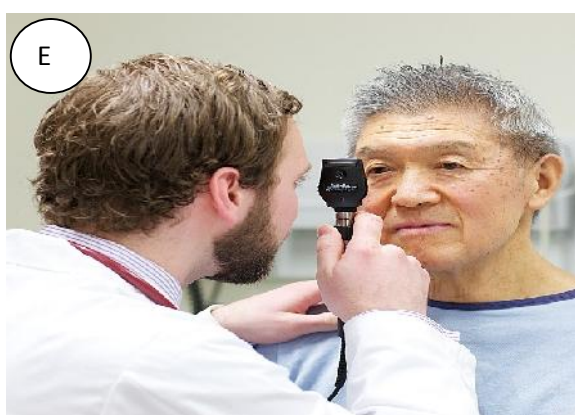
STUDENT A: I 'm driving.

TEACHER: What is ( . . . ) doing?

STUDENT B: He/She's driving.

- |          |           |            |
|----------|-----------|------------|
| 1. eat   | 8. smile  | 15. clap   |
| 2. read  | 9. laugh  | 16. kick   |
| 3. sleep | 10. cry   | 17. count  |
| 4. write | 11. dance | 18. stand  |
| 5. walk  | 12. wave  | 19. touch  |
| 6. run   | 13. push  | 20. shake  |
| 7. fly   | 14. pull  | 21. sit on |

**What is she/he doing?**



OGI



<b>BE + SUBJECT + -ING</b>
<p>(a) <b>Is Mary <i>sleeping</i></b> —&gt; Yes, <b><i>she is</i></b>. (She's sleeping.)          —&gt; No, <b><i>she's not</i></b>. (She's not sleeping.)          —&gt; No, <b><i>she isn't</i></b>. (She isn't sleeping.)</p> <p>(b) <b>Are you <i>watching</i> TV?</b> —&gt; Yes, <b><i>I am</i></b>. (I'm watching TV.)          —&gt; No, <b><i>I'm not</i></b>. (I'm not watching TV.)</p>
<p><b>Q-WORD + BE + SUBJECT + -ING</b></p> <p>(c) <b>Where is Mary <i>sleeping</i>?</b> —&gt; <b><i>On the sofa</i></b>. (She's sleeping on die sofa.)</p> <p>(d) <b>Why are you <i>watching</i> TV?</b> —&gt; <b><i>Because I like this program</i></b>. (I'm watching TV because I like this program.)</p>

**Task 4**

Look at the picture below, and then work with friends to use question and answer related to the picture

The questions are: what is she/he doing? Where is she/he \_\_\_\_\_? Why is she \_\_\_\_\_?



**Task 4**

Complete the dialog by making question which has the answer in the parentheses

1. A: **What are you writing?**  
B: A letter. (I'm writing a letter.)
2. A: **Is Ali reading a book?**  
B: No, he isn't/he's not. (Ali isn't reading a book.)
3. A: \_\_\_\_\_  
B; Yes, (Anna is eating lunch.)
4. A: Where \_\_\_\_\_  
B: At the Red Bird Cafe. (She's eating lunch at the Red Bird Cafe.)
5. A: \_\_\_\_\_  
B: No, (Mike isn't drinking a cup of coffee.)
6. A: What \_\_\_\_\_  
B: A cup of tea. (He's drinking a cup of tea.)
7. A: \_\_\_\_\_  
B: No, (The girls aren't playing in the street.)
8. A: Where \_\_\_\_\_  
B: In the park. (They're playing in the park.)

9. A: Why \_\_\_\_\_  
 B: Because they don't have school today. (They're playing in the park because they don't have school today.)
10. A: Hi, kids. \_\_\_\_\_  
 B: No, (We aren't drawing pictures with our crayons.)
11. A: Oh? Then what \_\_\_\_\_  
 B: Maps to our secret place in the woods. (We're drawing maps to our secret place in the woods.)
12. A: Why \_\_\_\_\_  
 B: Because we have a buried treasure at our secret place in the woods (We're drawing maps because we have a buried treasure at our secret place in the woods.)

<p><b>STATEMENTS</b></p> <p>(a) I <i>sit</i> in class <i>every day</i>.              (b) I <i>am sitting</i> in class <i>right now</i>.              (c) The teacher <i>writes</i> on the board on <i>every day</i>.              (d) The teacher <i>is writing</i> on the board <i>right now</i>.</p>	<p>The <b>SIMPLE PRESENT</b> expresses habits or usual activities, as in (a), (c), and (e).</p> <ul style="list-style-type: none"> <li>• The <b>PRESENT PROGRESSIVE</b> expresses actions that are happening right now, while the speaker is speaking, as in (b), (d), and (f).</li> </ul>
<p><b>QUESTIONS:</b></p> <p>(e) Do you <i>sit</i> in class every day?              (f) <i>Are</i> you <i>sitting</i> in class right now?</p> <p>(g) <i>Does</i> the teacher <i>write</i> on the board every day?              (h) <i>Is</i> the teacher <i>writing</i> on the board right now?</p>	<ul style="list-style-type: none"> <li>• The <b>SIMPLE PRESENT</b> uses <b>do</b> and <b>does</b> as helping verbs in questions.</li> <li>• The <b>PRESENT PROGRESSIVE</b> uses <b>am</b>, <b>is</b>, and <b>are</b> in questions.</li> </ul>
<p><b>NEGATIVES:</b></p> <p>(i) I <i>don't sit</i> in class every day.              (j) I'm <i>not sitting</i> in class right now.              (k) The teacher <i>doesn't write</i> on the board every day.              (l) The teacher <i>isn't writing</i> on the board right now.</p>	<ul style="list-style-type: none"> <li>• The <b>SIMPLE PRESENT</b> uses <b>do</b> and <b>does</b> as helping verbs in negatives.</li> <li>• The <b>PRESENT PROGRESSIVE</b> uses <b>am</b>, <b>is</b>, and <b>are</b> in negatives.</li> </ul>

**Task 5**

**Complete the sentences with the words in parentheses.**

1. I (walk) **walk** to school every day. I (take, not) **don't take** the bus.
2. I (read) \_\_\_\_\_ the newspaper every day. I (read, not) \_\_\_\_\_ my grammar book every day.
3. A: What (you, read) \_\_\_\_\_ right now?  
 B: I (read) \_\_\_\_\_ my grammar book.
4. Robert (cook) \_\_\_\_\_ his own dinner every evening.
5. Right now Robert is in his kitchen. He (cook) \_\_\_\_\_ rice and beans for dinner.

## MODUL PRAKTIK BAHASA INGGRIS

6. Robert is a vegetarian. He (*eat, not*) \_\_\_\_\_ meat.
7. (*you, cook*) \_\_\_\_\_ your own dinner every day?
8. A: (*you, want*) \_\_\_\_\_ your coat?  
B: Yes.  
A: (*be, this*) \_\_\_\_\_ your coat?  
B: No, my coat (*hang*) \_\_\_\_\_ in the closet.
9. A: (*Tom, have*). \_\_\_\_\_ a black hat?  
B: Yes.  
A: (*he, wear*) \_\_\_\_\_ it every day?  
B: No.  
A: (*he, wear*) \_\_\_\_\_ it right now?  
B: I (*know, not*) \_\_\_\_\_. Why do you care about Tom's hat?  
A: I found a hat in my apartment. Someone left it there. I (*think*) \_\_\_\_\_ that it belongs to Tom.
10. Ahmed (*talk*) \_\_\_\_\_ to his classmates every day in class. Right now he (*talk*) \_\_\_\_\_ to Yoko.

### Task 6

Use the words in parentheses to complete the sentences. Use the **SIMPLE PRESENT** or the **PRESENT PROGRESSIVE**

1. Alice is in her room right now. She (*read*) **is reading** a book. She (*like*) **likes** the book.
2. It (*snow*) \_\_\_\_\_ right now. It's beautiful! I (*like*) \_\_\_\_\_ this weather.
3. I (*know*) \_\_\_\_\_ Jessica Jones. She's in my class.
4. The teacher (*talk*) \_\_\_\_\_ to us right now. I (*understand*) \_\_\_\_\_ everything she's saying.
5. Don is at a restaurant right now. He (*eat*) \_\_\_\_\_ dinner. He (*like*) \_\_\_\_\_ the food. It (*taste*) \_\_\_\_\_ good.
6. (Sniff-sniff). I (*smell*) \_\_\_\_\_ gas. (*you, smell*) \_\_\_\_\_ it too?
7. Jason (*tell*). us a story right now I (*believe*) . his story. I (*think*) that his story is true
8. Ugh! That cigar (*smell*) \_\_\_\_\_ .terrible.
9. Look at the picture. Jane (*sit*) \_\_\_\_\_ in a chair. A cat (*sit*) \_\_\_\_\_ on her lap Jane (*hate*) \_\_\_\_\_ the cat.
10. Look at the picture. Mr. Allen (*hold*) \_\_\_\_\_ a cat. He (*love*) \_\_\_\_\_ the cat. The cat (*lick*) \_\_\_\_\_ Mr. Allen's face.






### Task 7

Look at the picture then make a sentence which represents the activities in the picture.

Example: the boy is drinking an ice tea.

The boy is sitting on the chair.

# MODUL PRAKTIK BAHASA INGGRIS

				
drink	read	smile	stand	play

				
hug his mother	laugh	walk	carry	draw

**UNIT 6**

**Unit 6**

**How was your vacation?**

**Objectives of this unit:** 1. Identify vocabularies about vacation; 2. Tell someone about your vacation; 3. Retell past experience, 4. Ask others about their vacation

**How is your last holiday? Did you go/do such activities below?  
What activities are on these pictures?**



1.



2.



3.



4.

**Comprehension questions**

1. Did you ever do such activities on the picture?
2. When did you do it?
3. Did you enjoy it much?
4. Why did you choose that activity for spending your holiday?
5. Which activities did you like most?

