

English Competency

For EAP Program and EFL Learners

Dr. Imroatus Solikhah, M.Pd



**Pusat Kajian Bahasa dan Budaya
Center of Language and Culture Studies
Surakarta**

@ February 2016

English Competency for EAP Program and EFL Learners

Entry level behavior for the first year (freshmen) students learning English in a university is crucial to equip academic literacy. It basically requires students to achieve minimum English proficiency covering basic knowledge on vocabulary and grammar, and English skills particularly speaking, reading and writing, involving students in variety of academic contexts. This way, general words list of 1,000 to 3,000 is set as the minimum competency and academic vocabulary is an obligatory to accomplish. This book prepare students to equip basic knowledge and skills of English integrating both academic vocabulary and general words in speaking, reading and writing performances. The objective is to incur students achieve their own capacity and develop at potential minimum competency in adherence to grades the university has outlined.

Vita:



Dr. Imroatus Solikhah, M.Pd.

Lecturer of English Education Program, Faculty of Islamic Education and Teacher Training, IAIN Surakarta. Interested in *English Language Teaching, Curriculum, and Research in Language Teaching*. Awarded **Dr.** in *Language Teaching* from UNS, **M.Pd** in *English Language Teaching* from Malang Islamic University, and **S.Pd** in *English Language Teaching* from Muhammdiyah University at Malang.

Previously teaching in University of Kutai Kartanegara, Kanjuruhan University Malang, and UNIVET Bantara Sukoharjo. Her books published include: (1) *English for Academic Purposes: A Competency-Based Textbook for EFL Learners* (ISBN: 979-1562-202), Imperium, Yogyakarta (2014); (2) *Paradigma Baru Pembelajaran Bahasa: Suatu Perspektif Antologi* (ISBN: 978-602-1048-047), Azza Grafika, Yogyakarta (2014); (3) *Learning Outcome Berbasis KKNI dalam Kurikulum Pendidikan Bahasa Inggris* (ISBN: 978-979-3613-70-3), Pustaka Jenggala Utama, Surabaya (2015); (4) *English Competency for EAP Program and EFL Learners* (ISBN: 978-602-74159-0-4), Center of Language and Culture Studies, Surakarta (2016); (5) *Pedoman Lengkap Pengembangan Buku Teks dan Bahan Ajar untuk Perguruan Tinggi* (ISBN: 978-602-74159-1-1), Pusat Kajian Bahasa dan Budaya, Surakarta (2016). In addition, her articles have been published in national and international journals.

Penerbit:

**Pusat Kajian Bahasa dan Budaya
(Center of Language and Culture Studies)**

Jl. Samosir No. 23 Rt 02 Rw 011 Margorejo, Gilingan,
Surakarta 57134

Email: presslingua@gmail.com

ISBN 978-602-74159-0-4



978-602-7459-0-4

**ENGLISH COMPETENCY
FOR EAP PROGRAM
AND EFL LEARNERS**

Dr. Imroatus Solikhah, M.Pd

**ENGLISH COMPETENCY
FOR EAP PROGRAM
AND EFL LEARNERS**

Penerbit:



Pusat Kajian Bahasa dan Budaya
Center of Language and Culture Studies
Surakarta
@ February 2016

iii

Dr. Imroatus Solikhah, M.Pd

English Competency for EAP Program and EFL Learners

Surakarta, Pusat Kajian Bahasa dan Budaya (PKBB)
Bibliography: xv + 234 hlm; 16 cm x 23 cm

ISBN: 978-602-74159-0-4

English Competency for EAP Program and EFL Learners

Penulis:

Dr. Imroatus Solikhah, M.Pd
(Fakultas Ilmu Tarbiyah dan Keguruan, IAIN Surakarta)

Editor:

Dr. Supriyono, M.Ed.
(Universitas Islam Balitar (UNISBA) Blitar)

Desain dan Tata Letak:

Sumitro

Penerbit:

Pusat Kajian Bahasa dan Budaya
(*Center of Language and Culture Studies*)
Jl. Samosir No. 23 Rt 02 Rw 011 Margorejo, Gilingan,
Surakarta 57134
Email: presslingua@gmail.com

Cetakan Pertama, Februari, 2016

Hak cipta dilindungi undang-undang.
Dilarang mengutip sebagian atau seluruh isi buku ini
dengan cara apapun tanpa izin tertulis dari penerbit.

ACKNOWLEDGEMENTS

This book is devised to help students learning English as the entry level behavior. Prior to the publication, this book has been used as teaching materials for freshmen in English Department Program and English for Academic Purposes (EAP) program for non-English department students. The materials have been served in three universities IAIN Surakarta, UNIVET Bantara Sukoharjo and Balitar Islamic University (UNISBA) Blitar.

Fresmen of English department program are equipped basic knowledge of English as the entry level behavior. This way, they should learn Vocabulary, Pronunciation Practices, and Integrated English course each of which spend 2 credits at the first semester. The aim is to prepare students achieve minimum English competency before they are involved in activities requiring English skills in a higher level of performance. In addition, EAP program is offered for non-English program students at the Language Center to prepare for the TOEFL test or Standard English Test. Both EAP and Entry Level Behavior programs need syllabus and teaching contents that focus on improving basic knowledge and English skills. As the programs are alike, this book has been used as core materials for almost three years. Similarly, under cooperation of English Teaching association, UNISBA Blitar has agreed to use this book for EAP and English Study Program. Practical experiences and comments for improving the teaching materials in the book come from the best practices in three universities, contributing effective materials for revision of the book.

Other source that is worth for the improvement of this book is a research conducted by the author for doctorate dissertation in six universities in Central Java and Yogyakarta. The research that described Competency-English Textbook for EAP learners has enriched academic literacy and standard of English competency the students should accomplish. Academic vocabulary and the integration

of general word of 1,000 to 3,000 are those that are adapted from the research into this book as core content. Some teaching materials included in the EAP: A Competency-Based Text Book as a result of the dissertation research are adapted in this book, incurring academic vocabulary, reading and writing.

Chapter outline in this book is framed on the basis of students needs in the classroom. The organization is set as follows: Objective, Speaking Activity, Reading Activity, Word Power, Grammar, and Writing Activity. Objective constitutes teaching plans and comoetency the students should achieve. Starting from speaking activity students are equipped to demonstrate both kasic knowledge and English skills integatedly; reading activity equips to internalize general words of 1,000 to, 3000 as well as academic vocabulary; and grammar in adherenceto writing activity allow students to develop and use writing competency. Each section of the chater is followed by exercises from where efficacy can be measured and accomplihment may be developed in a self-study program by the learners.

Formally, this book have been prepared in 2012 as a teaching module used for classroom teaching materials. The manuscript was substantially improved as the author completed dissertation research aspiring models and substance of EAP teaching materials for improvement and efforts to devise this book as a textbook for university students was administered. Improvement of each chapter and contents of the book, auspices of colleagues in UNIVET and UNISBA Blitar has contributed substantially achiving a fashionable textbook.

With this in mind, this book has been set to allow comepetency the freshmen should accomplish wher entry level behavior should be equipped. In academic purposes, the competence would deal with the ability to perform English skills that include speaking, reading, writing, and listening to perform literacy. Each of the four literacies in English: **functional** (language for daily needs, e.g. reading newspaper),

informational (language to access knowledge), **performative** (ability to read and write in the target language), and **epistemic** (ability to transform knowledge using target language), vocabulary and grammar mastery are proportionally desired in this book.

The author, therefore, would like to express her thanks, and indebtedness to Ms Indri (UNIVET), Ms Devita Sulistiana (UNISBA), and Fitriyah (IAIN). A team of Focus Group Discussion has contributed significant improvement in the contents and scope of the book. Exceptionally, the author would like to thank to Dr. Supriyono, M.Ed as the editor from whom significant revisions has been accepted that this book is worth for publication. Genuine gratitude to the author's husband Prof. Dr. Teguh Budiharso, M.Pd, the home cheerleaders Ratu Shyma Nareswari and the son Sanjaya Poerboningrat.

Surakarta, February, 2016
The author,

Dr. Imroatus Solikhah, M.Pd

ABOUT THIS BOOK

This book is relied upon language theories where communicative competence and literacy are the ultimate goal of learning outcome for university students. Beyond the debate that focus on native speakers as standar English and bilingual English as acceptable trend in English for wider communication, a prominent role of basic knowledge of English and standar English skills is obvious.

English in this regard is perceived as an integrated knowledge and skills the students should practice frequently in environmental setting where exposures are conducive to apply. In Indonesian context, learning English in a university may be set in condition that students's major is English language department, e.g. English language teaching or English literature. Other students that are majoring in non-English department are also equipped with English language emphasizing on the goal to achieve a certain proficiency for example TOEFL or IELTS scores. However, the practices in the study program of non-English department is to study general English prepared for local need, e.g. score for semester program. Teaching English for English department program and for non-English program is likely to refer to English for Foreign Language. Therefore, this book would be suitable for frehsmen of both English Department classes and EAP Classes.

This book is devised upon students' needs analysis the contents refer to English language teaching of literacy. Integration of basic knowledge on grammar and vocabulary comes first in the organization of book units. In addition, English skills, especially speaking, reading and writing follow, implementing vocabulary and grammar that are attained previously. Listeaning skills are not included as a formal teaching materials. This way, this book would meet the needs of entry level behavior of English language for frehsmen learning in the first and second semester in a university. Competency set in this context is

the ultimate goal of the students learning English as identified from needs analysis.

The teaching materials in this book therefore are divided into basic knowledge of English and English skills.

Basic knowledge of English

1. General vocabulary 1,000
2. General vocabulary 2,000
3. General vocabulary 3,000
4. Academic vocabulary
5. Basic grammar
6. Academic grammar

English skills

1. Speaking ability
2. Academic reading
3. Academic writing

ORGANIZATION OF UNITS

This book comprises of 8 units, and each unit presents three language skills respectively: speaking, reading and writing. Speaking topic is placed at the first section because speaking would be the activities in the classroom where interactions in English are expected to motivate students' interaction.

Following speaking activities, academic reading is set. The purpose is to prepare students with academic practice in reading several different texts containing different genres and contents of vocabulary level. Emphasis is on literal reading, inferential reading and critical reading. The reading activities are expanded for more academic scopes using exercises and activities in general vocabulary and academic vocabulary presented in Word Power exercises. In addition, grammar topic of selected theme in adherence to level of texts and development

of writing skills is presented. The grammar is introduced by theories on grammar and exercises.

Finally, academic writing is presented at the end of unit organization. The contents of writing include paragraph, composition having three to five paragraph, and essay writing. The writing focuses on rhetoric presenting how parts of writing is developed. For paragraph level, accuracy to develop topic sentence and main idea, developing sentences and conclusion is emphasized. For composition and essay, writing layout concerning: introductory paragraph where thesis statement or claim is stated, the body that contains developing paragraphs, and concluding paragraph is the focus of discussion. Techniques of developing paragraph and essay are presented in terms of descriptive, narrative, expository, with emphasis on development techniques for: example, contrast, analogy, statistics, facts, etc.

HOW TEACHERS USE THE BOOK

Though the unit presentation starts from speaking, reading and writing, teachers are not necessarily implement their teaching from speaking and the skills that follow. Dependent on the goal of teaching and competency the teacher should prepare for students, teachers can start from reading, grammar, writing, or speaking. However, at a normal consideration starting from speaking and reading then word power is recommended. General principles to follow in using this book would be:

1. Class atmosphere and students motivation are encouraged through speaking activities, emphasizing for free recall and practices in oral expression. Topics may change on teachers, consideration.
2. Reading activities equipping academic reading practices, e.g. main idea, vocabulary, reading beyond sentences, and evaluating statements are strongly emphasized.

3. Word power that prepare students to use general word list and academiid vocabulary takes the next priority to develop academiid literacy.
4. Grammar is taught at to attain foundation in sentence building and prepare for activities in writing should follow in integration with vocabulary in context. Topics of the grammar have been set as the minimum competency on academic literacy so that teachers are recommended not to leave the topics on purpose.
5. Writing for academic especially paragraph and its techniques of development, e.g. example, contrast, facts, analysis, order of importance should be the basic competency in writing prior to teaching composition and essay.

In response to vary students learning styles, exercises and activities have been prepared adequately. The emphasis is, however, to encourage students practice for their own rate and style in improving vocabulary, grammar, speaking, reading and writing.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
ABOUT THIS BOOK	viii
TABLE OF CONTENTS	xii
UNIT 1 GREETINGS	
Objectives	1
Part 1 Speaking: Greetings	1
Part 2 Reading	3
Part 3 Word Power	8
Part 4 Grammar: Subject-Verb, Agreement, Sentences	9
Part 5 Writing: Process Writing	17
Paragraph	18
Elements of a Paragraph	19
Title of a Paragraph	20
UNIT 2 INTRODUCING ONSELF	
Objectives	23
Part 1 Speaking: Introducing Oneself	23
Part 2 Reading	26
Part 3 Word Power	30
Part 4 Grammar: Simple Present & Simple Past Tense	32
Part 5 Writing: Narrative Paragraph	39
Sentence Variety	39
Narrative Paragraph	39

UNIT 3 BOOK AND RESERVATION

Objectives	43
Part 1 Speaking: Booking Meals	43
Part 2 Reading	46
Part 3 Word Power	51
Part 4 Grammar: Yes/No and Information Questions	53
Part 5 Writing: Descriptive Paragraph	56
Logical Order	58
Experience Paragraph	59
Biographical Paragraph	60

UNIT 4 EXPRESSING CONFUSE AND APOLOGY

Objectives	63
Part 1 Speaking: Confuse and Apology	63
Part 2 Reading	65
Part 3 Word Power	71
Part 4 Grammar: Tenses	73
Part 5 Writing: Expository Paragraph	78
Concrete Support	78
Factual Paragraph	79

UNIT 5 TELEPHONE CALL

Objectives	81
Part 1 Speaking: Telephone Call	81
Part 2 Reading	84
Part 3 Word Power	90
Part 4 Grammar: Gerunds and Infinitives	93
Part 5 Writing: Process Paragraph	96

UNIT 6 EXPRESSING HELP AND REFUSE

Objectives	99
Part 1 Speaking: Expressing Helps	99
Part 2 Reading	101
Part 3 Word Power	108
Part 4 Grammar: Adjectives, Adverbs, Comparisons	110
Part 5 Writing: Comparison/Contrast Paragraph	117

UNIT 7 EXPRESSING INVITATION

Objectives	119
Part 1 Speaking: Expressing Invitation	119
Part 2 Reading	121
Part 3 Word Power	129
Part 4 Grammar: Miscellaneous Grammar Expressions	132
Part 5 Writing: Definition Paragraph	138

UNIT 8 TELLING INDIVIDUAL BACKGROUND

Objectives	139
Part 1 Speaking: All About Me	139
Part 2 Reading	140
Part 3 Word Power	148
Part 4 Grammar: Passive Voice and Conditional Sentences	152
Part 5 Writing: Opinion and Facts	156
Figures and Statistics	156
Direct Quotations	157
Indirect Quotations	157
Paraphrasing & Summary	158

REFERENCES	161
Appendix 1: Academic Vocabulary	163
Appendix 2: General Words 1, 000	167
Appendix 3: General Words 2, 000	177

Dr. Imsoatus Solikhah, M.Pd
English Competency for EAP Program and EFL Learners

UNIT 1 GREETINGS

OBJECTIVES

1. Enable the students to use greetings in appropriate context for conversation
2. Enable the students to comprehend literal meaning from a text and vocabulary variations.
3. Enable the students to use sentences using to be and to do.
4. Enable the students to write a paragraph using process approach of writing.

PART 1: SPEAKING

A: Hello?

B: Hello.

A: Hi?

B: Hi.

A: How are you?

B: Fine. Thanks.

A: Good bye.

B: Good bye.

A: See you.

B: See you.

A: Good night.

B: Sleep well.

When we leave someone we usually both say *Goodbye* and perhaps, *See you soon!* See you soon is quite informal. When someone goes to bed, we usually say *Good night*. We sometimes also say *Sleep well*. Don't say *Good night* when you arrive somewhere, only when you leave. If you ask for something you usually say *Please*. If someone does something nice for you, you say *Thank you*.

When it is someone's birthday we say *Happy Birthday*, not congratulation. On (or near) the 25th December we say *Happy or Merry Christmas*. On Idul Fitri we say *Happy Idul Fitri*. On (or near to) the 1st January, we say *Happy New Year*. If someone is going to do something difficult, for example, take an exam or have an interview for job, we say *Good Luck!* If someone has done something special, for example, done well in an exam, got a new job, had a baby, we say *Congratulations! or Well done!* If you are happy to do something for friend or someone else we say *My Pleasure or Never Mind*. To say someone's work successfully, we say *Great! or Bravo*.

When you hear bad news or something wrong happens, we say *I am sorry*. To hear death news we say *Condolences*. If you interrupt someone speaking or bother someone else, you say, *Excuse me*. (*Adapted and extended from McCharty M and O'Dell F, in English Vocabulary in Use Elementary, Cambridge University Press, 1999 page 74-75*).

Taks 1. Choose one of the phrases that is appropriate to the context

1. A: (sneezes) Atchoo! B
2. A: It's my birthday today B:
3. A: I'm taking my test today B.
4. A: How are you? B:
5. A: Good bye. B:
6. A: Hello! B:
7. A: I passed my job interview. B
8. A: Here's your tea. B:

Task 2. What do you say?

1. You want to order a coffee. The waiter is reading the newspaper.
2. A friend buys a good drink.
3. A child says 'Good night' to you.
4. You answer the phone at work. It is 10.30 a.m.
5. You answer the phone at work. It is 3 p.m.
6. It is 2 a.m. on January 1st. You meet a friend on the street.
7. A friend spoke too quickly. You don't understand.
8. It is 24th December. You meet a friend on the bus.

Task 3. Correct the following incorrect answer of conversation.

A: Good evening. A: Would you like a drink?

B: Good day. B: No thank you. A Coke.

A: How are you? A: With ice?

B: Terrible. I've got bad cold. B: No, please.

A: It's my birthday today. A: Here you are. Cheers.

B: Congratulations. B: Bless you!

PART 2: READING

Text 1

Little Robert asked his mother for two cents.

"What did you do with the money I gave you yesterday?"

"I gave it to a poor old lady," he answered.

"You are a good boy," said the mother proudly. "Here are two cents more. But why are you so interested in the old lady?"

"She is the one who sells the candy."

(from Selections for Developing English Language Skills, Finocchiaro and Lavenda, 1973, 2003, New York: Regent's Publishing Company, Inc).

Task 1. What is the main idea of the text above?

Task 2. Find antonyms from text

No	Words	Antonyms	Words	Antonyms
1	big		bitter	
2	tomorrow		buys	
3	rich		replied	
4	young		hate	
5	bad		received	

Task 3. Write questions. Use who, what, when depending on the underlined words.

1. Robert asked for the money.
2. He asked for two cents.
3. He gave the money to the lady yesterday.
4. The lady sells candy.
5. The lady sells candy.

Task 4. Find synonyms of the list in the left with the right side

No	Left	Right	Left	Right
1	Amend	Untrue	Desire	Backbone
2	Frequent	Change	Perhaps	Maybe
3	False	Fall	Shrewd	Attorney
4	Courteous	Often	Lawyer	Clever
5	Autumn	Polite	Spine	Want

Text 2

An English word has meaning and its construction, including: synonym, antonyms (opposites), and collocation (how words go together). *Fat* is the opposite or antonym of *thin*, and *plump* is a synonym of *fat*. A word family is a set of words based on one root, e.g. word, wordy, to reword. Other examples of word family are: temperature –hot, warm, cool, cold; travel: ticket, passport, suitcase; eat: knife, fork, spoon, dish. A phrase does not include a main verb – in a word—is an example of a phrase. When words are used together we call it a collocation. Examples of collocations are:

You go **by train** (preposition + noun)

Some people **good at** language (adjective + preposition)

I saw very **tall man** (adjective + noun)

Task 1. Find base words of the following.

No	Word	Base	Word	Base
1	Admirable	Admire+ able	Useless	
2	Ongoing		Impossible	
3	Speaking		Unseen	
4	Protects		Irrelevent	
5	Defender		Introduction	
6	Official		Reliable	
7	Removed		Enabling	
8	Unable		Disqualification	Qualify= dis+cation
9	Actor		Disapproval	
10	Governor			

Task 2. Find antonyms of the word below.

1. cheerful 6. difficult 11. old-fashioned
2. complex 7. leaders 12. noisy
3. falsehood 8. tall 13. woods
4. rude 9. wet 14. funny
5. beautiful 10. huge 15. danger

Task 3. Fill in the group of words into the boxes to find the word family.

1. hot, ticket, travel, temperature, passport, warm, suitcase, cold, cool
2. school rain sun teacher cloud exam snow ice student
3. eat drink knife cup spoon glas fork mug
4. furniture clothes chair dress desk hat sofa gown wardrope suit

No	Word Family	Some words in the family
1	Temperature	Hot, warm, cool, cold
	Travel	Ticket, passport, suitcase
2		
3		
4		

Text 3

Countries around the world compete to have the largest, best and most unusual shopping malls. The biggest mall in the world, with over 1000 shops is the Dubai Mall in Dubai. Dubai already boasted one of the world's largest malls –Mall of the Emirates. Inside, Ski Dubai features a snow park complete with a bobsleigh ride and a ski slope with five runs! The two largest malls in North America are the West Edmonton Mall in Edmonton, Canada, and the Mall of America, in Minnesota in the United States. The West Edmonton Mall has got more than 800 shops and services, including a water park, an amusement park and a golf course! More than a million shoppers visit the mall every week. The Mall of America has got about 300 fewer shops. (From Backpack, 2010:76).

Task 1. Fill in the word class into boxes

No	Noun	Verb	Adjective	Adverb
1			Large	
2		Shop		
3			amusement	
4				Inclusive
5		Visit		

Task 2

Write a summary using your own words based on the text above. Your summary must not be more than 5 sentences.

PART 3: WORD POWER

There are:

- 365 days in a year
- 12 months in a year
- 52 weeks in a year
- 7 days in a week
- 2 weeks in a fortnight
- 24 hours in a day
- 60 minutes in an hour
- 60 seconds in a minute
- 100 years in a century

Days of a week

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Months of a year

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Numeric

Ordinal

First

Second

Third

Fourth

Fifth

Ninth

Cardinal

one

two

three

four

five

nine

Task 1. Answer these questions

1. There are 3,600 seconds in
2. There are 1,200 months in
3. There are 168 hours in
4. There are 8,760 hours in
5. What day is it today?
6. What day will it be tomorrow?
7. What day was it yesterday?
8. What day will it be the following day?
9. What month is it?
10. What date is it today?

PART 4: GRAMMAR, SUBJECT, VERBS, AGREEMENTS

Subject, Verbs, Agreement

An English sentence has a subject and a verb. The subject is a noun.

The sun shines.

Plants grow.

If a sentence does not have a verb, it uses to be.

The boy is my friend.

The boy is in the room.

The boy is fat.

A verb used for the third person singular (he, she, it) takes –s or –es for positive form, does + not for negative, and does + subject for interrogative.

Positive : The horse runs fast
Negative: The horse does not run fast
Interrogative: Does the horse run fast?

A verb following I, you, we, they does not use –s or –es; for negative and interrogative form it uses do + not and do + subject.

Positive : They walk to school every Monday.
Negative: They don't walk to school every Monday.
Interrogative: Do they walk to school every Monday?

A noun can be singular or plural form. To change a singular into plural forms, use –s, -es.

A box is on the table.
Boxes are on the table.

The baby is a girl.
The babies are girls.

Some plural forms have their own words.

Man men
Tooth teeth
Foot feet
Mouce mice

Task 1. Fill in the blanks using correct “to be”

1. The boy a university student.
2. I fat but the boy thin.
3. The library in front of the sport hall.
4. They in the room 4 with new students.
5. The office big but it not enough for the lecture.
6. The man the English teacher and the woman the headmaster.

Task 2. Match the following words to complete the paragraph.

Does means parts doesn't do
Is pictures words uses helps

Body language a way to communicate using, not Everyone body language all the time. Why? It us communicate. What it mean when you nod your head up and down? If you live in Britain, you will understand that this movement yes. But in parts of Europe it Gestures for greeting people will certainly be different depending on where you are at the moment. How you greet someone in your country?

Task 3. Change the singular noun into plural form.

No	Singular	Plural	Singular	Plural
1	Glass		Roof	
2	Problem		Hero	
3	Match		Radio	
4	Bush		Zero	
5	Sex		Foot	
6	Library		Mouse	
7	Monkey		Sheep	
8	Family		Woman	

9	Wife		Child	
10	Animal		Phenomenon	
11	Potato		Tooth	
12	Baby		Jury	
13	Bus		Water	
14	Toy		Information	
15	Study		Man	

Sentences

A sentence is a group of words that tells a complete thought. We use sentences when we talk and when we write.

My father watches TV in the afternoon

The subject of a sentence tells who or what the sentence is about.

Mr Pramono teaches history of language this semester

The verb of a sentence tells what the subject is or does

My father watches TV in the afternoon

The predicate of a sentence is the verb and the rest of the sentence

Sandra watches TV after school

Simple Sentences

A simple sentence has a subject and a verb

David runs

They learn in the room

A simple sentence can have a compound subject, two verbs + and or or.

David and Carlos run in the park.

The subject and verb of a sentence must agree with one another.

Singular subject+singular verb: Sandra watches TV after school

Plural subject+plural verb: David and Carlos run in the park

A compound sentence has two independent clauses joined by a coordinator, a conjunctive adverb, or a semicolon.

Grammar is easy, so I learned it quickly.

Grammar is easy, therefore, I learned it quickly.

Grammar is easy; I learned it quickly.

A complex sentence has one independent and one (or more) dependent clauses. The punctuation depends on the kind of dependent clauses.

With an adverb clause

Because grammar is easy, I learned it quickly

I learned grammar quickly because it is easy.

With a noun clause

She doesn't agree that grammar is easy.

A compound-complex sentence has two independent clauses and one (or more) dependent clauses.

Because grammar is easy, I learned it quickly, but it took me several years to master writing.

Parallellism means that each item in a list or composition follows the same grammatical pattern.

The students who do well attend class, do their homework, and practice speaking in English

Task 4. Choose the best answer.

1. Many people this city every year.
A. visits B. visit C. is visiting
D. was visiting
2. Learning foreign languages important.
A. is B. are C. have
D. are having
3. The music that they listen to them relax.
A. help B. are helping C. helps
D. helping
4. The articles that John has written ... difficult to understand.
A. is B. was C. are D. has been
5. Taking a trip to the mountains more fun than going to the beach.
A. are B. were C. is D. have been
6. The water in this swimming pool ... too cold.
A. are feeling B. feel C. feels D. was feeling
7. Exercising every day ... good for your health.
A. are B. be C. were D. is
8. Going to the movies last night a lot of fun.
A. were B. was C. are D. being
9. The clothes in those boxes to my sister.
A. belong B. was belonging C. is belonging D. belongs

15. As two nuclei move closer together, their mutual
A B
electrostatic potential energy becomes more large and
C D
more positive.

