

# **PREPARATION**

## **for ACADEMIC ENGLISH**



# **PREPARATION**

## **for ACADEMIC ENGLISH**

**ISBN: + 978-602-9074-73-4**

i-vii 125 page: 17,5 x 25

### **Compiled by:**

Royani Afriani, M.Pd

Mohammad Qushoy, SS., M.Pd

Sirniawati, S.Pdi.,MA

Indah Marlina, S.Pdi

### **All Rights reserved**

Editor :

Dr. H. Tedi Rohadi, M.Pd., SE., Dipl.TEFL

Dr. H. Edy Setyawan, Lc., MA

Design Layout : Mohammad Qushoy

Cover Design : Abikiki

Penerbit : NURJATI PRESS

Center for Language Development, IAIN Syekh Nurjati Cirebon Jl. Perjuangan By Pass Sunyaragi Cirebon 45132 Tlp/Fax (0231) 481264/480262
---

Second Printing 2019

Printed in

CV. Akasara satu

## INTRODUCTION

English Intensive Program is offered based on the requirements of IAIN Syekh Nurjati graduates who meet the global challenge. One of the qualifications is to master English. English is known as a lingua franca which is used to communicate across cultures and nations. In addition, it is used to deliver information in diverse fields such as science, technology, commerce, diplomacy, arts, media, and so on. As English is used globally, the graduates who master English can expand their opportunities in their career development.

English Intensive in Center for Language Development is established to provide students with: (1) the ability to communicate actively in English well; (2) the ability to read and comprehend various English texts correctly; (3) the ability to express their ideas in writing using standard English; (4) the ability to learn, explore, and develop both of their general and Islamic sciences through English mastery.

To serve the purpose of the English Intensive, the Center for Language Development provides two English programs. The first program held by familiarize students with everyday usage of the English language and give them the proper set of skills required in order to advance to the second English program. Therefore this book is written as preparation for students focusing on Academic English.

The English Intensive Program at Center for Language Development provides preparation academic English to help students improve their overall ability to use English, especially in educational and professional settings. This book is written for academic English which comprises of four skills; Listening, Speaking, Reading and Writing which will be taught in 10 topics. In each meeting, the lesson will consist of academic listening, speaking, reading and writing activities. The materials are compiled from references written by international writers.

May Allah SWT bless us.

## **PREFACE**

In the name of Allah, the Most Gracious and the Most Merciful

Praise be to Allah (SWT), as befits His glory and the greatness of His power. We offer the praise of a humble, repentant servant who need of His guidance and help. We thank Him for the blessings which He has bestowed upon us, and for honoring us with His aid to finish this book for English Intensive Program in Center for Language Development IAIN Syekh Nurjati Cirebon. Peace and blessings of Allah be upon His Messenger, Muhammad, all his family and companions, and his followers.

The purpose of this book is to provide the students with the skills they need when they encounter English for their study. There are four skills to learn. Every unit has various topic and outcome. Listening skill is aimed to improve students' ability to understand spoken English in academic settings, and speaking skill is oriented to improve students' ability in using spoken English. Reading skill is to comprehend text, and writing skill is to help students in improving their writing ability. In addition, structure ability to help students in understanding standard written English.

The book is specifically arranged similar to the sequences of materials and exercises which suit the learning schedule of English intensive program 1. Specifically, it is arranged to help students prepare for academic purposes and including: Listening, speaking, reading, and writing skills. It is completed by general explanation of each skills, vocabulary, questions, answers types, useful study tips and strategies to learn English. The aim of the book will be successfully achieved not only by teachers' help but also students' active involvement in the learning process. The learning outcomes can be seen by comparing the placement test and the students' achievement in learning process.

In composing this book, there are so many people who have involved in giving professional guidance, teaching, and support to the writers. Therefore, the writers would like to express sincere gratitude to:

1. Dr. H. Sumanta, M.Ag., The Rector of The State Institute for Islamic Studies (IAIN Syekh Nurjati) Cirebon
2. Khasan Aedi, S.S., MSI., The Head of Center for Language Development.
3. All tutors at English Intensive Program in Center for Language Development.
4. The staffs of Language Development Center.

The writers ask Allah (SWT) to accept this work and make it purely for His sake. May He benefit others through it, especially the writers and the students who study English Intensive Program. May He guide us to what is right, and protect us from errors of thinking, bad intentions, slips of the pen, weakness of arguments and excessive verbiage.

The writers,

## TABLE OF CONTENTS

INTRODUCTION .....	i
PREFACE.....	ii
UNIT 1. ALL IN OUR FAMILY .....	1
Let's listen! .....	1
Let's talk about it! .....	4
1. Talking about Family Members .....	4
2. Speaking Activities.....	6
Let's read!.....	7
ALL IN OUR FAMILY .....	7
Let's discuss! .....	8
Present Simple .....	8
Let's write! .....	10
UNIT 2. MY FAVORITES .....	11
Let's listen! .....	11
Let's talk about it! .....	14
1. Describing Abilities.....	14
2. Speaking Activities.....	15
Let's read!.....	16
My Favorite .....	16
Let's discuss! .....	18
NOUN.....	18
Let's Write! .....	20
UNIT 3. FRESH FOODS .....	21
Let's listen! .....	21
Let's talk about it! .....	24
1. Asking about Preferences .....	24
2. Speaking Activity .....	25
Let's read!.....	25
What's on your plate? .....	25
Let's discuss! .....	27

IMPERATIVE .....	27
Let's write! .....	28
UNIT 4. EXTREME WEATHER .....	29
Let's listen! .....	29
Let's talk about it! .....	32
Let's read!.....	36
What is happening to our weather? .....	36
Let's discuss! .....	38
A. ADJECTIVES .....	38
B. ADVERBS .....	40
Let's write! .....	43
UNIT 5. ANIMALS .....	44
Let's listen! .....	44
Let's talk about it! .....	47
1. Talking about Crime and Punishments for Animal Trafficking Expressions.....	47
2. Speaking Activity .....	48
Let's read!.....	49
Dolphins' Social Behavior .....	49
Let's discuss! .....	51
Present Perfect .....	51
Let's write! .....	52
UNIT 6. SHOULD WE MOVE TO OTHER PLANET?.....	54
Let's listen! .....	54
Let's talk about it! .....	56
1. Expressions.....	56
2. Speaking Activities.....	57
Let's read!.....	58
NASA and Space Exploration .....	58
Let's discuss! .....	61
MODAL AUXILIARIES .....	61
Let's write! .....	63

UNIT 7. AMAZING PLANTS.....	64
Let's listen! .....	64
Let's talk about it! .....	67
1. Talk about gardening.....	67
1. Speaking activities.....	68
Let's read!.....	68
Amazing Plants.....	68
Let's discuss! .....	70
Degree of comparison.....	70
Let's write! .....	73
UNIT 8. IS IT DANGEROUS?.....	74
Let's listen! .....	74
Let's talk about it! .....	76
1. Talk about volcanoes.....	76
Let's read!.....	77
Active Volcanoes.....	77
Let's discuss! .....	78
Simple Future Tense.....	78
Let's write! .....	80
UNIT 9. ACADEMIC LIFE.....	81
Let's listen! .....	81
Let's talk about it! .....	84
1. Talk about school by using the following questions .....	84
2. Speaking Activity .....	84
Let's read!.....	85
How to make the most of Students life.....	85
Let's discuss! .....	87
Progressive Tenses .....	87
Let's write! .....	88
UNIT 10. LET'S VISIT MUSEUM!.....	89
Let's listen! .....	89



Let's talk about it! .....	91
1. Talk about recent place you visited .....	91
2. Speaking Activity .....	91
Let's read! .....	93
History of Batik Cirebon .....	93
Let's discuss! .....	95
Simple Past Tense.....	95
A. Regular and Irregular verbs .....	96
Let's write! .....	98
1) LIST OF VERBS.....	99
2) IRREGULAR VERBS .....	116
REFERENCES .....	123

## UNIT 1. ALL IN OUR FAMILY



You are going to learn topic family. With a partner discuss these questions:

- What do you think of your family?
- Is your family big or small?
- How many members are there in your family?
- How do you spend your time with your family?