**Task 1**

**Reading the story below**

**Make a group consist of 3-4 then read the story and discuss it. Then find out 5 WH questions about the story.**

**A Tour to the Botanic Gardens  
by Nida**



On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning

tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself, and then she explained what we were going to do. Next she took us in to the green house. It was most interesting. Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

**PAST TENSE**

<b>PRESENT TIME</b>		<b>PAST TIME</b>	
(a) I <i>am</i> in class <i>today</i> . (c) Alice <i>is</i> at the library <i>today</i> . (e) My friends <i>are</i> at home <i>today</i> .		(b) I <i>was</i> in class <i>yesterday</i> . (d) Alice <i>was</i> at the library <i>yesterday</i> . (f) My friends <i>were</i> at home <i>yesterday</i> .	
<b>SIMPLE PAST TENSE OF BE</b>			
<b>Singular</b>	<b>Plural</b>		
<i>I was</i> <i>you were</i> (one person) <i>she was</i> <i>he was</i> <i>it was</i>	<i>We were</i> <i>you were</i> (more than one person) <i>they were</i>		<i>I</i> <i>she</i> > + <i>was</i> <i>he</i> <i>it</i>  <i>we</i> <i>you</i> > + <i>were</i> <i>they</i>

**Task 2**

**Change the sentences to the past.**

1. Bob is in class today. -> *He was in class yesterday too.*
2. I'm in class today. -> *I was in class yesterday too.*
3. Mary is at the library today.
4. We're in class today.
7. The classroom is hot today.
8. Ann is in her office today.

## MODUL PRAKTIK BAHASA INGGRIS

5. You're busy today.

9. Tom is in his office today.

6. I'm happy today.

10. Ann and Tom are in their offices today.

### SIMPLE PAST (USING TO BE)

(a) I <b>was not</b> in class yesterday. (b) I <b>wasn't</b> in class yesterday.	NEGATIVE CONTRACTIONS: <b>was + not = wasn't</b> <b>were + not = weren't</b>
(c) They <b>were not</b> at home last night. (d) They <b>weren't</b> at home last night.	I <b>wasn't</b> <i>we</i> she > + <i>wasn't</i> <i>you + weren't</i> he <i>they</i> it

PRESENT	PAST
<i>today -</i> <i>this morning</i> <i>this afternoon</i> <i>tonight</i> <i>this week</i>	<i>yesterday</i> <i>yesterday morning</i> <i>yesterday afternoon</i> <i>last night</i> <i>last week</i>

### Task 3

Complete these sentences by adding the opposite condition in the past

1. Ken is here today, **but he wasn't here yesterday.**

2. I'm at home tonight, **but I wasn't at home last night.**

3. Olga is busy today, but \_\_\_\_\_

4. We're in class this morning, but. \_\_\_\_\_

5. Tom is at the library tonight, but \_\_\_\_\_

6. It is cold this week, but \_\_\_\_\_

7. Alex and Rita are at work this afternoon, but. \_\_\_\_\_

8. Mr. and Mrs. Jones are at home tonight, but \_\_\_\_\_

9. You're in class today, but \_\_\_\_\_

10. Dr. Ruckman is in her office this afternoon, but \_\_\_\_\_

YES/NO QUESTIONS	SHORT ANSWER + (LONG ANSWER)
(a) <b>Were you</b> in class yesterday? ( <i>be</i> ) + (subject)	- <b>Yes, I was.</b> (I was in class yesterday.) - <b>No, I wasn't.</b> (I wasn't in class yesterday.)
(b) <b>Was Carlos</b> at home last night? ( <i>be</i> ) + (subject)	> <b>Yes, he was.</b> (He was at home last night.) > <b>No, he wasn't.</b> (He wasn't at home last night.)

INFORMATION QUESTIONS	SHORT ANSWER + (LONG ANSWER)
(c) <b>Where were you</b> yesterday? > <b>In class.</b> (I was in class yesterday.) <i>Where</i> + ( <i>be</i> ) + (subject)	

(d) *Where was Jennifer* last night? > *At home.* (She was at home last night.)  
*Where + (be) + (subject)*

Task 4

Make questions and give short answers.

- (you \ at home \ last night)  
A: **Were you at home last night?**  
B: No. **I wasn't.**
- (Mr. Yamamoto \ absent from class \ yesterday)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_
- (Alex and Sue \ at home \ last night)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_
- (you \ nervous \ the first day of class)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_
- (Ahmed \ at the library \ last night)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_
- (Mr. Shin \ in class \ yesterday)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_  
A: Where \_\_\_\_\_  
B: At home.
- (you and your wife \ in Canada \ last year)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_  
A: Where \_\_\_\_\_  
B: In Ireland.

Make questions and give short answers.

- (you \ in class \ yesterday)  
A: **Were you in class yesterday?**  
B: Yes, **I Was.**
- (Anita \ in class \ today)  
A: **Is Anita in class today?**  
B: No, **she isn't. She's absent.**
- (you \ tired \ last night)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_. So I went to bed early.
- (you \ hungry \ right now)  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_, but I'm thirsty.
- (the weather \ hot in New York City \ last summer)  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_. It was very hot.



## MODUL PRAKTIK BAHASA INGGRIS

6. (the weather \ cold in Alaska \ in the winter)  
 A: \_\_\_\_\_  
 B: Yes, \_\_\_\_\_. It's very cold.
7. (Yoko and Mohammed \ here \ yesterday afternoon)  
 A: \_\_\_\_\_  
 B: Yes, \_\_\_\_\_
8. (the students in this class \ intelligent)  
 A: \_\_\_\_\_  
 B: Of course \_\_\_\_\_. They are very intelligent!
9. (Mr. Tok \ absent \ today)  
 A: \_\_\_\_\_  
 B: Yes, \_\_\_\_\_  
 A: Where \_\_\_\_\_  
 B: \_\_\_\_\_
10. (Tony and Benito \ at the party \ last night)  
 A: \_\_\_\_\_  
 B: No, \_\_\_\_\_  
 A: Where \_\_\_\_\_  
 B: \_\_\_\_\_
11. (Mr. and Mrs. Rice \ in town \ this week)  
 A: \_\_\_\_\_  
 B: No, \_\_\_\_\_. They're out of town.  
 A: Oh? Where \_\_\_\_\_  
 B: \_\_\_\_\_
12. (Anna \ out of town \ last week)  
 A: \_\_\_\_\_  
 B: Yes, \_\_\_\_\_  
 A: Where \_\_\_\_\_  
 B: \_\_\_\_\_

### COMPARISON OF SIMPLE PRESENT AND SIMPLE PAST

SIMPLE PRESENT:	( a ) I <i>walk</i> to school <i>every day</i> .	<i>verb + -ed</i> = the simple past tense  <i>I</i> <i>you</i> <i>she</i> <i>he &gt; + walked (verb + -ed)</i> <i>it</i> <i>we</i> <i>they</i>
SIMPLE PAST:	( b ) I <i>walked</i> to school <i>yesterday</i> .	
SIMPLE PRESENT:	( c ) Ann <i>walks</i> to school <i>every day</i> .	
SIMPLE PAST:	( d ) Ann <i>walked</i> to school <i>yesterday</i> .	

## MODUL PRAKTIK BAHASA INGGRIS

### Task 4

Complete the sentence below with words in the box using **SIMPLE PRESENT** and **SIMPLE PAST**

Ask cook dream erase rain shave smile stay wait walk watch work

1. It often **rains** in the morning. It **rained** yesterday.
2. I \_\_\_\_\_ to school every morning I school yesterday morning.
3. Sue often \_\_\_\_\_ questions. She \_\_\_\_\_ to question in class yesterday.
4. I \_\_\_\_\_ a movie on television last night. I usually \_\_\_\_\_ TV in the evening because I want to improve my English
5. Mike \_\_\_\_\_ his own dinner yesterday evening. He \_\_\_\_\_ his own dinner every evening
6. I usually \_\_\_\_\_ home at night because I have to study. I \_\_\_\_\_ home last night
7. I have a job at the library. I \_\_\_\_\_ at the library every evening. I \_\_\_\_\_ there yesterday evening. When I am asleep, I often \_\_\_\_\_ I about my family last night

\*The past of *dream* can be *dreamed* or *dreamt*.

### Task 6

Complete the sentences. Use the words in parentheses. Use the **SIMPLE PRESENT, PRESENT CONTINUOUS** or **SIMPLE PAST**. Pay attention to spelling and pronunciation.

1. I (*walk*) **walked** to school yesterday.
2. I (*sit*) **am sitting** in class right now.
3. I usually (*go*) \_\_\_\_\_ to bed at eleven o'clock every night.
4. Sally (*finish*) \_\_\_\_\_ her homework at ten o'clock last night.
5. I (*study*) \_\_\_\_\_ at the library yesterday.
6. I (*study*) \_\_\_\_\_ English every day.
7. I am in class right now. I (*study*) \_\_\_\_\_ English.
8. I need an umbrella because it (*ram*) \_\_\_\_\_ right now.
9. It (*rain*) \_\_\_\_\_ yesterday morning.
10. My roommate (*help*) \_\_\_\_\_ me with my homework last night.

Some verbs do not have *-ed* forms. The past form is irregular.