PART 5: WRITING, PROCESS WRITING AND A PARAGRAPH

Process Writing

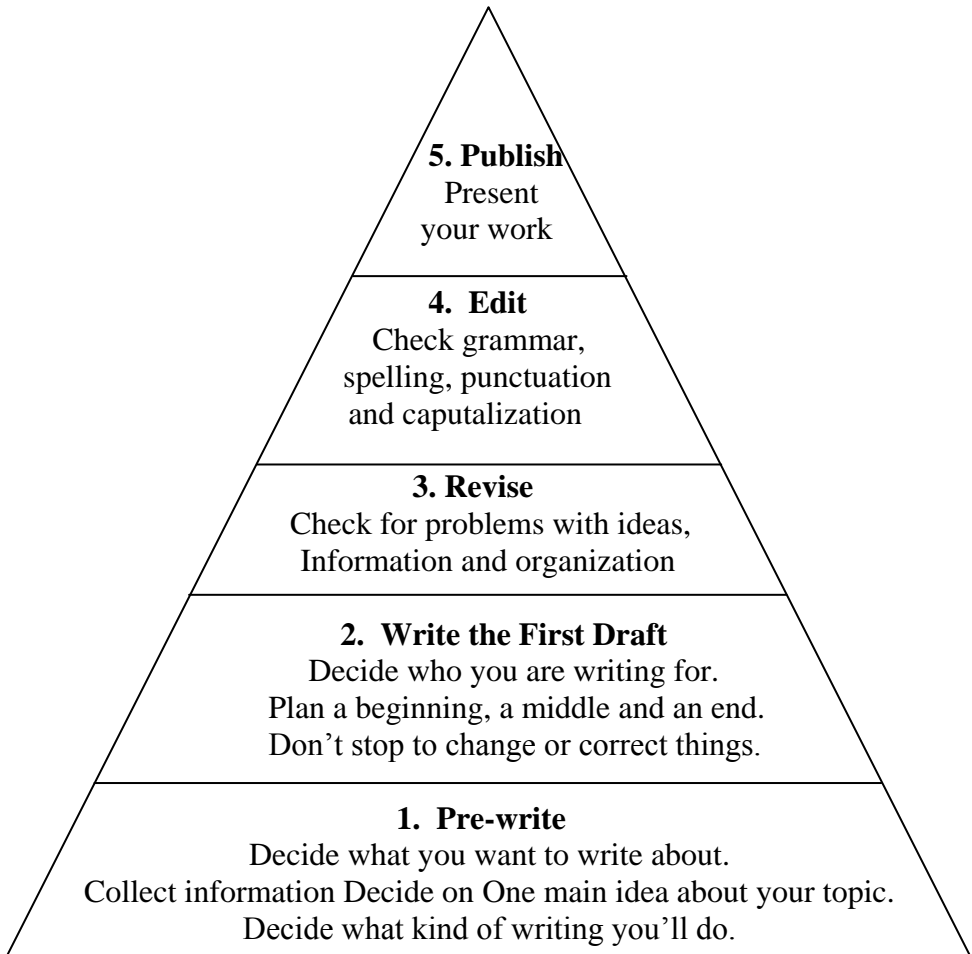


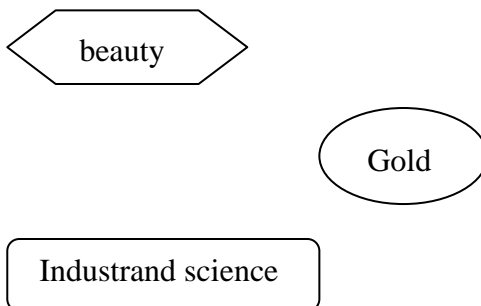
Figure 1.1. Writing process

Paragraph

A paragraph is defined as a group of sentences that develops one main idea. A good paragraph contains several related sentences that support one main idea. Most paragraphs have more than three sentences and usually have between 100 and 200 words. The first sentence of a paragraph is always indented so that the reader will know that a new subject is being dealt with.

A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence. A topic sentence states the main idea of the paragraph. It briefly indicates what the paragraph is going to discuss. The topic sentence states a topic of the paragraph and limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. The topic sentence functions to introduce the topic and the controlling idea of the paragraph. Generally, because the topic sentence introduces, it is a good idea to place it at or near the beginning of the paragraph.

Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, details, and quotations. The supporting sentences are arranged in a logical and cohesive manner. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember (Arnaudet and Barret, 1982; Oshima and Hogue, 1991).



Example of a Paragraph

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts' wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility. (Oshima & Hogue, 1991:17).

Elements of a Paragraph

A good paragraph also has the elements of unity and coherence. Unity means that a paragraph discusses only one idea. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea (Oshima and Hogue, 1991). If a sentence does not relate to or develop that idea, it is irrelevant and should be omitted.

Another element that a paragraph needs is coherence. In order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. There are four ways to achieve coherence. The first two ways involve repeating key nouns and using pronouns, which refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The fourth way is to arrange sentences in logical order (Oshima and Hogue, 1991:39)

Title

A title tells the reader what the topic of the paragraph is. It is usually a word or phrase, not a sentence. It should be brief, but not so brief that it doesn't tell the reader what to expect. A short paragraph however, does not usually need a title, but longer writing, such as composition or an essay should usually have a title.

Paragraph Practice

Develop a paragraph based on the topics available below. Give suitable title for each of your paragraph

1. There are two noticeable differences between British and American English

The first difference	for example
for example	in conclusion
The second difference	

2. I have two reasons why I learn English

The first reason	the second reason
For example	for example
	In summary

Task

1. Make a list of three topics
2. Fill in a word map
3. Complete the sentence starters

My List

- 1.
- 2.
- 3.

My word map

My favourite
I remember when
I believe

Writing the First Draft

1. Select your topic

2. Think about the topic you have. Plan a beginning for your draft.
You can begin with an interesting fact, introduce one of your main ideas, use a quotation, ask a question or tell a little story or joke.

3. Plan a middle for your draft.

You can choose to explain, define, describe, compare or contrasting something about your topic or to convince someone about it.

4. Plan an ending for your draft.

You can remind your readers of your main idea using different words; and you can use a quotation, ask a question or call for action on reader's part.

UNIT 2 INTRODUCING ONESELF

OBJECTIVES

1. Enable the students to introduce himself or his friend.
2. Enable the students to comprehend literal meaning of passages.
3. Enable the students to review grammar focus on sentences.
4. Enable the students to develop a narrative paragraph using chronological order.

PART 1: SPEAKING

A: May I introduce myself? My name is Reswa.

B: OK Reswa. I am Sanjaya.

A: Let me introduce myself. My name is Reswa.

B: Oh, yes. My name is Sanjaya.

A: Allow me to introduce myself. My name is Reswa.

B: My name is Sanjaya.

John: Zue, this is my new colleague, Grace.

Zue: I'm glad to meet you, Grace.

Grace: Glad to meet you, too.

Ken: Fredy, this is my new friend, Tomy.

Fred: How do you do, Tomy?

Tomy: How do you do.

Activity 1:

- A: Hi, my name is Kunio.
B: Hi. My name is Maria. I'm glad to meet you.
A: I am glad to meet you, too. Where are you from?
B: I am from Mexico. Where are you from?
A: I'm from Japan.
B: Where are you living now?
A: On Fifth Avenue in an apartment. And you?
B: I'm living in a dorm.
A: What is your field of study?
B: Business. What's your major?
A: Chemistry.

Task 1. Make a dialogue with your friend. Tell and ask about your name, address, field of study and other relevant information.

Activity 2

Good morning my friends. I would like to introduce you to Maria Lopez. Maria, would you please, stand up? Thank you. This is Maria. She is from Mexico. She's living in a dorm. Her field of study is business administration. She likes to read a lot, and her hobby is collecting stamps from all over the world.

Task 1. With your friends, please introduce yourself in front of the class. See the example for the model. Take turn for the presentation.

Task 2. The following exclamations have different meaning. Make a statement that the answers are available.

A:
B: Oh, my God.

A:
B: God gracious! (Beruntung sekali)

A:
B: Thanks God.

A:
B: For heaven's sake (Ya Allah)

A:
B: Wonderful

A:
B: How beautiful.

A:
B: How lovely.

A:
B: Look out! Hurrah (Hore itu dia)

A:
B: Damn you (Brengek)

A:
B: Bullshit (shit!) –omong kosong

A:
B: Fuck you.

A:
B: Fuck.

PART 2: READING

Text 1

Our teacher opened the book and read the lesson. I was amazed to see how well I understood it. All he said seemed so easy! I think too, that I had never before listened so carefully, and that he had never before explained everything with so patience. It seemed almost as if the poor man wanted to give us all he knew before going away. It seemed, too, that he wanted to put all he knew into our heads in that one hour.

(from *Selections for Developing English Language Skills*, Finocchiaro and Lavenda, 1973, 2003, New York: Regent's Publishing Company, Inc).

Task 1. Write antonyms from the words in the text

No	Word	Antonym	Word	Antonym
1	Closed		Carelesly	
2	Badly		Arriving	
3	Nothing		So little	
4	Difficult		After	
5	Always		Remaining	

Task 2. Combine each pair of these sentences for a new sentence.

1. He opened the book. He read it.
2. I listened to him. I Understood him
3. We listened carefully. We learned everything.
4. He spoke slowly. He explained carefully.
5. We loved him. We respected him.

Task 3. Answer these Wh-questions in complete sentences.

1. What did the teacher opened?
2. What did he read?
3. What seemed easy?
4. What did he explain patiently?
5. What did the man want to teach us?

Text 2

VOCABULARY

English has probably 1,000,000 words. Winston Churchill was famous for his particularly large vocabulary. He used a total of 120,000 words in his writing works. Native speakers use his/her everyday speech for around 10,000 words. Everything written in English achieves 45% or 2,500 words. To sum up, there are many words a learner does not need at all and there are other words which a learner needs to be able to use.

It is not enough to know the meaning of a word. In general, to study a new word should involve: to know what words it is usually associated with, whether it has any particular grammatical characteristics, and how it is pronounced. Specifically, learning a new word should not be learned in isolation but in phrases. For examples, write down adjective together with nouns associated with them, write down verbs with structure and nouns associated with them, write down noun in phrases, write down words with their preposition, make a note on grammatical characteristics, e.g. plural nouns, irregular verbs. In addition, any special pronunciation problems should be closely identified. (Adapted from McCarthy, M and O'Dell, F, *English Vocabulary in Use*, Cambridge University Press, 1994:2).

Task 1. Answer these questions briefly.

1. The text above tells that the most essential need for a learner of English is not to remember all words. Explain what is the actual word for a learner to learn.
2. To know meaning of a word in English is not enough. What aspects do a learner have to master beside the meaning?

Task 2

Write a summary from the text above. Your summary should not be more than 5 to 7 sentences length.

Text 3

For a long time, hard skills, for example, skills in technical subjects, were considered the most important thing in business. But more and more, people are realizing the importance of soft skills –the skills you need to work with other people, and in the case of managers, to manage people in tactful and non-authoritarian, non-dictatorial ways.

While IQ has traditionally been the means by which we judge someone's abilities and potential, EQ –the E stands for emotional- is the new branch for a new world. If you've got it, you're more likely to be powerful, successful and have fulfilling relationship than if you haven't. Emotional intelligence –the ability to understand and control your emotions, and recognize and respond to those of others-- is emerging as the single most important and effective business and personal skills of the century.

Daniel Goleman a US science journalist consultant defines five elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Tim Sparrow admits soft skill training was only about interpersonal intelligence relating to others. Emotional intelligence involves intrapersonal skills –knowing yourself. You can't be interpersonally intelligent if you don't

recognize feelings in yourself. (From Business Vocabulary in Use, Mascull, 2004:26).

Task 1. Complete the sentences based on the text.

1. If someone is good at persuading employees to do things without making annoyed, they are good at
2. More generally, getting along with people and avoiding tactless remarks are eexamples of
3. Knowing your emotions and feelings is; this is an skill. Contrast this with the ability to get along with other people.... skill.
4. If you are able to control your own emotions, you have good
5. If you are able to understand other people feel, you have with them.
6. The whole area is referred to by Daniel Goleman as The abbreviation for the way this is measured is

Task 2. Find word in left column that matches the meaning in right coulumn.

No	Word	Definition
1	Benchmark	Gradually becoming
2	Fulfilling	A referent point by which you judge something
3	Emerging as	Terminology from a management course
4	Sceptics	Given a new image
5	Management-course speak	Making you feel happy and satisfied
6	Dressed up in new clothing	People who doubt the truth of an idea

PART 3: WORD POWER

Task 1. Use one of the words in the box to complete each sentences.

Melt	freeze	thunder	lighting	temperature
Warm	foggy	breeze	humid	predict
Uncle	cousins	friendly	introduce	invite

1. James wants to meet new people so I plan to him to some friend.
2. My father's brother is my
3. Do you plan to many people to yourb party?
4. Everybody likes Patricia because she is so
5. My uncle's children are my
6. The is low today so you should wear a coat.
7. All this snow will in today's bright sun.
8. I think the lake will tonight because the weather will get very cold.
9. During the storm, the was loud.
10. I that the weather will be good this weekend.
11. The sun is shining so the air feels
12. There iesn't a clear view today because the air is so
13. Everything feels wet today because the air is so hot and
14. I like to sit on the beach and feel the blowing from the ocean.
15. The hit a tree and made it fall down.

Task 2. Choose the best ending of sentence extract below from the list beneath

1. In 1905, Einstein published the first part of his theory
2. Environmentalists point out that electric cars just shift
3. Most metal expand ...
4. As a result of the intense ...
5. Fifty years ago, most smokers were not aware ...
6. The new grading machine has the function ...
7. In many universities, there is a coffee bar adjacent ...
8. After studying for two hours, it becomes difficult
9. Some children show a great deal of maturity ...
10. Sadly, according to government statistics

-
- a. ... of the dangers smoking.
 - b. ... at a young age, while others may continue to be irresponsible.
 - c. ... to the library where students can take a break.
 - d. ... the population problem from the car itself to the electricity station.
 - e. ... heat of the fire, the front galf of the train was completely destroyed.
 - f. ... of relativity, which completely changed our ideas of time and place.
 - g. ... on your work and so it is a good idea to take a break.
 - h. ... when they are heated.
 - i. ... of separating the larger pieces ofmetal from the smaller pieces.
 - j. ... over 30% of marriages end in divorce within five years.

PART 4: GRAMMAR, SIMPLE PRESENT AND SIMPLE PAST TENSE

Simple Present Tense and Present Continuous

Present form describes what people usually or habitually do.

Students go to campus from Monday to Friday.

The sun rises in the East and sets in the West.

Present continuous describes something happening now or plans for the near future.

You are reading these sentences now.

I'm washing the car for my Mom this afternoon.

Present Tense and Present Progressive

	Present tense Progressive	Present
Statement	Bob drinks tea everyday Bob is drinking tea now	
Negative	Bob doesn't drink tea everyday Bob is not drinking tea now.	
Interrogative	Does Bob drink tea everyday? Is Bob drinking tea now?	

Text 1

People around the world live in different ways and have different beliefs. It is important to respect those differences and understand that, while cultures are different, people are also similar in many ways. You can learn a lot by getting to know people from other cultures. In the process, you learn more about yourself, too (Backpack, 2012:96).

Text 2

In today's complex world, it is important to be a world citizen. This means that you learn about and appreciate cultures different from your own. It also means that you learn to identify problems in your own country that are similar to problems in other parts of the world. Working with others, there are many things you can do to help the planet and its people.

Task 1

Underline the verbs or to be that show present tense from text 1 and text 2. Write a sentence using the verb or be you take from the text.

Task 2

Underline the VERB in each sentence. Add final -s or -es to the verb if necessary.

A bird sing---- A bird sings

Birds sing-----Birds sing (no change)

1. Wood float on water.
2. Rivers flow toward the sea.
3. My mother worry about me.
4. A student buy a lot of books at the beginning of each term.
5. Airplanes fly around the world.
6. Mr Wong teach Chinese at the university.
7. The teacher ask us a lot of questions in class everyday.
8. Mr. Smith watch game shows on TV every evening.
9. The front page of a newspaper contain the most important news the day.
10. Water freeze at 32 degree F and boil at 212 degree.

Task 3. Fill in the blanks with correct form of simple present or present continuous.

1. A: (Mary, have) _____ a bicycle?
B: Yes. _____ She (have) a ten-speed bike.
2. A: (It, rain) _____ right now?
B: No, _____. At least, I (think, not) _____.
3. A: (you, like) _____ sour oranges?
B: No, _____. I (like) _____ sweet ones.
4. A: (your friends, write) _____ a lot of letters?
B: Yes, _____. I (get) _____ lots of letters all the time.
5. A: (The students, take) _____ a test in class right now?
B: No, _____. They (do) _____ an exercise.

Simple Past and Past Continuous

Simple past refers to a complete action at one particular time in the past. The past continuous refers to an action in progress during a particular time in the past.

I was practicing the piano when the electricity went out.

She was driving her car when the accident happened.

While I was having a shower, the telephone rang.

It began to rain while Dan and David were playing football.

Simple Past Tense

Statement	I-You-She-He-It-We-They worked yesterday ate breakfast
Negative	I-You-She-He-It-We-They did not work yesterday did not eat breakfast.
Interrogative	Did (I-You-She-It-We-They) work yesterday? eat breakfast?

Irregular Past Forms

Regular

Affirmative	I walked—I walked
Negative	I don't walk—I didn't walk
Interrogative	Do you walk? – Did you walk?

Irregular

Affirmative	I run—I ran
Negative	I don't run—I didn't run
Interrogative	Do you run? –Did you run?

All verbs use didn't (did not) for the negative in the past: didn't + verb

Did you watch TV yesterday?

Did you eat sweets yesterday?

No, I didn't watch TV yesterday.

No, I didn't eat sweets yesterday.

Activity 1. Read the dialogue and answer the questions.

Andrea: Did you watch the International Show on TV last night?

David : Yes, I did. Did you see those two piano players? Weren't they terrible?

Andrea: Yes, they played really badly.

David : I liked the guitar player though. His fingers moved so quickly. I hope I can play that well one day.

Andrea: I also liked the drummer. He was great.

David : Oh, yes. He played so loudly!

Andrea: That was cool.

David : You're right. But the best was the duo who sing together.

Andrea: I know. They sang so beautifully. Some people in the audience even started to cry.

Task 1

Underline sentences from the above dialog that use the past forms and indicate positive, negative, and interrogative sentences.

Task 2. Use a verb available in the simple past form

act be design live score star
win

1. Alexander _____ an amazing person. He _____ in a box!
2. Antoni Gandi _____ an architect. He _____ parks and buildings.
3. Nikita is a famous actor. She _____ in the Rumah Idaman films.

4. The Beatles _____ musicians. They _____ seven Grammy awards.
5. Bruce Lee _____ a kung-fu expert. He _____ in martial arts films.
6. Pele _____ a football player. He _____ 1281 goals.

Task 3. Write two questions for each statement in the above exercise.

1. Who was Alexander?
2. Where did he live?
3. Who
4. What
5. Who
6. What
7. Who
8. How many
9. Who
10. What
11. Who
12. How many

Task 4. Complete the sentences using simple pas of the verb give. Use each verb only once.

break drive dig teach write
bring buy catch come dig
freeze ring rise sleep think
wake wear

1. Mary walked to campus yesterday, but Rita her car.
2. I dropped my vafourite vase. I fell on the floor and ... into a hundred pieces.

3. When I spent shopping yesterday, I some light bulbs and a cooking pot.
4. Alex his book to class with him. He didn't forget it.
5. My brother and his wife ... to our apartment for dinner last night.
6. Last night around midnight, when I was sound asleep, the telephone It ... me up.
7. The sun at 6.00 this morning.
8. I a letter to my folks after I finished studying yesterday evening.
9. Ms. Manning ... chemistry at the local high school last year.
10. The police ... the bank robbers. They are in jail now.
11. Last night I had a good night's sleep. I nine hours.
12. Today Paul has on slacks and a sport jacket, but yesterday he ... jeans and a sweater to class.
13. It was really cold yesterday. I nearly ... to death when I walked home.
14. I about going to Florida for my vacation.
15. My dog ... a hole in the yard and buried his bone.

Task 5. Complete the sentences using past tense and past continuous.

1. Wendy the assignment when her father (do, come).
2. When Susan and Ken ... , they their bikes. (see, ride)
3. Carl dinner at the restaurant, when his friend (eat, call).
4. The doorbell three times while Larry exercise. (ring, do)
5. While Anita this morning, it ... rain. (walk, begin).

PART 5: WRITING, NARRATIVE PARAGRAPH

Sentence Variety

When you write a paragraph, you should use different kinds of sentence. To make your writing more interesting, you can use some short sentences. You can also use some longer sentences with and, or, but. Then, for more variety, you can include some sentences with if clause or other clauses. You can also include compound sentences, complex sentences, and compound-complex sentences.

Narrative Paragraph

Narration is story writing. Writing a narrative paragraph is writing about events in the order that they happen. To organize the sentences the writer uses time order. Time order tells the reader what happened first, what happened next, and what happened after that. Words or phrases to show time order is named as time order signals because they signal the order in which events happen (Oshima & Hogue, 2007:24). Chronological order, however, is not just used for historical narratives; it is also used in business, science, and engineering to explain processes and procedures. For example, chronological order would be used to explain how to take a photograph, how to perform a chemistry experiment, or how to set up an accounting system. A good chronological order can be achieved through: discuss events or steps in order from the first and use chronological transition signals to indicate sequence of events or steps (Oshima & Hogue, 1991:57).

Words to show chronological order

Finally,	At last,
First,	At 12:00
Later,	After a while,
Meanwhile,	Before beginning the lesson,
Next,	In the morning
Soon,	The next day,

Paragraph Model 1

In the relatively short span of sixty years, there has been an incredible evolution in the size and capabilities of computers. Today, computer chips smaller than the tip of fingernail have the same capabilities as the room-sized machines of years ago. The first computer was developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later, in the 1960s, desk-sized computers were developed. This represented a gigantic advance. Before the end of that the same decade, however, a third generation of computers, which used simple intergrated circuits and which were even smaller and faster, had appeared. In 1971, the first microprocessor, less than one square centimeter in size, was developed. Today, modern microprocessors conatin as many as 10 million transistors, and the number of transistors and the computational speed of microprocessors doubles every withteen months. (Oshima & Hogue, 1991:57)

Paragraph Model 2

Once upon a time, an old couple lived in the countryside. They were happy, but they were poor. One day, the old man went to work in the forest and took his usual luch of three rice balls. During lunch, he dropped a rice ball, and it rolled into a hole in the ground. He heard happy singing coming from the hole, so he dropped the other two reice balls into it. Inside the hole, some mice were having a party. They thanked him for the rice balls and invited him to join them.

After a while, the mice told him to choose a box as a reward for his generosity. He could choose a big box, or he could choose a small one. He thought about taking a big box, but he finally chose a small one. Back at home, he and his wife discovered that the box was full of gold coins. A greedy neighbor heard about their good fortune and quickly made plans to visit the same hole. At the hole, he pushed several rice balls into it, and sure enough, the mice invited him in. The greedy man wanted all of the mice's gold, so he pretended to be a cat. He started meowing loudly, and the frightened mice ran away. The gold disappeared with the mice, so the greedy man got nothing, not even a rice ball. (Oshima & Higue, 2007:29).

Paragraph Practice

Write two kinds of narrative paragraph using available topics below. One paragraph should contain at least 15 sentences.

1. My Authobiography starting from time to born, studies from elementary to university level, hobbies, and activities you like most.
2. Biographical paragraph that tells your father or one of Indonesian presidents.

UNIT 3 BOOK AND RESERVATION

OBJECTIVES

1. Enable the students to serve meals in a restaurant.
2. Enable the students to find literal and inferential information from text.
3. Enable the students to use question sentences.
4. Enable the students to write a descriptive paragraph.

PART 1: SPEAKING

Setting 1

A: Good afternoon. Solo Restaurant. May I help you?

B: Yes. I'd like to serve a table for tommorow morning.

A: Sure. Could I have your name please?

B: Sanjaya.

A: Thanks. Could I have your phone number please?

B: What day and what time would you like for that?

A: Sunday, February 4, 2013 at 8 o'clock in the morning.

B: What kinds of food would you like?

A: I'd like gudeg.

B: For how many people?

A: Ten people.

B: All right. We have your booking. Thank you.

Setting 2

A: Good morning, can I help you?

B: I'd like to reserve a room.

A: I'm sorry sir, all the rooms have been fully booked.

B: Well, that's okay. I'll find another hotel.

Activity 1

People use *would you, could you, will you, and can you* to ask polite questions. The questions ask for someone's help or cooperation.

Would you please open the door?	Yes. Of course.
Could you please open the door?	Certainly.
Will you please open the door?	I'd be happy to.
Can you please open the door?	My pleasure (informal).

Taks 1. Complete the dialogues. Use polite question with *would you/could you/will you* in each.

Answer the phone for me	say that again
Get the door for me	turn it down
Open the window	turn the volume up
Pick some up	

1. A: It's getting hot in here. Would/could/can you please open the window?
B: Of course. I'd be happy to.
A: Thank you.
B: You are welcome.

2. A: The phone is ringing, but my hands are full.
.....
B: _____
A: _____
B: No problem.

3. A: I'm trying to study, but the radio is too loud.

B: _____

A: _____

B: That's OK. No problem.

4. A: I'm trying to listen to the news on television, but I can't hear it.

B: _____

A: _____

B: Don't mention it.

5. A: Honey, I'm out of razor blades. When you go to the store,

B: _____

A: _____

B: Anything else?

6. Stranger A: Excuse me.

Stranger B: _____

Stranger A: _____

Stranger B: You're welcome.

Task 2. You want someone to

1. close the door
2. lend you his eraser
3. tell you the time
4. help you.
5. hold your book for a moment.
6. show the direction because you lost your way.
7. serve a menu.

PART 2: READING

Text 1

READING

Reading is an active process, not a passive process. It involves interpreting passages, not just receiving a message. A reader interprets a passage by: understanding a writer's implications, making inferences, realizing not only what information is given but also what information is not given, and evaluating the passage. The ways we interpret passage can be practised by trying to discover the context in which a passage was written. This involves considering such aspects: the intended reader, the writer, the purpose of the passage, and the type of writing. An important aspect of interpreting passages is predicting what is going to come next.

When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expression that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form (From McCarthy, M and O'Dell, F, *English Vocabulary in Use*, Cambridge University Press, 1994, page 3).

Task 1. Answer the questions below based on the text.

1. Reading is an active process... Explain two activities that means process of reading take place.
2. To discover meaning from context is an interpreting. Explain how a reader can practice to interpret reading.
3. Not over all words in a text or spoken language is necessary to understand. Explain why?
4. Why does a reader guess some words he does not know when reading?

Task 2. Complete the words in coulums based on the text. Use dictionary for help.

No	Words	Base	Synonym	Meaning
1	Receiving	Receive + ing	Accept	Menerima
2	Passages			
3	Realizing			
4	Discover			
5	Consider			
6	Predicting			
7	Expression			
8	Meaning			
9	Interest			
10	Clues			

Task 3. Find antonyms of the words below based on your own knowledge.

No	Words	Antonym	Words	Antonym
1	East		Cheap	
2	Boring		Valuable	
3	Nothing		Begining	
4	Long		Angels	
5	Worst		Well	
6	Sunset		Save	

7	Most		Late	
8	Sink		Strengthen	
9	Start		Inexpensive	
10	Great		Pair	

Text 2

SWOT stands for strengths, weaknesses, opportunities, and threats. In formulating strategy, a company should look at its strengths and weaknesses in relation to its competitors. For example, a good sales team is a strength and poor internal communication is a weakness. The company should also look at opportunities and threats in its environment: the strength of competitors, government regulation, the way that society is changing, etc. These are external factors. For example, a change in a country's legislation on broadcasting might present an opportunity for a group that wants to buy a television company there. The change would probably also pose a threat to existing broadcasters. The ways that a company organizes and combines its human resources, know-how, equipment and other assets are core competencies. These are internal factors.

Task 1. Answer the questions below based on the text.

1. The text above tells us about internal and external factors a company should view for strategy. Explain why the factors are essential.
2. The essential thing a company should formulate is
3. In actual implementation SWOT is divided into two main categories, namely
4. Law and government rules in a country belongs to factor
5. In a country where many companies operate will be the factor for developing strategy.

Task 2. Define the meaning of the words below. Use dictionary for help.

1. Company
2. Competitor
3. Legislation
4. Strategy
5. Competency

Text 3

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty-five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty-five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes. Pearl Buck as a total human being, not only a famous author, is a captivating subject of study.