### Let's listen!


#### Listening Exercise 1 (Track 1)


Review of Key Words				
want	birthday	of course	this	these
see	cute	recognize	that	those
picture				

#### Instruction

Look at the pictures of Martha's family and listen to the dialogue. Choose the names of the people in the pictures.

1. 
- a. ☐ Carl
  - b. ☐ Ed
  - c. ☐ Ericka
  - d. ☐ Martha
  - e. ☐ Tommy
  - f. ☐ Wanda
  - g. ☐ Wilma

3. 
- a. ☐ Carl
  - b. ☐ Ed
  - c. ☐ Ericka
  - d. ☐ Martha
  - e. ☐ Tommy
  - f. ☐ Wanda
  - g. ☐ Wilma

2. 
- a. ☐ Carl
  - b. ☐ Ed
  - c. ☐ Ericka
  - d. ☐ Martha
  - e. ☐ Tommy
  - f. ☐ Wanda
  - g. ☐ Wilma

## Listening Exercise 2(Track 1)

### Instruction

Listen again and choose the correct answers to the questions.

1. Who is Carl?
  - a. Martha's father
  - b. Martha's husband
  - c. Martha's brother
2. Who is Ed?
  - a. Martha's father
  - b. Martha's husband
  - c. Martha's brother
3. Who is Ericka?
  - a. Martha's daughter
  - b. Martha's mother
  - c. Martha's sister
4. Who is Tommy?
  - a. Martha's sister
  - b. Martha's daughter
  - c. Martha's nephew
5. Who is Wanda?
  - a. Martha's daughter
  - b. Martha's nephew
  - c. Martha's sister
6. Who is Wilma?
  - a. Martha's mother
  - b. Martha's sister
  - c. Martha's daughter

## Listening Exercise 3(Track 2)

Review of Key Words						
Family	brother	teenager	handsome	sweet	pretty	busy
parents	cool	tall	grandmother	describe	young	help
sister	average	height	nice	slender	active	volunteer

### Instruction

Listen to the dialogue and match the items on the right to the items on the left.

### Conversation1

1. He's .....
  - a. tall
2. He's not so .....
  - b. handsome
3. He's not .....
  - c. average

## Conversation 2

- |                          |            |
|--------------------------|------------|
| a. She's so .....        | a. pretty  |
| b. She's ..... and ..... | b. sweet   |
| c. She's very .....      | c. slender |
|                          | d. active  |

## Listening Exercise 4(Track 2)

### Instruction

Listen again and tick (✓) whether it's True or False.

#### Conversation 1

**TRUE**

**FALSE**

- |  |       |       |
|--|-------|-------|
| 1. There are four people in her family.          | ..... | ..... |
| 2. Her younger brother is cool.                  | ..... | ..... |
| 3. Her younger brother has same height with her. | ..... | ..... |

#### Conversation 2

**TRUE**

**FALSE**

- |  |       |       |
|--|-------|-------|
| 1. Her grandmother is always doing nice things to her.             | ..... | ..... |
| 2. Her grandmother is always busy.                                 | ..... | ..... |
| 3. Her grandmother has a job for doing some<br>volunteer's worker. | ..... | ..... |

## Listening Exercise 5(Track 3)

Review of Key Words					
blood	Choice	social	daughter	kids	uncle
sociologists	material	members	marriage	spouses	
genetics	emotional	status	adoption	siblings	
marriage	economic	mother	parents	aunts	

## Instruction

Listen to the talk and choose the best answer.

1. Families are groups of people were related by ....., marriage or choice.
  - a. Gestic
  - b. Genetics
  - c. Geodetic
2. The ..... of the family are held together by the commonly shared goal.
  - a. Members
  - b. Membered
  - c. Member
3. These relationships are most commonly called of as family, parents and kids, ....., siblings, aunts and uncle.
  - a. Suppress
  - b. Suppose
  - c. Spouses
4. They are ..... children of parents.
  - a. biological
  - b. biologically
  - c. biologic
5. Other family relationship are called legal ..... like marriage or adoption.
  - a. ponds
  - b. bonds
  - c. fonds

## Let's talk about it!

### 1. Talking about Family Members

#### Expressions

Tell me about	your/her/his /their/Sam's	family.
---------------	---------------------------	---------

I/they	come	from	a big/ medium-sized/ small	family
--------	------	------	----------------------------	--------

How many brothers and sisters	do	you/they	have?
-------------------------------	----	----------	-------

I/they	have	one sister/two sisters and one brother/two brothers.
--------	------	--

Do	you/they	have any brothers and sisters?
Does	he/she/Sam	

Yes, I/they do.
No, I/they don't. I am an only child.
Yes, he/she does.
No, he/she doesn't.

That/this is my	mother/sister.	Her name	is Erica.
		She	
	father/brother.	His name	is Ed.
		He	

What	Do	your parents	do ?
	Does	your father/mother	

My	parents are retired.
	father is an engineer and my mother is a pharmacist.

How old	are	they/your parents?
	Is	your mother/father?

My father	Is	44 years old and my mother is 42 years old.
-----------	----	---

What	Does	he/she	look like?
	Is		like ?

He/she	Is	tall/short/average/big/small/handsome/beautiful.
--------	----	--

How	Is	he/she?
-----	----	---------

He/she	Is	sweet/kind/nice/friendly.
--------	----	---------------------------

## Dialogue

Fu-An : So Eva. Tell me about your family?

Eva : Well, I come from a medium-sized family.

Fu-An : How many brothers and sisters do you have?

Eva : I have one brother and one sister.

Fu-An : How old are they?

Eva : My sister Rosie is 12 and my brother David is 22.

Fu-An : Oh. And what do your parents do?

Eva : My father is an engineer and my mother is a pharmacist.

Fu-An : How old are they?

Eva : My mother is 44 and my father is 45

## 2. Speaking Activities

### Practice 1

Look at the pictures of Sam's and Kendra's families. With a partner, ask and answer question about them.



**Sam's family**



**Kendra's family**

### Practice 2

Complete the chart with information about your parents. Then talk to a partner and find out about his/her parents.

Me	My partner
Father : Name Age Occupation Physical Appearance Attitude	Father : Name Age Occupation Physical Appearance Attitude
Mother : Name Age Occupation Physical Appearance Attitude	Mother : Name Age Occupation Physical Appearance Attitude

## Let's read!

### Reading Skill :

Finding the main idea

The main idea is the most important idea in the passage. Looking at the title, headings and pictures can help you find the main idea.

### ALL IN OUR FAMILY

Let me tell you something about my family. My father is sixty-four. He's a lot older than my mother. She's only fifty-one. Dad has his own business (an export business). Mum helps him with the business. I have two brothers and two sisters, so there are seven of us altogether in the family.

The oldest is my brother Michael. He is twenty-six. He's married and has two children. The next oldest is my sister Helena. She's twenty-three. She just graduated from university and works in bank. Then there is me. I am twenty. I'm in my second year at university. The next youngest is Gladis. She's eighteen and is in her last year at high school. Then there's Joe. He is the youngest. He's twelve. He goes to high school.

Our family is all quite different. My father and I are both interested in swimming. We often go to swimming-pool together. My mother is very religious and doesn't go out a lot. Michael likes sports and plays tennis and volleyball. Helena likes dancing and goes to ballet classes. Sussie is very artistic. She likes to paint and draw. Michael is the cleverest of us all. He always gets top of his class at school. So everybody is interested in different things in our family.

#### A. Answer the questions

1. What does the writer tell about?
2. Who is the oldest son in the family?
3. Who is the oldest daughter in the family?
4. How old is the writer?
5. What are the writer and his father interested in?