Come-came	(a) I c o m e to class every day.
Do-did	(b) I <b>came</b> to class yesterday.
Eat-ate	
Get-got	(c) I do my homework every day.
Go-went	(d) I <b>did</b> my homework yesterday.
Have-had	
Put-put	(e) Ann e a t s breakfast every morning.
See-saw	(f) Ann <b>ate</b> breakfast y e s t e r d a y morning.
Sit-sat	
Sleep-slept	

Stand-stood Write-wrote	
----------------------------	--

**Task 7**

**Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, SIMPLE PAST, Or PRESENT PROGRESSIVE.**

- I (*go, not*) **didn't go** to a movie last night. I (*stay*) **stayed** home.
- Mike (*come, not*) **doesn't come** to class every day
- I (*finish, not*) \_\_\_\_\_ my homework last night. I (*go*) \_\_\_\_\_ to bed early.
- Jane (*stand, not*) \_\_\_\_\_ up right now. She (*sit*) \_\_\_\_\_ down.
- It (*rain, not*) \_\_\_\_\_ right now. The rain (*stop*) \_\_\_\_\_ a few minutes ago.
- The weather (*be, not*) \_\_\_\_\_ cold today, but it \_\_\_\_\_ cold yesterday
- Tina and I (*go, not*) \_\_\_\_\_ shopping yesterday. We (*go*) \_\_\_\_\_ shopping last Monday
- I (*go*) \_\_\_\_\_ to a movie last night it. but I (*enjoy, not*) \_\_\_\_\_ It. It (*be, not*) \_\_\_\_\_ .very good.
- I (*write*)., a letter to my girlfriend yesterday. but I (*write, not*) \_\_\_\_\_ a letter to her last week
- Sue (*read*) \_\_\_\_\_ a magazine right now. She (*watch, not*) \_\_\_\_\_ TV.

QUESTION	SHORT ANSWER
(a) <i>Did</i> you <i>go</i> downtown?	> Yes, I did. / No, I didn't.
(b) <i>Where</i> did you <i>go</i> ?	> <b>Downtown.</b>
(c) <i>Did</i> you <i>run</i> because you were late?	Yes, I did. / No, I didn't.
(d) <i>Why</i> did you <i>run</i> ?	<b>Because I was late.</b>
(e) <i>Did</i> Ann <i>come</i> at six? ->•	Yes, she did. / No, she didn't.
(f) <i>When</i> did Ann <i>come</i> ? <b>At six.</b> <b>What time</b>	
COMPARE: (g) <i>What time</i> did Ann <i>come</i> ?" -> <b>At six.</b> <b>-* Seven o'clock.</b> <b>' Around 9:30.</b>	<b>What time</b> usually asks specifically for time on a clock.
(h) <i>When</i> did Ann <i>come</i> ? <b>At six.</b> <b>» Friday.</b> <b>June 15th.</b> <b>Last week.</b> <b>-&gt; Three days ago.</b>	
	The answer to <b>when</b> can be various expressions of time.

**Task 8**

**MAKE QUESTIONS USING SIMPLE PAST OR SIMPLE PRESENT**

1. A: **Did you buy a new tape recorder?**  
B: Yes, I did. (I bought a new tape recorder.)
2. A: **What did you buy?**  
B: A new tape recorder. (I bought a new tape recorder.)
3. A: \_\_\_\_\_  
B: Yes, she is. (Mary is carrying a suitcase.)
4. A: \_\_\_\_\_  
B: A suitcase. (Mary is carrying a suitcase.)
5. A: \_\_\_\_\_  
B: Yes, I do. (I see that airplane.)
6. A: \_\_\_\_\_  
B: An airplane. (I see an airplane.)
7. A: \_\_\_\_\_  
B: A hamburger. (Bob ate a hamburger for lunch.)
8. A: \_\_\_\_\_  
B: Yes, he did. (Bob ate a hamburger for lunch.)
9. A: \_\_\_\_\_  
B: A sandwich. (Bob usually eats a sandwich for lunch.)
10. A: \_\_\_\_\_  
B: No, he doesn't. (Bob doesn't like salads.)

**MAKE QUESTIONS BY USING SIMPLE PAST, SIMPLE PRESENT OR PRESENT PROGRESSIVE**

1. A: **What did John talk about?**  
B: His country. (John talked about his country.)
2. A: **Did John talk about his country?**  
B: Yes, he did. (John talked about his country.)
3. A: \_\_\_\_\_  
B: A bird. (I'm looking at a bird.)
4. A: \_\_\_\_\_  
B: Yes, I am. (I'm looking at that bird.)
5. A: \_\_\_\_\_  
B: Yes, I am. (I'm interested in science.)
6. A: \_\_\_\_\_  
B: Science. (I'm interested in science.)
7. A: \_\_\_\_\_  
B: Nothing in particular. (I'm thinking about nothing in particular.)
8. A: \_\_\_\_\_  
B: English grammar. (I dreamed about English grammar last night.)
9. A: \_\_\_\_\_  
B: The map on the wall. (The teacher is pointing at the map on the wall.)
10. A: \_\_\_\_\_  
B: No, I'm not. (I'm not afraid of snakes.) Are you?

Task 9



cleaned



cooked dinner



did homework



drew a picture



ate dessert



went shopping



came to school



listened to  
music



made a  
snowman



played the  
piano



played video  
games



read a book



took a test



used a  
computer



watched TV

**UNIT 7**

**UNIT 7**

**I am going to . . .**

**Objectives of this unit:** 1. Identify future plan; 2. Mention the vocabulary about plan; 3. Tell the future plan to others.

**Help him to create a plan to spend his holiday, and then tell activities that may be done there**



The zoo



Bali Island



The zoo



Bromo Mountain

Task 2

Read and discuss with your friends about Anne, Richard and Pierre planning

**My next summer holidays will be fantastic!**

**Anne's plan**

I am going to Barcelona's airport and I am going to fly to Cleveland. I am going to spend two weeks there. I am going to see some Cleveland Cavaliers basketball matches. Then I am going to go to Hollywood to the Oscar's feast with Penelope Cruz and Woody Allen. I'm going to spend there a week. Finally, I'm going to NY to the Statue of Liberty. I'm going to spend three weeks there. And if I've got time I am going to look for a house for me in Los Angeles.

**Richard's plan**

On my Summer Holidays, I'm going to Las Vegas, Hawaii and New York. First, I'm going to fly to Las Vegas. I'm going to spend one year there and I'm going to the play. Then, I'm going to take plane to Hawaii because I love its beaches. After that, I'm going to fly to New York and I'm going to sightseeing in New York. I love USA. On my next holiday, I'm going to Venice. First, I'm going to scuba diving in Venice harbor. In Venice I'm going to look for a girlfriend. After that, I'm going to have lunch at the restaurant. Later, with my girlfriend, I'm going to visit the ancient palaces. I'm going to have a lot of fun.

**Pierre's plan**

On my next summer holidays I'm going to visit Finland. I'm going to fly to Helsinki and I'm going to spend three days sightseeing in the city. Then, I'm going to fly to Rovaniemi. I'm going to visit Christmas father's house and next week I'm going to swim in the icy water. It's going to be a very cold holidays. On my next holiday, I'm going to visit Paris. First, I'm going to eat at Maxims, It's delicious. I'm going to stay at a five stars Hotel. Then, I'm going to have a hot swimming pool. After that, I'm going to visit Eiffel tower and I'm going to buy a plane ticket and take a plane to New York and visit the big city. I'm going to travel a lot.

**Future**

<p>(a) I <b>am going to go</b> downtown tomorrow.                  (b) Sue <b>is going to be</b> here tomorrow afternoon.                  (c) We <b>are going to come</b> to class tomorrow morning.</p>	<p><b>Be going to</b> expresses (talks about) the future.                  FORM: <b>am</b>  <i>is &gt; + going + infinitive*</i>  <b>are</b></p>
<p>(d) I'm <b>not going to go</b> downtown tomorrow.                  (e) Ann <b>isn't going to study</b> tonight.</p>	<p>NEGATIVE: <b>be + not + going to</b></p>
<p>( f ) "<b>Are you going to come</b> to class tomorrow?"                  "No, I'm not." '                  (g) "<b>Is Jim going to be</b> at the meeting tomorrow?"</p>	<p>QUESTION: <b>be + subject + going to</b>                  A form of <b>be</b> is used in the short</p>

<p>"Yes, he is."                  (h) "What time <i>are</i> you <i>going to eat</i> dinner tonight?"                  "Around six."</p>	<p>answer to a yes/no question with <i>be going to</i>, as in (f) and (g).                  (See Chart 1-9 for information about short answers with <i>be</i>.)</p>
---	---

**Task 2**

**Example: go downtown**

**STUDENT A: Are you going to go downtown tomorrow?**

**STUDENT B: Yes, I am. I'm going to go downtown tomorrow. OR:**

**No, I'm not. I'm not going to go downtown tomorrow.**

**Switch roles.**

- |                                      |  |
|--------------------------------------|--|
| 1. get up before eight o'clock       | 11. get up early                             |
| 2. come to class                     | 12. get up late                              |
| 3. stay home all day                 | 13. walk to school                           |
| 4. eat lunch                         | 14. study grammar                            |
| 5. eat lunch with ( <i>someone</i> ) | 15. get some physical exercise               |
| 6. get a haircut                     | 16. eat dinner                               |
| 7. watch TV in the evening           | 17. eat dinner alone                         |
| 8. do something interesting in       | 18. listen to music after dinner the evening |
| 9. go to bed early                   | 19. go shopping                              |
| 10. go to bed late and unusual       | 20. do something interesting                 |

**WORDS USED FOR PAST TIME AND FUTURE TIME**

<b>PAST</b>	<b>FUTURE</b>
<i>yesterday</i>	<i>tomorrow</i>
PAST: It <i>rained yesterday</i> . <i>yesterday morning</i> <i>yesterday afternoon</i> <i>yesterday evening</i> <i>last night</i>	FUTURE: It's <i>going to rain tomorrow</i> . <i>tomorrow morning</i> <i>tomorrow afternoon</i> <i>tomorrow evening</i> <i>tomorrow night</i>
PAST: I <i>was</i> in class <i>yesterday morning</i> .	FUTURE: <i>I'm going to be</i> in class <i>tomorrow morning</i> .
Negative contraction: <i>will + not — won't</i>	

**Task 3**

**Change the sentences by using *will to express future time.***

- I'm going to arrive around six tomorrow.  
= \* *I'll arrive around six tomorrow.*
- Fred isn't going to come to our party.
- He's going to be out of town next week.
- Sue is going to be in class tomorrow.