1. What is the author's main purpose in the passage?
 - A. To offer a criticism of the works of Pearl Buck.
 - B. To illustrate Pearl Buck's views on Chinese literature
 - C. To indicate the background and diverse interests of Pearl Buck
 - D. To discuss Pearl Buck's influence on the cultures of the East and the West

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT
 - A. novels
 - B. children's books
 - C. poetry
 - D. short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?
 - A. The Nobel Prize
 - B. The Newberry Medal
 - C. The William Dean Howell medal
 - D. The Pulitzer prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she
 - A. wrote extensively about a very different culture
 - B. published half of her books abroad
 - C. won more awards than any other woman of her time
 - D. achieved her first success very late in life

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was
 - A. capable of resolving the differences between two distinct linguistic systems
 - B. keenly aware of how the past could influence the future
 - C. capable of producing literary works of interest to both adults and children
 - D. equally familiar with two different cultural environments

6. The author's attitude toward Pearl Buck could best be described as
- | | |
|----------------|-------------|
| A. indifferent | B. admiring |
| C. sympathetic | D. tolerant |

PART 3: WORD POWER

Task 1. Choose one word that is bold to make a correct sentence.

1. The United Kingdom **makes/publishes** more books than any other country.
2. There has been a major road accident, **involving/including** 23 cars and 16 lorries.
3. The survey shows that most people have a very **negative/bleak** view of parties.
4. People are becoming more worried about pollution and its effect of **environment/ecology**.
5. Experts come to the university to **evaluate/judge** the management of students.
6. The library has an excellent **range/variety** of books, journals, and other resources.
7. The design of buildings is being **adjusted/modified** to allow easier access for disabled people.
8. Following the bank raid, the police **followed/pursued** the robbers but were unable to catch them.
9. Assessment on this course **includes/consists** of coursework (30%) and examination (70%).

10. Many students **acquire/derive** a great deal of enjoyment and satisfaction from their time at university.

Task 2. Underline two words that have been formed from the base in left side.

- | | | | |
|------------|-----------------|-------------|------------------|
| 1. search | <u>research</u> | serve | <u>searching</u> |
| 2. nation | national | nations | natural |
| 3. smuggle | snuggle | smuggler | smuggled |
| 4. limit | limiting | unlimited | lime |
| 5. arrange | rearrange | anger | arrangement |
| 6. gust | windy | gusty | gusto |
| 7. digest | digestion | indigestion | guess |
| 8. suit | suited | jacket | suitable |
| 9. produce | product | goods | producent |
| 10. advise | advisor | lecturer | advisee |

Task 3. Write these numbers in words

No	Number	Words	Number	Words
1	10		0271-5677888	
2	11		081334455555	
3	12		20-12-2013	
4	20		21	
5	40		101	
6	50		Rp 1005	
7	1964		Rp 1,908	
8	2013		31	
9	500		22	
10	1,000.000		16-3-1977	

PART 4: GRAMMAR, YES/NO & INFORMATION QUESTIONS

Yes/No Questions

Question words begin questions that ask for information. The most commonly used words are: what, where, when, who, why, how, how many, and how much.

What did you do yesterday?	Where do you live?
When does she play football?	Who called you?
Why did she leave early?	How are you going to finish in time?
How many books did you buy?	How much money does he have?

Will can be used in yes/no question. Will and won't can refer to future predictions.

Will people have television in the future?
Yes, I think they will.

Will people use jet packs to fly around? No, they won't.

Question Formation

For questions in the present. Use do/does + verb.

What does the panda eat?
What do you do after school?

For questions in the present continuous, use is/are + -ing

What is happening in the university today?
What are you doing in this weekend?

For questions in the past, use did + verb.

When did dinosaurs live?
Why did dinosaurs die out?

The verb be is different. For the present, use are/is

How long is a blue whale?

What are your bother?

For the past, use was/were

Was Jenny in the class today?

Why were you late?

Information questions

Question words begin questions that ask for information. The most commonly used words are what, where, when, who, why, how, how many, and how much.

What did you do yesterday?

When does she play football?

Why did she leave early?

How many books did you buy?

Where do you live?

Who called you?

How are you going to finish in time?

How much money does he have?

Modal auxiliaries

Modal auxiliaries are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Can, could, might, should, has better, must, will, would are modals. Auxiliary + verb 1.

I can speak English.

I will be in the class tomorrow.

Joe must see a doctor today.

Would you please close the door?

Auxiliary + to + simple form of verb (have to, ought to) are followed by an infinitive.

I have to study tonight.

Kate ought to study harder.

Would like + infinitive can be used for invitations.

Would you like to go to the cinema?

Sorry, I can't. I am busy.

Should + verb is used to ask for or give advice about something.

I have toothache. What should I do?

You should go to the dentist.

When you are sure about something, use will and won't + verb to express certainty; use may, could, or might + verb if you are not sure.

Use must + verb if you are very sure of something.

I'll have a car by next month (certainty)

I may work in Jakarta and leave Solo in the future (not sure)

Jane's late. She must be lost the way.

Use Would + ever + verb to ask and talk about possible future situations.

Would you ever live in America for job?

Use would rather + verb to describe a preference for one of two possible alternatives.

Would you rather listen Campursari or Pop? Which one do you prefer?

I'd rather listen to Campursari.

Task. Change the sentences below into negative and interrogative sentences.

Brian knows the answer.

Brian doesn't know the answer.

Does Brian know the answer?

What does Brian know?

1. Pat is at home in the evening.
2. They have finished their homework.
3. Jack write letters
4. Jerry is in a bad mood
5. Rita rides the bus to school
6. The temperature drops below freezing in Miami
7. The students woke up late last night
8. They knew how to overcome the problem
9. Police kept people around the hall very carefully
10. My son stays overnight with a friend.

PART 5: WRITING, DESCRIPTIVE PARAGRAPH

Academic writing is the kind of writing used in high school and college classes. Academic writing is formal in that it uses standard grammar and style. Slangs and contractions should not be used in an academic writing. The writer should also take care to write complete sentences and to organize sentences and paragraphs in a certain way. Academic writing is different from creative writing and personal writing. Creative writing focuses on story writing or impression of an individual. In addition, personal writing is writing to express individual's purposes, such as letters or emails to friends and families. Both creative and personal writings are informal so the writer may use slangs, abbreviations, and incomplete sentences.

Descriptive Paragraph

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is a word picture, the reader can imagine the object, place, or person in his head or mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Descriptive paragraph explains procedures or activity in the present form or past form. Past form in

descriptive paragraph can recount or retell an activity or it explain a process in the present condition.

Model 1: Spatial Order

My first apartment was very small. It was a studio apartment, so it had only one main room and a bathroom. The main room was divided into three areas. At one end of it was a kitchenette, where I cooked and ate my meals. My living/sleeping area was at the opposite end. I had just enough space for a bed, a coffee table, a floor lamp, and a small television. My apartment was so small that I could never invite more than three friends at the same time! (Oshima & Hogue, 2007:68).

Model 2: Spatial Order

Behind my childhood home, there is a large piece of land that is surrounded by banana trees in wild disorder. Crowds of banana trees grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees, the ground is so moist that wild mushrooms and plants grow there all year around. In the center is a wild field where the children of my village often fly kites. Every evening, just before sunset, some birds arrive to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be made into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season, it rains for days and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood. (Oshima & Hogue, 2007:65).

Logical Order in a Paragraph

Logical order in writing is a technique to arrange ideas in some kind of order that is logical for the reader. Some common kinds of logical orders are chronological order, logical division of ideas, and comparison/contrast. Logical division of ideas is a pattern of organization in which the writer divides a topic into points and discusses each point separately.

Model 1

Why I don't have a credit card

There are three reasons I don't have a credit card. The first reason is that using a piece of plastic instead of cash makes it too easy for me to buy things I can't afford. For instance, last week I saw a \$75.00 pair of pink sandals in my favorite shoe store. Of course I don't need pink sandals, nor I can afford them. With a credit card, however, I would now own those sandals and be worrying about how to pay for them. The second reason I don't have a credit card is that I would end up in debt like my friend Sara Shopaholic. Sara got a credit card last year, and she already owed \$4,000. She buys things that she doesn't really need, such as jewelry and designer sunglasses. Sara makes only minimum payments each month. Her monthly interest charges are more than her payments, so her balance never decreases. She will be in debt for years. The third reason I don't have a credit card is the difficulty in understanding the fine print in the credit card contract. If I don't read the fine print, I can be surprised. For example, some credit card companies will raise my interest rate if I make a payment even one day late. To sum up, credit cards may be a convenience for some people, but for me, they are plastic ticket to financial disaster. (Oshima & Hogue, 2007:77)

Model 2

One kind of culture shock faced by international students in America is difficulty communicating with Americans. When they first arrive in America, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so

American people don't understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble in pronouncing r's and l's, the student didn't understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as "Later" to mean "I will see you later", and "Coming?" to mean "Are you coming?". Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "*That drive me up the wall,*" and I could not imagine what he meant. I had a picture in my mind of him driving his car up the wall. It didn't make sense to me. In short, communication probably the first problem that international students face in America. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve (Oshima & Hogue, 1991:14).

Experience Paragraph

When you describe an experience, you use words that appeal to the senses –sight, sound, taste, smell and touch. These words help the reader "see" a mental picture of the events you are describing. You can also help your reader follow the action by describing the events as they happened in time. You can use words, such as after, before, finally, first, next, then, while to help your reader get a clear picture of the experience you are describing.

Model 1
A Scare at the Airport
By Jose Fernandez

Last May my family planned a trip to Chile to visit my grandmather, but our trip almost ended before it began. My parents wanted to be at the airport by 5.00 a.m. before it got crowded. While my parents were getting our tickets, I started to play a video game I had with me. After my parents got the tickets and checked in our bags, they decided to go to the gift shop to get some magazines for the plane. We started to walk away from the ticket counter. Then we all looked around at the same time, Where was my little sister? My father looked around by the ticket counter while my mother looked near the telephone. Next, we checked around the chairs in the waiting area. We couldn't find my sister! We were so scared. Finally, my father looked in the gift shop. There was my little sister! She was sleeping on the floor, with her head on a big, soft teddy bear she was using as a pillow. My dad didn't even wake her as he picked her up. Then we all walked to the gate, happy that our scare was over. (From Backpack, 2012:56).

Model 2: Biographical Paragraph

J.K. Rowling: Children Writer

Joanne K. Rowling is one of the best children's writers today. She was born on 31 July 1965 in Chipping Sodbury, near Bristol, England. As a child, she knew she wanted to be a writer. When she was about six years old, she write her first story, called Rabbit. As the years passed, she finished two novels, but she never tried to get them published. In 1991, when she was 26, she went to Portugal to teach English. At that time, Rowling started writing her third novel, a story about a boy named Harry who had some very special power. She stopped working on the book when she got married. Later, after the birth of her daughter in 1993, she moved to Eidenburgh, Scotland, and

decided to finish her novel. In June 1997, her first book in the Harry Potter series, *Harry Potter and the Philosopher's Stone*, was published in the United Kingdom. In 1988 the book appeared in the United States and received excellent reviews. That year the book won many awards, among them The British Book Award for the Children's Book of the Year and the Smarties Prize. Between 1998 and 2007, six more books were added to the Harry Potter series. Rowling's books, now in 64 languages, are sold in America, Brazil, the Czech Republic, the United Kingdom, France, Germany, Italy, Holland, Greece, Finland, Portugal, Denmark, Spain and Sweden, among other countries. J.K. Rowling is clearly one of the world's most popular writers. (From Backpack, 2012:8).

Paragraph practice

1. Identify model paragraph 1 to model 4.
2. You have to write two kinds of paragraph similar to the models.
3. One paragraph is a bibliographical paragraph and another one is a descriptive paragraph.
4. Select topics you are interested and develop your ideas.

UNIT 4 EXPRESSING CONFUSE AND APOLOGY

OBJECTIVES

1. Enable the students to express confuse and apology in various settings.
2. Enable the students to comprehend inferential meaning of a passage through word power.
3. Enable the students to differentiate types of tenses in English.
4. Enable the students to develop an expository paragraph using example and factual supports.

PART 1: SPEAKING

Setting 1

A: You look so tired.

B: Oh, I just feel a little depressed after my exam.

A: Why don't we do something? Maybe we could go to a movie?

A: You looked upset.

B: I know. I stayed up late last night.

A: I just got some bad news.

A: I just got back from my vacation

B: Oh, really? How was your trip?

A: Not too good. I was bored most of the time.
(Great. It was wonderful).

Setting 2

A: Where have you been? I've missed you three days.

B: I've been sick.

A: Nothing serious, I hope.

B: Well, I stayed out of the hospital. I got some kind of flu.

- A: That's too bad. Are you better now?
B: Well enough to start thinking about school again.
Thanks.

Setting 3

- A: May I help you?
B: Yes. My name is Bob. I want to meet Mr. Frank.
A: Well, I was wondering whether Mr Frank is available or not.
B: I am sorry, but Mr Frank was gone.
A: Oh bad. But thank for your help.

Setting 4

- A: What would you like to drink, Sir?
B: I'd like to have a glass of oranges.
C: Anything else?
A: No, thanks.

Expression of giving advice and suggestions

- I suggest you to ...
- I advise you to ...
- Why don't you ...
- You should
- You had better ...

Expression of requests

- Will you open the door please?
- Can you speak a little more slowly?
- Could you tell me the way to the hospital?
- Would you please meet me at 7 tonight?
- Do you mind staying here for a moment?
- Would you mind waiting outside?
- Would you mind if I wear a sweater?
- I wonder if you could help me do this assignment.

Activity 1

Give advise on what to do. See the situation described below.

1. I have problems in my English. Most words I don't know. I am frustrated.
2. I'm boring staying at homes during holidayas.
3. Some friends visit John. He wants to serve lunch for 10 people.
4. I bought a computer last month, but now it's broken.
5. My mother is angry with me.

Activity 2

Say it using appropriate expressions

1. start the discussion
2. say exactly what I think
3. say it in few words
4. say things in a long, indirect way
5. finish the discussion
6. say stupid things
7. come to the important part of the matter
8. say intelligent, reasonable things

PART 2: READING

Text 1

The International Organization for Standardization (ISO) is based in Geneva. It is a network of national standards institutes from over 145 countries working in partnership with international organizations, governments, industry, business and consumer representatives.

ISO has developed more than 14,000 International Standards, which it says are “documented agreements containing technical specification or other precise criteria and guidelines to ensure that materials, products, processes and services are fit for their purposes”. These are two series of standards for management system: the ISO

9000 series on quality management and the ISO 14000 series on environmental management. Organization can apply for certification to ISO 9001:2000 and ISO 14001:1996.

Task 1. Find synonyms of the words below from the text.

No	Synonym	Answer	Synonym	Answer
1	Nations		Consisted	
2	Rule		Brief	
3	Linkage		Objectives	
4	Agency		Sample	
5	Improved		Description	

Task 2. Answer these questions briefly

1. What is the essential goal of an ISO?
2. Why does ISO represent value of international standard of work?
3. What does ISO want to make sure about the work of an organization?
4. What is the difference between ISO 9000 and ISO 14000?
5. What is the main reason a company should achieve ISO certification?

Text 2

One of the key issues in information technology (IT) is the future of internet. The internet may not have changed everything in the economy, as some predicted a few years ago, but it is still growing fast. On landlines –fixed telephone lines—high speed broadband access is making it faster and easier to use the internet and to download files with text, pictures, video, etc. Faster connections also allow better use of some applications such as video-conferencing, where people in two or more locations can see and talk to each other.

The next step is accessing the internet via mobile devices such as mobile phones and PDAs (personal digital assistants or handhelds).

High-speed access is already available on wireless LAN (local area network) systems, also known as wi-fi. To access the internet in this way, you have to be in a particular hotspot: a place such as a cafe or airport terminal, which is equipped with the network.

High speeds are promised for 3G or third generation system offered by mobile phone companies, who paid very high prices for the licences to operate them. They were expecting high demand by mobile phone users for a wide range of information and entertaint services, for example replays of football highlights. Time will tell if these prices were justified.

Task 1. Find synonyms and antonyms of each word below from the text.

No	Synonym	Answer	Antonym	Answer
1	Past		Site	
2	Evidences		Next	
3	Blocked		Opinion	
4	Nothing		Tools	
5	Low		Specific	
6	Upload		Provided	
7	General		Certificate	
8	Supply		Huge	
9	Little		Prime	
10	Live		Pleasure	

Task 2. Answer these questions.

1. What is the main idea of the text above?
2. Give two evidences that interet has become the need of communication today.
3. Why does internet give most benefit through downloaded files?
4. How does an internet work using wi-fi?

5. Vey high price of operation of mobile phone is now justified. Explain why.

Text 3

One of the greatest sea tragedies has ever occurred was that of the steamship Titanic. It was the first trip of the giant ship. There were more than two thousand people aboard on their way to the United States from England.

It was on the night of April 14, 1912. The sea was calm, the weather beautiful. People were dancing in the spacious salons. Music, laughter, and singing could be heard everywhere. The thought of danger was far away.

Suddenly, just before midnight, the sailor on guard cried: "Iceberg!" Before the ship could change her course the iceberg had torn a huge hole in the bottom of the ship. Nothing could be done. The new ship went down into the sea. More than fifteen hundred people lost their lives on that tragic night.

(from *Selections for Developing English Language Skills*, Finocchiaro and Lavenda, 1973, 2003, New York: Regent's Publishing Company, Inc).

Task 1. Which sentence is the main idea of the passage?

People like to dance on ships.

The sinking of the Titanic was a great sea tragedy.

A sailor swa an iceberg.

Task 2. Answer in complete sentences

1. How many trips hade the Titanic taken?
2. How many people were aboard?
3. What was the weather like?
4. What were the people doing?
5. What caused the tragedy?

Text 4

The present mainland of the United States stretches, east to west, from the Atlantic Ocean to the Pacific Ocean. These two great bodies of water seem so clearly to be the “natural” east-west boundaries of the country that one sometimes gets the impression that the United States always existed in its present form. Yet, as we well know, “this is not true.”

The United States began as a narrow section of territory along the Atlantic coast. Later, with victory in the American Revolution, the boundary was extended as far west as the Mississippi river. This was the first step in the country’s growth.

The second great step was the Louisiana Purchase. By this purchase, the country was suddenly doubled in size. The United States now extended well beyond the Mississippi River. The exact western limits of the new territory were not known; the treaty itself was not clear on this point. But this was not too important. The important fact was that no strong foreign power now held territory to the west of us. The young United States was able to grow in the direction of the distant Pacific. (from *Selections for Developing English Language Skills*, Finocchiaro and Lavenda, 1973, 2003, New York: Regent’s Publishing Company, Inc).

Task 1. Which sentence is the main idea of the passage?

The Louisiana Purchase

The Growth of the United States

The Atlantic and Pacific Oceans

Task 2. Write synonyms and antonyms of the words below from the text.

No	Synonym	Answer	Antonym	Answer
1	Spreads		Die	
2	Large		Weak	
3	Nation		Old	
4	Image		Near	
5	Appeared		Land	
6	Current		Frequent	
7	Rough		In front of	
8	Enlarged		Convincing	
9	Immediately		Stopped	
10	Strange		Last	

Text 4
HOW WE STAY FIT

Age	Work at Gym	Walk or Run	Bicycle	Other
21-30	25%	30%	35%	10%
31-40	25%	35%	20%	20%
41-50	20%	40%	15%	25%
51+	40%	35%	15%	10%

1. What information does this table tell us?
 - A. How often people of different ages exercise
 - B. Which age group exercises most
 - C. Where people prefer to exercise
 - D. Which kinds of exercise people of different ages prefer

2. Which is the most popular form of exercise for people aged 31-40?
A. working out at a gym C. bicycle riding
B. walking or running D. other

3. For which age group is working out at a gym the most popular form of exercise?
A. age 21-30 C. age 41-50
B. age 31-40 D. age 51+

4. What can we infer from this table?
A. People aged 21-30 exercise more than people in other age groups
B. Most people aged 31-40 belong to a gym or health club
C. Many people aged 41-50 don't enjoy bicycle riding
E. People aged 51+ don't exercise as much as they used to

PART 3: WORD POWER

Analogy

An analogy compares things that are alike or different. The two words in the first comparison have the same relation to each other as the two words in the second comparison.

Task 1. Use the words in the box to fill the work missing in each sentence.

Chest	defeat	forty	leg	puppy	summer
mason	video	six	crooked		

1. Victory is to winner as **defeat** is to loser.
2. Horse is to pony as dog to is _____.
3. Carpenter is to wood as _____ to brick.
4. Audio is to sound as _____ is to sight.

5. Hand is to arm as foot is to _____.
6. December is to winter as July is to _____.
7. Head is to brain as _____ is to heart.
8. Empty is to full as _____ is to straight.
9. Two is to four as three is to _____.
10. Fifteen is to thirty as twenty is to _____.

Task 2. Find idiom in left side with appropriate meaning in the right side

No	Idiom	Meaning
1	Get out my hair	a. in a bad mood
2	see eye to eye	b. got very angry
3	on the warpath	c. teasing, joking
4	in the bag	d. busy
5	pulling my leg	e. revealed a secret
6	hit the roof	f. leave me alone
7	tied up	g. agree
8	let the cat out of the bag	h. a sure thing

Task 3. Find correct definition of the word in left side with phrases in right side

No	Term	Definition
1	Ally	a. a way of life in Europe during the middle Ages; system of exchanging lands for services to kings or lords
2	Empire	b. (before Christ) dated from before the year Jesus Christ was born
3	Era	c. spirit of intense love of one's nation, patriotic feelings
4	Nationalism	d. an agreement, usually related to peace or trade
5	Serfs	e. a country or friend joined with another for a special purpose

6	Feudalism	f. group of lands all ruled by the same government or ruler
7	B.C	g. (Anno Domini) dated from the year Jesus Christ was born
8	A.D	h. one who frees a group of people
9	Treaty	i. a period of time having some special characteristic
10	Liberator	j. farm workers legally tied to the land and landowner

PART 4: GRAMMAR, TENSES

PRESENT TENSE

Simple Present

The simple present tense refers to facts or events that happens as a habit

The sun rises in the East

People work everyday

Questions in the simple present tense are formed with do or does

Where do you work?

When does he learn English?

Present Progressive

The present progressive tense refers to actions that are happening now. To form the present progressive tense, use be + verb -ing

A: What are you doing?

B: I am finishing my home assignment.

Present Perfect

The present perfect tense can refer to actions that started in the past and continue to the present. Use have/has + past participle of a verb to form present perfect tense.

Melissa has worked for this company since 2008.

I have lived in Solo for ten years.

PAST TENSE

Simple Past

The simple past tense refers to actions that began and ended at a particular time in the past.

I found a new job two weeks ago.

The negative form of a simple past is subject + didn't + verb 1, and the negative form is did + base.

She didn't come to the class yesterday.

Where did you come from?

Past Perfect

The past perfect tense refers to an action that was completed before a time or before another action in the past. The form is had + past participle.

George had already eaten dinner when he got home.

Past Perfect Progressive

The past perfect progressive tense refers to an action that was in progress before a time in the past or before another action in the past.

Form: had + been + verb ing.

We had been watching the news all morning when the phone rang.

FUTURE TENSE

Simple Future

The simple future **WILL** refers to future plans, predictions, and willingness. Form: will + base or be + going to + base.

John will come to tour house tomorrow morning.

I'm going to do the assignment together next week.

Future Progressive

The future progressive tense refers to an action that will be in progress in the future at the same time another action is taking place. Form: will + be + verb ing.

We will be painting the house while you are away.

Future Perfect

The future perfect tense refers to an action that will be completed before a time or before another action at a more distant point in the future. Form: will + have + past participle.

The teacher will have started the lesson by the time you get to class.

Future Perfect Progressive

The future perfect progressive tense refers to an action that will be in progress before a time or before another action in the future. Form: will + have + been + verb ing.

By the time this course ends, I will have been studying English for ten months.

By next Friday, we will have been working in this office for two weeks.

Exercise. Choose the besat answer.

1. I Michael for years.
A. have known C. knowing
B. know D. was known

2. Kevin can't talk on the phone because he ... dinner right now.
A. is eating C. has eaten
B. eats D. has been eating

3. We ... since 5.00
A. talk C. talking
B. are talking D. have been talking

4. Babies when they are hungry.
A. cry C. have been crying
B. are crying D. cries

5. Mr and Mrs Wilson some dispute with their neighbors.
A. having C. have having
B. have been having D. have been had

6. Barbara that package to you tomorrow morning.
A. deliver C. are going to deliver
B. is going to deliver D. delivering

7. By next month, I at this company for a year.
A. will work C. will have been working
B. will be working D. am going to work

8. When we get to the party, everybody
A. are dancing C. has danced
B. will be dancing D. dances

9. I five books by the time my vacation is over.
A. will have read C. have read
B. be reading D. have been reading
10. The price of gasoline up again next month.
A. will go C. is going to
B. going D. has gone
11. I don't want to go outside today because it
A. rain C. is raining
B. rains D. is rain
12. Rita class every day.
A. not to attend C. not attending
B. does not attend D. isn't attending
13. My parents in Solo since 1999.
A. have lived C. are living
B. have lived D. live
14. By the time this movie is over, we this entire bag of popcorn.
A. will have been eaten C. are going to be eating
B. are eating D. will be eaten
15. We for you tomorrow when you arrive at the airport.
A. are waiting C. wait
B. will be waiting D. waited

PART 5: WRITING, EXPOSITORY PARAGRAPH

An expository or analytical paragraph explains or analyzes a topic. In exposition, the writer provides information about a particular subject, using specific details or examples to discuss the topic. The purpose of an exposition is to clarify facts, opinions, and ideas. A writer of exposition tries to explain the logical relationships between things that exist or can be proved to have existed (Inman and Gardner, 1979:96). The writer assigns authority, the report, and concentrates on exposing the information. He attempts to answer the question of definition “what is it?” (Guinn and Marder, 1987). The methods of development in exposition include (1) giving examples, (2) supplying reasons, (3) explaining a process, (4) comparing or contrasting, (5) defining, and (6) dividing and classifying (Langan, 1986:111).

Expositions are based on the part-whole relationship, on similarity and difference, and on the specific-general or less general-more general relationship that depends on similarity and difference. Types of exposition are exemplification, analysis (of entities, classes, processes, and sequences), comparison, and definition (Inman and Gardner, 1979:96).

Concrete Support

To support statement in an academic writing is to use concrete support. It is a technique to support topic sentence by using specific and factual details. Three most common concrete supports for writing are: examples/extended examples, figures or statistics, and quotations.

Exemplification Paragraph

Basket Weaving By Peggy Philips

As a hobby, weaving baskets is not only fun but also very useful. The different kinds of baskets you make can serve many different purposes. **For example**, you can use baskets to organize your things. You can make a basket for your school supplies, **such as** pencils, pens, paper clips, rubbers, markers and sticky tape. A basket can hold your video games, CDs, comic books or sports cards. You can have a basket for your belts, caps or socks. **In addition**, baskets make useful gifts. **For instance**, you can surprise your parents with a basket for the family bills, letters, stationary and stamps. A tall, thin basket is just right for the family's umbrellas. A large, flat basket works well for magazines and newspapers. You can even make a comfortable basket that serves as a bed for your pet –just add a soft pillow. As you can see, the baskets you enjoy making can serve you and your family in many useful ways. (From Backpack, 2012:32).

Factual Paragraph

When you write a factual paragraph, you should use sentences that state the facts –not opinion. Facts are pieces of information that everyone agrees they are true. Facts can be proved. Opinions present ideas that you believe to be true. A factual paragraph about an invention should only include facts about that invention.

Model 1

Some inventions happen by accident –like crisps. The crisp was invented in 1853 at a restaurant in Saratoga Springs, New York. A chef named George Crum had an unhappy customer. The customer refused to eat the chips Crum served him. The customer said the chips were too thick. So Crum made thinner chips. But the customer didn't like these either. Crum was getting upset. What could he do to make

this customer happy? This time, Crum decided to do something different. He prepared chips that the customer would definitely send back. He cut the potatoes so thin and fried them so that they couldn't be eaten with a fork. But guess what? The customer did not send them back. He loved them. Soon others wanted the crisps, and they were put on the menu. Today, Crum's invention remains popular throughout the world! (From Backpack, 2012:80).