**B. Match each word with its definition.**

- |             |                                      |
|-------------|--------------------------------------|
| 1. Daughter | a. adj. old                          |
| 2. Dad      | b. n. women to whom a man is married |
| 3. Oldest   | c. adj. young                        |
| 4. Husband  | d. n. one's female child             |
| 5. Uncle    | f. n (colloq) father                 |
| 6. Wife     | g. n. uncle's son                    |
| 7. Youngest | h. n. man to whom a women is married |
| 8. Cousin   | i. n. father's brother               |

**Let's discuss!**

Present Simple	
Subject + auxiliary verb + main verb	
Do/does	base form

There are some important understandings:

1. For positive sentences, **we do not normally use the auxiliary.**
2. For the 3rd person singular (he, she, it), we add *s* to the main verb or *es* to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.
4. For questions form, put the auxiliary in front of the subject (inverted)

	Subject	Auxiliary verb		Main verb	Object
+	I, you, we, they			Like	coffee
	He, she, it			Likes	coffee
-	I, you, we, they	Do	not	Like	coffee
	He, she, it	does	not	Like	coffee
	Auxiliary verb	Subject			
?	Do	I, you, we, they		Like	coffee?
	Does	He, she, it		Like	coffee?

Look at the examples with the main verb *be*. Notice that there is no auxiliary:

	Subject	Main verb/ to be		Complement
+	I	Am		Italian
	You, we, they	Are		Italian
	He, she, it	Is		Italian
-	I	Am	not	old
	You, we, they	Are	not	old
	He, she, it	Is	not	old
	Main verb/ to be	Subject		
?	Am	I		right?
	Are	You, we, they		right?
	Is	He, she, it		right?

Use the present simple tense in English...

***For general facts:***

- ✓ This shirt costs ten dollars.
- ✓ We speak English.
- ✓ He is student of English Department

***For actions that happen regularly:***

- I take guitar lessons on Wednesday nights.
- Sarah sometimes eats lunch in her office.
- Kevin is always at home every Sunday

**There are some adverbs of frequency used in simple present:**

%	Adverb of Frequency	Example
<b>100%</b>	Always	I always study after class
<b>90%</b>	Usually	I usually walk to work
<b>80%</b>	Normally/generally	I normally get good marks
<b>70%</b>	Often/ frequently	I often read in bed at night
<b>50%</b>	Sometimes	I sometimes sing in the shower
<b>30%</b>	Occasionally	I occasionally go to bed late
<b>10%</b>	Seldom	I seldom put salt on my food
<b>5%</b>	Hardly ever/ rarely	I hardly ever get angry
<b>0%</b>	Never	Vegetarians never eat meat.
<b>Subject + Adverb + Main verb</b> <i>Daniel always passes his exam</i>		<b>Subject + be + adverb</b> <i>He is Always happy</i>

## Exercise

Make as many good sentences as you can by choosing words from the lists below. For each sentence, choose only one verb.

Subject	Verb	Object or Complement
Peter and Pauline	Are	Very busy
Pauline	is	cooks
The waitress	calls	the orders
They	picks up	in a restaurant
The customers	puts together	hamburgers
The restaurant	cooks	next to Paul
Cooks	order	meat for sandwiches
A hamburger	work	quickly
	pay for	on a grill
		a hot sandwich

## Let's write!

Write a description about your own family. It should cover each family member's personal description. Write at least 1 paragraph of 80-100 words.

## UNIT 2. MY FAVORITES



You are going to talk or discuss about favorite things. Answer these questions:

- Do you have any hobbies?
- What is your hobby?
- Why do you like it?
- When do you do it?
- Do you have any other hobbies? What are they?

### Let's listen!

#### Listening Exercise 1 (Track 4)

Review of Key Words				
Hobbies	World	best sellers	electronics	reason
collect	country	science	fascinating	tired
stamps	read	nature	brain	

### Instruction

People are talking about hobby. Listen and choose the correct picture.

#### Conversation 1



a. ....



b. ....



c. ....



d. ....

## Conversation 2



a. ....



b. ....



c. ....



d. ....

## Listening Exercise 2(Track 4)

### Instruction

Listen again and select the correct answer to the questions.

1. What is the man's hobby?
  - a. Collecting watches
  - b. Collecting books
  - c. Collecting stamps
2. Why does the man do his hobby?
  - a. Because he hopes to have a stamp from every country
  - b. Because he hopes to have a stamp from every city
  - c. Because he hopes to sell a stamp from every country
3. What is the woman's hobby?
  - a. Singing
  - b. Reading
  - c. Fishing
4. What kind of science does the woman read about?
  - a. Nature and electronics.
  - b. Nature and electricity.
  - c. Technology and Electronics.
5. Why does the woman do her hobby?
  - a. Because it helps her exercise her body.
  - b. Because it helps her exercise her brain.
  - c. Because it helps her do an exercise in the book.

### Listening Exercise 3 (Track 5)

Review of Key Words		
closet	cover	guys
full	dust	else
mine		

#### Instruction

What sports equipment do they mention in the dialog?

- ☐ a. tennis racket
- ☐ b. skis
- ☐ c. helmet
- ☐ d. bowling ball
- ☐ e. basketball

### Listening Exercise 4 (Track 5)

#### Instruction

Listen again and select the answers to the questions.

1. husband - of - closet - has - my - a - full - equipment - sports
  - a. My husband has a closet full of sports equipment.
  - b. My husband has a full closet of sports equipment.
  - c. My husband has a closet of full sports equipment.
2. can't - play - tennis! - he - even
  - a. Can't he even play tennis!
  - b. He even can't play tennis!
  - c. He can't even play tennis!
3. I - bought - know - why - don't - it - I
  - a. I don't know why I bought it.
  - b. I know why I don't bought it.
  - c. I don't know I why bought it.
4. says - he - to - he's - start - playing - that - tennis - going
  - a. He says that he's start going to playing tennis.
  - b. He says that he's going to start playing tennis.
  - c. He start says that he's going to playing tennis.

5. husband - my - the - skis - closet - in - has
- My husband has skis in the closet.
  - My husband skis has in the closet.
  - My husband has in the skis closet.

### Listening Exercise 5 (Track 6)

Review of Key Words				
hobbies	Ride	important	gardening	Guitar
music	write	piano	wood working	Better
photography	stress	great	needling	

### Instruction

Listen to the talk and match the items on the right to the items on the left.

- |  |              |
|--|--------------|
| 1. He has four hobbies, he plays music, he does photography, ..... bikes and writes.       | a. Stress    |
| 2. He would go to the ..... and play, until he felt better.                                | b. piano     |
| 3. The music was a great out life for him to lift up that .....                            | c. feel      |
| 4. Find yourself a hobby whether it's ....., wood working, needling, playing the guitar.   | d. rides     |
| 5. It doesn't matter as long as it's something that makes you ..... better about yourself. | e. gardening |

### Let's talk about it!

#### 1. Describing Abilities

##### Expressions

Can you play the guitar?	Yes, I can. No, I can't.
Can Tim play the piano?	Yes, he can. No, he can't.

I	can play the	piano, but I	can't play the	trumpet.
Rosa		violin, but she		guitar.

I	Can	play the piano well.
	can't	

What	musical instruments	can you play?
	Else	

I can play the guitar.

What languages can you speak?

I can speak Chinese.

## Dialogue

- Tim : Wow you can play the guitar really well.  
Aya : Thanks. Can you play the guitar?  
Tim : No, I can't. But I can play the violin.  
Aya : Really? What else can you play?  
Tim : I can play the trumpet, too.  
Aya : Oh, yeah? I can't play the trumpet. I think it's pretty hard.  
Tim : It's not that hard. You just need to practice.  
Aya : Can I hear you play some time?  
Tim : Sure

## 2. Speaking Activities

### Practice 1

Ask and answer questions with your partner. Make a list of things that your partner can do.

My partner can :
1.
2.
3.
4.

### Practice 2

Talk to three classmates and complete the chart with information about them.

Name :		1.....	2.....	3.....
1.	What languages can you speak?			
2.	What sports can you play?			
3.	What instruments can you play?			
4.	What dishes can you cook?			
5.	What dances can you do?			