## MODUL PRAKTIK BAHASA INGGRIS

5. She has a cold, but she isn't going to stay home.
6. Jack and Peggy are going to meet us at the movie theater.
7. They're going to be there at 7:15.
8. Tina is going to stay home and watch TV tonight.\*
9. This is an important letter. I'm going to send this letter by express mail.
10. My parents are going to stay at a hotel in Honolulu.

### QUESTION ANSWER

(QUESTION + **WILL** + SUBJECT + MAIN VERB WORD)

- ( a ) **Will Tom come** tomorrow? -> **Yes, he will \***  
**No, he won't**
- ( b ) **Will you be** at home tonight? -> **Yes, I will \***  
**No, I won't.**
- ( c ) When **will Ann arrive?** -> **Next Saturday.**
- ( d ) What time **will the plane arrive?** > **Three- thirty.**
- ( e ) Where **will you be** tonight? **At home.**

#### Task 4

**Make questions.**

1. A: **Will you be at home tomorrow night?**  
B: Yes, I Will. (I'll be at home tomorrow night.)
2. A: **Will Ann be in class tomorrow?**  
B: No, she won't. (Ann won't be in class tomorrow)
3. A: **When will you see Mr. Pong?**  
B: Tomorrow afternoon. (I'll see Mr. Pong tomorrow afternoon.)
4. A: \_\_\_\_\_  
B: Yes, (The plane will be on time.)
5. A: \_\_\_\_\_  
B: Yes, (Dinner will be ready in a few minutes.)
6. A: \_\_\_\_\_  
B: In a few minutes. (Dinner will be ready in a few minutes.)
7. A: \_\_\_\_\_  
B: Next year. (I'll graduate next year.)
8. A: \_\_\_\_\_  
B: At the community college. (Mary will go to school at the community college next year.)
9. A: \_\_\_\_\_  
B: No, (Jane and Mark won't be at the party.)
10. A: \_\_\_\_\_  
B: Yes, (Mike will arrive in Chicago next week.)
11. A: \_\_\_\_\_  
B: In Chicago. (Mike will be in Chicago next week.)
12. A: \_\_\_\_\_  
B: No, (I won't be home early tonight.)
13. A: \_\_\_\_\_

## MODUL PRAKTIK BAHASA INGGRIS

B: In a few minutes. (Dr. Smith will be back in a few minutes.)

14. A: \_\_\_\_\_

B: Yes, (I'll be ready to leave at 8:15.)

A: Are you sure?

### STATEMENT NEGATIVE QUESTION

SIMPLE PRESENT	I <i>eat</i> lunch every day. He <i>eats</i> lunch every day.	I <i>don't eat</i> breakfast. She <i>doesn't eat</i> breakfast.	<i>Do</i> you <i>eat</i> breakfast? <i>Does</i> she <i>eat</i> lunch?
PRESENT PROGRESSIVE	I <i>am eating</i> an apple right now. She <i>is eating</i> an apple. They <i>are eating</i> apples.	I 'm <i>not eating</i> a pear. She <i>isn't eating</i> a pear. They <i>aren't eating</i> pears.	<i>Am</i> I <i>eating</i> a banana? <i>Is</i> he <i>eating</i> a banana? <i>Are</i> they <i>eating</i> bananas?
SIMPLE PAST	He <i>ate</i> lunch yesterday.	He <i>didn't eat</i> breakfast.	<i>Did</i> you <i>eat</i> breakfast?
<b>BE GOING TO</b>	I <i>am going to eat</i> lunch at noon. She <i>is going to eat</i> lunch at noon. They <i>are going to eat</i> lunch at noon.	I 'm <i>not going to eat</i> breakfast tomorrow. She <i>isn't going to eat</i> breakfast tomorrow. They <i>aren't going to eat</i> breakfast tomorrow.	<i>Am</i> I <i>going to see</i> you tomorrow? <i>Is</i> she <i>going to eat</i> lunch tomorrow? <i>Are</i> they <i>going to eat</i> lunch tomorrow?
<b>WILL</b>	He <i>will eat</i> lunch tomorrow.	He <i>won't eat</i> breakfast tomorrow.	<i>Will</i> he <i>eat</i> lunch tomorrow?

#### Task 5

Complete the sentences with the verbs in parentheses.

- Right now, Anita (sit) **is sitting at** her desk.
- She (do, not) \_\_\_\_\_ homework. She (write) \_\_\_\_\_ a letter to her parents
- She (write) \_\_\_\_\_ to her parents every week.
- She (write, not) \_\_\_\_\_ a letter every day.
- Her parents (expect, not) \_\_\_\_\_ to get a letter every day.
- Last night Anita (write) \_\_\_\_\_ a letter to her brother. Then she (start) \_\_\_\_\_ to write a letter to her sister
- While Anita was writing a letter to her sister last night, her phone (ring) \_\_\_\_\_. It (be) \_\_\_\_\_ her sister!
- Anita (finish, not) \_\_\_\_\_ the letter to her sister last night. After she (talk) \_\_\_\_\_ to her sister, she (go) \_\_\_\_\_ to bed.

9. Tomorrow she (write) \_\_\_\_\_ a letter to her cousin in Brazil,
10. Anita (write, not) \_\_\_\_\_ a letter to her parents tomorrow.
11. (you, write) \_\_\_\_\_ a letter to someone every day?
12. (you, write) \_\_\_\_\_ a letter to someone yesterday?
13. (you, write) \_\_\_\_\_ a letter to someone tomorrow?

**STATEMENT NEGATIVE QUESTION**

<b>SIMPLE PRESENT</b>	<i>I am</i> from Korea. He <i>is</i> from Egypt. They <i>are</i> from Venezuela.	<i>I am not</i> from Jordan. She <i>isn't</i> from China. They <i>aren't</i> from Italy.	<i>Am</i> I in the right room? <i>Is</i> she from Greece? <i>Are</i> they from Kenya?
<b>SIMPLE PAST</b>	Ann <i>was</i> late yesterday. They <i>were</i> late yesterday.	She <i>wasn't</i> on time. They <i>weren't</i> on time.	<i>Was</i> she in class? <i>Were</i> they in class?
<b>BE GOING TO</b>	<i>I am going to be</i> late. She <i>is going to be</i> late. They <i>are going to be</i> late.	I 'm <i>not going to be</i> on time. She <i>isn't going to be</i> on time. They <i>aren't going to be</i> on time.	<i>Am</i> I <i>going to be</i> late? <i>Is</i> she <i>going to be</i> late? <i>Are</i> they <i>going to be</i> late tomorrow?
<b>WILL</b>	He <i>will be</i> at home tomorrow.	He <i>won't be</i> at work tomorrow.	<i>Will</i> he <i>be</i> at work next week?

**Task 6**

**Complete the sentences with the VERBS in parentheses.**

1. I (*be*) \_\_\_\_\_ in class right now. I (*be, not*) \_\_\_\_\_ here yesterday. I (*be*) \_\_\_\_\_ absent yesterday, (*you, be*) \_\_\_\_\_ in class yesterday? (*Carmen, be*) \_\_\_\_\_ here yesterday?
2. Carmen and I (*be*) \_\_\_\_\_ absent from class yesterday. We (*be, not*) \_\_\_\_\_ here.
3. My friends (*be*) \_\_\_\_\_ at Fatima's apartment tomorrow evening. I (*be*) \_\_\_\_\_ there too. (*you, be*) \_\_\_\_\_ there? (*Yuko, be*) \_\_\_\_\_ there?
4. A whale (*be, not*) \_\_\_\_\_ a fish. It (*be*) \_\_\_\_\_ mammal. Dolphins (*be, not*) \_\_\_\_\_ fish either. They(*be*) \_\_\_\_\_ mammals.

**Task 7**

Plan your activities for your weekend by choosing the picture below

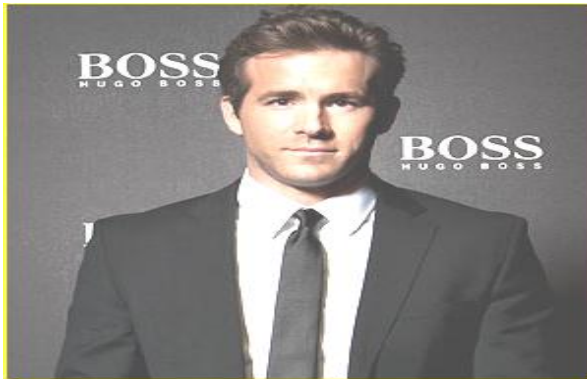


**UNIT 8**

**Unit 8**  
**I wish that I can .....**

**Objectives of this unit:** 1. Tell complete activities; 2. Identify present perfect; 3. Ask and answer about complete activities.

See the picture below



What do you think of those pictures?  
Do you wish something?

**Focus of study**

**The difference between "wish" and "hope"**

***How to use "wish"***

Wish is most commonly used in hypothetical (or imagined/unreal) situations:

**Example:**

I wish (that) you were here. (Unfortunately, you're not, and I miss you)

Sometimes wish is used in greeting and expressions of goodwill:

**Example:**

We wish you a "Merry Christmas"

### *How to use "hope"*

Hope can also be used in expressions of goodwill, but the grammar is slightly different:

#### **Examples:**

I hope (that) you have a Merry Christmas. (some time in the future)

I hope (that) you had a nice Birthday. (Some time in the past)

Hope can be used to specify a desired outcome. For future hopes, the possibilities remain open, but for past hopes, the outcome has usually been determined already.

#### **Examples:**

I hope you can come to the party on Saturday.(future possibility)

I was hoping that you would come to the party.(but you didn't)

I had hoped to see you at the party on Saturday. (but I didn't)

The answer is that the verb **wish** is used in a variety of different ways and **hope** cannot be used as a 'stand alone' verb in a sentence, other than in the expressions 'I hope so' or 'I hope not.'