Paragraph Practices

Write a paragraph in your own topic. Use the model of the exemple paragraphs above for your own paragraph.

UNIT 5 TELEPHONE CALL

OBJECTIVES

1. Enable the students to practice a telephone call.
2. Enable the students to comprehend inferential meaning of a passage through word power.
3. Enable the students to apply gerund and infinitive
4. Enable the students to write a process paragraph.

PART 1: SPEAKING

Setting 1

- B: Hello. Can I speak to Johan please?
A: What's your name?
B: I am Bob.
A: Sorry. He is out.
B: Oh. Well, is Tino there?
A: He's talking to someone.
B: Oh dear.
A: Do you want to wait?
B: No. It's OK. Could I leave my number?
A: Wait! I need to find a pen. Yes?

Setting 2

- B: Hello. This is Budi speaking. Can I speak to Susan please?
A: Hello. Sorry, I didn't recognize your voice!
B: Well. Is my voice clear?
A: Good. What can I help for you?
B: Can I speak to Susan please?
A: I don't know who Susan is.
B: I think I've got the wrong number. Sorry to have bothered you ...

Setting 3

Reception: Good morning. Solopos.

John : Sales, please.

Reception: One moment.

Sales : Hello. Sales. Can I help you?

John : Yes. Can I speak to Martin please?

Sales : Certainly. One moment.

Martin : Hello. Martin speaking.

John : Hi Martin. It is John speaking.

Martin : Oh John. How are you?

Task 1. Match the words available to complete sentences below.

are do have can is

1. _____ this a good moment. A. Sorry, can you call again later?
2. _____ you busy right now? B. Now is fine.
3. _____ you have a second or do _____ C. Yes, you have rather.
I'm just you want me to call later dealing with something.
4. _____ I rung you at a busy time? D. Yes, it's fine.
5. _____ we talk now or later? E. I am rather. Do you mind calling
back this afternoon?

Task 2. Match reasons in left side with the phrases in right side

No	Reasons	Phrases
1	Ask the caller to wait	a. Can I take a message?
2	Say you're ready to start.	b. Sorry, one moment.
3	Check the spelling	c. I'm just getting a pen.
4	Check a difficult spelling	d. OK. Go ahead.
5	Offer to take a message.	e. As in M-A-R-T-H-A?
6	Check the message.	f. Can you spell that?
7	Give a reason for waiting.	g. Is that S-T-A-R
8	Check if that's the end of the message.	h. I'd better read that back to you.
9	Ask for the spelling.	i. What's it in connection with?
10	Find out the reason for the call.	j. Anything else?

Task 3. Do it with friends. What do you say?

1. Ask to speak to Fredi.
2. Say your name.
3. Greet Fredi and say your name.
4. Say how you are and check Fredi has time to talk.
5. Give your reason for calling.
6. Ask when Fredi is back.
7. Give your phone number.
8. Ask to leave message.
9. Thank the person.
10. You got the wrong dial.

PART 2: READING

Text 1

Sherlock Holmes was a great lover of music. He himself played the violin well and had even composed some music. Many afternoons he would sit listening to music. As he listened, he did not resemble at all the clever and brilliant detective that he was. He was quiet, thoughtful, and perfectly happy. (from *Selections for Developing English Language Skills*, Finocchiaro and Lavenda, 1973, 2003, New York: Regent's Publishing Company, Inc).

Find antonyms

1. hater
2. badly
3. stand
4. stupid
5. noisy

Answer these questions in complete sentences

1. Who loved music?
2. What was Sherlock Holmes?
3. What instrument did he play?
4. When did he generally listen to music?
5. How did music affect him?

Text 2

Believe it or not, long ago, great cities like New York and Chicago were just villages with dusty roadways and no sidewalks. New York city more than three hundred years ago, was a village called New Amsterdam. One of its grassy lanes was called Glassmaker's street because on one side of the land a Dutch glassmaker and his helpers made glass bottles and windowpanes. (from *Selections for Developing English Language Skills*, Finocchiaro and Lavenda, 1973, 2003, New York: Regent's Publishing Company, Inc).

Task 1. Write synonyms of the words below from text.

1. important
2. only
3. three centuries
4. was named
5. assistants

Task 2. Match the words

Thing	person	person
1. furniture	plumber
2. sink	jeweler
3. light	shoemaker
4. heels	carpenter
5. watch	electrician

Text 3

FOR RENT:

Sunny one-bedroom apartment
in small, six-apartment building.
\$950/month
Convention location –bus, stores, restaurant nearby.
Avaliable on the fifteenth of the month.
For more information call 637-1220
evening and weekends.

1. What is being rented?
 - A. One bedroom
 - B. One apartment
 - C. Six apartments
 - D. \$950

2. When can a new tenant move in?
 - A. on the weekend
 - B. on the fifteenth day of the month
 - C. in fifteen days
 - D. as soon as the rent is paid

3. What does the ad tell us about the place for rent?
 - A. It is small
 - B. It is cheaper than nearby apartments
 - C. It is close to restaurant and stores
 - D. It is available this weekend

Text 4

The growth of cities, the construction of hundreds of new factories, and the spread of railroads in the United States before 1850 had increased the need for better illumination. But the lighting in American homes had improved very little over that of ancient times.

Through the colonial period, homes were lit with tallow candles or with a lamp of the kind used in ancient Rome –a dish of fish oil or other animal or vegetable oil in which a twisted rag served as a wick. Some people used lard, but they had to heat charcoal underneath to keep it soft and burnable. The sperm whale provided a superior burning oil, but this was expensive. In 1830 a new substance called "camphene" was patented, and it proved to be an excellent illuminant. But while camphene gave a bright light it too remained expensive, had an unpleasant odor, and also was dangerously explosive.

Between 1830 and 1850 it seemed that the only hope for cheaper illumination in the United States was in the wider use of gas. In the 1840's American gas manufacturers adopted improved British techniques for producing illuminating gas from coal. But the expense of piping gas to the consumer remained so high that until midcentury gas lighting was feasible only in urban areas, and only for public buildings or for the wealthy.

In 1854 a Canadian doctor, Abraham Gesner, patented a process for distilling a pitch like mineral found in New Brunswick and Nova Scotia that produced illuminating gas and an oil that he called "kerosene" (from "keros," the Greek word for wax, and "ene" because it resembled camphene). Kerosene, though cheaper than camphene, had an unpleasant odor, and Gesner never made his fortune from it. But Gesner had aroused a new hope for making an illuminating oil from a product coming out of North American mines.

1. Which of the following is NOT mentioned as a reason why better lighting had become necessary by the mid-nineteenth century?
 - A. Development of railroads
 - B. Demand for better medical facilities
 - C. Increases in the number of new factories
 - D. Growth of cities
2. ... in a twisted rag served as a wick. The underlined words is closest in meaning to
 - A. differed from
 - B. functioned as
 - C. rested upon
 - D. reacted to
3. The sperm whale provided a superior burning oil, but this was expensive. The word "this" refers to
 - A. lard
 - B. charcoal
 - C. wick
 - D. oil
4. Which of the following is NOT mentioned as a disadvantage of camphene?
 - A. High cost
 - B. Bad smell
 - C. Potential to explode
 - D. Greasy texture

5. What can be inferred about the illuminating gas described in the second paragraph?
 - A. It was first developed in the United States.
 - B. It was not allowed to be used in public buildings.
 - C. It was not widely available until midcentury.
 - D. It had an unpleasant smell.

6. According to the passage, what advantage did the kerosene patented by Gesner have over camphene?
 - A. Kerosene had a more pleasant smell.
 - B. Kerosene was less expensive.
 - C. Kerosene burned more brightly.
 - D. Kerosene was safer to use.

7. Which of the following best describes the organization of the passage?
 - A. A description of events in chronological order
 - B. A comparison of two events
 - C. The statement of a theory and possible explanations
 - D. An analysis of scientific findings

Text 5

When we accept the evidence of our unaided eyes and describe the Sun as a yellow star, we have summed up the most important single fact about it at this moment in time.

It appears probable, however, that sunlight will be the color we know for only a negligibly small part of the Sun's history. Stars, like individuals, age and change. As we look out into space, we see around us stars at all stages of evolution. There are faint blood-red dwarfs so cool that their surface temperature is a mere 4,000 degrees Fahrenheit, there are searing ghosts blazing at 100, 000 degrees Fahrenheit and almost too hot to be seen, for the great part of their radiation is in the invisible ultraviolet range. Obviously, the "daylight" produced by any star depends on its temperature; today (and for ages to come) our Sun is

at about 10,000 degrees Fahrenheit, and this means that most of the Sun's light is concentrated in the yellow band of the spectrum, falling slowly in intensity toward both the longer and shorter light waves.

That yellow "hump" will shift as the Sun evolves, and the light of day will change accordingly. It is natural to assume that as the Sun grows older, and uses up its hydrogen fuel-which it is now doing at the spanking rate of half a billion tons a second- it will become steadily colder and redder.

1. What is the passage mainly about?
 - A. Faint dwarf stars
 - B. The evolutionary cycle of the Sun
 - C. The Sun's fuel problem
 - D. The dangers of invisible radiation

2. What does the author say is especially important about the Sun at the present time?
 - A. It appears yellow
 - B. It always remains the same
 - C. It has a short history
 - D. It is too cold

3. Why are very hot stars referred to as "ghosts"?
 - A. They are short- lived.
 - B. They are mysterious.
 - C. They are frightening.
 - D. They are nearly invisible.

4. According to the passage as the Sun continues to age, it is likely to become what color?
 - A. Yellow
 - B. Violet
 - C. Red
 - D. White

5. In line 15, to which of the following does "it" refer?
A. yellow "hump" C. Sun
B. day D. hydrogen fuel

PART 3: WORD POWER

Task 1. Match the words in left coulumn with appropriate definition in right coulumn

No	Words	Definition
1	Mouth	a. Water passage created by people
2	Peninsula	b. Land with water nearly all the way around it
3	source or head	c. A narrow, natural water passage
4	Canal	d. small area of land completely surrounded by water
5	strait or channel	e. A river's end
6	Island	f. The beginning of a river

Task 2. Word substitution

Allude cater discern drug
Evolve launch proclaim rebel
Territory testify utilise

1. In the twentieth century, Britain developed gradually from an industrial economy into a service economy.
2. The independence of the United States of America was announced in 1776.

3. Many companies in the developed world are trying to provide for older customers as the proportion of young people decreases.
4. The witness was so nervous that he refused to give evidence when the case came to court.
5. There is a very real danger that medicines currently used to treat infection will become completely ineffective if they are used too often and indiscriminately.
6. One of the most important skills to learn as a student is how to make use of your time effectively.
7. Despite the efforts of the doctors, it was not possible to notice any real improvement in the condition of the patient.
8. Most animals will attack other animals which try to enter their space.
9. In the course of trial, lawyers are forbidden to mention or even refer to any previous criminal activity the accused may have been responsible for in the past.
10. The government has decided to initiate an investigation into the increase in deaths from drugs.

Task 3. Make a collocation

solar	peace	invest	against	violence	power
imperial	sex and	give	energy	control	that
dissipates	legislate	utter	money	treaty	their
on the premise			consent		
			waste of time		

1. There is very little evidence to suggest **sex and violence** as portrayed on television and in film actually cause antisocial behavior.
2. Many students make the mistake of reading without considering first why they are reading, which just _____ _____ for no good reason.
3. The _____ _____ signed at Versailles marked the end of the First World War.
4. One obvious source of energy is _____ _____ since the sun produces so much heat.
5. It is almost impossible to _____ _____ people who use the internet for criminal purposes.
6. Most of the students complained that the lectures were an _____ _____ because it was impossible to understand the lecturer.
7. During the nineteenth century, perhaps a quarter of the world's population was under British _____ _____.
8. Some years ago, seat-belt legislation was introduced, _____ _____ this would reduce the number of serious injuries.

9. One common complaint is that companies do not _____
_____ in new developments for the long-term future.
10. In some countries, if both pairs of parents _____
_____ young people can get married below the age of 18.

PART 4: GRAMMAR, GERUNDS AND INFINITIVES

Gerunds

Gerunds are formed by adding –ing to the base of verb: reading, walking, running. Gerunds can be used as the subject of a sentence.

Smoking is bad for your health.

Learning English is fun.

Gerunds are also used as object and object of preposition.

Linda enjoys bowling.

We talked about taking English lesson.

Gerunds follow certain verbs and expressions that typically go with gerunds.

Go	admit	allow	can't help	Discuss	dislike
enjoy	love	Like	believe in	look forward to	
practice	Finish	suggest	avoid	quit	

Infinitive

Infinitives are formed by adding to to the base form of a verb: to think, to walk, to study. Infinitives follow adjectives.

It's important to get a good job.

It's easy to use a computer

Some verbs can be followed only by infinitive

Want	need	would like	choose
Agree	plan	learn	expect
Decide	seem		promise

Some verbs may be followed either gerund or infinitive

Begin	continue	like	love	hate	prefer
start					

Stative Verbs

Stative verbs describe conditions or states rather than an action. Stative verbs have various functions:

Feelings and desires	:	like, love, hate, fear, need, want
Appearance	:	look, seem, appear
Possession	:	have, own, belong
Perception	:	see, hear, smell
Ideas	:	think, believe, agree, know, understand

Stative verbs are not usually used in progressive tenses.

Correct: I understand a lot English now.

Incorrect: I am understanding a lot of English now

Exercise. Choose the best answer to the following questions.

1. Jack Cold weather

- | | |
|------------------|-----------------|
| A. dislike | C. is disliking |
| B. was disliking | D. dislikes |

2. Carol and Sam really the present we gave them.

- | | |
|---------------|----------|
| A. love | C. loves |
| B. was loving | D. loves |

PART 5: WRITING, PROCESS PARAGRAPH

Process paragraph explains how to make or do something. Process paragraph is also called as how-to-paragraphs. To explain how to do something clearly, break the process down into a series of steps and explain each step. A process paragraph begins with a topic sentence that names the topic and tells a process of procedure. The words that are normally used are steps, procedure, directions, suggestions, and instructions. Process paragraph arranges the steps in order by time and use time order signals to guide from step to step. When you explain a process, you describe the sequence of steps using such words: after, as, as soon as, before, during, finally, last, later, next, then, until, when, while, as well as the ordinal number (first, second, third, fourth, etc).

Model 1

Salt and Pure Water from Sea Water By Cathy Hunter

In some hot countries, sea water is used as a source of both salt and drinking water. The process of getting salt and pure water from sea water is called desalination. **First**, the sea water is collected in containers. **Second**, the water is heated **until** it is so hot it begins to build. **As** the water boils, it changes to steam. **When** the water changes into steam, the salt separates out and stays in the bottom of the container. **During** this step, the steam doesn't escape into the air. Instead, as it rises, it is collected in a special tube called a condenser. **Then** the steam cools down and it changes back into water. The purified water flows back into a container. **Finally**, it is directed into pipes that take it to other storage containers. (From Backpack, 2010:92).

Model 2

A Traditional Hindu Wedding

A traditional Hindu wedding lasts all day and well into the night. On the day of the ceremony, one of the groom's brothers goes to the bride's home with gifts, these gifts seal the union of the two families. Then the groom arrives at the bride's home with his family and his friends. He is dressed in rich clothing and wearing a special headdress. He usually arrives in a white car or on a white horse, but he sometimes rides a white elephant. Then the wedding ceremony takes place. During the ceremony, the couple sit around a sacred fire under a special canopy. A Hindu priest performs the ceremony by chanting special wedding prayers. After that, the bride's dress is tied to the groom's scraft and they walk around the fire seven times. The groom makes seven promises, they are: to make his wife happy, to share his feelings with her, to share his possessions with her, to be faithful, to respect her family, and to make her a part of his life. The seveth promise is to keep the other six promises. The party begins after the ceremony. Musicians provide entertainment then a feast of traditional Indian food is served. During the party, the bride, the groom, and their guests play some traditional games. The party may go on until midnight so everyone is pretty tired at the end. (from Oshima & Huge, 1991).

Paragraph Practice

Write a paragraph using your own topic. Use the model above for your references.

UNIT 6 EXPRESSING HELPS AND REFUSES

OBJECTIVES

1. Enable the students to say in oral offerings something.
2. Enable the students to comorehend inferential meaning of a passage through word power.
3. Enable the students to differentiate between adjectives and adverbs.
4. Enable the students to write a comparison paragraph.

PART 1: SPEAKING

Setting 1

- A: Excuse me.
B: Yes, sir. May I help you?
A: I hope so. I've lost my sweater.
B: I see. What does it look like?
A: Well. It is light blue and has black stripes.
B: OK. I'll need your name and phone number.

Setting 2

- A: Good morning.
B: Good morning. How are you?
A: Not well. I've got a headache.
B: That's too bad.
A: I made breakfast today. Do you want some?
B: Thank you. It's great.

Setting 3

- A: Can I smoke here?
B: There is "No Smoking" sign on the wall.
A: Okay. I'll go outside.

Activity 1

Say in English, the following activities.

1. Someone is asking for help the direction to the bus station. You are pleasantly answer him.
2. Someone asks you to go with him to Jogjakarta. You can't go and refuse his offer.
3. Your friend asks you to come to a seminar in your campus. You cannot go because you have an appointment with your lecturer.

Activity 2. Match the less formal words in the left with formal words in the right

No	Informal Words	Formal Words	Meaning
1	ask for	a. recieve	
2	ask	b. reserve	
3	need	c. request	
4	get	d. assist	
5	give	e. require	
6	say sorry	f. inform	
7	tell	g. apologize	
8	book	h. enquire	
9	help	i. verify	
10	check	j. provide	

PART 2: READING

Text 1

The Super Plus Department Store has started a new checkout system. Some checkout lanes now have computers instead of human cashiers. In each checkout lane, a computer reads the price on each item purchased and adds up the total. The customer then pays with a credit card or cash and the computer automatically prints the receipt. "Most customers like the new system," explained Rita Ortiz, the store manager. "It's much faster so people don't have to wait in line so long." Ms Ortiz said the store owners are happy with the new system, too. Formerly, 10 cashiers at a time worked at the store. "That was 10 people we had to pay," said Ms Ortiz. "Now we pay only two cashiers."

1. What is this article about?
 - A. A new store
 - B. A new checkout system
 - C. Credit card
 - D. Shopping malls
2. Why do customers like the new system?
 - A. It's easy
 - B. It's fast
 - C. It's fun
 - D. It's cheap
3. Who might not like the new system?
 - A. The store owners
 - B. The manager
 - C. The cashiers
 - D. The credit card company

Text 2

ATTENTION STUDENTS

This Friday, January 25, is the registration deadline for the spring semester.

Complete your registration form in the Administrative Office on the first floor between the hours of 8:30 a.m. and 6:30 p.m. Payment must be made at the time of registration, so bring your credit card, a money order, or cash with you. Personal checks will not be accepted. No late exceptions. Classes begin Monday, January 26.

1. Why is January 25th important?
 - A. It is the day the Administrative Office will be open
 - B. It is the last day to register for spring semester classes
 - C. It is the first day of the spring semester
 - D. It is the day all classwork must be submitted to the professor
2. Where is the Administrative Office?
 - A. On the first floor
 - B. On the second floor
 - C. On the third floor
 - D. On the fourth floor
3. Which form of payment is NOT allowed?
 - A. Credit card
 - B. Money order
 - C. Cash
 - D. Check
4. What will probably happen if a student does not bring a form of payment to the Administrative Office by January 25th?
 - A. He or she will not be allowed to register
 - B. He or she can pay on the first day of class
 - C. He or she will receive a bill on the mail
 - D. He or she will be charged extra

Text 3

This is an express checkout lane.

Cash Only.

If you are purchasing more than 10 items or using a credit card, please go to another lane.

1. Where would you see this notice?
 - A. At a store
 - B. At a restaurant
 - C. At a train station
 - D. On a highway
2. What can you do at the express checkout lane?
 - A. Apply for a credit card
 - B. Pay with cash
 - C. Pay with a check
 - D. Return items
3. Who may use the express checkout lane?
 - A. Customers buying more than 10 items
 - B. Anyone who is in a hurry
 - C. Customers buying 10 items or fewer
 - D. Anyone who is paying with a credit card

Text 4

From: "hughston, Muriel" muriel_hughston@yahoo.org
Date: Mon Dec 1, 2003 4:12:35 PM US/Eastern
To: "Steve O'Hara" s_ohara@verizon.net
Subject: Vacation highlights

Dear Steve,

I can't believe what a great time I am having here. I have a huge room with a beautiful view of the ocean. At first I had a different room without a view, but then I got lucky. Another guest cancelled his reservation, so I got his room.

It's wonderful to have some time off from work. I just relax on the sand all day. I know you don't like the beach, but I wish I could stay here forever. I've reserved a flight home next Saturday. I'm not looking forward to returning to work the next day, but I am looking forward seeing you again.

Love,
Muriel

1. Where is Muriel now?
 - A. At work
 - B. On an airplane
 - C. At the beach
 - D. At home
2. Why does Muriel like the room?
 - A. It has a view of the beach
 - B. It isn't very big
 - C. It is beautiful
 - D. It isn't expensive

3. What will Muriel do on Sunday?
- A. She will return to work
 - B. She will go to another hotel
 - C. She will relax on the sand
 - D. She will fly home

Text 5

Few men have influenced the development of American English to the extent that Noah Webster did. Born in West Harford, Connecticut, in 1778, his name has become synonymous with American dictionaries. Graduated from Yale in 1778, he was admitted to the bar in 1781 and thereafter began to practice law in Harvard. Later, when he turned to teaching, he discovered how inadequate the available schoolbooks were for the children of a new and independent nation.

In response to the need for truly American textbooks, Webster published *A Grammatical Institute of the English Language*, a three-volume work that consisted of speller, a grammar, and a reader. The first volume, which was generally known as *The American Spelling Book*, was so popular that eventually it was sold more than 80 million copies and provided him with a considerable income for the rest of his life. While teaching, Webster began to work on the *Compendious Dictionary of the English Language*, which was published in 1806.

In 1807 Noah Webster began his greatest work, *An American Dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to other languages, and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spelling from those on British English. He is responsible for advancing simplified spelling forms: *develop* instead of the British form *develope*; *theater* and *center* instead of *theatre* and *centre*; *color* and *honor* instead of *colour* and *honour*.

In 1840 Webster brought out a second edition of his dictionary, which included 70,000 entries instead of the original 38,000. This edition has served as the basis for the many revisions that have been produced under the Webster name.

1. Which of the following would be the best title for the passage?
A. Webster's Work C. Webster's School
B. Webster's Dictionary D. Webster's Life
2. He discovered how inadequate the available schoolbooks. The underlined word could best be replaced by
A. unavailable C. difficult
B. expensive D. unsatisfactory
3. Why did Webster write *A Grammatical Institute of the English Language*?
A. He wanted to supplement his income
B. There were no books available after the Revolutionary War
C. He felt that British books were not appropriate for American children
D. The children did not know how to spell
4. From which publication did Webster earn a lifetime income?
A. Compendious Dictionary of the English Language
B. An American Dictionary of the English Language
C. An American Dictionary of the English Language: Second Edition
D. The American Spelling Book
5. In how many volumes was *An American Dictionary of the English Language* published?
A. One volume C. Three volumes
B. Two volumes D. Four volumes

6. When was *An American Dictionary of the English Language* published?
- A. 1817
B. 1807
C. 1828
D. 1824
7. According to the author, what was Webster's purpose in writing *An American Dictionary of the English Language*?
- A. To respond to the need for new school-books
B. To demonstrate the distinct development of the English language in America
C. To promote spelling forms based upon British model
D. To influence the pronunciation of the English language
8. The word "it" in ... purpose in writing it was to refers to
- A. language
B. usage
C. authority
D. dictionary
9. ... the American language was developing distinct meanings...
The word distinct has closest meaning to
- A. new
B. simple
C. different
D. exact
10. According to this passage, which one of the following spellings would Webster have approved in his dictionaries?
- A. develop
B. theatre
C. color
D. honour

5. Surprisingly perhaps, the biggest _____ health risk for tourists travelling abroad is actually road traffic accidents.
a. potential b. possible c. theoretical
6. Water is made of two _____ namely oxygen and hydrogen.
a. sections b. aspects c. elements
7. Computer can be difficult to repair because there may be hundreds of different _____ inside.
a. components b. pieces c. parts
8. Because Paris is expensive, many organizations pay higher salaries to _____ for the high cost of living there.
a. compensate b. adjust c. redress
9. Many people were killed instantly at Hiroshima and Nagasaki, but thousands morfe died from _____ radiation sickness.
a. succeeding b. following c. subsequent
10. The clothing of men and women used to be quite _____ whereas today women often wear trousers as well as men.
a. distinct b. distinguished c. diverse

Task 3. Choose the best ending for each of the sentence extract below

1. I like your essay, but I want you to illustrate
2. What will the result be if in the future we assume
3. Students may be asked to compare many alternatives
4. The Channel Tunnel between France and England was constructed
5. Everyone wants to be happy, but we probably all define
6. Many universities now have language center to facilitate
7. At first, the police viewed the crimes as random
8. In spite of warnings about cancer, many Westerners equate
9. Advertisers use a variety of techniques

10. The investigation was stopped because the witness could not identify

-
- a. theories, from which they have to select the most convincing.
 - b. happiness in many different ways.
 - c. that nearly everyone has access to a motor car?
 - d. your points by providing some supporting examples.
 - e. a sun tan with health and youthfulness.
 - f. the man they had seen commit the robbery.
 - g. language learning for international students.
 - h. at a cost of over \$8 billion.
 - i. to persuade customers to buy products and services.
 - j. events, but realized later that there was a pattern linking them.
 - k. the programs they use are becoming much easier to operate.

PART 4: GRAMMAR, ADJECTIVES, ADVERBS

Adjectives

An adjective is a word that describes a noun or pronoun. An adjective usually precedes a noun.

We ate a delicious meal at the restaurant

Adjectives follow the verb “to be” and certain other verbs called linking verbs, such as look, seem, taste, feel, appear, sound.

Susan is very creative.

You look tired todot.

Adverbs

Adverbs are words that describe a verb, adjective, or other adverb, and tell how, where, or when.

At the age of nine, Vanessa played the violin brilliantly.

Adverbs that answer question How? Are named as adverbs of manner. They are usually formed by adding -ly to the end of an adjective.

Please talk quietly.

She plays the piano beautifully.

Adverbs also describe adjectives and other adverbs. They usually precede the adjective or adverb.

That test was surprisingly easy. (adverb of adjective)

You answered the question extremely well (adverb + adverb).

Certain adverbs describe when things happen that show a date, time, and sequence.

By the time

By the time the rain stopped, everyone had gone home.

As soon as (immediately)

As soon as class over, we'll go to the movie.

While (at the same time)

Marina saw a bad accident while she was driving to work

When (after or while)

I'll cook dinner when I get home

After

I always feel sleepy after eating a big meal

Before

Before you watch TV, you should finish your homework

Adverbs of Frequency

Adverbs of frequency refer to how often something happens. Some common adverbs of frequency are:

Always
Usually
Often, frequently
Sometimes, occasionally
Rarely, seldom
Never

Most adverbs of frequency are next to the verb. They usually precede the verb.

I always come to class on time.
Bob rarely eats dessert.

Never, seldom, and rarely are negative verbs. These words are not used with not.

We never stay home on weekends.

Some adverbs always belong at the end of the sentence or clause.

Daily (everyday) yearly (every year)
Weekly annually

Equative comparison

Comparison between two things, people, places can use as + adjective + as.

My cat is as big as yours.
The red jacket is as expensive as the black one.

Comparative

The comparative form of adjectives is used to compare two things. One syllable adjectives and two syllable adjectives that end with -y use -er in the comparative form.

big bigger

easy	easier
old	older
cold	colder

Most other two-syllable adjectives and adjectives of three syllables use more in comparison.

beautiful	more beautiful
comfortable	more comfortable
difficult	more difficult

Superlative

When one thing is compared to a group of three or more things, the superlative form of the adjective is used.

Mount Everest is the highest mountain in the world.