## Let's read!

### Reading Skill :

Finding details

Details give you different kinds of information about the main ideas. They can tell you about things like people, places, ideas, actions, dates, amounts and reasons

### My Favorite

#### A. What activities do you like doing?

Discuss your answer.

#### B. Look at the underlined details and check (✓) the kinds of information they give you.

Skateboarding's great because it's so fun and easy to learn!

I often skateboard after school. There are many places in the park where I can do stunts. I'm good at stunts like jumping and flipping the skateboard!

action (what)	(✓)	people (who)	( )
times (when)	( )	reasons (why)	( )
places (where)	( )	examples (what)	( )
methods (how)	( )	amounts (how many)	( )

#### C. Read the email

From : Meeta1@freemail4all.com

To : tss\_liam@kidstarmail.net

Sent : Wed., Oct. 19

Subject : Hello!

Hi, Liam!

So you're my new pen pal. Let me tell you a bit about myself. I'm 19 years old and I live in Calgary, Canada. I have two older brothers, Brian and George. I'm the only girl.

I like to be active and I always look for exciting new hobbies to try. I like playing hockey in winter. It's fun beating the boys! But summer is my favorite time of the year. I love skateboarding and rock climbing in the summer.

Skateboarding's great because it's so fun and easy to learn! I often skateboard after college. There are many places in the park where I can do stunts. I'm good at stunts like jumping and flipping the skateboard!

Rock climbing is also really fun. I usually climb with my dad on weekends. We can't do it on real mountains very often because we live in the city. We do indoor rock climbing instead but it's not as challenging.

So that's me-Little Miss Active! How about you? Please write back soon!

Bye for now!

Meeta

**D. Answer the questions.**

1. Which is Meeta's favorite season?
2. What skateboard stunts can Meeta do?
3. Why does Meeta like skateboarding?

**E. Write the answers and check (✓) what kinds of information they are.**

- |  |  |
|--|--|
| 1. Where does Meeta live?<br><u>Calgary, Canada</u><br>time ( )      place ( )      reason ( )   | 4. Why does Meeta enjoy playing?<br>_____<br>time ( )      place ( )      reason ( )         |
| 2. What does Meeta love doing in the summer?<br>_____<br>time ( )      place ( )      reason ( ) | 5. Who does Meeta go rock climbing with?<br>_____<br>time ( )      place ( )      reason ( ) |
| 3. When does Meeta often skateboard?<br>_____<br>time ( )      place ( )      reason ( )         | 6. Where can Meeta do stunts?<br>_____<br>time ( )      place ( )      reason ( )            |

## F. Match the word with its definition.

- |                |  |
|----------------|--|
| 1. active      | a. n. Saturday and Sunday, when there is no work or      |
| 2. beat        | b. school  |
| 3. challenging | n. a piece of land that rise quickly to a point higher   |
| 4. hobby       | c. than hill   |
| 5. indoor      | d. n. an activity that you enjoy doing in your free time |
| 6. mountain    | n. someone from another country that you make            |
| 7. pen pal     | e. friends with by writing                               |
| 8. weekend     | f. adj. difficult; not easy to do                        |
|                | g. adj happening inside a building                       |
|                | h. adj like to do things; busy                           |
|                | v to win, to defeat; to be better than                   |

## Let's discuss!

### NOUN

Nouns are words like *cup*, *democracy*, *game*, *driver*, *Chicago*. Noun is a word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun). Nouns in English are countable, whereas others are not.

### 1. Countable and uncountable nouns

#### a. Countable Nouns

- We use countable nouns for separate, individual things such as books and hotels, things we can count.
- Many countable nouns are concrete: *table(s)*, *car(s)*, *shoe(s)*. But some are abstract: *situation(s)*, *idea(s)*. etc.

Example:

*Here is a cat.*

Cat is singular and—obviously—countable.

*Here are a few cats.*

*Here are some cats.*

### a. Uncountable Nouns

- We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.
- Many uncountable nouns are abstract: *beauty, love, psychology*. But some are concrete: *butter, plastic*.
- An uncountable noun takes a singular verb, and we use *this/that* and *it*.

***This** milk **is** off. I'll pour it down the sink.*

Example

*An **I.Q.** test measures intelligence.*

→Intelligence is an uncountable noun.

*Students don't seem to have much homework these days.*

→This example refers to an unspecified, unquantifiable amount of homework, so homework is an uncountable noun.

We use the singular to talk about one thing.

*The **door** was closed. We waited for an **hour**.*

*There was only one **passenger**. I've lost my **job**.*

We use the plural for more than one.

*The **doors** were all closed. We waited for one and a quarter **hours**.*

*There were hundreds of **passengers**. I've got one or two **jobs** to do.*

To form the plural noun, we add/s/es to the end.

*Weekend – Weekends*

*Glass dish - glass dishes*

*Motor bike - motor-bikes*

*Bedroom - Bedrooms*

**A few noun plurals are irregular.**

wife - wives;  
housewife - housewives.  
person - people,  
child - children  
man – men  
woman – women  
mouse – mice

## Exercise 1

**Can the following nouns be counted or not? Choose the correct answer.**

milk →

room →

butter →

song →

music →

minute →

tea →

child →

homework →

key →

## Exercise 2

**Finish the sentences with the singular or plural form of the nouns.**

1. The cat is sitting on my \_\_\_\_\_. (bed)
2. There are five \_\_\_\_\_ on my desk. (pencil)
3. I have two \_\_\_\_\_. (sister)
4. They are riding their \_\_\_\_\_. (bike)
5. We have a \_\_\_\_\_. (dog)
6. How many \_\_\_\_\_ do you have in your bag? (book)
7. My mother has a new \_\_\_\_\_. (computer)
8. There are three windows in the \_\_\_\_\_. (room)
9. Susan has four \_\_\_\_\_. (poster)
10. There is one \_\_\_\_\_ on the floor. (pen)

## Let's Write!

Write an email about your favorite things to your friend. It should cover the following : *what, why, when, where.*

## UNIT 3. FRESH FOODS



You are going to learn topic fresh foods. Work in pairs.

- What do you think of fresh food?
- What are the examples of fresh foods?
- Why do you think people choose fresh foods as their diet?

Compare your answers with your partner's, give reasons and examples for your opinion.

### Let's listen!

#### Listening Exercise 1 (Track 7)

Review of Key Words	
Honey	plenty
either	sauce
grocery list	

#### Instruction

Listen to the dialogue. Select the things that they have to buy.

#### Grocery List

- |                                   |   |                                      |
|-----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> a. Milk  | <input type="checkbox"/> e. spaghetti sauce | <input type="checkbox"/> h. lettuce  |
| <input type="checkbox"/> b. Meat  | <input type="checkbox"/> f. orange juice    | <input type="checkbox"/> i. tomatoes |
| <input type="checkbox"/> c. Bread | <input type="checkbox"/> g. Eggs            | <input type="checkbox"/> j. carrots  |
| <input type="checkbox"/> d. Pasta |   |                                      |

#### Listening Exercise 2 (Track 7)

#### Instruction

Listen again and select the answers to the questions.

1. plenty - of - have - we - bread

- a. We have plenty of bread.
- b. We have of plenty bread.
- c. We plenty have of bread.

2. we - milk - have - do - any - ?
  - a. We do have any milk?
  - b. Do have we any milk?
  - c. Do we have any milk?
3. we - have - any - spaghetti - sauce - do - ?
  - a. Do we have any spaghetti sauce?
  - b. We do have any spaghetti sauce?
  - c. Do have we any spaghetti sauce?
4. else - is - there - anything - ?
  - a. There is anything else.
  - b. Is there anything else?
  - c. Is there else anything?
5. make - like - salad - I'd - too - a - to
  - a. I'd like too make a salad to
  - b. I'd like too make a salad to.
  - c. I'd like to make a salad too

### Listening Exercise 3 (Track 8)

Review of Key Words				
carrot	Lettuce	healthy food	fish	fast food
cabbage	Salad	rice	vegetable	

### Instruction

Listen to the dialogue. Tick (✓) the correct vegetables mentioned in the dialogue.