Let's look at **wish** first of all.

In your 'Merry Christmas' example, or when you wish someone good luck or Happy Birthday, you are expressing the hope that they will have good luck in the future, often in connection with a particular event, or that they will enjoy their birthday which is to come. Thus we have expressions like:

- 'I **wish** you a Merry Christmas and a Happy New Year.'
- 'Remember it's Sarah's birthday tomorrow. Don't forget to **wish** her many happy returns.'
- 'They **wished** me all the best in my new job.'
- 'I **wish** you good health and every happiness in the New Millennium'

As you suggest, **wish** is also used when you wish that something were the case or you would like it to be the case even though you know that it is impossible or unlikely. In this sense, the verb which follows **wish** has a past tense inflection. Thus we have:

- 'We **wish** you could be here.'
- 'He **wished** he hadn't said that, for Fiona was terribly upset.'
- 'It rained every day. I do **wish** I hadn't gone there for my holidays.'
- 'I **wish** you didn't have to work so hard.'

**Wish**, as in 'wish to', is also sometimes used as a slightly more formal alternative to 'want to'. So we have:

- 'They were very much in love and **wished** to get married as soon as it could be arranged.'
- 'I don't **wish** to see him ever again,' she said, five months after they were married.'
- 'He could do most of his work from home, if he **wished**.'
- 'I don't **wish** to interrupt (your conversation), but the potatoes are burning dry.'
- 'I don't **wish** to be rude, but that red dress really doesn't suit you.'

Now let's take a brief look at **hope**. We speak of people's 'hopes for the future' and **hope** normally signals future intentions. If you **hope** to do something, you want to do it and intend to do it if you possibly can.

Like **wish** it can be used with **to**, plus infinitive. So we might have:

- 'I hope to be a millionaire by the time I'm thirty.'
- 'I was hoping to catch the 5.30 train and would have caught it, if Jennifer hadn't phoned.'

However, when a new subject is introduced, **hope** must be followed by a clausal construction. Thus, we would find:

- 'I hope (that) she'll like these flowers.'
- 'Her mother hoped (that) Judith would become a doctor, but her heart was always set on the stage.'
- 'I hope (that) you won't think me rude, but that red dress that you're wearing definitely doesn't suit you.'
- 'They were stranded on the side of the mountain and hoped (that) the rescue team would reach them before nightfall.'

Hopes and wishes! It is my hope and wish that all of you out there reading this column will enjoy good health and every happiness in the New Millennium. Or, to put it in two other ways: I **wish** you good health and every happiness in the 21st Century.

I **hope** you'll enjoy good health and every happiness in the 21st Century.

### **Study the example of wish below with your group**

Almost all of us have many types of wishes and we sincerely wish that our wishes came true. When I was very small, my mom used to say to write down the wishes and keep it somewhere hiding, so the fairies could see and grant my wishes. So I used to do it and most of it were being granted. It was later only I realized that it was my mom who made my wishes come true. Now when I am a bit more older, I have a few wishes in me, which I would love to get fulfilled at some point of time.

My first wish is to be in the cockpit of an airplane and ride the airplane for some time !! Wow..does not that sound great. I have watched in the television about the cockpit detail and how efficiently they manage it. Though I know that you need to study a lot about it, at least I would like to see how it works. I really liked the inside of the cockpit when I saw it in the television. My father said to me he will try. I hope one day I would be able to fulfill my dream.

My second wish is to write a book when I get big. I love reading and I read a lot of books. Each time I read a book, even I think I should be writing something valuable for others to read. There are so many things of what I could write, but I prefer to write detective novels. They are so interesting and thrilling that the readers would love to keep them excited throughout the book. I hope one day I would be able to write a good detective novel and be able to sell my books.

At last not the least, I have another wish too, to be a Chef!!! I always see my mom preparing all that lovely food for us. It is an art to prepare great and delicious food and present it well. I help my mom sometimes and I love cooking. I hope one day I would become a great Chef.

Simple wishes in life, but I believe when we wish sincerely, it would become true and I sincerely hold to my three wishes and hope to get it true.

### **Now create a wish for yourself and tell in to your friends in your class**

**UNIT 9**

**Unit 9  
Get better soon!**

**Objectives of this unit:** 1. Tell complete activities; 2. Identify present perfect; 3. Ask and answer about complete activities.

**Look at the picture below**

What do you feel today grandma?

I have been better today.



**Look at the picture then answer this question**



Have you ever eaten hamburger?



Have you ever gone to the beach?

**Read this story then discuss the meaning of this story.**



I have a brother. His name is Joe Gilbert. He is a success business man. He has big firm and he has already visited a great number of different places in Australia. He has worked very hard for these three years, as the result, He has just bought an Australian car and has gone to



Alice Springs, a small town in the centre of Australia. He will soon visit Darwin. From there, he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

<b>PRESENT PERFECT</b>	
<p>(a) They <b>have moved</b> into a new apartment.</p> <p>(b) <b>Have</b> you <b>ever visited</b> Mexico?</p> <p>(c) I <b>have never seen</b> snow.</p> <p>(d) I <b>have already seen</b> that movie.</p> <p>(e) Jack <b>hasn't seen it yet</b>.</p> <p>(f) Ann started a letter to her parents last week, but she <b>still hasn't finished</b> it.</p> <p>(g) Alex feels bad. He <b>has just heard</b> some bad news.</p>	<p>The present perfect expresses the idea that something happened (or never happened) <i>before now, at an unspecified time in the past</i>. The exact time it happened is not important. If there is a specific mention of time, the simple past is used: <i>They moved into a new apartment last month</i>.</p> <p>Notice in the examples: the adverbs <b>ever, never, already, yet, still, and just</b> are frequently used with the present perfect.</p>
<p>(h) We <b>have had</b> four tests <i>so far</i> this semester.</p> <p>(i) I <b>have written</b> my wife a letter every other day <i>for</i> the last two weeks.</p> <p>(j) I <b>have met</b> many people <i>since</i> I came here in June.</p> <p>(k) I <b>have flown</b> on an airplane <b>many times</b>.</p>	<p>The present perfect also expresses the <i>repetition of an activity before now</i>. The exact time of each repetition is not important.</p> <p>Notice in (h): <b>so far</b> is frequently used with the present perfect.</p>
<p>(l) I <b>have been</b> here <i>since seven o'clock</i>.</p> <p>(m) We <b>have been</b> here <i>for two weeks</i>.</p> <p>(n) I <b>have had</b> this same pair of shoes <i>for three years</i>.</p> <p>(o) I <b>have liked</b> cowboy movies ever <i>since I was a child</i>.</p> <p>(p) I <b>have known</b> him <i>for many years</i>.</p>	<p>The present perfect, when used with <b>for</b> or <b>since</b>, also expresses a situation that <i>began in the past and continues to the present</i>. *</p> <p>In the examples, notice the difference between <b>since</b> and <b>for</b>:</p> <p><b>since</b> + a particular time</p> <p><b>for</b> + a duration of time</p>

**Task 1**

**The present perfect vs. the simple past**

Directions: Complete the sentences with the **SIMPLE PAST** or the **PRESENT PERFECT**.

- A: When are you going to call Jane?

B: I (call, already) **have already called** her. I (call) **called** her a half an hour ago.
- A: When are you going to begin working at the candy store?

B: I (begin, already) \_\_\_\_\_ working there. I (begin) \_\_\_\_\_ yesterday morning.
- A: Are you going to eat lunch soon?

## MODUL PRAKTIK BAHASA INGGRIS

- B: I (*eat, already*) \_\_\_\_\_ . I (*eat*) \_\_\_\_\_ lunch an hour ago.
4. A: When are you going to get a new computer?  
B: I (*buy, already*) \_\_\_\_\_ one. I (*buy*) \_\_\_\_\_ it last week.
5. A: When is Steve going to leave for the concert?  
B: He (*leave, already*) \_\_\_\_\_. He (*leave*) \_\_\_\_\_ an hour ago
6. A: Will you please lock the door?  
B: I (*lock, already*) \_\_\_\_\_ it. I (*lock*) \_\_\_\_\_ it when I got home.

### Task 2

**Directions: This is a review of IRREGULAR VERBS. Complete the sentences with the SIMPLE PAST and the PRESENT PERFECT of the given verbs.**

- begin* I ***began*** a new diet and exercise program last week.  
I ***have begun*** lots of new diet and exercise programs in my lifetime.
- bend* I \_\_\_\_\_ down to pick up my young son from his crib this morning.  
I \_\_\_\_\_ down to pick him up many times since he was born.
- broadcast* The radio \_\_\_\_\_ news about the terrible earthquake in Iran last week. The radio \_\_\_\_\_ news about Iran every day since the earthquake occurred.
- catch* I \_\_\_\_\_ a cold last week. I \_\_\_\_\_ a lot of colds in my lifetime.
- come* A tourist \_\_\_\_\_ into Mr. Nasser's jewelry store after lunch. A lot of tourists \_\_\_\_\_ into his store since he opened it last year.
- cut* I \_\_\_\_\_ some flowers from my garden yesterday. I \_\_\_\_\_ lots of flowers from my garden so far this summer.
- dig* The workers \_\_\_\_\_ a hole to fix the leak in the water pipe. They \_\_\_\_\_ many holes to fix water leaks since the earthquake
- draw* The artist \_\_\_\_\_ a picture of a sunset yesterday. She \_\_\_\_\_ many pictures of sunsets in her lifetime
- feed* I \_\_\_\_\_ birds at the park yesterday. I \_\_\_\_\_ birds at the park every day since I lost my job.
- fight* We \_\_\_\_\_ a war last year. We \_\_\_\_\_ several wars since we became an independent country.
- meet* I \_\_\_\_\_ two new people in my class yesterday. I \_\_\_\_\_ a lot of new people since I started going to school here.
- ride* I \_\_\_\_\_ the bus to work yesterday. I \_\_\_\_\_ the bus to work many times since I got a job downtown
- ring* The doorbell \_\_\_\_\_ a few minutes ago. The doorbell \_\_\_\_\_ three times so far today

Task 3

**Directions:** This is a review of **IRREGULAR VERBS**. Complete the sentences with the **SIMPLE PAST** or the **PRESENT PERFECT** of the given verbs.