Some words have irregular forms of degrees of comparison

Positive	comparative	superlative
good	better	best
bad	worse	worst
far	farther/further	farthest/
many	more	most
much	more	most
little	less	most

Task 1. Give comparative and superlative of the words below

- | | |
|---------------------------|-----------------|
| 1. high---higher, highest | 13. interesting |
| 2. careful | 14. bad |
| 3. slow | 15. clear |
| 4. modern | 16. beautiful |
| 5. active | 17. happy |
| 6. funny | 18. confusing |
| 7. wet | 19. courageous |
| 8. sweet | 20. common |

- | | |
|-------------|----------------|
| 9. late | 21. friendly |
| 10. thin | 22. dangereous |
| 11. clean | 23. red |
| 12. serious | 24. wonderful |

Task 2. Choose the best answer.

1. It's too to work in here.
A. noisy
B. noisily
C. noise
D. noises
2. Your garden is beautiful.
A. perfectly
B. perfect
C. perfected
D. perfection
3. We met several people at the party.
A. interestingly
B. interest
C. interesting
D. interests
4. The weather is bad tonight so please drive
A. careful
B. caring
C. cared
D. carefully
5. Rita sounded on the telephone last night.
A. happily
B. happening
C. happy
D. happens
6. The weather yesterday was extremely
A. hotly
B. hot
C. heat
D. heater
7. My grandmother is person in my family.
A. old
B. older
C. the oldest
D. oldest

8. We always travel by train because it is than a bus.
A. comfortable
B. the comfortable
C. more comfortable
D. the most comfortable
9. I've tried all the desserts at this restaurant but this one is ... of them all.
A. delicious
B. the most delicious
C. most delicious
D. more delicious
10. I play badminton sometimes, but I think chess is
A. an interesting
B. more interesting than
C. more interesting
D. interestingly
11. Please play that music
A. softly
B. soften
C. soft
D. siftens
12. I like that sofa, but this one is
A. cheaper
B. cheaper than
C. cheaply
D. cheapest
13. These are very chairs.
A. comfort
B. comfortably
C. comfortable
D. comforts
14. Biology is of all classes this semester.
A. the hardest
B. harder
C. hardly
D. harder than
15. Listening to the music is dancing.
A. relaxing than
B. the most relaxing
C. relaxing
D. more relaxing than

PART 5: WRITING, COMPARISON/ CONTRAST PARAGRAPH

Comparison and contrast is a technique that we use every day. For example, we compare and contrast courses and teachers when we decide which classes to take. When we compare two things, we tell what is similar about them. When we contrast things, we tell what is different about them. Usually, the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences.

Two Varieties of English

Although US English and British English are mutually understandable languages, there are quite a few differences. One difference is spelling. Some words are spelled one way in US but spelt another way in Great Britain. A person goes to a British theatre but to a US theater. In US schools, students theorize, analyze, and socialize, whereas British students theorise, analyse, and socialise. A second area of differences vocabulary. For example, the word college names two very different types of schools in America and Britain, university level in America and pre-university level in Britain. Also, British university students live in halls on campus and in flats off campus, but US students live in dormitories on campus and in apartment off campus. Finally, there are many differences in pronunciation. In Britain, the sound of **a** in the words path, laugh, aunt, plant and dance is like the **a** in father. In US, in contrast, the **a** sound in the words is like **a** in cat. All in all, though there are differences between English spoken in US and in British Isles, we understand each other most of the time. (Oshima & Hogue, 2007:115)

Right Brain/Left Brain

The left and right sides of brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively and visually. Left brain thinks in words,

whereas right think in pictures. People who depend more on the left side of their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained person automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together. (Oshima & Hogue, 2007:109).

Paragraph Practices

Write a paragraph using your own topic. Use the model above for your reference. You may adopt or develop your own model for the paragraph.

UNIT 7 EXPRESSING INVITATION

OBJECTIVES

1. Enable the students to say invitation and suggestions.
2. Enable the students to comprehend inferential text and the word power.
3. Enable the students to define miscellaneous patterns of structure in English.
4. Enable the students to write a definition paragraph.

PART 1: SPEAKING

Setting 1

A: Would you like to go hiking this Sunday?

B: Sure. That sounds great. What time?

A: How about eight o'clock in the morning?

B: OK. See you on Sunday.

Setting 2

A: Dinda, do you want to go to the farewell party tonight?

B: Farewell party for Linda? Yes, I do.

A: So, would you like to go with me?

B: I think I will be happy to do.

Setting 3

A: Do you know where Sriwedari is?

B: I'm afraid. I don't know.

A: Never mind.

A: You've given me the wrong book, sir.

B: Oh, I do apologize.

A: That's all right.

Setting 4

- A: Do you have a plan for your holiday next month?
B: Yes, I do. I am going to go to Jogjakarta.
A: That's a good idea.
B: How about you? Do you have any special vacation?
A: Yes, I will go to Bali with my brothers.
B: Great. Good luck.

Below are some expressions dealing with invitation: giving, accepting, declining an invitation.

Giving an invitation

- Would you like to come to my birthday party tonight?
- Would you like to go with me to campus tomorrow?
- Would you like to go to a concert with me?

Accepting an invitation

- That sounds great
- That sounds fun
- Sure. I'd love to.
- I'd like to, thanks.

Declining an invitation

- I'm sorry. I can't. I have to go with my family.
- I'm sorry. I can't. I have something else to do.
- I'm afraid, I can't. I am very busy.

Activity

Give suitable responses to the following invitations

1. Would you like to see a movie?
2. Would you like to come with me to the party tonight?
3. Would you like to have lunch with me?
4. I missed the class last week. Would you like lend me your notes?

5. I am lost my way. Would you tell me the direction to the post office?

PART 2: READING

Text 1

The sun is a sphere of hot gases. It is nearly 150 million kilometers from earth. Solar energy is produced in the central core of the sun. The surface of the sun is called the photosphere. On the surface the temperature is about 6000 degree Celsius. Below the surface the temperature is about 35 million degree centigrade. Above the photosphere is a thin layers of gas known as the chromosphere. The chromosphere is only a few thousand miles thick. It is located between the photosphere and the corona. The corona, the outer atmosphere, extends millions of miles into space.

Task 1. Use information in the passage to complete these statements.

1. The earth is ... kilometers from
2. The photosphere has a temperature of
3. The photosphere is the chromosphere.
4. is next to the surface of the sun.

Task 2. Answer these questions

1. Where is solar energy produced?
2. Where is the temperature 35 million degrees centigrade?
3. Where is the corona located?

Text 2

For over 4000 years there was no life on earth. Primitive organic structure (such as bacteria and algae) appeared in the sea more than 3500 million years ago. The age of fish began in the mid Palaeozoic era, about 400 million years ago.

The Devonian period was a time of great topographical change. Mountain were formed. The oceans moved. This movement exposed

mud, which was rich in organic materials. Vegetation grew and then the first insects appeared. After insects developed, amphibians appeared.

Reptiles developed during the carboniferous period and became the dominant form of life. Some reptiles evolved into primitive birds, others into nearly mammals. At the end of the Mesozoic era the surface of the earth broke up into separate land masses and many reptiles disappeared. The first men appeared about 600,000 years ago.

Task 1. Answer these questions

1. Why did primitive organism appear in the world 3500 million years ago?
2. When was the first insect available in the world?
3. According to the text, what is the last living that appears in the world?
4. What is the second living in the world?
5. In Devonian period topography of the world changed. What changes were made in the period?

Task 2. Define the following words or phrases based on the text.

1. primitive organism
2. topographical changes
3. organic materials
4. vegetation
5. evolve

Text 3

Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols, and gestures may be found in nevery known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of

words, signs also contain meaning in and of themselves. A stop sign or barber pole conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perception. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages.

Although signals, signs, symbols and gestures are very useful, they do have a major disadvantage. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. As a result, means of communication intended to be used for long distances and extended periods are based upon speech. Radio, television, and telephone are only a few.

1. Which of the following would be the best title for the passage?
 - A. Signs and Signals
 - B. Gestures
 - C. Communication
 - D. Speech

2. What does the author say about speech?
 - A. It is the only true form of communication
 - B. It is dependent upon the advances made by inventors
 - C. It is necessary for communication to occur
 - D. It is the most advanced form of communication

3. According to the passage, what is a signal?
 - A. The most difficult form of communication to describe
 - B. A form of communication which may be used across long distances
 - C. A form of communication that interrupts the environment
 - D. The form of communication most related to cultural perceptions

4. ... a signal is to impinge upon the environment... The underlined word has closest meaning to
- A. intrude
B. improve
C. vary
D. prohibit
5. ... a way that it attracts attention. It refers to
- A. function
B. signal
C. environment
D. way
6. ... the potential for communication is very great. Potential is similar to ...
- A. range
B. advantage
C. organization
D. possibility
7. Symbols are more difficult to describe than either signals or signs because of their intricate relationship The underlined word means ...
- A. inefficient
B. complicated
C. historical
D. uncertain
8. Applauding was cited as an example of
- A. a signal
B. a sign
C. a symbol
D. a gesture
9. Why were the telephone, radio, and TV invented?
- A. People were unable to understand signs, symbols, and signals
B. People wanted to communicate across long distances
C. People believed that signs, signals, and symbols were obsolete
D. People wanted new forms of entertainment

10. It may be concluded from the passage that
- A. signals, signs, symbols, and gestures are forms of communication
 - B. symbols are very easy to define and interpret
 - C. only some cultures have signals, signs and symbols
 - D. waving and handshakings are not related to culture

Text 4

When Edward Sapir was teaching at Yale, Benjamin Lee Whorf enrolled in his class. Whorf was recognized for his investigations of the Hopi language, including his authorship of a grammar and a dictionary. Even in his early publications, it is clear that he was developing the theory that the very different grammar of Hopi might indicate a different manner of conceiving and perceiving the world on the part of the native speaker of Hopi.

In 1936, he wrote “*An American Indian Model of the Universe*”, which explored the implications of the Hopi verb system with regard to the Hopi conception of space and time. Whorf is probably best known for his article, “*The Relationship of Habitual Thought and Behavior to Language*,” and for three articles that appeared in 1941 in the *Technology Review*.

In these articles, he proposed what he called the principle of “linguistic relativity”, which states, at list as a hypothesis, that the grammar of a language influences the manner in which the speaker understands reality and behaves with respect to it. Since the theory did not emerge until after Whorf had begun to study with Sapir, and since Sapir had most certainly shared in the development of the idea, it came to be called the Sapir-Whorf Hypothesis.

Task 1. Find synonym and antonym of the words below from the text.

No	Synonym	Answer	Antonym	Answer
1	Consisting		Learning	
2	Identified		Published	
3	Issuance		Similar	
4	Distinct		Whole	
5	Show		Foreign	
6	Effect		Listener	
7	Affects		Exactly	
8	Concern		Ceased	
9	Papers		Went	
10	Definitely		Fade	

Task 2. Word classes

No	Noun	Verb	Adjective	Adverb
1	Publication			
2		Imply		
3			Known	
4		Relate		
5			Developing	
6	Investigation			
7				Conceptual
8			Emergence	
9				Differently
10	Teacher			

Text 5

September 21, 2003

Style Sport Clothing Company
8672 Brooklyn Boulevard
West Windsor, VT 00034

To Whom It May Concern

I am returning a shirt ordered from catalog last month. I would like a full refund for this item. When I received it, all the buttons were missing. When I spoke with your customer service representative on the phone yesterday, he informed me that I could not return the item because it was on sale. When I ordered the shirt, however, I did not expect to pay for one without buttons. I am not returning the shirt because of the color or size; I am returning because it was damaged when I received it. This is the reason I would like my money back. I have been a satisfied customer in the past, and I know you will take care of this matter to my satisfaction.

Sincerely,

Roger Roberts

1. Why did Roger Roberts write this letter?
 - A. To complain about the customer service representative
 - B. To ask for refund
 - C. To order a shirt
 - D. To describe the type of shirt he likes

2. Why doesn't Roger Roberts like the shirt?
 - A. Its buttons are too big
 - B. It isn't a nice color
 - C. It is too expensive
 - D. It doesn't have any buttons

3. What does Roger Roberts expect will happen?
 - A. He will get his money back
 - B. The customer service representative will be fired
 - C. His complaint will be ignored
 - D. The company will send him a new shirt

4. The text implies that Roger Roberts
 - A. will not send a letter if customer service received his complaint
 - B. will send a letter after customer service received his complaint
 - C. will complaint to the customer service representative
 - D. will not complaint to customer service representative

PART 3: WORD POWER

Task 1. Match the words in left couolumn with appropriate definition in right couolumn

No	Words	Definition
1	credit card	a. A monthly document describing activities of your account
2	Debt	b. Amount the credit card company charges for lending money; usually a percentage of your debt
3	Statement	c. Things to buy
4	Interest	d. Amounts paid against your debts; these include returned purchases and payments made
5	Purchases	e. Cash borrowed against your credit account
6	Credits	f. The maximum amount you can borrow or charge on your account
7	Advance	g. Time period between billing statements, usually one month
8	credit limit	h. amount you owe
9	Billing cycle	i. The status of your account at the end of a billing cycle

Task 2. In each of the sentences below, decide which word in bold is more suitable

1. Most universities have a special **fund/finance** for students who have run out of money and need help.
2. The prediction that we will completely **tire/exhaust** our reserves of oil in the not too distant future seems now to be incorrect.
3. Because he lied to his colleagues and family about his **girlfriend/mistress**, the minister destroyed not only his marriage but also his career.
4. Because of the rise in the number of prisoners, the whole **penal/punishment** system will have to be changed.
5. After six weeks trapped in the embassy, the hostages were finally **emancipated/liberated**.
6. Sometimes a piece of music can **evoke/provoke** very strong memories and emotions.
7. The biggest issue on which the two parties' policies **divide/diverge** is the amount of money to be spent on education.
8. In some countries, the police regularly use **torture/torment** to force prisoners to give them information.
9. The most successful students are probably those who have a strong **integral/intrinsic** interest in their subject.
10. In the 1970's, Saudi Arabia and other oil-rich states **accumulated/collected** vast sums of money through the sale of oil.

Task 3. Choose the best ending for each of the sentence extracts below from the list underneath

1. She won the championship by a **margin**
 2. Examples of animals imported by man replacing the **indigenous** ...
 3. In 1685, an aristocrat by the name of **Duke** ...
 4. Civil War may break out very quickly if different **factions** ...
 5. Plants can be subdivided ...
 6. When you write an essay, you must confine ...
 7. Because of the special apparatus ...
 8. From the Vatican in Rome, the Pope ...
 9. The organisation of the department is really quite amorphous ...
 10. The Romans built a large number of castles or forts ...
 11. Because of their high price, some students are not averse ...
-
- a. ... and so the people in it are free to work on what they like, when they like.
 - b. ... required, higher fees are charged for science and technology courses.
 - c. ... to stealing books from the library.
 - d. ... yourself to giving relevant ideas and information only.
 - e. ... of Monmouth led a rebellion against the English king.
 - f. ... in a country start fighting each other.
 - g. ... called 'castra' which we now see in place names like Lancaster.
 - h. ... species already living there can be seen in all countries.
 - i. ... of only one point.
 - j. ... has the power to influence the lives of millions of Catholics.
 - k. ... into several different families.

PART 4: GRAMMAR, MISCELLANEOUS GRAMMAR EXPRESSION

Cause and Result—so

She got up so late that she missed her boss
The music was so loud that we couldn't talk

These are such long assignments that I can't finish them
This is such good news that I will call them

Cause and result—such

It was such a hot day that we went out
It was so hot a day that we went out

Enough with Nouns

We have enough time to go
We have time enough to go

Without enough sleep, you won't be able to do well on the
examination

Without sleep enough, you won't be able to do well on the
examination

Enough with Adjectives

It is warm enough to go swimming
That excuse isn't good enough
Her little car isn't big enough to seat more than two people

Few and Little

Little and few mean not a lot. A little and a few means some.

Few reference books may be checked out
John has very few friends

Before he came to US, he had done little traveling
There is little time to waste

A Little and A Few

We have a little time
We made a few mistakes

Much and Many

Many is used before plural count nouns and much is used before noncount nouns.

There are many television programs for children on Sunday

The letter was short because there wasn't much news.

Some and Any

Some is used before plural count nouns or noncount noun for possitive sentence; any is used before plural count nouns or noncount noun for negative sentence.

I have some tea in the morning after breakfast
I don't have any tea in the morning after breakfast

One of the an Some of the

One of the trees is dead (singular)
Some of the tress are dead (plural)

A Lot of and A Great Deal of

A lot of movies are boring
Jim spent a lot of money on his vacation

He has a great deal of patience

Either and Neither

Neither is used before auxiliary verbs and either is used after verbs and not.

My friend won't go and neither will I.
She hasn't finished her assignment yet, and neither have I.

She isn't in agreement and I'm not either.
He won't be here today, and I won't either.

So and Too

We are going to the concert, and so are they.
We are going to the concert, and they are too.

Because of and Because

Because of is a prepositional phrase, it introduces a noun or a noun phrase. Because is a conjunction; it introduces a clause with a subject and a verb.

They decided to stay at home because the weather was bad.

They decided to stay at home because of the weather.

One, Another, the Other

One, another, and the other organize three nouns consecutively. One means the first one mentioned. Another means one more in addition to the first one mentioned. The other means the one remaining.

One English proficiency test is TOEFL and the other is TOEIC.

One of my roommates studies engineering, another studies business, and the other studies English.

Exercise. Choose the best answer to the following questions.

1. We save a lot of at the park this afternoon.
A. younger
B. youngster
C. child
D. children
2. I met a lot of interesting on my vacation.
A. man
B. person
C. woman
D. people
3. We saw children in the park.
A. some
B. a
C. much
D. any
4. Paul doesn't earn ... money.
A. few
B. an
C. a
D. much
5. Do you have ... cold drinking water?
A. many
B. any
C. few
D. an
6. Did you read ... article in the newspaper?
A. few
B. some
C. little
D. the
7. We had ... rain last month.
A. many
B. ten days
C. a lot of
D. a
8. The test was very hard so ... students passed it.
A. little
B. few
C. much
D. any

9. George was really hungry so he ate ... sandwiches.
A. much
B. a
C. three
D. a little
10. We bought ... new equipment for our office.
A. many
B. any
C. some
D. few
11. One of ... of the late Middle Ages was Saint Thomas, a scholar who studied under Albertus Magnus.
A. the thinkers who was great
B. the great thinker
C. the greatest thinkers
D. who thought greatly
12. Although southern California is densely populated, live in the northern part of the state.
A. a little people
B. a few the people
C. few people
D. a little of people
13. Some plants are annuals; are biennials; the rest are perennials.
A. some another
B. another
C. others
D. other
14. Water is that it generally contains dissolved materials in greater or lesser amounts.
A. such an excellent solvent
B. such excellent a solvent
C. such a excellent solvents
D. a such excellent solvent
15. Young rivers have no flood plains and their valleys are
A. very narrow
B. too narrow
C. so narrow
D. narrowly

16. in the cultivation of a forest, trees need more careful planning than any other crop does.
- A. Because the time and area involved
 - B. For the time and area involving
 - C. Because of the time and area involved
 - D. As a cause of the time and area involved
17. Although they are both grown in USA and exported abroad, corn is not native to America and winter wheat
- A. is neither
 - B. isn't either
 - C. isn't neither
 - D. is either
18. Although the Ojibwa Indians fought frequently with the Sioux, they didn't have ... with early white settlers.
- A. much contact
 - B. lots contact
 - C. many contact
 - D. large contact
19. can be grown on arid land.
- A. Only a few crops
 - B. Only few crop
 - C. Only a little crops
 - D. Only little crop
20. When your body does not get ..., it cannot make the glucose it needs.
- A. enough food
 - B. foods as enough
 - C. food enough
 - D. enough the food

PART 5: WRITING, DEFINITION PARAGRAPH

Definition paragraph tries to tell or explain something. It defines a word or a concept. Definition paragraph gives answers to a questions of “what”. The word or thing will define or explain and the characteristics make it different from other category.

Courage

Courage is the quality of being brave when one is facing something that is dangerous or fear. For example, a soldier who goes into battle shows courage. A paramedic who crawls into a collapsed building to help an injured person also shows courage. However, one should not have to be a soldier or a paramedic to be courageous. One can display courage in everyday situations, too. For instance, a shy person who is afraid of speaking in public shows courage when he or she gives a speech at school or at work. A teenager who resists peer pressure to smoke, drink, or try drugs shows courage. To give another example, my friend Angela, who is terrified of flying, recently took her first airplane flight. As she walked onto the plane, she was trembling with fear, but she didn’t give in to her fright. To me, Angela entering that plane was as brave as a soldier entering battle. (Oshima & Houge, 2007:127)

Paragraph Practice

Write a paragraph based on your own topic. Use the model paragraph above for your reference. You may adopt or develop your own model.

UNIT 8

TELLING INDIVIDUAL BACKGROUND

OBJECTIVES

1. Enable the students to tell individual identity in front of audience.
2. Enable the students to comprehend reading text and word power.
3. Enable the students to differentiate between active voice and conditional sentences.
4. Enable the students to write opinion and factual paragraph.

PART 1: SPEAKING

All About Me

I was born in Poland on June 1998. I am the youngest of five children. I have got three older brothers and an older sister. My family has lived in England for almost two years now. Before that I lived in Warsaw. The city is as busy as London. When I was in Poland, I played in a football team. Every year our team reached the finals. I have played since I was five years old. I don't play football any more. Now I play in a tennis team. I also play the piano. I have had piano lessons for almost a year. I don't like practicing the, but my parents feel it is important for me to learn. I've been in the English club since we moved to England. A lot of children my age are in the club. Many of them came from Poland. I've learned a lot of new words since I've been in the club. My brothers have helped me a lot. I've also made a lot of new friends. I love living in England, but I miss my old friends in Poland. (Backpack, 2010: page 20)

Task 1. Complete the sentences using available words

be begin grow have know move read study
feel be be practice have study

Hi, I am Reswa. I _____ born in Jakarta born 20 years ago. I _____ up there, but when I was eight, we _____ to Solo. Recently, I _____ Finance in the Economic Faculty of UNS. I _____ some English, but it was hard to adjust to a different city and study. I _____ my vocabulary _____ limited and my knowledge on grammar _____ still not enough. I _____ conversation with friends but I _____ to work hard everyday. I _____ for hours every night to try to make sense of my assignment. Finally, little by little, I _____ to understand more of the books I _____ and the conversations I _____ with my friends. Now I feel OK here.

Task 2. Tell orally your individual background. Use the sentences below.

1. Say where and when you were born
2. Say where you live and where you study
3. Describe what you like and don't like doing
4. Describe your favourite activities

PART 2: READING

Text 1

The Richter scale considers earthquakes of 6.75 as great and 7.0 to 7.75 as major. An earthquake that reads 4 to 5.5 would be expected to cause localized damage and those of magnitude 2 may be left.

The other scale, introduced by the Italian seismologist Giuseppe Mercalli, measures the intensity of shaking, using gradation

from 1 to 12. Because the effects of such shaking dissipate with distance from the epicenter of the earthquake, the Mercalli rating depends on the site of the measurement. Earthquake of Mercalli 2 or 3 are basically the same as those of Richter 3 or 4; measurements of 11 or 12 on the Mercalli scale can be roughly correlated with magnitudes of 8 or 9 on the Richter scale.

1. Which of the following statements would the author most probably agree?
 - A. Only the Richter scale describes earthquakes in quantitative terms
 - B. Richter scale and Mercalli scale measure earthquakes in the same way
 - C. Most earthquakes are measurable on either Richter or Mercalli scales
 - D. Mercalli and Richter scales are different but they can be compared

2. How does each number on the Richter scale compare?
 - A. Each number is one hundred time as strong as the previous number
 - B. Each magnitude is ten times stronger than the previous magnitude
 - C. The strength of each magnitude is one less than the previous magnitude
 - D. The scale decreases by five or six for each number

3. The passage discusses all of the following in the explanation of the Richter scale EXCEPT
 - A. It was intriduced in 1935
 - B. It was introduced by an American seismologist
 - C. It has a scale of 1 to 12
 - D. It measures the magnitude of earthquakes

Text 2

Ernest Hemingway began his writing career as an ambitious young American newspaper-man in Paris after first World War. His early book, including *The Sun Also Rises*, were published in Europe before they were released in the United States.

Hemingway always wrote from experience rather than from imagination. In *Farwell to Arms*, published in 1929, he recounted his adventures as an ambulance driver in Italy during the war. In *For Whom the Bell Tolls*, published in 1940, he retold his memories of the Spanish Civil War.

Perhaps more than any other twentieth-century American writer, he was responsible for creating a style of literature. The Hemingway style was hard, economical, and powerful. It lured the reader into using imagination in order to fill in the details.

In 1952, Hemingway published *The Old Man and the Sea*, a short, compelling tale of an old fishermen's struggle to haul in a giant marlin that he had caught in the Gulf of Mexico. Some critics interpreted it as the allegory of man's struggle against old age; others interpreted it as man against the forces of nature. This book was the climax of Hemingway career. Two years later he was awarded the Nobel prize for literature. (From Pamela J, Sharpe, 2000:57, *How To Prepare for the TOEFL*).

1. What theme did Hemingway use for many of his books?
 - A. War
 - B. Romance
 - C. Travel
 - D. Sports
2. What was the Hemingway style?
 - A. Long description
 - B. Imaginative details
 - C. Short sentences
 - D. Difficult symbolism

3. What prize did Hemingway win after he wrote *The Old Man and the Sea*?
 - A. The Nobel prize for literature
 - B. The European prize for best book of 1952
 - C. The lifetime achievement award for literature
 - D. The American newspaper prize for young writers

4. What advice would Hemingway probably give to other writers?
 - A. Write for a newspaper before you begin writing novels
 - B. Create your own style of literature
 - C. Write from experience about things you have seen and people you have known
 - D. Travel in order to meet interesting people

Text 3

Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune in trust as a fund from which annual prizes could be awarded to individuals and organizations who had the greatest benefit to humanity in a particular year. Originally, there were six classifications for outstanding contributions designated in Nobel's will including chemistry, physics, physiology or medicine, literature, and international peace.

The prizes are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics endowed by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Recipients in physics, chemistry, and economics are selected by the Royal Swedish Academy of Sciences; in physiology or medicine by the Karolinska Institute; in literature by the Swedish Academy; and in peace by the Norwegian Nobel Committee appointed by Norway's parliament. The prizes are usually presented in Stockholm

on December 10, with the King of Swedish officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each one includes a gold medal, a diploma and a cash award of about one million dollars.

Task 1. Match definition in the left side with term in the right side.

No	Definition	Term
1	A person who first states something	Anniversary
2	Something given every year	Humanity
3	To specify something clearly	Annual
4	Ruling obtained from a heir	Award
5	Subject of study concerned with culture, literature	Designated
6	Granted as a gift	King
7	Celebration conducted every year	Inventor

Task 2. Fill in appropriate the word classes

No	Noun	Verb	Adjective	Adverb
1	classification	Classify	Class	Classy
2		Organization		
3	Economy			
4			Contribution	
5	Inventor			
6		Administer		
7	competition		Competitive	
8			Central	
9			Literary	
10		Authorize		

Task 3. Find synonyms and antonyms of the words below from the text

No	Synonym	Answer	Antonym	Answer
1	Treasure		Lie	
2	Very big		Bad luck	
3	Advantage		Fake	
4	Registered		Drawback	
5	Promoted		War	
6	Managed		Smallest	
7	Valid		Community	
8	Major		General	
9	Birthday		Trivial	
10	Category		Deceptive	

Text 4

From: M. Muhtar
To: Zainal
Sent: Monday, March 16, 2009 09.00 a.m.
Subject: Hasan Basri, Maily Motor

Mr Hasan Basri will be visiting our workshop on Thursday, March 18. I'd like you to prepare a program for him. He will be coming in the morning before lunch.

Please start with lunch at the "Solo Restaurant" and then show him our products such as bolts, nuts, screw and others.