### Conversation 1



A  
(.....)



B  
(.....)



C  
(.....)



D  
(.....)

## Conversation 2



A

(.....)



B

(.....)



C

(.....)



D

(.....)

## Listening Exercise 4 (Track 8)

### Instruction

Listen again and circle the correct statement.

### Conversation 1

1. A. He likes raw carrots.  
B. He doesn't like raw carrots.
2. A. She doesn't like cabbage.  
B. She likes cabbage.
3. A. They like salad.  
B. They don't like salad.

### Conversation 2

1. A. She likes fast food.  
B. She likes healthy food.
2. A. She likes rice and vegetables.  
B. She likes vegetables and fruits.
3. A. He doesn't like healthy food.  
B. He doesn't like fast food.

## Listening Exercise 5 (Track 9)

Review of Key Words					
diet	neurotransmitters	consume	carbohydrates	enzymes	energy
mood	people	body	amino acids	omega 3	concentration
nutrients	depression	gets	vitamins	fatty acids	
brain	serotonin	proteins	minerals	alertness	

### Instruction

Listen to the talk. Can the food help people avoid depression? Tick (✓) whether it is Yes or No.



Number	Food	Yes	No
1.	Poltry		
2.	Fish		
3.	Chips		
4.	Eggs		
5.	Eggplant		
6.	Beans		
7.	Nuts		
8.	Grains		
9.	Rice		
10.	Vegetables		

## Let's talk about it!

### 1. Asking about Preferences

#### Expressions

##### *Informally*

Are you	hungry? thirsty?	Yes, I am. Not right now.
What do you feel like?		Maybe a milk shake
How about a coffee/a tea/a plate of pasta?		No, thanks.

##### *More formally*

Would you like something to eat/drink?	Yes, please. No, thank you.
What would you like to eat?	I'd like a burger.
What would she/he like to drink?	She/he would like some juice.
Would you like some water/some foods?	Yes, please.

## Dialogue

Jodi : Are you hungry?

Kenny : Yes, I am.

Jodi : Me too. Let's have something to eat.

Kenny : What do you feel like?

Jodi : How about some cake and a cappuccino?

Kenny : OK.

Jodi : Let's go to the Starlight Café. They have delicious cakes and great cappuccino.

Kenny : That sounds good. Let's go.

## 2. Speaking Activity

### Practice 1

Make a mini role play. Ask a partner what he or she feels like having.

### Practice 2

Work in groups. You are going out to buy lunch, dinner, or snacks for three classmates. Ask what they want to eat and drink and write their answers below.

Name	Food	Drink
1.	1. 2.	1. 2.
2.	1. 2.	1. 2.
3.	1. 2.	1. 2.

## Let's read!

### Reading Skill :

Identifying true and false

One way to check your understanding is to make true or false sentences. It can help you understand details more accurately.

### What's on your plate?

Imagine dividing your plate into four sections. One section is for fruits, one for vegetables, one for grains, and one for protein. Imagine that the grain and vegetable sections of the plate are a little larger than the other two sections. Imagine a glass of milk or side with a dairy product with your meal, and your healthy plate is complete. This is what a healthy meal looks like according to the recommendations of the United States Department of Agriculture's (USDA) ChooseMyPlate program.

Adults should eat 2 cups of fruits and 2 1/2 cups of vegetables total every day.



According to the USDA, we should eat more red, orange, and dark green vegetables like tomatoes, carrots, and broccoli.

We should eat six ounces of grains every day. One ounce is one slice of bread or 1/2 cup of rice, pasta, or cereal. At least half of your grains should be whole.

We should eat three cups of dairy products every day. These can be milk, cheese, yogurt, or any other dairy product. Choose low-fat or non-fat dairy products when possible.

Adults should also eat 5 1/2 ounces of protein every day. Protein sources include meat, seafood, nuts, beans, and eggs. Try to eat fish or some other seafood at least twice a week.

Include these categories of foods in the recommended amounts in your meals and you'll soon be much healthier.

**A. Answer the questions.**

1. What does a healthy meals look like according to the recommendations of the United States Department of Agriculture's (USDA)?
2. How many cups of fruits and vegetables should adult eat every day?
3. What is the main idea in paragraph 3?

**B. Answer the questions with "True" or "False".**

1. ( True / False ) According to the USDA, we should eat more vegetables than fruits.
2. (True / False ) We should eat two cups of dairy products every day.
3. (True / False) We should eat more red, orange, and dark green vegetables.
4. (True / False) We should eat fish at least 5 days a week.
5. (True / False) Broccoli, an apple, fish, rice, and a glass of milk would be a healthy meal according to the USDA recommendations.
6. (True / False) We can eat as much as of dairy products every day.
7. (True / False) Adults try to eat fish or some other seafood at least twice a week

## B. Match the word with its definition.

- |                   |  |
|-------------------|--|
| 1. recommendation | a. <i>n.</i> hard seed of food plants such as wheat and rice                                 |
| 2. ounce          | b. <i>n.</i> ( kinds of ) white or yellow, substance, oily or greasy, found in animal bodies |
| 3. slice          | c. <i>n.</i> place from which something comes or is got                                      |
| 4. grains         | d. <i>n.</i> (part of a) building where milk is kept and milk products are made              |
| 5. fat            | e. <i>n.</i> speak in  |
| 6. source         | f. <i>n.</i> flat piece cut of something   |
| 7. dairy          | g. <i>vt.</i> think of   |
| 8. imagine        | h. <i>n.</i> unit of weight  |

## Let's discuss!

### IMPERATIVE

#### (Instruction, Suggestion and Prohibition)

The imperative form is the base form of the verb. It is a second-person form. When I say *Come in*, I mean that *you* should come in. The negative is *do not/don't* + base form, and for emphasis we use *do* + base form. The basic use of the imperative is to give instruction, advice, and to prohibit someone.

**Positive:** Come in.

**Read** the instructions carefully.

**Negative:** **Do not** remove this book from the library.

**Don't make** so much fuss.

Let's take another look:

Preheat the oven. (Instruction)

Use oil in the pan. (Instruction)

Don't eat all the cookies. (Prohibition)

Stop feeding the dog from the table. (Prohibition)

Choose the Irish wolfhound, not the German Shepherd. (Advice)

Wear your gold necklace with that dress. (Advice)

## Exercise

**Read what you must or must not do at school. Make imperatives. Then indicate the sentence.**

Example:

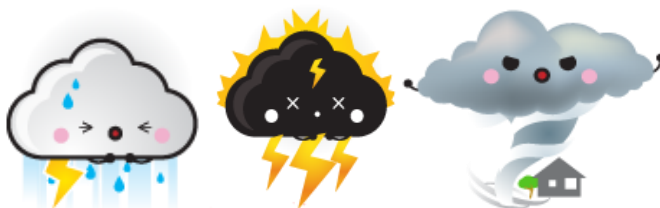
You must do your homework. - Do your homework!

1. You must listen to your teachers.
2. You must not be noisy.
3. You must not cheat.
4. You must sit at your desk.
5. You must not be late.
6. You must write tests.
7. You must not bully your classmates.
8. You must pay attention.

## Let's write!

Write a paragraph of 80-100 words about your daily diets.

## UNIT 4. EXTREME WEATHER



You are going to talk about extreme weather. Answer these questions:

- Do you think extreme weather is dangerous?
- Why?
- What are the examples of extreme weather?
- What are the effects of extreme weather?

**Let's listen!**

### Listening Exercise 1 (Track 10)

Review of Keywords			
weather	temperature	winter	rain
cold	degree	summer	warm

#### Instruction

Listen to the dialogue and tick (✓) whether it's True or False.

	<u><b>TRUE</b></u>	<u><b>FALSE</b></u>
1. It snows all day.	.....	.....
2. The school's closed later.	.....	.....
3. The temperature is thirteen degrees now	.....	.....
4. According to news, it is going to snow tomorrow.	.....	.....
5. It rained this afternoon.	.....	.....