1. *go*
  - a. I **have gone** to every play at the local theater so far this year.
  - b. My whole family **went** to the play last weekend.
2. *give*
  - a. Jane **gave** me a ride home from work today.
  - b. (*she, ever*) **Has she ever given** you a ride home since she started working in your department?
3. *fall*
  - a. I \_\_\_\_\_ down many times in my lifetime, but I never had enough to really hurt myself or break a bone
  - b. Mike \_\_\_\_\_ down many times during football practice yesterday.
4. *break*
  - a. (*you, ever*) \_\_\_\_\_ a bone in your body?
  - b. I \_\_\_\_\_ my leg when I was ten years old. I jumped off the roof of my house.
5. *shake*
  - a. In my entire lifetime, I (*never*) \_\_\_\_\_ hand a famous movie star.
  - b. In 1990, I hands with a famous soccer player.

Task 4

**Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.**

- Laura: How is the painting going? ( ) *Have you finished* ? (you / finish)
- Trevor: No, I haven't. Painting the ceiling is really difficult, you know. (1) .....  
 (I / not / do) very much. And it looks just the same as before. This new paint  
 (2) ..... (not / make) any difference.
- Laura: (3) ..... (you / not / put) enough on.
- Trevor: (4) ..... (I / hurt) my back. It feels bad.
- Laura: Oh, you and your back. You mean (5).....  
 (you / have) enough of decorating. Well, I'll do it. Where  
 (6)..... (you / put) the brush?
- Trevor: I don't know. (7) ..... (i t / disappear).  
 (8)..... (I / look) for it, but I can't find it.
- Laura: You're hopeless, aren't you? How much (9).....  
 (you / do) in here? Nothing! (10) ..... (I /  
 paint) two doors.
- Trevor: (11)..... (I / clean) all this old paint round  
 the window. It looks much better now, doesn't it?
- Laura: (12)..... (we / make) some progress, I  
 suppose. Now, where (13) ..... (that brush / go)?

Oh, (14)..... (you / leave) it on the ladder, look.

**PRESENT PERFECT using for and since**

<p>a) We haven't had a party <b>for ages</b>.</p> <p>b) We haven't had a party <b>since Christmas</b>.</p> <p>c) We've stayed at the hospital <b>for ten days</b>.</p>	<p>We can say that something hasn't happened for a long time or since a specific time in the past.</p> <p>We use the present perfect for a state which has gone on up to the present. (David is still in hospital.)</p>
--	---

**Task 5**

**Complete these sentences with since or for**

1. David has worked for the power company **since** 1990.
2. His brother has worked for the power company **for** five years
3. I have known peter Grow \_\_\_\_\_ September
4. I've known his sister \_\_\_\_\_ three months
5. Jonas has walked with a limp \_\_\_\_\_ many years
6. He's had a bad leg \_\_\_\_\_ he was in the was
7. Rachel hasn't been in class \_\_\_\_\_ last Tuesday
8. I've had a toothache \_\_\_\_\_ yesterday morning
9. I've had this toothache \_\_\_\_\_ thirty-six hours
10. My vision has improved \_\_\_\_\_ I got new reading glasses.

**QUESTION ANSWER**

<p>(QUESTION + <b>Have/Has</b> + SUBJECT + MAIN VERB WORD)</p> <p>( a ) <b>Has Tom came</b> to the school? -&gt; <b>Yes, he has</b> <b>No, he hasn't</b></p> <p>( b ) <b>Have you been</b> here for a long time? -&gt; <b>Yes, I have</b> <b>No, I haven't.</b></p> <p>( c ) What <b>have you done?</b> <b>I have finished my work just now.</b></p> <p>( d ) Where <b>have you been?</b> <b>I have been from my home.</b></p> <p>( e ) How long <b>have you made</b> this cake? <b>I have made this cake for 2 hours.</b></p>
--

**Task 6**

**Answer the questions. Use short answers.**

1. A: (you, be, ever) **Have you ever been** in Russia?  
B: No, I haven't i (be, never) **I 've never been** in Russia.
2. A: (you, be, ever) \_\_\_\_\_ in Turkey?  
B: Yes, I \_\_\_\_\_. I (be) \_\_\_\_\_ in Turkey several times.

## MODUL PRAKTIK BAHASA INGGRIS

3. A: (*you, visit, ever*) \_\_\_\_\_ the Metropolitan Museum of Art in New York City?  
B: No, I \_\_\_\_\_. I (*visit, never*) \_\_\_\_\_ that museum.
4. A: (*Sam, be, ever*) \_\_\_\_\_ in Argentina?  
B: No, he \_\_\_\_\_. He (*be, never*) \_\_\_\_\_ in Argentina.
5. A: (*Carmen, be, ever*) \_\_\_\_\_ in Canada?  
B: Yes, she \_\_\_\_\_. She (*be*) \_\_\_\_\_ there many times.
6. A: (*you, have, ever*) \_\_\_\_\_ a serious illness?  
B: No, I \_\_\_\_\_. I (*have, never*) \_\_\_\_\_ a serious illness. I've been very lucky.
7. A: (*your brother, live, ever*) \_\_\_\_\_ in an apartment by himself?  
B: No, he \_\_\_\_\_. He still lives with my parents.
8. A: (*you, talk, ever*) \_\_\_\_\_ to a famous person?  
B: No, I \_\_\_\_\_. I don't know any famous people.
9. A: (*you, see, ever*) \_\_\_\_\_ a hummingbird?  
B: Yes, I \_\_\_\_\_.

### THE PRESENT PERFECT: QUESTIONS WITH *HOW LONG*

- ( a ) A: *How long have you been* in this city?  
B : For five months.
- (b) A: *How long has Ali had* a mustache?  
B: Since he was twenty-one years old.
- ( c )A: *How long have you known* Maria?  
B: Since the beginning of the school term.

Question form of the present perfect:  
***have + subject + past participle***

#### Task 7

Complete the sentences with the words in parentheses.

1. A: How long (you, be) **have you been** at this school?  
B: Since the middle of January
2. A: How long (you, know) \_\_\_\_\_ Shelley?  
B: For three years
3. A: How long (Mr. Lake, be) \_\_\_\_\_ a teacher?  
B: Since he graduated from college in 1990.
4. A: How long (you, have) \_\_\_\_\_ your car?  
B: For a couple of years. .
5. A: How long (your roommate, be) \_\_\_\_\_ out of town?  
B: Since Friday.

#### Task 8

**Directions:** Write sentences *about yourself* using SINCE, FOR, or NEVER with the PRESENT PERFECT.

Example: have (a particular kind of watch)

Written: *I've had my Seiko quartz watch for two years. OR:*

*I've had my Seiko quartz watch since my eighteenth birthday*

Example: smoke cigars/cigarettes/a pipe

Written: *I've never smoked cigarettes. OR:*

*I've smoked cigarettes since I was seventeen.*

## MODUL PRAKTIK BAHASA INGGRIS

1. know (a particular person)
2. live in (this city)
3. study English
4. be in this class at this school
5. work with this company
6. wear glasses/contact lenses
7. have (a particular article of clothing)
8. be interested in (a particular subject)
9. be married
10. have a driver's license

\*Ever since has the same meaning as since.

**UNIT 10**

**Unit 10**  
**This is a great tool**

**Objectives of this unit:** 1. Identify things around; 2. Mention vocabularies of equipment; 3. Describe things to others.

Look at the pictures below, and identify what they are.



**Task 1**

**Read the following text and answer the questions below**  
**FOR SALE**

Two storey houses, It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, bathrooms and a garage.
- Children’s and nanny’s bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.



two

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654. Work in pairs. Read again the ad in Practice 2 then answer the following questions.

**Comprehension questions**

1. Could you mention the rooms in the house?
2. Where are the children’s bedrooms?
3. Could you mention the things in the living room?
4. What is there in the drawing room?
5. Can you mention some kitchen utensils?

<b>USING MY, YOUR, HIS, HER, OUR, THEIR</b>			
<b>SINGULAR</b>	<b>PLURAL,</b>		
( a ) I have a book. <i>My</i> book is red.	( e ) <b>We</b> have books. <i>Our</i> books are red.	<b>SUBJECT FORM</b> I you she he we they	<b>POSSESSIVE FORM</b> <i>my</i> <i>your</i> <i>her</i> <i>his</i> <i>our</i> <i>their</i>
(b) You have a book. <i>Your</i> book is red.	( f ) <b>You</b> have books. <i>Your</i> books are red.		
( c ) <b>She</b> has a book. <i>Her</i> book is red.	(g) <b>They</b> have books. <i>Their</i> books are red.		
(d) <b>He</b> has a book. <i>His</i> book is red.			
		I possess a book. = I have a book. = It is <i>my</i> book.	
		<i>My, our, her, his, our, and their</i> are called "possessive adjectives." They come in front of nouns.	

**Task 2**

**Complete the sentences. Use *my, your, his, her, our, or their.***

1. I have a pen. My pen is blue.



## MODUL PRAKTIK BAHASA INGGRIS

2. You have a pen. \_\_\_\_\_ pen is black.
3. Kate has a pen. \_\_\_\_\_ pen is green.
4. Jim has a pen. \_\_\_\_\_ pen is yellow.
5. Sara and I have pens. \_\_\_\_\_ pens are gray.
6. Sara and you have pens. \_\_\_\_\_ pens are red.
7. Sam and Kate have pens. \_\_\_\_\_ pens are orange.
8. I have a sister. \_\_\_\_\_ sister is twenty-one years old.
9. Ann has a car. \_\_\_\_\_ car is a Ford.
10. You have a pen. \_\_\_\_\_ pen is a ballpoint.
11. Jim and you have mustaches. \_\_\_\_\_ mustaches are dark.
12. Ann and Alex have a baby. \_\_\_\_\_ baby is eight months old.
13. Alice and I have notebooks. \_\_\_\_\_ notebooks are green.
14. Ann has a brother. \_\_\_\_\_ brother is in high school.
15. Ken has a coat. \_\_\_\_\_ coat is brown.
16. We have a dog. \_\_\_\_\_ dog is gray and white.