1. Who will be the guide?
 - A. M. Muhtar
 - B. Zainal
 - C. Hasan Basri
 - D. No one

2. The main idea of the text is
- A. showing a restaurant
 - B. having lunch
 - C. coming on time
 - D. welcoming a guest
3. I'd like you to prepare a program for him. The underlined word refers to ..
- A. M Muhtar
 - B. Hasan Basri
 - C. Zainal
 - D. one of the staffs

Text 5

One of the most successful educational programs from adults is the Elderhostel designed for students over the age of sixty. Initiated in 1975 by five colleges in New Hampshire, Elderhostel was originally a one-week summer program for senior citizens combining travel and college residence with enrichment courses. The concept has been so popular that it has grown rapidly to include a network of more than three hundred colleges and universities in all fifty states. Host institutions have expanded to include museums, parks, and other outdoor centers as well as traditional college campuses, and one, two or three-week programs are now available year round. Although courses are not offered for credit, and no exams are required, the classes are taught by highly qualified faculty at the host college.

To date, hundreds of thousands of students from sixty to one hundred years old have participated in Elderhostel. Students usually live in dormitories, eat in cafeterias, and attend social, recreational, and cultural functions. All services available to students during the academic year are offered to Elderhostel students. Registration fees vary from as little as twenty dollars to as much as three hundred dollars, excluding books and transportation to the campus or community site. For many senior citizens, Elderhostel offers the opportunity for lifelong learning, companionship, and fun.

Task 1. Answer these questions

1. What is the origin of Eldeshostel program according to the text?
2. There are two evidences that makes Elderhostel successful. Explain.
3. In what reasons are exams in Elderhostel program not required by the students?
4. What is the main function of Elderhostel program for the students over the age of sixty?
5. What is the similarity between lifelong learning and Elderhostel program?

Task 2. Fill in appropriate the word classes

No	Noun	Verb	Adjective	Adverb
1	Education			
2			Dormitory	
3		Serve		
4	Registration			
5		Qualify		
6			Participatory	
7	Enrichment			
8	Design			
9				Successfully
10				Highly

PART 3: WORD POWER

Task 1. From the list below, choose one word which could be replaced the word shown in bold.

Ambiguity	annual	construe	displace	efficient
Innate	material	orbit	residu	reverberate
suspend				

1. The **yearly** external examiners' is held at the end of every academic year to discuss the examination papers which the students have written. _____
2. He is very pleasant colleague, and very **proficient** at his job. _____
3. The workers went on strike as they **viewed** the management's plans as an attack on their job security. _____
4. Some psychologists think our language ability is intrinsic, while others think that we know nothing about language at birth. _____
5. Because of reports that the meat was not safe, all sales were **halted** until more tests could be carried out. _____
6. Aluminium is a very suitable **substance** for aircraft because it is light and strong. _____
7. The International Space Station **circles** the Earth about every 90 minutes. _____

8. The noise of the explosion **echoed** through the empty streets.

9. Most of the money was spent on salaries, with the **remainder** used for new equipment. _____
10. Some industry experts believe that the Internet will **supplant** television and all programs will be viewed from a computer.

11. He lost a great deal of political support because his speeches were so full of **uncertainty** and anomalies. _____

Task 2. Choose the best word a, b, or c.

1. There are still too many countries which regularly _____ their citizens' human rights.
A. break B. violate C. breach
2. In very hot climates, a considerable amount of petrol _____ from car fuel tanks and into the atmosphere.
A. evaporates B. dehydrates C. dries
3. When writing a summary, try to _____ the main ideas into just a few short sentences.
A. condense B. shrink C. collapse
4. The chief _____ which many companies have today is not the property they own but rather the creativity and skills of their employees.
A. asset B. benefit C. liability
5. His health is so bad that it will be a _____ if he is alive next year.
A. wonder B. miracle C. marvel

6. When you hit a drum, the movement of the drum causes the air molecules to _____ which we hear as sound.
A. revertebrate B. vibrate C. shake
7. Although the research team are all somewhat _____ people, they work very well together and produce some very good ideas.
A. conventional B. odd C. bizarre
8. The professor _____ several possible explanations for the rise in recorded crime.
A. numbered B. enumerated C. named
9. The supervisor was not _____ concerned about the students asking for a week's extension to finish his essay, but warned him that there would be more extensions after that.
A. unduly B. absolutely C. highly
10. Please _____ two colour passport photographs to the application form.
A. link B. attach C. fix

Task 3. Choose the best ending for each of the sentence extract using list underneath.

1. One branch of mathematics is geometry
2. Electrical equipment is usually supplied with a fuse
3. Muslims have a system of divine ...
4. In 1991, President Saddam Husein of Iraq invaded ...
5. The new management team managed to revive
6. When we talk about sociology ...
7. People in Japan enjoy a great deal of affluence ...
8. In this lecture, I just want to give you a brief sketch
9. Fifty years after the Second World War, a state of tension prevailed
...
10. Like the United States Congress, the UK Parliament ...
11. Early computers were very cumbersome ...
12. The Government has reduced the number of ships in the navy ...

-
- a. ... due to the economic growth of the last 30 years.
 - b. ... which is concerned for example with lines and the shapes and angles they make
 - c. ... we are interested in the study of society and how people behave with it.
 - d. ... but today they are much smaller.
 - e. ... law based on the Koran.
 - f. ... the neighboring country of Kuwait.
 - g. ... which will blow it a fault develops.
 - h. ... and concentrated resources on the airforce instead.
 - i. ... between the communist and capitalist worlds, called the Cold War.
 - j. ... rather than speak in great detail about this new topic.
 - k. ... is responsible for making laws.
 - l. ... the company which may had thought was beyond hope.

PART 4: GRAMMAR, PASSIVE VOICE AND CONDITIONAL SENTENCES

Passive Voice

The present form of passive voice is formed with the simple present of be + past participle of the verb.

Hollywood is known for its films and film stars.

Switzerland and Germany are known for their fine watch.

The past form of passive voice is formed with the simple past form of be + the past participle of the verb.

Those boots were made in Spain

We usually use the passive voice when it is not important to know exactly who performs the action. We want to focus attention on the subject of the sentence.

That house is made of brick.

Rice and tea are grown in China and India.

Salt is produced from seawater.

To change a sentence in the active voice to the passive voice, make the object in the active sentence the subject of the passive sentence.

China grows rice-----Rice is grown in China.

The flood covered the houses.--- The houses were covered by the flood.

Conditional Sentences

A conditional sentence usually consists of an if clause that presents a condition, and a result clause that describes the effect of the condition.

If it is cloudy, I will take my umbrella.

One type of conditional expresses true, factual ideas in the present or future.

Fact: I may have time to watch the football match tonight.

Fact: I want to watch the football match.
If I have time, I will watch the football match tonight.

Fact: Bob isn't studying very much.

Fact: Studying more is necessary for good marks.
If Bob doesn't study more, he won't get good marks.

The present is used in the if clause. The future is used in the result clause.

If I have time, I will watch the football match tonight.
Bob won't get good marks, if he doesn't study more.

Another type of conditional expresses untrue, contrary-to-fact ideas in the present or future. For unreal conditional, use a past tense verb in the if clause and would + base form of the verb in the main clause. Could or might can be used in place of would. When the main verb is be, always use were, never use was.

If I had the time, I would read that book about Jupiter.
If Tomy planned his time better, he would finish his work on time.

Unreal conditionals about the past, use the past perfect form of the verb in the if clause and would + have + the past participle form of the verb in the main clause.

If you had come to the party last week, I would have danced with you.

Mary might have gone to work yesterday if she hadn't been sick.

Exercise. Choose the best word to complete the sentences.

1. If American are fewer foods with sugar and salt, their general health better.
A. be
B. will be
C. is
D. would be
2. According to some historians, If Napoleon had not invanded Russia, he the rest of Europe.
A. had conquered
B. would conquer
C. would have conquered
D. conquered
3. If human were totally deprived of sleep, they hallucinations, anxiety, coma, and eventyally death.
A. would experience
B. experience
C. would have experienced
D. had experienced
4. In the stringed instruments, the tones ... by playing a bow across a set of strings that may be made of wire or gut.
A. they produce
B. producing
C. are produced
D. that are producing
5. The famous architect, Frank Loyd Wright, was greatly ... , who wanted him to study architectur.
A. influenced by his mother
B. from his mother's influence
C. his mother influenced him
D. influencing for his mother
6. I will help you with your homework if I time tomorrow.
A. will have
B. have
C. would have
D. had

PART 5: WRITING, OPINION AND FACTS

Most problems students have in writing is that students often fail to prove their points. They fail because they do not support their points with concrete supports. Their papers are too often full of opinions and generalizations without the factual details to support them. A succesful paragraph should contain concrete support for the topic sentence.

It is certainly acceptable to express opinions in academic writing. However, the writer must support the opinions with factual details. The more specific the details, the better they are. In very formal academic writing, even some statements that are considered facts need further support. The statements need specific supporting details in order to be completely convincing.

When a writer uses ideas from someone's else she must give proper credit to the originator even she does not use the exact words. The process to documenting sources within a text of the essay is called as in-text citation. One way to write in-text citation is to put a brief reference in parentheses immediately following the quoted, paraphrased or summarized materials (Oshima & Houge, 1991:96).

Figures and Statistics

World Population Growth

The world's population has been increasing dramatically. According to a United Nation chart of world population growth, yhe world's population suddenly multiplied in the nineteenth and twentieth centuries. At the beginning of the Christian era, the estimated world population was 200 to 300 million. It took more than 1,800 years for the population to reach one billion. Then in less than one hundred years, the figure doubled to two billion by 1930. By 1975, when it reached four billion, it had doubled again in less than

fifty years. The United Nations has projected an increase to more than six billion by the year 2000. (Oshima & Hogue, 1991:77)

Direct quotation

Drugs and the Olympic Games

It is no secret that performance-enhancing drugs have been used by Olympic athletes for decades. In 1993, the head of the International Olympic Committee's medical commission, Prince Alexander de Merode of Belgium, stated: "*I believe that as many as 10% of all Olympic athletes are regular users of performance-enhancing drugs.*" Despite rigorous drug testing of Olympic athletes, the use of banned performance-enhancing substances has become more widespread than ever. It is clear that if athletes want to win, they must consider using drugs. In a 1997 article in Sports Illustrated magazine, Dutch physician Michel Karsten is quoted as saying, "*There may be some sportsmen who can win gold medals without taking drugs, but there are very few.*" According to Dr. Karsten, who says he has prescribed anabolic steroids to hundreds of world-class athletes over the last twenty-five years, "*If you are especially gifted, you may win once, but from my experience you can't continue to win without drugs. The field is just too filled with drugs.*" (Oshima & Hogue, 1991:83).

Indirect quotation

Seeking Spouse in the Web

The global reach of the Internet is helping expatriate citizens of India find marriage partners. Most Indians prefer their partners to come from the same region of India as they and to have similar religious and socioeconomic backgrounds. For young Indians who live abroad, searching a suitable wife or husband becomes quite difficult. They often must depend on their family back home in India

to find them mates. However, computer scientist Raj Baronia, who lives and works in Silicon Valley in California, has developed a site on the World Wide Web to help called Indolink. In an interview, Baronia said that he had developed Indolink to allow Indians living abroad to take responsibility for finding their own marriage partners rather than having their parents to do it for them. He estimated that about half of Indolink ads were placed by marriage seekers themselves, rather than by family. Baronia also said Indolink allowed them to search not only in India but also in expatriate communities around the world. (Oshima & Houge, 1991:86).

Paraphrasing and Summary

Paraphrasing is a writing information from an outside source in our own words without changing its meaning. Paraphrasing is to rewrite the information by including all or nearly all of the original content of the passage, a paraphrase is almost as long as the original. When paraphrasing it is important to avoid plagiarizing; in that the paraphrase is too similar to the original. A paraphrase is unacceptable when it contains the same vocabulary and sentence structure as the original.

A summary, by contrast, is shorter than the original. A summary includes only the main ideas of original, restated in our own words. Similar to paraphrase, summary must not change the meaning of the original. In other words, a summary is similar to a paraphrase except that a summary is shorter. When writing a summary, the writer compresses most information into fewest possible sentences by including only the main points and leaving the details (Oshima & Houge, 1991:93-94).

Paraphrase

Original

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert). (1991:90).

Paraphrase

Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries (Kispert).

Summary

People communicate mainly through language; however, having so many different languages creates communication barriers. Some think that one universal language would bring countries together culturally and economically and also increase good feelings among them (Kispert).

Paragraph Practice

1. Write a paragraph based on your own topic. You may adopt or develop your own model.
2. Find a source of a referenc from a textbook or an article in a newspaper. Find one topic then write a summary and a paraphrase from the text.

REFERENCES

- Azar, S. Betty. 1992. *Fundamentals of English Grammar*. Englewood Cliffs, NY: Regents Prentice Hall Inc.
- Finocchiaro & Lavenda. 1970. *Selections for Developing English Language Skills*. New Jersey: Regents Publishing Company Inc.
- Herrera, Mario & Pinkley, Diane. 2012. *Backpack: Workbook Gold 6*. Edinburgh, Essex: Pearson Education.
- Herrera, Mario & Pinkley, Diane. 2012. *Backpack Gold 6*. Edinburgh, Essex: Pearson Education.
- Herrera, Mario & Pinkley, Diane. 2010. *Backpack Gold 5*. Edinburgh, Essex: Pearson Education.
- Hughes, John. 2006. *Telephone English*. Oxford: Macmillan Publishers Limited.
- Leo, Sutanto, dkk. 2007. *English for Academic Purposes: Essay Writing*. Yogyakarta: Penerbit Andi.
- Lougheed, Lin. 2005. *How to Prepare for the TOEIC Bridge Test*. Jakarta: PT Binarupa Aksara.
- Mascull, Bill. 2004. *Business Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
- McCarthy, Michael & O'Dell, Felicity. 2001. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
- McCarthy, Michael & O'Dell, Felicity. 1999. *English Vocabulary in Use: Elementary*. Cambridge: Cambridge University Press.
- Nation, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. London: Routledge Publishers Inc.
- Oxford University. 1986. *Reading and Thinking in English: Concept in Use*. Oxford: Oxford University Press.
- Oxford University. 1987. *Reading and Thinking in English: Discovering Discourse*. Oxford: Oxford University Press.
- Oxford University. 1982. *Reading and Thinking in English: Discourse in Action*. Oxford: Oxford University Press.
- Oshima, Alice & Hogue, Ann. 1999. *Writing Academic English*. White Plains, New York: Addison Wesley Longman.

- Oshima, Alice & Higue, Ann. 2007. *Introduction to Academic English*. White Plains, New York: Addison Wesley Longman.
- Porter, David. 2007. *Check Your Vocabulary for Academic English*. London: A&C Black Publishers.
- Sharpe, J. Pamela. 2000. *Barron's How to Prepare for the TOEFL*. Jakarta: PT Binarupa Aksara.
- Solikhah, Imroatus; Nurkamto, Joko; Waluyp J. Herman & Slamet, Y. St. 2014. *English for Academic Purposes: A Competency-Based Textbook for EFL Learners*. Yogyakarta: Penerbit Imperium.
- Suter, Joanne. 2004. *Building Vocabulary Skills & Strategies Plus Reproducible Activities Level 3*. Rivine, California: Saddleback Educational Publishers.
- Suter, Joanne. 2004. *Building Vocabulary Skills & Strategies Plus Reproducible Activities Level 4*. Rivine, California: Saddleback Educational Publishers.
- Sutinah, Entin, dkk. 2006. *Get Along with English for Vocational School Grade X*. Jakarta: Penerbit Erlangga.
- Sutinah, Entin, dkk. 2006. *Get Along with English for Vocational School Grade XI*. Jakarta: Penerbit Erlangga.
- Sutinah, Entin, dkk. 2006. *Get Along with English for Vocational School Grade XII*. Jakarta: Penerbit Erlangga.

What is the Vocabulary List?

The **Academic Vocabulary List** can be obtained from:
www.englishcompanion.com

Upon arriving at Mr. Burke's home page, scroll down and click on:
[NEW: Academic Vocabulary 2.0 \(Expanded\)](#)

Academic Vocabulary

A thorough survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet: nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment.

Appendix 1:
Dr. Imroatus Solikhah, M.Pd
Academic Vocabulary List from Jim Burke

ACADEMIC WORD LIST (JIM BURKE)

1. abbreviate	31. authentic	61. concise	91. cumulative
2. abstract	32. background	62. conclude	92. debate
3. according	33. body	63. conclusion	93. deduce
4. acronym	34. brainstorm	64. concrete	94. defend
5. address	35. brief	65. conditions	95. define
6. affect	36. calculate	66. conduct	96. demand
7. alter	37. caption	67. confirm	97. demonstrate
8. always	38. category	68. consequence	98. depict
9. analogy	39. cause	69. consider	99. derive
10. analysis	40. character	70. consist	100. describe
11. analyze	41. characteristic	71. consistent	101. detail
12. annotate	42. characterize	72. consistently	102. detect
13. anticipate	43. chart	73. constant	103. determine
14. application	44. chronology	74. constitutes	104. develop
15. apply	45. citation	75. consult	105. devise
16. approach	46. cite	76. contend	106. diction
17. appropriate	47. claim	77. context	107. differentiate
18. approximate	48. clarify	78. continuum	108. dimension
19. argue	49. class	79. contradict	109. diminish
20. argument	50. clue	80. control	110. direct
21. arrange	51. code	81. convert	111. discipline
22. articulate	52. coherent	82. convey	112. discover
23. aspects	53. common	83. copy	113. discriminate
24. assemble	54. compare	84. correlate	114. discuss
25. assert	55. compile	85. correspond	115. distinguish
26. assess	56. complement	86. credible	116. domain
27. associate	57. complete	87. credit	117. draft
28. assume	58. compose	88. criteria	118. draw
29. assumption	59. composition	89. critique	119. edit
30. audience	60. conceive	90. crucial	120. effect

Appendix 1:
Dr. Imroatus Solikhah, M.Pd
Academic Vocabulary List from Jim Burke

ACADEMIC WORD LIST (JIM BURKE)

121. elements	161. graph	201. literal	241. plausible
122. emphasize	162. graphic	202. locate	242. plot
123. employ	163. header	203. logical	243. point
124. equal	164. heading	204. main	244. point of view
125. equivalent	165. highlight	205. margin	245. portray
126. essay	166. hypothesize	206. mean	246. possible
127. essential	167. identify	207. measure	247. preclude
128. establish	168. illustrate	208. metaphor	248. predict
129. estimate	169. imitate	209. method	249. prefix
130. evaluate	170. imply	210. model	250. prepare
131. event	171. inclined	211. modify	251. presume
132. evidence	172. include	212. monitor	252. preview
133. exaggerate	173. incorporate	213. motivation	253. previous
134. examine	174. indicate	214. narrative	254. primary
135. example	175. indirect	215. narrator	255. prior
136. excerpt	176. infer	216. never	256. probably
137. exclude	177. influence	217. notation	257. procedure
138. exercise	178. inform	218. note	258. process
139. exhibit	179. inquire	219. notice	259. produce
140. explain	180. instructions	220. objective	260. profile
141. explore	181. integrate	221. observe	261. project
142. expository	182. intent	222. occur	262. prompt
143. extract	183. intention	223. opinion	263. proofread
144. fact	184. interact	224. oppose	264. property
145. factor	185. intermittent	225. optional	265. propose
146. feature	186. interpret	226. order	266. prose
147. figurative	187. introduce	227. organize	267. prove
148. figure	188. introduction	228. origins	268. purpose
149. focus	189. invariably	229. outline	269. quotation
150. footer	190. investigate	230. pace	270. quote
151. foreshadow	191. involve	231. paraphrase	271. rank
152. form	192. irony	232. participation	272. rare
153. format	193. irrelevant	233. passage	273. rarely
154. former	194. isolate	234. pattern	274. reaction
155. formulate	195. italics	235. perform	275. recall
156. fragment	196. judge	236. perspective	276. reduce
157. frame	197. key	237. persuade	277. refer
158. frequently	198. label	238. place	278. reflect
159. general	199. likely	239. plagiarism	279. regular
160. genre	200. list	240. plan	280. relate

Appendix 1:
Dr. Imroatus Solikhah, M.Pd
Academic Vocabulary List from Jim Burke

ACADEMIC WORD LIST (JIM BURKE)

281. relationship	301. sequence	321. study	341. theme
282. relevant	302. series	322. style	342. thesis
283. rephrase	303. set	323. subject	343. timeline
284. report	304. setting	324. subjective	344. tone
285. represent	305. show	325. subsequent	345. topic
286. representative	306. signal	326. substitute	346. trace
287. request	307. significance	327. succinct	347. trait
288. require	308. simile	328. suggest	348. transition
289. requisite	309. skim	329. sum	349. translate
290. respond	310. solve	330. summarize	350. typically
291. responsible	311. source	331. summary	351. unique
292. restate	312. spatial	332. support	352. utilize
293. results	313. specific	333. survey	353. valid
294. reveal	314. speculate	334. symbolize	354. variation
295. review	315. stance	335. synonym	355. vary
296. revise	316. standard	336. synthesize	356. verify
297. root	317. state	337. table	357. viewpoint
298. rule	318. statement	338. technique	358. voice
299. scan	319. strategy	339. term	
300. score	320. structure	340. test	

© Jim Burke Visit www.englishcompanion.com for more information. Teachers may copy for classroom use.

Appendix 2
 Dr. Imroatus Solikhah, M.Pd
 General Word List 1,000

Instant Words
1,000 Most Frequently Used Words

These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65 percent of all written material. Is it any wonder that all students must learn to recognize these words instantly and to spell them correctly also? Source: *The Reading Teacher's Book of Lists*, Fourth Edition, © 2000 by Prentice Hall Authors: Fry, Kress & Fountoukidis

FIRST HUNDRED

No	Words 1-25	No	Words 26-50	No	Words 51-75	No	Words 76-100
1	the	26	Or	51	will	76	number
2	of	27	One	52	up	77	No
3	and	28	Had	53	other	78	way
4	a	29	By	54	about	79	could
5	to	30	Word	55	out	80	people
6	in	31	But	56	many	81	my
7	is	32	Not	57	then	82	than
8	you	33	What	58	them	83	first
9	that	34	All	59	these	84	water
10	it	35	Were	60	so	85	been
11	he	36	We	61	some	86	call
12	was	37	When	62	her	87	who
13	for	38	Your	63	would	88	oil
14	on	39	Can	64	make	89	Its
15	are	40	Said	65	like	90	now
16	as	41	There	66	him	91	find
17	with	42	Use	67	into	92	long
18	his	43	An	68	time	93	down
19	they	44	Each	69	has	94	day
20	I	45	Which	70	look	95	did
21	at	46	She	72	two	96	get
22	be	47	Do	72	more	97	come
23	this	48	How	73	write	98	made
24	have	49	Their	74	go	99	may
25	from	50	If	75	see	100	part

Appendix 2
 Dr. Imroatus Solikhah, M.Pd
 General Word List 1,000

SECOND HUNDRED

No	Words 101-125	No	Words 126-150	No	Words 151-175	No	Words 176-200
101	over	126	Say	151	set	176	try
102	new	127	Great	152	put	177	kind
103	sound	128	where	153	end	178	hand
104	take	129	Help	154	does	179	picture
105	only	130	through	155	another	180	again
106	little	131	Much	156	well	181	change
107	work	132	before	157	large	182	off
108	know	133	Line	158	must	183	play
109	place	134	Right	159	big	184	spell
110	year	135	Too	160	even	185	air
111	live	136	Mean	161	such	186	away
112	me	137	Old	162	because	187	animal
113	back	138	Any	163	turn	188	house
114	give	139	Same	164	here	189	point
115	just	140	Tell	165	why	190	page
116	most	141	boy	166	ask	191	letter
117	very	142	follow	167	went	192	mother
118	after	143	Came	168	men	193	answer
119	thing	144	Want	169	read	194	found
120	our	145	Show	170	need	195	study
121	name	146	Also	171	land	196	still
122	good	147	around	172	different	197	learn
123	sentence	148	Form	173	home	198	should
124	man	149	Three	174	us	199	America
125	think	150	Small	175	move	200	world

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

THIRD HUNDRED

No	Words 201-225	No	Words 226-250	No	Words 251-275	No	Words 276-300
201	high	226	Saw	251	important	276	miss
202	every	227	Left	252	until	277	idea
203	near	228	Down	253	children	278	enough
204	add	229	Few	254	side	279	eat
205	food	230	While	255	feet	280	face
206	between	231	Along	256	car	281	watch
207	own	232	Might	257	mile	282	far
208	below	233	Close	258	night	283	Indian
209	country	234	Something	259	walk	284	really
210	plant	235	Seem	260	white	285	Almost
211	last	236	Next	261	sea	286	Let
212	school	237	Hard	262	began	287	Above
213	father	238	Open	263	grow	288	girl
214	keep	239	Example	264	took	289	Sometimes
215	tree	240	Begin	265	river	290	Mountain
216	never	241	Life	266	four	291	Cut
217	start	242	Always	267	carry	292	Young
218	city	243	Those	268	state	293	Talk
219	earth	244	Both	269	once	294	Soon
220	eye	245	Paper	270	book	295	List
221	light	246	Together	271	hear	296	song
222	thought	247	Got	272	stop	297	being
223	head	248	Group	273	without	298	leave
224	under	249	Often	274	second	299	family
225	story	250	run	275	later	300	It's

Appendix 2
 Dr. Imroatus Solikhah, M.Pd
 General Word List 1,000

FOURTH HUNDRED

No	Words 301-325	No	Words 326-350	No	Words 351-375	No	Words 376-400
301	body	326	Order	351	Listen	376	farm
302	music	327	Red	352	Wind	377	pulled
303	color	328	Door	353	Rock	378	draw
304	stand	329	Sure	354	Space	379	voice
305	sun	330	become	355	Covered	380	seen
306	question	331	Top	356	Fast	381	cold
307	fish	332	Ship	357	Several	382	cried
308	area	333	across	358	Hold	383	plan
309	mark	334	today	359	Himself	384	notice
310	dog	335	during	360	Toward	385	south
311	horse	336	Short	361	Five	386	sin
312	birds	337	better	362	Step	387	war
313	problem	338	best	363	Morning	388	ground
314	complete	339	however	364	Passed	389	fall
315	room	340	Low	365	Vowel	390	king
316	knew	341	hours	366	True	391	town
317	since	342	black	367	Hundred	392	I'll
318	ever	343	products	368	Against	393	unit
319	piece	344	happened	369	Pattern	394	figure
320	told	345	whole	370	Numeral	395	certain
321	usually	346	measure	371	Table	396	field
322	didn't	347	remember	372	North	397	travel
323	friends	348	early	373	Slowly	398	wood
324	easy	349	waves	374	Money	399	fire
325	heard	350	reached	375	map	400	upon

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

FIFTH HUNDRED

No	Words 401-425	No	Words 426-450	No	Words 451-475	No	Words 476-500
401	done	426	decided	451	Plane	476	filled
402	English	427	contain	452	System	477	heat
403	road	428	course	453	Behind	478	full
404	halt	429	surface	454	Ran	479	hot
405	ten	430	produce	455	round	480	check
406	fly	431	building	456	boat	481	object
407	gave	432	ocean	457	game	482	am
408	box	433	Class	458	force	483	rule
409	finally	434	Note	459	brought	484	among
410	wait	435	nothing	460	understand	485	noun
411	correct	436	Rest	461	warm	486	power
412	oh	437	carefully	462	common	487	cannot
413	quickly	438	scientists	463	bring	488	able
414	person	439	inside	464	explain	489	six
415	became	440	wheels	465	dry	490	size
416	shown	441	Stay	466	though	491	dark
417	minutes	442	Green	467	language	492	ball
418	strong	443	known	468	shape	493	material
419	verb	444	island	469	deep	494	special
420	stars	445	Week	470	thousands	495	heavy
421	front	446	Less	471	yes	496	fine
422	feel	447	machine	472	clear	497	pair
423	fact	448	Base	473	equation	498	circle
424	inches	449	Ago	474	yet	499	include
425	street	450	Stood	475	government	500	built