### Listening Exercise 2 (Track 10)

#### Instruction

Listen again and select the correct answers to the questions.

1. Who talks to the woman?
  - a. John
  - b. Joe
  - c. Joel

2. How is the weather in the woman's place?
  - a. It's warm
  - b. It's hot
  - c. It's cold
3. What is the temperature in the woman's place?
  - a. It's thirty degrees.
  - b. It's thirteen degrees
  - c. It's three degrees
4. What is the temperature in the man's place?
  - a. It is about forty five degrees
  - b. It was about forty degrees
  - c. It was about five degrees
5. How will the weather be in the man's place tomorrow?
  - a. it's going to be a little hotter
  - b. it's going to be a little colder
  - c. It's going to be a little warmer

### Listening Exercise 3 (Track 11)

Review of Key Words						
weather	hot	smuggy	lightnings	spring	winter	dark
rain	humid	thunder	prefer	nice	cold	brisk

### Instruction

Listen to the dialogue. Do the people like the condition? Tick (✓) whether it is Yes or No or Not mentioned in the dialogue.

### Conversation 1

Number	Condition	Yes	No	Not mentioned
1.	Rainy season			
2.	Humid weather			
3.	Smoggy			
4.	Wet			
5.	Lightning			

## Conversation 2

Number	Condition	Yes	No	Not mentioned
1.	Spring			
2.	Summer			
3.	Winter			
4.	Autumn			
5.	Cold			

## Listening Exercise 4(Track 11)

### Instruction

Listen again and match the items on the right to the items on the left.

### Conversation1

- |   |               |
|---|---------------|
| 1. The first man hates the .....season.                       | a. humid      |
| 2. The second man mostly hates the ..... and<br>.....weather. | b. rainy      |
| 3. The ..... and ..... also scare<br>the second man.          | c. thunder    |
|   | d. hot        |
|   | e. lightnings |

### Conversation 2

- |  |            |
|--|------------|
| 1. The first man prefers the .....   | a. trees   |
| 2. The first man likes to see the .....<br>blooming and the ..... coming back to live. | b. brisk   |
| 3. The second man likes.....   | c. winter  |
| 4. The second man also likes the .....<br>weather.                                     | d. flowers |
|  | e. spring  |

## Listening Exercise 5 (Track 12)

Review of Key Words					
Severe	rain	blizzards	scary	drought	habitats
weather	thunderstorm	hurricanes	biosphere	mountain	water
dangerous	lightning	floods	plants	ponds	
nature	tornados	droughts	animals	dry up	



## Instruction

Listen to the talk and select the correct sentence from the jumble words.

1. dangerous - active - severe - a - nature – weather - is
  - a. Severe dangerous weather is a active nature
  - b. Severe weather is a dangerous active nature
  - c. Severe weather is a active dangerous nature
2. and - forms - floods - are - of - other - weather - severe - droughts
  - a. Floods and droughts are forms other of severe weather
  - b. Floods and droughts are other forms of severe weather
  - c. Floods and droughts are other forms of weather severe
3. weather - animals - and - severe - can - affect - also - plants
  - a. Severe weather can also affect plants and animals
  - b. Severe weather can affect plants also and animals
  - c. Severe weather and plants also can affect animals
4. may be - this - entirely - ponds - mountain – nice- dry up
  - a. This nice ponds mountain may be dry up entirely
  - b. This nice mountain ponds dry up may be entirely
  - c. This nice mountain ponds may be dry up entirely
5. mean - fewer - for - less - food - animals - plants
  - a. Fewer food mean less plants for animals
  - b. Fewer animals mean less food for plants
  - c. Fewer plants mean less food for animals

## Let's talk about it!

### 1. Talking about weather and environment

#### Expressions

What is it like outside?	It is really cold/ hot now.
How is the weather?	It is minus ten degrees.
Is it raining in your area?	No, it is not. We have not had any

	rain for many weeks.
What's the temperature now in New York?	Today it is 22 degrees Celsius. It is a lot warmer than it has been.
It's snowing here in Manchester, what is it doing there?	It is raining really hard here.
What's the weather forecast for the rest of the week?	They are saying we will have blue skies for the rest of the week.
What environmental issue are you concerned about ?	I am concerned about pollution in our environment.
What is the cause of the pollution ?	Because there are many vehicles and factories.
What can we do to solve the issue?	We can go to work by public transportation.

### Dialogue

Extreme Weather is often caused by human-caused climate change that links to human activities toward nature environment.

A : How is the weather today ?

B : It doesn't look very nice in my city today. It is very hot and humid.

A : Well, I think that environmental issue may affect the weather.

B : Really ? Then what environmental issue are you concerned about ?

B : Hmm... I am concerned about air pollution.

A : Why ?

B : Because air pollution from many vehicles or factories can be harmful to human's life.

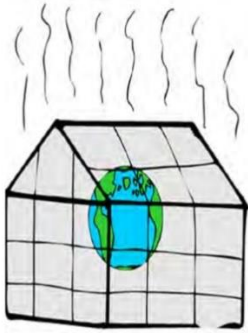
A : And what can we do about it ?

B : Maybe we can reduce the air pollution if we go to work by public transportation.

## 2. Speaking Activity

### Practice 1

Create short conversations about the environmental issue using the guiding picture below and try to expand :



## Practice 2

Make a speech about natural disaster guided by below questions. Present it in front of others.

1. What is disaster A ?
2. Describe it.
3. What causes it ?
4. How can it affect human ?



**A**

1. What is disaster B ?
2. Describe it.
3. What causes it ?
4. How can it affect human ?



**B**

1. What is disaster C ?
2. Describe it.
3. What causes it ?
4. How can it affect human ?



**C**

1. What is disaster D ?
2. Describe it.
3. What causes it ?
4. How can it affect human ?



**D**

## Let's read!

### Reading skill :

Identifying cause and effects

Cause-and-effect chain begins with an event that produces an effect, which then becomes the “cause” of another effect, and so on, identifying this chain in passage helps you link events.

### What is happening to our weather?

What is ‘extreme’ weather? Why are people talking about it these days? ‘Extreme’ weather is very unusual rain, heat, storms etc. For example, in 2010, 33 centimetres of rain fell in two days on Nashville, USA. According to weather experts, that was a ‘once in 1000 years’ event. But these days, extreme weather events are more frequent. Also in 2010, 28 centimetres of rain fell on Rio de Janeiro in 24 hours, and there was record rainfall in Pakistan.



The effects of this kind of rain are dramatic. In Rio de Janeiro, landslides followed the rain. Hundreds of people died. In Pakistan, it caused floods that affected 20 million people. The opposite situation is drought, when no rain falls. Australia, Russia and East Africa have suffered major droughts in the last ten years. Another example of extreme

weather is a heat wave, such as in the summer of 2003. In Europe, 35,000 people died from heat-related problems.

So, what is happening? Are these extreme events part of a natural cycle? Are they happening because human activity affects the Earth's climate? The answer, Peter Miller says, is: probably a mixture of both of these things. On the one hand, the most important influences on weather events are natural cycles in the climate. Two of the most famous cycles are called El Niño and La Niña. They start in the Pacific Ocean, but they affect weather all around the world. On the other hand, the Earth's oceans are changing: their temperatures are increasing. And this is a result of human activity. The greenhouse gases we produce mean the atmosphere warms up. Warmer oceans produce more water vapour – think about what happens when you heat a pan of water in your kitchen. Information from satellites tells us that there is four percent more water vapour in the atmosphere than 25 years ago. This warm, wet air turns into rain, storms, hurricanes and typhoons.

Michael Oppenheimer, a climate scientist, says that we need to accept reality. Our weather is changing and we need to act to save lives and money.