### . VOCABULARY CHECKLIST

COLORS	CLOTHES	JEWELRY
black blue, dark blue, light blue blue green brown, dark brown, light brown gray, dark gray, light gray green, dark green, light green orange pink purple red tan, beige white yellow gold silver	Belt blouse boots coat dress gloves hat jacket jeans pants sandals shirt shoes suit skirt slacks sweater tie, necktie T-shirt	bracelet earrings necklace ring watch/wristwatch

(a) I have a book in my hand. This book is red (b) I see a book on your desk. That book is blue (c) This is my book (d) That is your book	This book= the book is near me That book= the book is not near me.
(e) That's her book	Contraction; that is=that's

**Task 3**

**Use this and that, Touch and point to things in the classroom.**

Example: book

Response: This is my book. That is your book.

1. book	5. dictionary	9. pencil
2. pen	6. bookbag	10. pencil sharpener
3. notebook	7. coat	11. watch
4. purse	8. hat	12. nose

**Task 4**

**Use this and that. Touch and point to things in the classroom.**

Example: red \ yellow

Response: This (book) is red. That (shirt) is yellow.

- |                   |                           |
|-------------------|---------------------------|
| 1. red \ blue     | 7. red \ pink             |
| 2. red \ green    | 8. dark blue \ light blue |
| 3. red \ yellow   | 9. black \ gray           |
| 4. blue \ black   | 10. gold \ silver         |
| 5. white \ black  | 11. dark brown \ tan      |
| 6. orange \ green | 12. purple \ red          |

**SINGULAR PLURAL**

( a ) My books are on my desk. <b>These</b> are my books.	<i>this - -&gt; these</i>
( b ) Your books are on your desk. <b>Those</b> are your books.	<i>that - -&gt; those</i>

**Task 5**

Complete the sentences. Use the words in parentheses.

- (This, These) **These** books belong to me. (That, Those) **That** book belongs to Kate.
- (This, These) \_\_\_\_\_ coat is black. (That, Those) \_\_\_\_\_ coats are tan.
- (This, These) \_\_\_\_\_ earrings are gold. (That, Those) \_\_\_\_\_ earrings are silver.
- (This, These) \_\_\_\_\_ pencil belongs to Alex. (That, Those) \_\_\_\_\_ pencil belongs to Alice.
- (This, These) \_\_\_\_\_ sunglasses belong to me. (That, Those) \_\_\_\_\_ sunglasses belong to you.
- (This, These) \_\_\_\_\_ exercise is easy. (That, Those) \_\_\_\_\_ exercises are hard.
- Students are sitting at (this, these) \_\_\_\_\_ desks, but (that, those) \_\_\_\_\_ desks are empty.
- (This, These) \_\_\_\_\_ book is on my desk. (That, Those) \_\_\_\_\_ books are on your desk.

**ASKING QUESTIONS WITH WHAT AND WHO + BE**

(a) <b>What is</b> this (thing)? It's a pen.	<b>What</b> asks about things.
--	--------------------------------

<p>(b) <b>Who is</b> that (man)? -&gt;• That's Mr. Lee.                  (c) <b>What are</b> those (things)? -&gt; They're pens.                  (d) <b>Who are</b> they? They're Mr. and Mrs. Lee.</p>	<p><b>Who</b> asks about people.                  NOTE: In questions with <b>what</b> and <b>who</b>,                  • <b>is</b> is followed by a singular word.                  • <b>are</b> is followed by a plural word.</p>
<p>(e) <b>What's</b> this?                  (f) <b>Who's</b> that man?</p>	<p>CONTRACTIONS  <i>who is = who's</i>  <i>what is = what's</i></p>

**Task 6**

Complete the questions with **what** or **who** and **is** or **are**.

1. A: **Who is** that woman?  
 B: She's my sister. Her name is Sonya.
2. A: \_\_\_\_\_ those things?  
 B: They're ballpoint pens.
3. A: \_\_\_\_\_ that?  
 B: That's Ms. Walenski.
4. A: \_\_\_\_\_ this?  
 B: That's my new notebook.
5. A: Look at those people over there. \_\_\_\_\_ they?  
 B: I'm not sure, but I think they're new students from Thailand.
6. A: \_\_\_\_\_ your name?  
 B: Anita.
7. A: \_\_\_\_\_ your grammar teacher?  
 B: Mr. Cook.
8. A: \_\_\_\_\_ your favorite teachers?  
 B: Mr. Cook and Ms. Rosenberg.
9. A: \_\_\_\_\_ a rabbit?  
 B: It's a small furry animal with big ears.
10. A: \_\_\_\_\_ bats?  
 B: They're animals that can fly. They're not birds.

**Task 7**

Match the picture below and its name in the box.

A



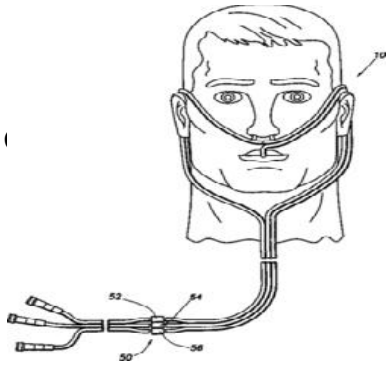
B



C



D



E



F



- |                  |                     |                       |                       |
|------------------|---------------------|-----------------------|-----------------------|
| 1. Infusion pump | 2. infusion set     | 3. syringe and needle | 4. stethoscope        |
| 5. Nasal canula  | 6. sphygmomanometer | 7. bandage            | 8. ophthalmoscope and |

Explain it by answering these questions

- 1.
- 2.

What is it?  
What is it for?

**UNIT 11**

**Unit 11  
How to get there?**

**Objectives of this unit:** 1. Identify department in hospital; 2. Mention preposition; 3. Ask and answer about direction with others.

See the picture below, what is the picture about?



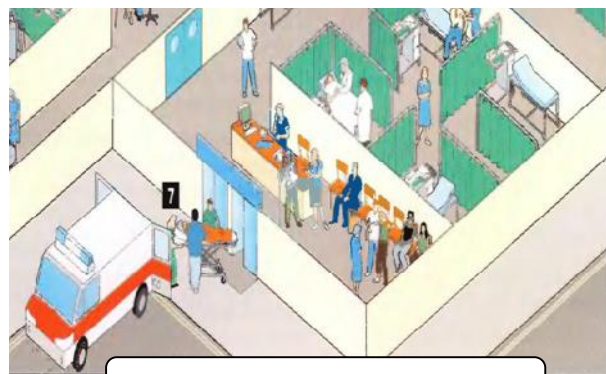
1.

→	Pathology	→	a
←	Cardiology		b
←	Physiotherapy		c
←	Renal Unit		d
←	Pharmacy		e
→	Orthopaedics	→	f
→	Neurology	→	g
→	Paediatrics	→	h
↑	Dermatology		i
↑	Haematology		j
↑	Obstetrics		k
←	Surgery		i

2.



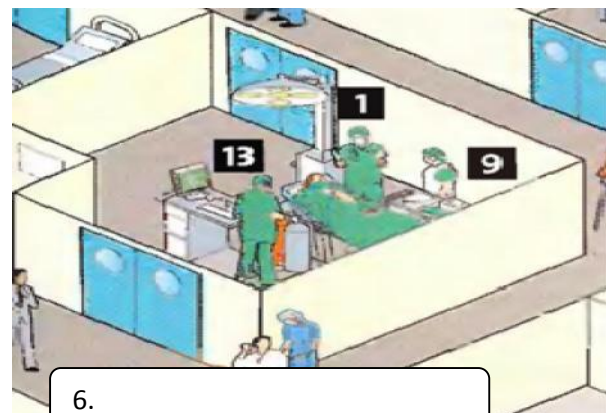
3.



4.



5.



6.

### Obstetric Unit

The Obstetric Unit is a discreet Unit providing facilities for the safe prenatal care, delivery and postnatal care of mothers and their babies.

The number of birthing preparation rooms and the size of the associated service areas shall be as required by the proposed obstetrical workload as outlined in the Operational Policy.



The exact scope of the unit is described in the Role Delineation Level which allows for 4 different levels at which the unit can operate. The description of the unit within this Guideline is based on a Level 4 unit which typically suits patients (both mothers and babies) with low to medium risk factors and associated complications. It caters for approximately 1000 deliveries per annum and is based on 24 patient beds, 4 birthing rooms and a special care nursery.

Within the unit, patients with specific needs will be taken into consideration through the creation of dedicated zones:

1. Mothers having normal deliveries
2. Mothers suffering from antenatal or postnatal complications, requiring acute maternity care
3. Babies requiring minimal care
4. Babies requiring care for complications arising from medium risk factors
5. Babies requiring care for severe complications, in anticipation of a transfer to a Neonatal Unit of a higher delineation.

It is expected the Obstetric Unit, including the nursery, will be managed as one unit.

#### Task 1

#### Comprehension questions

1. What is obstetric unit?
2. How many birth numbers is approximately in a year?
3. How many rooms are the facilities available here?
4. How many zones are here? Please mention them!
5. If the babies need more complication care, where should they be sent?