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

SIXTH HUNDRED

No	Words 501-525	No	Words 526-550	No	Words 551-575	No	Words 576-600
501	can't	526	picked	551	legs	576	Beside
502	matter	527	simple	552	sat	577	Gone
503	square	528	Cells	553	main	578	Sky
504	syllables	529	Paint	554	winter	579	Glass
505	perhaps	530	Mind	555	wide	580	Million
506	bill	531	Love	556	written	581	West
507	felt	532	cause	557	length	582	Lay
508	suddenly	533	rain	558	reason	583	Weather
509	test	534	exercise	559	kept	584	Root
510	direction	535	eggs	560	interest	585	Instruments
511	center	536	train	561	arms	586	Meet
512	farmers	537	blue	562	brother	587	Third
513	ready	538	wish	563	race	588	Months
514	anything	539	drop	564	present	589	Paragraph
515	divided	540	developed	565	beautiful	590	Raised
516	general	541	window	566	store	591	Represent
517	energy	542	difference	567	job	592	Soft
518	subject	543	distance	568	edge	593	Whether
519	Europe	544	heart	569	past	594	Clothes
520	moon	545	sit	570	sign	595	Flowers
521	region	546	sum	571	record	596	Shall
522	return	547	summer	572	finished	597	Teacher
523	believe	548	wall	573	discovered	598	Held
524	dance	549	forest	574	wild	599	Describe
525	members	550	probably	575	happy	600	Drive

Appendix 2
 Dr. Imroatus Solikhah, M.Pd
 General Word List 1,000

SEVENTH HUNDRED

No	Words 601-625	No	Words 626-650	No	Words 651-675	No	Words 676-700
601	cross	626	already	651	hair	676	rolled
602	speak	627	instead	652	age	677	Bear
603	solve	628	phrase	653	amount	678	Wonder
604	appear	629	soil	654	scale	679	Smiled
605	metal	630	bed	655	pounds	680	Angle
606	son	631	copy	656	although	681	Fraction
607	either	632	free	657	per	682	Africa
608	ice	633	hope	658	broken	683	Killed
609	sleep	634	spring	659	moment	684	Melody
610	village	635	case	660	tiny	685	Bottom
611	factors	636	laughed	661	possible	686	Trip
612	result	637	nation	662	gold	687	Hole
613	jumped	638	quite	663	milk	688	let's
614	snow	639	type	664	quiet	689	Fight
615	ride	640	themselves	665	natural	690	Surprise
616	care	641	temperature	666	lot	691	French
617	floor	642	bright	667	stone	692	Died
618	hill	643	lead	668	act	693	Beat
619	pushed	644	everyone	669	build	694	Exactly
620	baby	645	method	670	middle	695	Remain
621	buy	646	section	671	speed	696	Dress
622	century	647	lake	672	count	697	Iron
623	outside	648	consonant	673	cat	698	couldn't
624	everything	649	within	674	someone	699	Fingers
625	tall	650	dictionary	675	sail	700	poor

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

EIGHTH HUNDRED

No	Words 701-725	No	Words 726-750	No	Words 751-775	No	Words 776-800
701	row	726	president	751	yourself	776	Caught
702	least	727	brown	752	control	777	Fell
703	catch	728	trouble	753	practice	778	Team
704	climbed	729	cool	754	report	779	God
705	wrote	730	cloud	755	straight	780	Captain
706	shouted	731	lost	756	rise	781	Direct
707	continued	732	sent	757	statement	782	Ring
708	itself	733	symbols	758	stick	783	Serve
709	else	734	wear	759	party	784	Child
710	plains	735	bad	760	seeds	785	Desert
711	gas	736	save	761	suppose	786	Increase
712	England	737	experiment	762	woman	787	History
713	burning	738	engine	763	coast	788	cost
714	design	739	alone	764	bank	789	maybe
715	joined	740	drawing	765	period	790	Business
716	foot	741	east	766	wire	791	Separate
717	law	742	pay	767	choose	792	Break
718	ears	743	single	768	clean	793	Uncle
719	grass	744	touch	769	visit	794	Hunting
720	you're	745	information	770	bit	795	Flow
721	grew	746	express	771	whose	796	Lady
722	skin	747	mouth	772	received	797	Students
723	valley	748	yard	773	garden	798	Human
724	cents	749	equal	774	please	799	Art
725	key	750	decimal	775	strange	800	feeling

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

NINTH HUNDRED

No	Words 801-825	No	Words 826-850	No	Words 851-875	No	Words 876-900
801	supply	826	guess	851	thick	876	major
802	corner	827	silent	852	blood	877	Observe
803	electric	828	trade	853	lie	878	Tube
804	insects	829	rather	854	spot	879	Necessary
805	crops	830	compare	855	bell	880	Weight
806	tone	831	crowd	856	fun	881	Meat
807	hit	832	poem	857	loud	882	Lifted
808	sand	833	enjoy	858	consider	883	Process
809	doctor	834	elements	859	suggested	884	Army
810	provide	835	indicate	860	thin	885	Hat
811	thus	836	except	861	position	886	Property
812	won't	837	expect	862	entered	887	Particular
813	cook	838	flat	863	fruit	888	swim
814	bones	839	seven	864	tied	889	terms
815	tail	840	interesting	865	rich	890	Current
816	board	841	sense	866	dollars	891	Park
817	modern	842	string	867	send	892	Sell
818	compound	843	blow	868	sight	893	Shoulder
819	mine	844	famous	869	chief	894	Industry
820	wasn't	845	value	870	Japanese	895	Wash
821	fit	846	wings	871	stream	896	Block
822	addition	847	movement	872	planets	897	Spread
823	belong	848	Pole	873	rhythm	898	Cattle
824	safe	849	exciting	874	eight	899	Wife
825	soldiers	850	branches	875	science	900	sharp

Appendix 2
Dr. Imroatus Solikhah, M.Pd
General Word List 1,000

TENTH HUNDRED

No	Words 901-925	No	Words 926-950	No	Words 951-975	No	Words 976-1,000
901	company	426	sister	451	gun	476	Total
902	radio	427	oxygen	452	similar	477	Deal
903	we'll	428	plural	453	death	478	Determine
904	action	429	various	454	score	479	Evening
905	capital	430	agreed	455	forward	480	Nor
906	factories	431	opposite	456	stretched	481	Rope
907	settled	432	wrong	457	experience	482	Cotton
908	yellow	433	chart	458	rose	483	Apple
909	isn't	434	prepared	459	allow	484	Details
910	southern	435	pretty	460	fear	485	entire
911	truck	436	solution	461	workers	486	corn
912	fair	437	fresh	462	Washington	487	substances
913	printed	438	Shop	463	Greek	488	smell
914	wouldn't	439	suffix	464	women	489	tools
915	ahead	440	especially	465	bought	490	conditions
916	chance	441	shoes	466	led	491	cows
917	born	442	actually	467	march	492	track
918	level	443	Nose	468	northern	493	arrived
919	triangle	444	afraid	469	create	494	located
920	molecules	445	dead	470	British	495	sir
921	France	446	sugar	471	difficult	496	seat
922	repeated	447	adjective	472	match	497	division
923	column	448	Fig	473	win	498	effect
924	western	449	office	474	doesn't	499	underline
925	church	450	huge	475	steel	500	view

Selecting vocabulary: General service list of English words
General Service List of English Words. West (1953).

The list has about 2000 headwords and about 1500 related words, making about 3500 words altogether. This list has the parts of speech added making about 5500 words altogether. You will already know most of these words. You should try and learn the ones you do not know. Try and work through at least 10 new words each day.

*Definitions linked to: [Cambridge Learner's Dictionary](#) (Used with permission). The list uses UK spelling.

No	Headwords	Related words	Definition*
1	A		a
2	able	ability	able
3	about		about
4	above		above
5	abroad		abroad
6	absence	absent	absence
7	absolutely		absolutely
8	accept	accepts, accepted, accepting	accept
9	accident	accidents, accidental, accidentally	accident
10	accord	according to	accord
11	account	accounts, accounted, accounting	account
12	accuse	accuses, accused, accusing	accuse
13	accustom		accustom
14	ache	aches	ache

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

15	across		across
16	Act	acts, acted, acting, actor, actors, actress, actresses, action, actions, active, actively, activity, activities	act
17	actual	actually	actual
18	add	adds, adding, added	add
19	address	addresses	address
20	admire	admires, admiring, admired, admiration	admire
21	admit	admits, admitted, admitting, admission	admit
22	adopt	adopts, adopted, adopting, adoption	adopt
23	advance	in advance, advanced	advance
24	advantage	advantages	advantage
25	adventure	adventures	adventure
26	advertise	advertises, advertised, advertising, advertisement	advertise
27	advice	advise, advises, advised, advising	advice
28	aeroplane	airplane, aeroplanes, airplanes	aeroplane
29	affair	affairs	affair
30	afford	affords, affording, afforded	afford
31	afraid		afraid
32	after		after
33	afternoon	afternoons	afternoon
34	again		again

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

35	against		against
36	age	ages	age
37	agent	agents, agency	agent
38	ago		ago
39	agree	agrees, agreed, agreeing, agreement, disagree, disagrees, disagreed, disagreeing, disagreement	agree
40	agriculture	agricultural	agriculture
41	ahead		ahead
42	Aim	aims, aimed, aiming, aimless	aim
43	Air	air-tight	air
44	alike		alike
45	alive		alive
46	All		all
47	allow	allows, allowed, allowing, allowance	allow
48	almost		almost
49	alone		alone
50	along	along with	along
51	aloud		aloud
52	already		already
53	also		also
54	although		although
55	altogether		altogether
56	always		always
57	ambition	ambitions, ambitious	ambition

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

58	among		among
59	amongst		amongst
60	amount		amount
61	amuse	amuses, amused, amusing, amusement	amuse
62	ancient		ancient
63	An		an
64	and		and
65	anger	angry	anger
66	angle	angles	angle
67	angry		angry
68	animal	animals	animal
69	annoy	annoyed, annoys, annoying, annoyance	annoy
70	another		another
71	answer	answers, answering, answered	answer
72	anxiety	anxious	anxiety
73	any	anybody, anyhow, anything, anywhere	any
74	apart		apart
75	apologise	apologises, apologised, apologising, apology, apologies	apologise
76	appear	appears, appeared, appearing, disappear, disappears, disappeared, disappearing, appearance, appearances, disappearance	appear

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

77	applaud	applauds, applauding, applauded, applause	applaud
78	apple	apples	apple
79	apply	applies, applied, applying, application, applications	apply
80	appoint	appoints, appointing, appointed, appointment, appointments	appoint
81	approve	approves, approved, approving, disapprove, disapproves, disapproved, approval	approve
82	april		april
83	arch	arched, archway	arch
84	argue	argues, argued, arguing, argument, arguments	argue
85	arise	arises, arose, arising	arise
86	arm	arms, armour, unarmed	arm
87	army	armies	army
88	around		around
89	arrange	arranges, arranged, arranging, arrangement, arrangement	arrange
90	arrest	arrested, arrests, arresting	arrest
91	arrive	arrived, arrives,, arriving, arrival	arrive
92	arrow	arrows	arrow
93	Art	artist, artists, artistic	art
94	article	articles	article
95	artificial		artificial

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

96	as		as
97	ash		ash
98	ashamed		ashamed
99	aside		aside
100	ask	asks, asked, asking	ask
101	asleep		asleep
102	association	associations	association
103	astonish	astonishes, astonished, astonishing, astonishment	astonish
104	at		at
105	attack	attacks	attack
106	attempt	attempts	attempt
107	attend	attends, attended, attending, attention, attentive	attend
108	attract	attracts, attracted, attracting, attraction, attractive	attract
109	audience	audiences	audience
110	august		august
111	aunt	aunts	aunt
112	autumn		autumn
113	avenue	avenues	avenue
114	average		average
115	avoid	avoids, avoided, avoiding, avoidance, unavoidable, unavoidably	avoid
116	awake	wakes, awoke, awaking	awake
117	away		away

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

118	awkward	awkwardly, awkwardness	awkward
119	axe	axes	axe
120	baby	babies	baby
121	back	backbone, background, backward	back
122	bad	badly, badness	bad
123	bag	bags	bag
124	baggage		baggage
125	bake	bakes, baked, baking	bake
126	balance	balances, balancing, balanced	balance
127	ball	balls	ball
128	band	bands	band
129	bank	banks	bank
130	bar	bars	bar
131	barber	barbers	barber
132	bare		bare
133	bargain	bargains	bargain
134	barrel	barrels	barrel
135	base	bases, based, basing, basic	base
136	basin	basins	basin
137	basket	baskets	basket
138	bath	baths, bathed, bathe	bath
139	battle	battles	battle
140	bay	bays	bay
141	be	been, is, are, was, were, being	be
142	beak	beaks	beak

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

143	beam	beams	beam
144	bean	beans	bean
145	bear	bears, bearing	bear
146	beard	beards	beard
147	beast	beasts	beast
148	beat	beats, beating	beat
149	beauty	beautiful, beautifully	beauty
150	because		because
151	become	becomes, became, becoming	become
152	bed	beds, bedding, bedroom, bedrooms	bed
153	before		before
154	beg	begs, begging, begged, beggar	beg
155	begin	begins, began, begun, beginning, beginnings	begin
156	behave	behaves, behaved, behaving, behaviour	behave
157	behind		behind
158	being	well-being	being
159	believe	believes, believed, believing, belief	believe
160	bell	bells	bell
161	belong	belongs, belonged, belonging	belong
162	below		below
163	belt	belts	belt
164	bend	bends, bending, bent	bend
165	beneath		beneath

Appendix 3
 Dr. Imroatus Solikhah, M.Pd
 General Words List 2,000

166	berry	berries	berry
167	beside	besides	beside
168	best		best
169	better		better
170	between		between
171	beyond		beyond
172	bicycle	bicycles	bicycle
173	big		big
174	bill	bills	bill
175	bind	binds, bound, binding	bind
176	bird	birds	bird
177	birth		birth
178	bit		bit
179	bite	bites, bit	bite
180	bitter	bitterness	bitter
181	black		black
182	blade	blades	blade
183	blame	blames, blamed, blaming	blame
184	bless	blessees, blessing, blessed, blessing	bless
185	blind	blinds, blinded, blinding	blind
186	block	blocks	block
187	blood	bleed	blood
188	blow	blows, blowing, blew	blow
189	blue		blue
190	board	boards	board

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

191	boast	boasts, boasting, boasted, boastful	boast
192	boat	boats	boat
193	body	bodies, bodily, body-guard	body
194	boil	boils, boiled, boiling, boiler	boil
195	bold	boldly	bold
196	bone	bones	bone
197	book	books	book
198	border	borders	border
199	born		born
200	borrow	borrows, borrowed, borrowing	borrow
201	both		both
202	bottle	bottles	bottle
203	bottom	bottoms	bottom
204	bound	bounded, bounds	bound
205	boundary	boundaries	boundary
206	bow	bows, bowing, bowed	bow
207	bowl	bowls	bowl
208	box	boxes	box
209	boy	boys	boy
210	brain	brains	brain
211	branch	branches	branch
212	brass		brass
213	brave	bravely, bravery	brave
214	bread		bread
215	break	breaks, broke, breaking,	break

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		breakage	
216	breakfast		breakfast
217	breath	breathe, breathing	breath
218	bribe	bribes, bribing, bribed, bribery	bribe
219	brick	bricks	brick
220	bridge	bridges	bridge
221	bright	brighten	bright
222	bring	brings, bringing, brought	bring
223	broad	broadcast, breadth	broad
224	brother	brothers	brother
225	brown		brown
226	brush	brushes	brush
227	bucket	buckets	bucket
228	build	builds, built, building	build
229	bunch	bunches	bunch
230	bundle	bundles	bundle
231	burn	burns, burned, burnt, burning	burn
232	burst	bursts	burst
233	bury	buries, buried, burying, burial, burial-place, burial-ground	bury
234	bus	buses	bus
235	bush	bushes	bush
236	business	businesses, businesslike, unbusinesslike	business
237	busy	busily	busy
238	but		but

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

239	butter		butter
240	button	buttons, buttoned, buttoning, unbutton	button
241	buy	buys, buying, bought	buy
242	by		by
243	cage	cages	cage
244	cake	cakes	cake
245	calculate	calculates, calculated, calculating	calculate
246	call	calls, called, calling	call
247	calm	calmly, calmness	calm
248	camera	cameras	camera
249	camp	camps, camped, camping	camp
250	can	could	can
351	canal	canals	canal
252	cap	caps	cap
253	cape	capes	cape
254	capital	capitals	capital
255	captain	captains	captain
256	car	cars	car
257	card	cards	card
258	care	cares, cared, caring, careful, careless	care
259	carriage	carriages	carriage
260	carry	carries, carrying, carried	carry
261	cart	carts	cart

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

262	case	cases	case
263	castle	castles	castle
264	cat	cats	cat
265	catch	catches	catch
266	cattle		cattle
267	cause	causes, caused, causing	cause
268	caution	cautious, cautiously	caution
269	cave	caves	cave
270	cent	cents	cent
271	centre	centres	centre
272	century	centuries	century
273	ceremony	ceremonies, ceremonial, ceremonious	ceremony
274	certain	certainly, certainty, uncertainty	certain
275	chain	chains	chain
276	chair	chairs, chairman	chair
277	chalk		chalk
278	chance	chances	chance
279	change	changes, changed, changing	change
280	character	characters	character
281	charge	charges, charged, charging	charge
282	charm	charms, charmed, charming	charm
283	cheap	cheaply	cheap
284	cheat	cheats, cheated, cheating	cheat
285	check	checks, checked, checking	check

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

286	cheer	cheerful, cheerfully	cheer
287	cheese		cheese
288	cheque	cheques	cheque
289	chest		chest
290	chicken	chickens	chicken
291	chief	chiefly	chief
292	child	children, childhood, childish, childlike, child-bearing	child
293	chimney	chimneys	chimney
294	choose	chooses, chose, chosen, choosing, choice	choose
295	christmas		christmas
296	church	church-yard	church
297	circle	circular	circle
298	city	cities, citizen, citizens	city
299	civilise	civilisation	civilise
300	claim	claims, claimed, claiming	claim
301	class	classify, classified, classifying, classification	class
302	clay		clay
303	clean	cleanly, cleanness	clean
304	clear	clears, cleared, clearing, clearly, clearness	clear
305	clerk	clerks	clerk
306	clever		clever
307	cliff	cliffs	cliff
308	climb	climbed, climbs, climbing	climb

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

309	clock	clocks, clockwork	clock
310	close	closes, closing, closed	close
311	cloth	clothed, clothes, clothing	cloth
312	cloud	clouds, cloudy	cloud
313	club	clubs	club
314	coal		coal
315	coarse		coarse
316	coast	coasts, coast-line	coast
317	coat	coats, overcoat	coat
318	coffee	coffee-pot	coffee
319	coin	coins	coin
320	cold	coldly, coldness	cold
321	collar	collars	collar
322	collect	collects, collected, collecting, collection, collector	collect
323	college	colleges	college
324	colony	colonies, colonist, colonise, colonised, colonial	colony
325	colour	colours, colouring	colour
326	comb	combs	comb
327	combine	combines, combining, combined, combination	combine
328	come	comes, came, coming	come
329	comfort	comforting, discomfort, comfortable, uncomfortable	comfort
330	command	commands	command
331	commerce	commercial	commerce

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

332	committee	committees	committee
333	common	commonly, uncommon, commonsense	common
334	companion	companions, companionship	companion
335	company	companies	company
336	compare	compares, compared, comparing, comparison	compare
337	compete	competes, competed, competing, competition, competitor	compete
338	complain	complains, complained, complaining, complaint	complain
339	complete		complete
340	complicated		complicated
341	compose	composes, composed, composing, composer, composition	compose
342	concern	concerns, concerned, concerning	concern
343	condition	conditions	condition
344	confess	confesses, confessed, confessing, confession	confess
345	confidence	confident, confidential, confidentially	confidence
346	confuse	confuses, confused, confusing, confusion	confuse
347	congratulate	congratulates, congratulated, congratulating, congratulations	congratulate
348	connect	connects, connecting,	connect

Appendix 3
 Dr. Imroatus Solikhah, M.Pd
 General Words List 2,000

		connected, connection	
349	conquer	conquers, conquered, conquering, conqueror, conquest	conquer
350	conscience		conscience
351	conscious	consciousness, unconscious, unconsciously, unconsciousness	conscious
352	consider	considers, considered, considering, considering	consider
353	contain	contains, contained, containing, container	contain
354	content	contented, discontent, discontented	content
455	continue	continues, continued, continuing, continuous, continuously	continue
356	control	controls, controlled, controlling	control
357	convenience	convenient, inconvenience, inconvenient	convenience
358	conversation	conversational	conversation
359	cook	cooks, cooked, cooking, cookery	cook
360	cool	coolly, coolness	cool
361	copper		copper
362	copy	copies, copying, copied	copy
363	cork	corkscrew	cork
364	corn		corn

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

365	corner	corners	corner
366	correct	corrects, corrected, correcting, correctly, incorrect, correction, corrections	correct
367	cost	costs	cost
368	cottage	cottages	cottage
369	cotton		cotton
370	cough	coughs, coughed, coughing	cough
371	council	councils	council
372	count	counts, counting, counted	count
373	country	countries	country
374	courage	courageous	courage
375	course		course
376	court	courts, courtyard	court
377	cousin	cousins,	cousin
378	cover	covers, covered, covering	cover
379	cow	cows	cow
380	coward	coward, cowardice, cowardly	coward
381	crack	cracks, cracking, cracked	crack
382	crash	crashes, crashed, crashing	crash
383	cream		cream
384	creature	creatures	creature
385	creep	creeps	creep
386	crime	crimes, criminal	crime
387	critic	critics, critical	critic
388	crop	crops	crop

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

389	cross	crosses, crossing, crossing	cross
390	crowd	crowds	crowd
391	crown	crowns	crown
392	cruel	cruelly, cruelty	cruel
393	crush	crushes, crushed, crushing	crush
394	cry	cries, cried, crying	cry
395	cultivate	cultivates, cultivating, cultivated, cultivation, cultivator	cultivate
396	cup	cups	cup
397	cupboard	cupboards	cupboard
398	cure	cures, cured, curing	cure
399	curious	curiously, curiosity	curious
400	curl	curls, curling, curled, curly	curl
401	current	currents	current
402	curse	curses	curse
403	curtain	curtains	curtain
404	curve	curves, curving, curved	curve
405	cushion	cushions, cushioned	cushion
406	custom	customer	custom
407	cut	cuts, cutting	cut
408	damage	damaged	damage
409	damp		damp
410	dance	dances, danced, dancing	dance
411	danger	dangerous	danger
412	dare	daring	dare

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

413	dark	darken, darkness	dark
414	date	dates	date
415	daughter	daughter	daughter
416	day	days, daily, daylight	day
417	dead	death, deathbed	dead
418	deaf	deafening	deaf
419	deal	deals, dealt, dealer, dealing, dealings	deal
420	dear	dearly	dear
421	debt	debts	debt
422	decay	decays, decaying, decayed	decay
423	deceive	deceives, deceived, deceiving, deceit, deceitful	deceive
424	december		december
425	decide	decides, deciding, decided, decidedly, decision, decisive	decide
426	declare	declares, declared, declaring, declaration	declare
427	decrease	decreases, decreased, decreasing	decrease
428	deed	deeds	deed
428	deep	deepen, deeply, depth	deep
429	deer		deer
430	defeat	defeats, defeated, defeating, defendant, defence	defeat
431	defend	defends, defended, defending	defend
432	degree	degrees	degree

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

433	delay	delays, delayed, delaying	delay
434	delicate	delicately	delicate
435	delight	delightful, delightfully	delight
436	deliver	delivers, delivering, delivered, delivery	deliver
437	demand	demands, demanded, demanding	demand
438	department	departments	department
439	depend	depends, depended, depending, dependent, dependant, dependence	depend
440	descend	descends, descended, descending, descendant, descent	descend
441	describe	described, describes, describing, description	describe
442	desert	deserts, deserted	desert
443	deserve	deserves, deserved, deserving	deserve
444	desire	desires, desiring, desired	desire
445	desk	desks	desk
446	despair	despairs, despaired, despairing	despair
447	destroy	destroys, destroyed, destroying, destruction, destructive	destroy
448	detail	details, detailed	detail
449	determine	determines, determining, determined, determination	determine
450	develop	develops, developed, developing, development	develop

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

451	devil	devils	devil
452	diamond	diamonds	diamond
453	dictionary	dictionaries	dictionary
454	die	die, died, dying	die
455	difference	differences, different	difference
456	difficult	difficulty	difficult
457	dig	digs, dug, digging	dig
458	dinner	dine, dining	dinner
459	dip	dips, dipped, dipping	dip
460	direct	directs, directed, directing, direction, directly, director	direct
461	dirt	dirty	dirt
462	disappoint	disappoints, disappointed, disappointing, disappointment	disappoint
463	discipline	disciplines	discipline
464	discover	discovers, discovering, discovered, discoverer, discovery	discover
465	discuss	discusses, discussed, discussing, discussion	discuss
466	disease	diseases, diseased	disease
467	disgust	disgusts, disgusted, disgusting	disgust
468	dish	dishes	dish
469	dismiss	dismisses, dismissed, dismissing, dismissal	dismiss
470	distance	distances, distant	distance
471	distinguish	distinguishes, distinguishing, distinguished	distinguish

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

472	district	districts	district
473	disturb	disturbs, disturbed, disturbing, disturbance	disturb
474	ditch	ditches	ditch
475	dive	dives, diving, diver	dive
476	divide	divides, divided, dividing, division	divide
477	do	does, did, done	do
478	doctor	doctors	doctor
479	dog	dogs	dog
480	dollar	dollars	dollar
481	donkey	donkeys	donkey
182	door	doors, indoor, indoors, outdoor, outdoors	door
483	dot	dots	dot
484	double		double
485	doubt	doubts, doubted, doubting, doubtful, doubtless	doubt
486	down		down
487	dozen		dozen
488	drag	drags, dragged, dragging	drag
489	draw	draws	draw
490	drawer	drawers	drawer
491	dream	dreams, dreamy	dream
492	dress	dresses	dress
493	drink	drinks, drunk, drank, drinking	drink
494	drive	drives, drove, driven	drive

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

495	drop	drops, dropped, dropping	drop
496	drown	drowns, drowning, drowned	drown
497	drum	drums	drum
498	dry	dryly, dryness	dry
499	duck	ducks	duck
450	due		due
451	dull	dullness	dull
452	during		during
453	dust	duster, dusty	dust
454	duty		duty
455	each		each
456	eager	eagerly	eager
457	ear	ears, ear-ring	ear
458	early	earliness	early
459	earn	earns, earned, earning, earnings	earn
460	earnest		earnest
461	earth	earthly, earthworm, earthy	earth
462	ease	eases, easing, eased	ease
463	east	eastern	east
464	easy	easily	easy
465	eat	eats, ate, eaten, eating	eat
466	edge		edge
467	educate	educates, educating, educated, education, educational, uneducated	educate

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

468	effect	effects, effective, effectively, efficient, efficiency, efficiently	effect
469	effort		effort
470	egg	eggs	egg
471	either		either
472	eight	eighth	eight
473	eighteen	eighteenth	eighteen
474	eighty	eightieth	eighty
475	elastic	elasticity	elastic
476	elder		elder
477	elect	elects, elected, electing, election	elect
478	electricity	electrician, electric, electrical	electricity
479	elephant	elephants	elephant
480	eleven	eleventh	eleven
481	else	elsewhere	else
482	empire	empires	empire
483	employ	employs, employing, employed, unemployed, employee, employer, employment	employ
484	empty		empty
485	enclose	enclosure	enclose
486	encourage	encourages, encouraged, encouraging, encouragement	encourage
487	end	ending, endless	end
488	enemy	enemies	enemy