**A. Read the article and choose the best answer.**

- |   |   |
|---|---|
| 1. The article says that extreme weather is ...<br>a. more common nowadays.<br>b. not natural.<br>c. more unusual in the USA. | 3. One cause of extreme weather is ...<br>a. floods across large areas.<br>b. very hot summers.<br>c. water vapour in the atmosphere.   |
| 2. Examples of extreme weather include ...<br>a. warm, wet air.<br>b. El Niño and La Niña.<br>c. very hot weather in Europe.  | 4. Why was the rain in Nashville an extreme event?<br>a. It last happened a thousand years ago.<br>b. A lot of rain fell over a long time period.<br>c. A lot of rain fell in a short time. |

5. What happened after the extreme rain in Rio de Janeiro?
  - a. There were big floods.
  - b. There were many deaths.
  - c. Millions of people were affected.
6. What caused many deaths in 2003?
  - a. hot weather
  - b. floods
  - c. drought
7. The article says that extreme weather events are the result of ...
  - a. natural cycles.
  - b. human activity.
  - c. natural cycles and human activity.
8. What is happening to the oceans?
  - a. They are getting bigger.
  - b. They are getting hotter.
  - c. They are producing greenhouse gases.
9. Satellites can measure ...
  - a. the temperature of the Pacific Ocean.
  - b. the number of hurricanes.
  - c. the amount of water vapour in the air.

## Let's discuss!

### A. ADJECTIVES

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.

a **busy** street

a **dark** corner

Sue's drawing is **beautiful**.

That problem is too **difficult**.

An adjective that ends in **-less** is the opposite of the same adjective that ends in **-ful**. For example:

careful – careless useful – useless

colorful – colorless harmful – harmless

The **-ful** ending means **having a lot of something**. For example:

painful = having a lot of pain

hopeful = having a lot of hope

The **-less** ending means **without**. For example:

leafless = without leaves

sleeveless = without sleeves

Some adjectives end in **-y**.

a **dirty** street

a **noisy** room

an **oily** pot

a **sleepy** passenger

Some adjectives end in **-ive**.

an **active** child

an **attractive** hat

a **creative** toy

an **expensive** necklace

Some adjectives end in **-ing**.

a **caring** nurse

an **interesting** book

**loving** parents

**matching** clothes

a **smiling** face

a **cunning** fox

Some adjectives end in **-ly**.

a **costly** diamond ring

an **elderly** woman

**lively** kittens

a **lovely** girl

a **weekly** magazine

a **daily** newspaper

Here are some adjectives with the endings **-able**, **-al**, **-en**, **-ible**, **-ish** and **-ous**.

a **childish** behavior

a **comfortable** chair

a **dangerous** place

a **foolish** act

a **horrible** smell

a **loveable** koala

a **national** costume

a **musical** instrument

a **terrible** mess

a **woolen** sweater

a **wooden** table

## Exercise 1

**Read the sentence. Identify the adjectives in the sentences and underline.**

1. The adorable kid smiles at his father.
2. The textbook for the class is cheap.
3. Her sister is an amazing artist!
4. The shiny window catches people's attention.
5. He is afraid to talk to his teacher.
6. My friends invited me to a fancy party.
7. The hungry man lived under the bridge.
8. The perfume in the room is fragrant.
9. She didn't want to play on the wet ground.
10. The lecturer taught a fascinating material in the outdoor class.



## Exercise 2

**For each sentence, choose the adjective that makes the most sense to complete the sentence.**

1. The chicken soup is very ..... (tasty/floppy)
2. My mom's spaghetti is..... (delicious/sharp)
3. The birthday party is ..... (ugly/fun)
4. The theatre show is ..... (dramatic/furry)
5. Their home is very ..... (challenging/comfortable)
6. Our school is ..... (salty/large)
7. John's motorcycle is ..... (crunchy/fast)
8. The weather is ..... today. (chilly/smooth)
9. Those students are ..... (intelligent/rectangular)
10. The village library is ..... (useful/chewy)

### B. ADVERBS

An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective). Adverbs modify a verb, adjective, or another adverb. In other words, adverbs add meaning in a number of different ways.

- An adverb tells more about a verb in the sentence.

*Listen to his speech carefully.*

*I browse the web frequently.*

Adverbs of manner are usually placed after the main verb or after the object.

*"He left the room quickly."*

It can also be used before the verb.

*"He quickly left the room."*

- An adverb describes more about an adjective in the sentence.

*The news is very surprising.*

*The coffee is extremely hot*

.

- An adverb modifies another adverb in the sentence.

*It rains very hard.*

*Computers run much faster these days.*

## Formation

<b>Adjective +</b>	<b>-ly</b>	quick > quickly, accurate > accurately, social > socially	
	-le > -ly	simple > simply, ample > amply	but: whole > wholly
	-y > -ily	easy > easily, busy > busily	but: dry > dryly/drily
	-ic > -ically	basic > basically, economic > economically	but: public > publicly
	-ical > -ically	typical > typically, economical > economically	
	-ful > fully	useful > usefully, helpful > helpfully	but: full > fully

Notes:

Adjective : **Good**

*His English is good*

Adverb : **Well**

*He speaks English well*

- a. Some adverbs have the same form as adjectives, e.g. early, fast, likely, straight.

### Adjective

He is an **early** riser.

He is a **fast** driver.

What do you think is the most **likely** cause of the problem?

Draw a **straight** line.

### Adverb

He gets up **early**.

He likes to drive **fast**.

If I was in your place, I'd very **likely** do the same thing.

The pen is on the desk **straight** in front of you.

b. Some adverbs have two forms: the same as the adjective, the other ending in -ly

- Some of these adverbs have the same or a similar meaning

	Adjective	Adverb
Loud/loudly	He spoke in a <b>loud</b> voice.	Don't speak so <b>loud</b> . He spoke louder/more <b>loudly</b> than necessary.

- The following adverbs have two forms with different meanings:

*free: You can get the book free if you win the competition.*

*freely: You can move freely throughout the whole building.*

c. Some words in -ly are adjectives, not adverbs, e.g. friendly, lively, silly.

Adverbs have the form of a phrase: in a -ly way/manner.

*All our explorative drilling is done in an environmentally-friendly way/manner.*

### Exercise 1

**Form adverbs from the following adjectives.**

1. free
2. noisy
3. double
4. accidental
5. doubtful
6. dramatic
7. mathematical
8. digital
9. final
10. temporary

### Exercise 2

**Choose the correct answer.**

1. The airplane landed \_\_\_\_ on the runway.
  - a. safely
  - b. warmly
  - c. frankly
  - d. shyly
2. The lawyer told him to answer his questions \_\_\_\_.
  - a. greedily
  - b. suspiciously
  - c. sleepily
  - d. truthfully

3. I was scared during the taxi ride.  
Our driver drove \_\_\_\_.
- recklessly
  - repeatedly
  - generously
  - brightly
4. If you don't want to put on weight, eat \_\_\_\_.
- gently
  - lazily
  - healthily
  - successfully
5. Because he was late, he got dressed \_\_\_\_.
- quietly
  - hurriedly
  - regularly
  - tenderly
6. She waited \_\_\_\_ for him to arrive.
- slowly
  - patiently
  - enormously
  - closely
7. Speak \_\_\_\_ in the library.
- noisily
  - kindly
  - quietly
  - quickly
8. I liked him a lot. I remember him \_\_\_\_.
- fondly
  - busily
  - reluctantly
  - tensely
9. The acrobat dived \_\_\_\_ through the air.
- mysteriously
  - bravely
  - irritably
  - accidentally
10. My cat is well-behaved. He follows my instructions \_\_\_\_.
- rarely
  - frantically
  - accidentally
  - obediently

### Let's write!

Write a paragraph of 80-100 words about an extreme weather that you experienced in your city/village. It should cover the followings: *what, when, where, why*.

## UNIT 5. ANIMALS



You are going to discuss about animals. With a partner discuss these questions:

- What are some animals that live in your country?
- What animals do you think are cute?
- Do you think people can keep animals at home?
- Can you name some endangered species?