#### Focus of study

#### List of departments in the hospital

Discuss with your friends about each departments above

Give your explanation in front of the class

1. Specialist dept:
  - cardiology,
  - ENT dept

- kidney and urology unit,
  - neurology,
  - ophthalmology
  - pediatric
2. Surgery:
  3. Anesthesia
  4. psychiatry clinic
  5. Physiotherapy
  6. Gynecology Dept
  7. Medical Records
  8. Admission Dept
  9. Patient Relations Dept
  10. Patients Services
  11. Catering and Food Services
  12. Information Technology and Communication
  13. Medical Maintenance and Engineering
  14. Dept Laboratory and Blood Bank
  15. Pharmacy
  16. Emergency Room
  17. Educational Affairs
  18. Human Resources Department
  19. Finance Department
  20. Cleaning and Laundry
  21. Transportation Department

## Task 2

### Read the dialogue

Anita : can you tell me the way to emergency unit?

Budiman : Yes, it's on the front corner of Jackson building.

Anita : Where is that exactly?

Budiman : ok let me tell you. You go straight ahead this corridor till receptionist, turn right and go out this building. Turn left and go to front. Emergency unit is on your left corner side.

Anita : Thanks.

### Comprehension Question

1. Where does Anita want to go?
2. Where is the place of emergency unit?
3. Can you mention how to get emergency unit?

### Language for asking directions

Can you tell me	the way to	the(nearest)	post office
Do you know	how to get to		bus stop

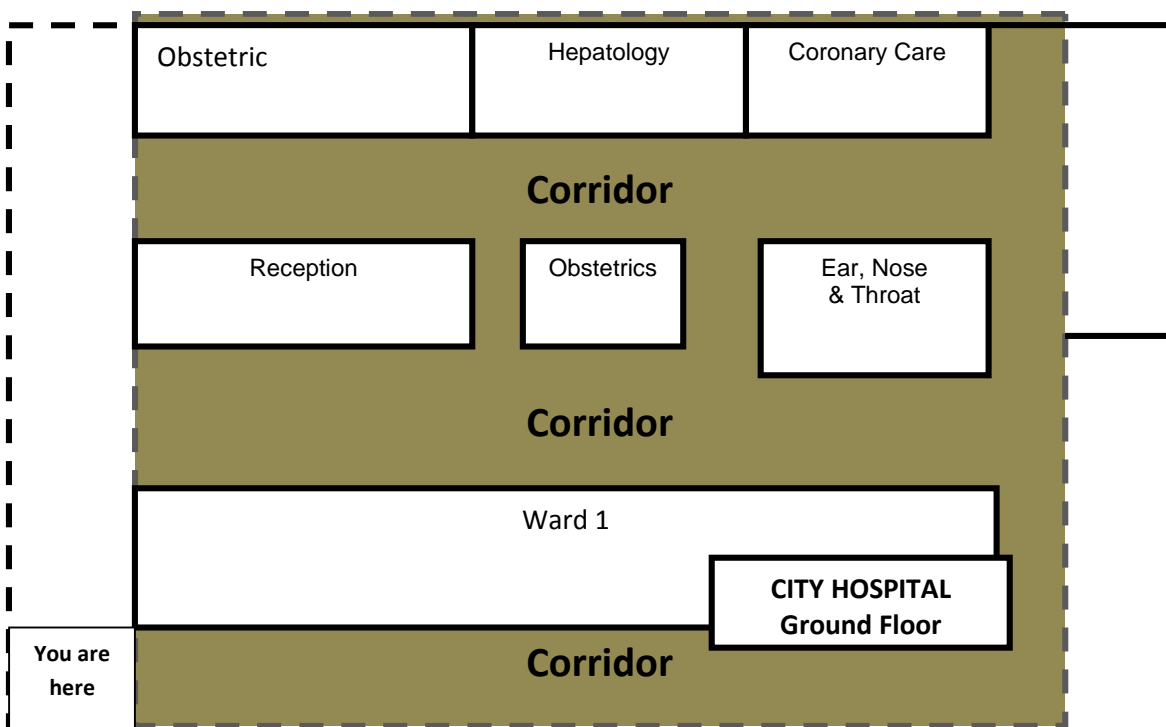
# MODUL PRAKTIK BAHASA INGGRIS

<b>Where is</b>			<b>toilet</b>
		<b>Covent Garden</b> <b>Trafalgar Square</b> <b>Bush House</b> <b>Canteen near here</b>	
<b>Is there any</b>			

<b>Language for giving directions</b>	
<b>Left</b> go left it's on the left take the second (turning) on the left	turn left take a left
<b>Right</b> go right it's on the right take the second (turning) on the right	turn right take a right
<b>Ahead</b> go ahead go straight on	go straight ahead

**Task 3**

Create a question then your friends answer it to your friends to ask direction based on the hospital map below. Then practice it in front of class.





**Direction**

(a) book is on <i>my desk</i>	My	In (a): <i>on</i> = a preposition <i>my desk</i> = object of the preposition <i>on my desk</i> = a prepositional phrase																					
(b) Tom lives <i>in the United States</i> .		A person lives: <i>in</i> a country and <i>in</i> a city He lives <i>in New York City</i> . on a street, avenue, road, etc.																					
(c) He lives on <i>Hill Street</i> . <i>at</i> an address (d) He lives <i>at 4472 Hill Street</i> .		(See Chart 7-17 for more information about using <i>in</i> and <i>at</i> .)																					
<p><b>SOME PREPOSITIONS OF LOCATION*</b></p> <table border="0"> <tr> <td><i>above</i></td> <td><i>far (away) from</i></td> <td><i>inside</i></td> </tr> <tr> <td><i>around</i></td> <td><i>in</i></td> <td><i>near</i></td> </tr> <tr> <td><i>at</i></td> <td><i>in back of</i></td> <td><i>next to</i></td> </tr> <tr> <td><i>behind</i></td> <td><i>in the back of</i></td> <td><i>on</i></td> </tr> <tr> <td><i>below</i></td> <td><i>in front of</i></td> <td><i>on top of</i></td> </tr> <tr> <td><i>beside</i></td> <td><i>in the front of</i></td> <td><i>outside</i></td> </tr> <tr> <td><i>between</i></td> <td><i>in the middle of</i></td> <td><i>under</i></td> </tr> </table>			<i>above</i>	<i>far (away) from</i>	<i>inside</i>	<i>around</i>	<i>in</i>	<i>near</i>	<i>at</i>	<i>in back of</i>	<i>next to</i>	<i>behind</i>	<i>in the back of</i>	<i>on</i>	<i>below</i>	<i>in front of</i>	<i>on top of</i>	<i>beside</i>	<i>in the front of</i>	<i>outside</i>	<i>between</i>	<i>in the middle of</i>	<i>under</i>
<i>above</i>	<i>far (away) from</i>	<i>inside</i>																					
<i>around</i>	<i>in</i>	<i>near</i>																					
<i>at</i>	<i>in back of</i>	<i>next to</i>																					
<i>behind</i>	<i>in the back of</i>	<i>on</i>																					
<i>below</i>	<i>in front of</i>	<i>on top of</i>																					
<i>beside</i>	<i>in the front of</i>	<i>outside</i>																					
<i>between</i>	<i>in the middle of</i>	<i>under</i>																					

**Task 4**

**Find Meaning PREPOSITIONS OF LOCATION\* Colum above and pronounce it fluently.**

**By, beside, close to, near (to), next (to)**

These all mean 'not far away'. We can often use either **near (to)** or **close to**:

- The plant often grows close **to** / **near (to)** the banks of rivers.
- We live **close to** / **near (to)** the city centre.

We use **beside, by, or next to** to say that one thing or person is at the side of another:

- Colin sat **beside / by / next to** her with his legs crossed.
- I pushed the button **beside / by / next to** the door, but there was no answer.

We can also use **next** as an adjective to say that something follows another thing in a series. When we mean that one thing is closer than any other thing of the same kind, we use **nearest**, not **next**.

Compare:

- When Jim arrived, I left the kitchen and went into the **next** room, (*not ...nearest room.*) *and*
- When the storm started, **I** ran to the **nearest** house for shelter, (*not ...next...*)

When we are talking about towns and cities we can use **near**, but not **by**:

- **I** first met Steve when he was working on a beach **near** Adelaide.
- They live in a pretty cottage **near** Bergerac in France.

Task 5

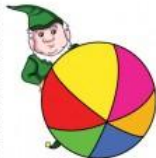








Match picture to the phrase beside

- in
- behind
- on
- near
- under
- between
- next to

Task 6

Create a sentence to describe the position of dwarf to the ball

Flashcards      Prepositions      www.kids-pages.com

 behind	 in front of	 above
 under	 next to	 on
 between	 in	 near

phy

- Grice, Tony. (2010). *Oxford English for careers nursing 1*. Oxford: OUP.
- Arakelian, Catharine. (2003). *Hospital English: the brilliant Learning work book for international students*. Abingdon: Radcliffe Medical Press
- Azar, Betty Schramfer. (2001). *Basic English Grammar*. New York. Longman
- Murphy, Raymond. (2000). *Grammar in use*. Cambridge. Cambridge University Press.
- Alexander, L.G. (2000). *Longman English grammar practice for intermediate students*. New York: Longman
- Alexander, L.G. (1987). *New Concept English: Practice and Progress*. New York: Longman
- Eastwood, John. (2006) *Oxford Practice Grammar*. Oxford: OUP
- Hewings, Martin. (2005) *advance grammar in use*. New York: Cambridge university Press.

## Preface

Alhamdulillah, mercies and blessing to Allah SWT, because of that we can finish writing this book. This book is arranged to provide learning materials for students especially for Basic English (general English). Therefore it can be used as the basic one before entering to the specific one. This book also uses many activities to support students learning.

Material and activities presented here is principally to help students to produce language as much as possible both in oral and written form. This material is integrated between theories and activities.

We know that this book is not perfect enough; there are many miss or less material presented. Therefore we really hope suggestions from the readers to develop this book to be better. We wish that this book can be useful for students in learning English.

Surakarta, Desember, 2016

The writer