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

489	engine	engines, engineer, engineering	engine
490	english		english
491	enjoy	enjoys, enjoyed, enjoying, enjoyable, enjoyment	enjoy
492	enough		enough
493	enquire	enquires, enquired, enquiring	enquire
494	enter	enters, entered, entering, entrance	enter
495	entertain	entertains, entertained, entertaining, entertaining, entertainment	entertain
496	entire	entirely	entire
497	entrance		entrance
498	envelope	envelopes	envelope
499	envy	envies, envied, envious	envy
500	equal	equally, equality	equal
501	escape	escapes, escaped, escaping	escape
502	especial	especially	especial
503	essence	essential, essentially	essence
504	even		even
505	evening		evening
506	event	eventful, uneventful	event
507	ever	everlasting	ever
508	every	everyday, everything, everywhere	every
509	evil		evil
510	exact	exactly	exact

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

511	examination	examinations, examine, examiner	examination
512	example	examples	example
513	excellent	excellence, excellently	excellent
514	except	excepting, exception	except
515	excess	excessive, excessively	excess
516	excite	excites, excited, exciting, excitement	excite
517	excuse	excuses	excuse
518	exercise	exercises, exercised	exercise
519	exist	exists, existed, existing, existence	exist
520	expect	expects, expected, expecting, expectation	expect
521	expense	expenses, expensive	expense
522	experience	experiences, experienced	experience
523	experiment	experiments, experimental, experimentally	experiment
524	explain	explains, explained, explaining, explanation	explain
525	explode	explodes, exploded, exploding, explosion, explosive	explode
526	explore	explores, explored, exploring	explore
527	express	expression	express
528	extend	extends, extended, extending, extension, extensive, extensively, extent	extend
529	extra		extra

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

530	extraordinary	extraordinarily	extraordinary
531	extreme	extremes, extremely	extreme
532	eye	eyes, eye-ball, eyebrow, eyelash, eyelid, eye-sight	eye
533	face	faces	face
534	fact	facts	fact
535	factory	factories	factory
536	fade	fades, faded, fading	fade
537	fail	fails, failed, failing, failure	fail
538	faint	faints, fainted, fainting, faintly, faintness	faint
539	fair	unfair, fairly, unfairly	fair
540	faith	faiths, faithful, faithfully	faith
541	fall	falls, fell, fallen,	fall
542	false	falsehood, falsely	false
543	familiar		familiar
544	family	families	family
545	famous		famous
546	fan	fans	fan
547	fancy	fanciful	fancy
548	far	far away, far off, far-reaching, farther, farthest	far
549	farm	farms	farm
550	fashion	fashionable	fashion
551	fast	fasten, fastener	fast
552	fat	fatness, fatten, fatty	fat

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

553	fate		fate
554	father	fathers	father
555	fatten	fattens, fattened, fattening,	fatten
556	fault	faultless, faulty	fault
557	favour	favourable, favourably	favour
558	favourite	favourites	favourite
559	fear	fears, feared, fearful, fearless	fear
560	feast	feasts, feasting	feast
561	feather	feathers	feather
562	february		february
563	feed	feeds, feed, feeding	feed
564	feel	feels, felt, feeling	feel
565	fellow	fellows, fellowship	fellow
566	female	females	female
567	fence	fences	fence
568	fever	fevers, feverish, feverishly	fever
569	few		few
570	field	fields	field
571	fierce	fiercely	fierce
572	fifteen	fifteenth	fifteen
573	fifty	fiftieth	fifty
574	fight	fight, fighter	fight
575	figure	figures	figure
576	fill	fills, filled, filling	fill
577	film	films	film

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

578	find	finds, found, finding	find
578	fine	finely, fineness	fine
579	finger	fingers	finger
580	finish	finishes, finished, finishing	finish
581	fire	fires, firing	fire
582	firm	firmly, firmness	firm
583	first		first
584	fish	fisherman	fish
585	fit	fits, fitting, fitness	fit
586	five	fifth	five
587	fix	fixes, fixed, fixing	fix
588	flag	flags	flag
589	flame	flames, flaming	flame
590	flash	flashes, flashed, flashing	flash
591	flat	flatten	flat
592	flavour	flavours	flavour
593	flesh		flesh
594	float	floats, floating, floated	float
595	flood	floods	flood
596	floor	floors	floor
597	flour		flour
598	flow	flows, flowing, flowed, overflow	flow
599	flower	flowers	flower
600	fly	flies, flew, flying	fly
601	fold	folds, folded, folding	fold

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

602	follow	follows, followed, following	follow
603	fond		fond
604	food		food
605	fool	fools, foolish, foolishness	fool
606	foot	feet, football, foothold, footpath, footprint, footstep, footnote	foot
607	for		for
608	forbid	forbids, forbidden	forbid
609	force	forces, forcing, forced	force
610	foreign	foreigner	foreign
611	forest	forests	forest
612	forget	forgets, forgot, forgetting, forgotten, forgetful, forgetfulness	forget
613	forgive	forgives, forgave, forgiveness	forgive
614	fork	forks	fork
615	form	forms, formed, forming	form
616	formal	formally, formality	formal
617	former	formerly	former
618	forty	fortieth	forty
619	four	fourth	four
620	fourteen	fourteenth	fourteen
621	fortune	fortunes, fortunate, fortunately	fortune
622	forward	forwards	forward
623	frame	frames, framework	frame
624	free	freedom, freely	free

Appendix 3
 Dr. Imroatus Solikhah, M.Pd
 General Words List 2,000

625	freeze	freezes, froze, freezing	freeze
626	frequency	frequencies	frequency
627	frequent		frequent
628	fresh		fresh
629	friend	friends	friend
630	friday		friday
631	fright		fright
632	from		from
633	front		front
634	fruit		fruit
635	fry	fries, fried, frying	fry
636	full		full
637	fun	funny	fun
638	funeral	funerals	funeral
639	fur		fur
640	furnish	furniture	furnish
641	further		further
642	future		future
643	gain	gains, gained, gaining	gain
644	gallon	gallons	gallon
645	game	games	game
646	gap	gaps	gap
647	garage	garages	garage
648	garden	gardens, gardener	garden
649	gas	gases	gas

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

650	gate	gates, gateway	gate
651	gather	gathers, gathered, gathering	gather
652	gay	gaiety, gaily	gay
653	general	generally	general
654	generous	generosity, generously	generous
655	gentle	gentleness, gently, gentleman	gentle
656	get	gets, got	get
657	girl	girls	girl
658	give	gives, given, gift	give
659	glad	gladly	glad
660	glass	glasses, glassy	glass
661	glory	glorious, gloriously	glory
662	go	goes, gone	go
663	goat	goats	goat
664	god	gods, goddess, godfather, godmother	god
665	gold	gold-dust, goldfish, gold-leaf, gold-mine, goldsmith, golden	gold
666	good	good-bye, good day, good nature, goodness, goodnight, goodwill	good
667	govern	governs, governed, governing, government, governor	govern
668	grace	graceful	grace
669	gradual	gradually	gradual
670	grain	grains	grain
671	grammar	grammatical	grammar

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

672	grand		grand
673	grass	grassy	grass
674	grateful		grateful
675	grave	graves, gravestone	grave
676	grease	greasy	grease
677	great	greatcoat, greatly, greatness	great
678	greed	greedy, greedily	greed
679	green		green
680	greet	greeting	greet
681	grey		grey
682	grind	grinds, ground, grindstone	grind
683	ground	grounds, ground-floor, groundwork	ground
684	group	groups	group
685	grow	grows, growing, grown, growth, grown-up	grow
686	guard	guards	guard
687	guess	guesses, guessing, guessed	guess
688	guest	guests	guest
689	guide	guides	guide
690	guilty	guilt, guiltless	guilty
691	gun	guns, gunboat, gunner, gunpowder	gun
692	habit	habits	habit
693	hair		hair
694	half	halve, half-hour, half-pay	half

Appendix 3
 Dr. Imroatu Solikhah, M.Pd
 General Words List 2,000

695	hall	halls	hall
696	hammer	hammers, hammered, hammering	hammer
697	hand	hands, handful, handshake, handwriting	hand
698	handkerchief	handkerchiefs	handkerchief
699	handle	handles	handle
700	hang	hangs, hanged, hung, hanging	hang
701	happen	happens, happened, happening	happen
702	happy	happily	happy
703	harbour	harbours	harbour
704	hard	harden, hardness	hard
705	hardly		hardly
706	harm	harmful, harmless	harm
707	harvest		harvest
708	haste	hasten, hastily, hasty	haste
709	hat	hats	hat
710	hate	hates, hated, hateful, hatred	hate
711	have	has, had	have
712	hay		hay
713	he		he
714	head	heads, headed, heading, headache, head-dress	head
715	heal	heals, healed, healing	heal
716	health	health	health
717	heap	heaps	heap

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

718	hear	hears, hearing, heard, hearer	hear
719	heart	hearts	heart
720	heat	heating	heat
721	heaven	heavenly	heaven
722	heavy	heavily	heavy
723	height		height
724	hello		hello
725	help	helps, helped, helper, helpful, helpless	help
726	here		here
727	hesitate	hesitates, hesitated, hesitation	hesitate
728	hide	hides, hid, hiding	hide
729	high	highland, highly, highroad, highway, height, heights, heighten	high
730	hill	hills, hillside, hill-top, hilly	hill
731	hinder	hinders, hindered, hindering, hindrance	hinder
732	hire	hires, hired, hiring	hire
733	his		his
734	history		history
735	hit	hits	hit
736	hold	holds, held, holding, holder	hold
737	hole	holes	hole
738	holiday	holidays	holiday
739	hollow	hollows	hollow
740	holy	holiness	holy

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

741	home	homes, home-made, homeless	home
742	honest	honestly, honesty	honest
743	honour	honourable, dishonour, dishonourable	honour
744	hook	hooks	hook
745	hope	hopes, hoped, hopeful, hopeless	hope
746	horizon	horizons, horizontal	horizon
747	horse	horses, horseback, horseman, horseshoe	horse
748	hospital	hospitals	hospital
749	host	hosts, hostess	host
750	hot	hotly	hot
751	hotel	hotels	hotel
752	hour	hours, hourly	hour
753	house	houses, household, householder, house-keeper, house-keeping, housewife	house
754	how	however	how
755	human	humans	human
756	humble	humbly	humble
757	hundred	hundredth	hundred
758	hunger	hungry	hunger
759	hunt	hunts, hunting, hunted, hunting, hunter	hunt
760	hurrah		hurrah
761	hurry	hurries, hurried, hurrying	hurry

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

762	hurt	hurts, hurting	hurt
763	husband		husband
764	hut	huts	hut
765	I		I
766	ice	icy	ice
767	idea	ideas	idea
768	ideal		ideal
769	idle	idleness, idly	idle
770	if		if
771	ill	illness	ill
772	imagine	imaginary, imagination, imaginative	imagine
773	imitate	imitates, imitated, imitating, imitation	imitate
774	immediate	immediately	immediate
775	immense		immense
776	important	importance	important
777	impossible		impossible
778	improve	improves, improved, improving, improvement	improve
779	in	inborn, indoor, inward	in
780	inch	inches	inch
781	include	includes, included, including, inclusive	include
782	increase	increases, increased, increasing	increase

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

783	indeed		indeed
784	independent	independently, independence	independent
785	industry	industries, industrial	industry
786	influence	influences, influential	influence
787	inform	informs, informed, informing, information	inform
788	ink	inky	ink
789	in-law		in-law
790	inn		inn
791	inquire	inquires, inquired, inquiring, inquiry	inquire
792	insect	insects	insect
793	inside		inside
794	instant	instantly	instant
795	instead		instead
796	instrument	instruments, instrumental	instrument
797	insult	insults, insulted, insulting	insult
798	insure	insures, insured, insuring, insurance	insure
799	intend	intends, intended, intending, intention, intentional, intentionally	intend
800	interest	interesting	interest
801	interfere	interferes, interfered, interfering, interference	interfere
802	international		international
803	interrupt	interrupts, interrupted, interrupting, interruption	interrupt

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

804	into		into
805	introduce	introduces, introduced, introducing, introduction	introduce
806	invent	invents, invented, inventing, invention, inventor	invent
807	invite	invited, invites, inviting, invitation	invite
808	inward	inwards, inwardly	inward
809	iron	iron-age, iron-mine, iron-ore, iron-work	iron
810	island	islands	island
811	it		it
812	its		its
813	january		january
814	jaw	jaws	jaw
815	jealous	jealousy	jealous
816	jewel	jewels	jewel
817	join	joins, joined, joint, jointly	join
818	joint	joints	joint
819	joke	jokes	joke
820	journey	journeys	journey
821	joy	joyful	joy
822	judge	judges, judgment	judge
823	juice	juicy	juice
824	july		july
825	jump	jumps, jumped, jumping	jump
826	june		june

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

827	just	justice, justly, unjust, unjustly	just
828	keep	keeps, kept, keeping, keeper	keep
829	key	keys	key
830	kick	kicks, kicked, kicking	kick
831	kill	kills, killed, killing	kill
832	kind	unkind, kindly, kindness	kind
833	king	kings, kingdom	king
834	kiss	kisses, kissed, kissing	kiss
835	kitchen	kitchens	kitchen
836	knee	knees	knee
837	knife	knives	knife
838	knock	knocks, knocked, knocking	knock
839	knot	knots	knot
840	know	knows, knew, knowing, knowledge	know
841	lack	lacks, lacked, lacking	lack
842	ladder	ladders	ladder
843	lady	ladies	lady
844	lake	lakes	lake
845	lamp	lamps	lamp
846	land	lands, landed, landing, landlord	land
847	language	languages	language
848	large	largely	large
849	last		last
850	late	lately	late

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

851	latter		latter
852	laugh	laughs, laughed, laughing, laughter, laughable	laugh
853	law	laws, lawful, unlawful, lawfully, unlawfully, lawless, lawyer	law
854	lay	lays, laid	lay
855	lazy		lazy
856	lead	leads, led, leading, leader, leadership	lead
857	leaf	leaves, leafless, leafy	leaf
858	lean	leans, leaned, leant, leaning	lean
859	learn	learns, learned, learning	learn
860	least		least
861	leather		leather
862	leave	leaves, left, leaving	leave
863	left		left
864	leg	legs	leg
865	lend	lends, lent	lend
866	length		length
867	less	lessen, lessening	less
868	lesson	lessons	lesson
869	let		let
870	letter	letters	letter
871	level	levels	level
872	liberty		liberty
873	library	libraries, librarian	library

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

874	lid	lids	lid
875	lie	lies, lying, liar	lie
876	life	lives	life
877	lift	lifts	lift
878	light	lights, lighter, light-house, lighten, light-hearted, lightly, lightness, light-weight	light
879	like	likes, liked, liking, alike, unlike	like
880	likely	unlikely	likely
881	limb	limbs	limb
882	limit	limits, limitation	limit
883	line	lines	line
884	lip	lips, lipstick	lip
885	liquid		liquid
886	list	lists	list
887	listen	listened, listens, listening, listener	listen
888	literature	literary	literature
889	little		little
890	live	lives, living, life-boat, lifeless, life-like, life-long, life-size	live
891	load		load
892	loaf	loaves	loaf
893	loan	loans	loan
894	local	locally	local
895	lock	locks, locked, locking, unlock	lock

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

896	lodging		lodging
897	log	logs	log
898	lonely	loneliness	lonely
899	long	long-lived, long-sighted, long-suffering	long
900	look	looks, looked, looking, look-out	look
901	loose	loosely, loosen	loose
902	lord	lords	lord
903	lose	loses, losing, lost, loss	lose
904	loss		loss
905	lot		lot
906	loud	loudly	loud
907	love	loves, loved, lovable, lover, loving, lovingly	love
908	low	lower, lowland	low
909	loyal	loyalty	loyal
910	luck	luck, unlucky, unluckily	luck
911	lump	lumps	lump
912	lunch	lunches	lunch
913	lung	lungs	lung
914	machine	machines, machinery	machine
915	mad	madly, madman, madness, madden	mad
916	mail		mail
917	main	mainly, mainland	main
918	make	makes, made, making, maker,	make

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		make-up	
919	male	males	male
920	man	men, manhood, mankind	man
921	manage	manages, managed, managing, management, manager	manage
922	manners		manners
923	manufacture	manufactures	manufacture
924	many		many
925	map	maps	map
926	march	marches, marching, marched	march
927	mark	marks, marked, marking	mark
928	market	markets	market
929	marry	marries, marrying, married	marry
930	mass	mass-meeting	mass
931	master	masters, mastered, mastering, masterful, masterly, masterpiece, mastery	master
932	mat	mats	mat
933	match	matches	match
934	material	materials	material
935	matter	matters	matter
936	may		may
937	meal	meals	meal
938	mean	meant, meaning, means	mean
939	meanwhile	meantime	meanwhile
940	measure	measurement	measure

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

941	meat		meat
942	mechanic	mechanics, mechanical, mechanically, mechanism	mechanic
943	medicine	medicines, medical, medically	medicine
944	meet	meets, met, meeting	meet
945	melt	melts, melted, melting	melt
946	member	members, membership	member
947	memory	memorial, memorise	memory
948	mend	mends, mended, mending	mend
949	mention	mentioned, mentions, mentioning	mention
950	merchant	merchants	merchant
951	mercy	merciful, merciless	mercy
952	mere	merely	mere
953	merry	merrily	merry
954	message	messages, messenger	message
955	metal	metals	metal
956	middle	middle-age, middle-aged, middle-class, middleman, mid-air, midday, midland, mid-night	middle
957	might		might
958	mild	mildly, mildness	mild
959	mile	miles, mileage, milestone	mile
960	milk	milkmaid, milkman, milk-white, milky	milk
961	mill	mills, miller, mill-stone	mill

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

962	mind	minds, minded, minding	mind
963	mine	mines, miner, mineral	mine
964	minister	ministers	minister
965	minute	minutes	minute
966	mis-	misadventure, misapply, miscalculate, mischance, misconduct, misdirect, misfit, misfortune, misgovern, misguided, misinformed, mislead, mistrust, misunderstand, misuse	mis-
967	miserable	miserably, misery	miserable
968	miss	misses, missed, missing	miss
969	mistake	mistakes, unmistakably	mistake
970	mix	mixes, mixed, mixture	mix
971	model	models	model
972	moderate	moderately, moderation	moderate
973	modern	modernise	modern
974	modest	modestly, modesty	modest
975	moment	moments, momentary, momentarily	moment
976	monday		monday
977	money		money
978	monkey	monkeys	monkey
979	month	months, monthly	month
980	moon	moons, moonlight	moon
981	moral	immoral, immorality,	moral

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		morality, morally	
982	more		more
983	moreover		moreover
984	morning	morning	morning
985	most	mostly	most
986	mother	mothers, motherhood, motherly, mother-tongue	mother
987	motion		motion
988	motor	motors	motor
989	mountain	mountains, mount, mountainous	mountain
990	mouse	mice	mouse
991	mouth	mouths, mouthful	mouth
992	move	moves, movement	move
993	much		much
994	mud	muddy	mud
995	multiply	multiplies, multiplied, multiplication	multiply
996	murder		murder
997	music	musical, musician	music
998	must		must
999	my	mine, myself	my
1000	mystery	mysterious	mystery
1001	nail	nails	nail
1002	name	names, nameless, namely	name
1003	narrow	narrowly	narrow

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

1004	nation	nations, national	nation
1005	native	natives	native
1006	nature	natural, naturally	nature
1007	near	nearly	near
1008	neat	neatly, neatness	neat
1009	necessary	necessarily, necessity, unnecessary	necessary
1010	neck	necks, necklace, necktie	neck
1011	need	needs, needed, needing, needless, needy	need
1012	needle	needles	needle
1013	neglect	neglects, neglected	neglect
1014	neighbour	neighbours, neighbouring, neighbourhood	neighbour
1015	neither		neither
1016	nephew	nephews	nephew
1017	nest	nests	nest
1018	net	nets, network	net
1019	never		never
1020	new	new-born, newly, news, newspaper	new
1021	next		next
1022	nice	nicely	nice
1023	niece	nieces	niece
1024	night	nights, goodnight, tonight	night
1025	nine	ninth	nine
1026	ninety	ninetieth	ninety

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

1027	nineteen	nineteenth	nineteen
1028	no	nobody, nowhere, nonsense, nonsensical, nonexistent	no
1029	noble	nobleman, nobleness, nobly	noble
1030	noise	noises, noisy	noise
1031	none		none
1032	nonsense		nonsense
1033	noon		noon
1034	nor		nor
1035	north	north-east, northern, northwards, north-west	north
1036	nose	noses	nose
1037	not		not
1038	note	notes, noted, notebook, notepaper	note
1039	nothing		nothing
1040	notice	notices, noticed, noticing, noticeable, notice board	notice
1041	noun	nouns	noun
1042	november		november
1043	now	nowadays	now
1044	nowhere		nowhere
1045	nuisance	nuisances	nuisance
1046	number	numbers, numerous	number
1047	nurse	nurses, nursery	nurse
1048	nut	nuts	nut
1049	oar	oars	oar

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

1050	obey	obeyed, obeys, obeying, obedience, obedient	obey
1051	object	objects, objected, objecting, objection, objectionable	object
1052	observe	observes, observed, observing	observe
1052	occasion	occasions, occasional, occasionally	occasion
1053	ocean	oceans	ocean
1054	october		october
1055	of		of
1056	off		off
1057	offend	offends, offended, offending, offence	offend
1058	offer	offers, offering, offered	offer
1059	office	offices, officer, official	office
1060	often		often
1061	oil	oily, oilily	oil
1062	old	older, oldest, old-fashioned	old
1063	omit	omits, omitted, omitting, omission	omit
1064	on		on
1065	once		once
1066	one	one-legged, oneness, one-sided, one way	one
1067	only		only
1068	onto		onto
1069	open	opens, opened, opening, opening, open-air, openly	open

Appendix 3
Dr. Imroatu Solikhah, M.Pd
General Words List 2,000

1070	operation	operate, operates, operated, operating, operations	operation
1071	opinion	opinions	opinion
1072	opportunity	opportunities	opportunity
1073	opposite	opposites, oppose	opposite
1074	or		or
1075	orange	oranges	orange
1076	order	orders, orderly	order
1077	ordinary	ordinarily	ordinary
1078	organ	organs	organ
1079	organise	organises, organising, organised, organisation	organise
1080	origin	original, originality, originally	origin
1081	ornament	ornaments	ornament
1082	other	others	other
1083	otherwise		otherwise
1084	ought		ought
1085	ounce	ounces	ounce
1086	our	ours	our
1087	out	outbreak, outburst, outcry, outdoor, outer, outflow, outgoing, outgrowth, outlet, outline, outside, outwards, outlook, outlying, output, outspoken, outstanding, outnumber, outweigh, outline, outside	out
1088	over	overbalance, overflow, overlook, oversight, overtake,	over

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		overcoat, overgrown, overgrowth, overhanging, overcharge, overcrowd, overdo, overfeed, overestimate, overjoyed, overrate, overtime, overweight	
1089	overcome	overcomes, overcame, overcoming	overcome
1090	owe	owes, owed, owing, owing to	owe
1091	own	owns, owned, owning, owner, ownership	own
1092	pack	packs, packed, packing, packing-case, package, packet	pack
1093	pad	pads, padded, padding	pad
1094	page	pages	page
1095	pain	pains, painful, painfully	pain
1096	paint	paints, painted, painter, painter	paint
1097	pair	pairs	pair
1098	pale	paleness	pale
1099	pan	pans	pan
1100	paper		paper
1101	parcel	parcels	parcel
1102	pardon	pardoned, pardons, pardoning, unpardonable	pardon
1103	parent	parents, parental	parent
1104	park	parks	park
1105	part	parts, particle, partly, partner, partial, partially	part

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

1106	particular	in particular, particularly	particular
1107	party	parties	party
1108	pass	passes, passed, passing, past	pass
1109	passage	passages, passenger, passengers	passage
1110	past		past
1111	paste	pastes, pasted, pasting, pastry	paste
1112	path	paths	path
1113	patient	patient, patients, patience, patiently	patient
1114	patriotic		patriotic
1115	pattern	patterns	pattern
1116	pause	pauses	pause
1117	paw	paws	paw
1118	pay	pays, paying, paid, unpaid, payment	pay
1119	peace	peaceful	peace
1120	pearl	pearls	pearl
1121	peculiar	peculiarly	peculiar
1122	pen	pens	pen
1123	pencil	pencils	pencil
1124	penny	pennyworth	penny
1125	people		people
1126	per		per
1127	perfect	perfection, perfectly	perfect
1128	perform	performs, performed, performing, performer,	perform

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		performance	
1129	perhaps		perhaps
1130	permanent	permanently	permanent
1131	permit	permits, permission	permit
1132	person	personal, personally	person
1133	persuade	persuades, persuaded, persuading, persuasion	persuade
1134	pet	pets	pet
1135	photograph	photographs, photographic, photography	photograph
1136	pick	picked, picks, picking, peck	pick
1137	picture	pictures	picture
1138	piece	pieces	piece
1139	pig	pigs	pig
1140	pigeon	pigeons	pigeon
1141	pile	piles	pile
1142	pin	pins	pin
1143	pinch	pinches	pinch
1144	pink		pink
1145	pint	pints	pint
1146	pipe	pipes	pipe
1147	pity		pity
1148	place	places, placed, placing	place
1149	plain	plainly	plain
1150	plan	plans, planned, planning	plan
1151	plant	plants, planter	plant

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

1152	plaster		plaster
1153	plate	plates	plate
1153	play	plays, played, playing, player, playground, plaything	play
1154	please	pleasant, unpleasant, pleasure, displeasure	please
1155	plenty	Plentiful	plenty
1156	plough		plough
1157	plural		plural
1158	pocket	pockets, pocket-book	pocket
1159	poet	poets, poetry, poem, poems, poetic	poet
1160	point	points, pointed, pointer	point
1161	poison	poisonous	poison
1162	police	policeman	police
1163	polish	polishes, polished, polishing	polish
1164	polite	politely, politeness	polite
1165	political	politically, politician, politics	political
1167	pool	pools	pool
1168	poor	poverty	poor
1169	popular	popularly, popularity	popular
1170	population		population
1171	position	positions	position
1172	possess	possesses, possessed, possessing, possession, possessor	possess
1173	possible	possibly, possibility,	possible

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

		impossible, impossibility	
1174	post	postage, postal, postman, postmaster, post-office	post
1175	postpone		postpone
1176	pot	pots	pot
1177	pound	pounds	pound
1178	pour	pours, poured, pouring	pour
1179	poverty		poverty
1180	powder	powdery	powder
1181	power	powerful	power
1182	practical	practically	practical
1183	practice	practise, practises, practised, practising	practice
1184	praise	praises, praised, praising	praise
1185	pray	prays, prayed, praying, prayer	pray
1186	preach	preaches, preached, preaching, preacher	preach
1187	precious		precious
1188	prefer	prefers, preferred, preferring, preferable, preferably, preference	prefer
1189	prejudice	prejudiced, unprejudiced	prejudice
1190	prepare	prepares, prepared, preparing, preparation	prepare
1191	present	presents, presented, presenting, presence	present
1192	preserve	preserves, preserved, preserving, preservation	preserve

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000

1193	president	presidents	president
1194	press	pressure	press
1195	pretend	pretends, pretending, pretended, pretence	pretend
1196	pretty	prettily, prettiness	pretty
1197	prevent	prevents, preventing, preventing, prevention, preventive	prevent
1198	price	prices	price
1199	pride		pride
1200	priest	priests	priest
1201	print	prints, printed, printing, printer	print
1202	prison	prisons, prisoner, imprison	prison
1203	private		private
1204	prize	prizes	prize
1205	probable	probably, probability	probable
1206	problem	problems	problem
1207	procession	processions	procession
1208	produce	produces, produced, producing, production	produce
1209	profession	professions, professional	profession
1210	profit	profits	profit
1211	programme	programmes	programme
1212	progress	progresses, progressed	progress
1213	promise	promised	promise
1214	prompt	promptly, promptness	prompt

Appendix 3
Dr. Imroatus Solikhah, M.Pd
General Words List 2,000