### Let's listen!

#### Listening Exercise 1 (Track 13)

Review of Key Words		
quiz	shark	Ostrich
whale	mammal	

#### Instruction

Listen and choose the answer that people in the dialog choose for each question.

1. What's the largest animal?
  - a. elephant
  - b. whale
  - c. giraffe
2. What's the fastest animal?
  - a. elephant
  - b. horse
  - c. cheetah
3. What's the largest fish?
  - a. shark
  - b. whale
  - c. cheetah
4. What's the largest bird?
  - a. Ostrich
  - b. Condor
  - c. giraffe
5. What's the tallest animal?
  - a. giraffe
  - b. elephant
  - c. ostrich

#### Listening Exercise 2 (Track 13)

## Instruction

Listen again and select the answers to the questions.

1. animal - what's - the - largest - ?
  - a. What's the largest animal?
  - b. What's animal the largest?
  - c. What's the animal largest?
2. think - cheetah - I - fastest - the - is - the
  - a. I think the fastest is the cheetah.
  - b. I think the cheetah is the fastest.
  - c. The cheetah I think is the fastest.
3. faster - than - it's - horse - a
  - a. It's faster than a horse.
  - b. A faster horse than it's.
  - c. It's a faster horse than.
4. think - the - condor - I - it's
  - a. It's I think the condor.
  - b. it's the condor I think.
  - c. I think it's the condor.

## Listening Exercise 3 (Track 14)

Review of Key Words				
Rhino	extinct	hunt	government	synthetic
dinosaurs	people	horn	difference	issues
mammals	cut	animal	leather	awareness
reptiles	jungles	cruelty	fur	

## Instruction

Listen to the dialogue and match the items on the right to the items on the left.

## Conversation 1

- |                                   |            |
|-----------------------------------|------------|
| 1. Rhinos are .....               | a. extinct |
| 2. Dinosaurs are .....            | b. mammals |
| 3. People ..... down the jungles. | c. cut     |

### Conversation 2

- |  |              |
|--|--------------|
| 1. She doesn't wear ..... jacket or shoes.       | a. awareness |
| 2. Just to help spread the .....                 | b. minimize  |
| 3. .... your own impact on the lives of animals. | c. leather   |

### Listening Exercise 4(Track 14)

#### Instruction

#### Conversation 1

Choose the correct animals mentioned in the dialogue.



A

(.....)



B

(.....)



C

(.....)



D

(.....)

### Conversation 2

Choose the correct leather product mentioned in the dialogue.



A

(.....)



B

(.....)



C

(.....)



D

(.....)

### Listening Exercise 5 (Track 15)

Review of Key Words				
Sharks	lakes	coral reefs	shape	flatten
ocean	surfaces	species	body	fins
ivers	shore	size	glad	hammerhead

### Instruction

Listen to the talk and circle the correct statement.

- A. Sharks mostly live in cold waters.

B. Sharks mostly live in warm waters.
- A. Some sharks live in the open ocean.

B. Some sharks live in the pond.
- A. The whale shark can grow up to fifty feet.

B. The whale can grow up to fifty feet.
- A. Most sharks have body shape like torpedo boats.

B. Most sharks have body shape like torpedoes.
- A. Hammerhead sharks have narrow heads.

B. Hammerhead sharks have wide heads.

### Let's talk about it!

#### 1. Talking about Crime and Punishments for Animal Trafficking Expressions

I / We	suggest	that	Government makes wildlife crime as a serious crime in national legislation.
			Official apply enforcement measures throughout the enforcement chain.
	recommend		Government builds a rapid response.
			Police share intelligence and break the power of the criminal networks halting their profit flow.
	propose		Prosecutor sues jail sentences ranging from 21 months to 11 years.
			Judge grants sentences averaged 120 days in jail.



	put forward	Judge grants 99 days of probation.
		Judge grants a \$78,427 fine.
		Official makes use of higher levels of fine.
		Official makes use of community penalties.
	advice	Official makes use of more frequent and longer periods of custody.
		Government makes deterrent sentencing.
		Prosecutor sues custodial sentences.
	advocate	Judge sentences a punishment to concurrent terms of 30 months' imprisonment on each crime.
		The poacher was sentenced to 70 months' imprisonment.
		The illegal trader was sentenced to 50 hours community service

**Exception!** We generally use either a gerund (Verb+ing) or a clause with **that**; the pattern would be **that + subject + base Verb**.

## 2. Speaking Activity

### Practice 1

With a partner, ask and answer the following questions about animal trafficking.

1. What kinds of rainforest animals do you think traffickers sell as pets?
2. How much do you think traffickers can sell a rare or exotic bird for?
3. How do you think the traffickers transport animals to other cities and hide them from the police?
4. What happens to the stolen animals when traffickers are caught by the police?
5. Why can it be dangerous to keep pets from the jungle (e.g. monkeys) in your home?

### Practice 2

**Work in a group of three. Discuss: What punishment(s) would you give this person?**

An animal trafficker stole a baby bird by cutting down a tree. He took the baby away from its habitat and mother. The bird was hidden in a sock and it died on the journey to a pet shop.

1. Agree as a group on the punishment. Give reasons and persuade each other if necessary.
2. Join another group of three. Compare your choice of punishment.
3. Agree as a group on the punishment. Give reasons and convince each other if necessary.

**Let's read!**

**Reading Skill :**

Making inferences

Making inferences is when you can not find the meaning in what you reading, sometimes you can make inferences (smart guesses) on what the meaning could be.

**Dolphins' Social Behavior**

Dolphins are often regarded as one of Earth's most intelligent animals. They are social creatures, living in pods of up to a dozen individuals. In places with a high abundance of food, pods can merge temporarily, forming a superpod; such groupings may exceed 1,000 dolphins. They communicate using a variety of clicks, whistle-like sounds and other vocalizations.



Membership in pods is not rigid; interchange is common. Dolphins can, however, establish strong social bonds; they will stay with injured or ill individuals, even helping them to breathe by bringing them to the surface if needed. This altruism

does not appear to be limited to their own species. The dolphin *Moko* in New Zealand has been observed guiding a female Pygmy Sperm Whale together with her calf out of shallow water where they had stranded several times. They have also been seen protecting swimmers from sharks by swimming circles around the swimmers or charging the sharks to make them go away.

Dolphins also display culture, something long believed to be unique to humans. In May 2005, a discovery in Australia found Indo-Pacific bottlenose dolphins (*Tursiops aduncus*) teaching their young to use tools. They cover their snouts with sponges to protect them while foraging (looking or searching for food or provisions.) Using sponges as mouth protection as well as other transmitted behavior proves dolphins' intelligence. This knowledge is mostly transferred by mothers to daughters.

**A. Check (✓) the inferences you can make.**

In May 2005, a discovery in Australia found Indo-Pacific bottlenose dolphins (*Tursiops aduncus*) teaching their young to use tools.

1. The young dolphins can use tools by themselves
2. Indo-Pacific bottlenose dolphins are discovered in Australia
3. The young dolphin can communicate
4. Dolphins can teach their young to use tools
5. Latin name for Indo-Pacific bottlenose dolphin is *Tursiops Aduncus*

**B. Circle the correct answer.**

1. The main idea in paragraph 1 is...
  - a. Dolphins communicate using a variety of clicks, whistle-like sounds and other vocalizations.
  - b. Dolphins are social creatures.
  - c. Dolphins are one of most intelligent animals.
  - d. Dolphins live in pods of up to a dozen individuals.
2. From the text in paragraph 2 we can infer that...

- a. Dolphins have social awareness to help others dolphins and whales, and protect swimmers.
  - b. Dolphins always charge the sharks to make them go away from the community
  - c. Their strong social bonds appear to be limited to their own species only.
  - d. female Pygmy Sperm Whale guide the dolphins Moko together out of shallow water
3. From the text above, we can infer that ...
- a. Dolphins are endangered animals
  - b. Dolphins can help other dolphins only
  - c. Dolphins' intelligence is mostly transferred by mother to daughter
  - d. Dolphins are long believed as unique as human.

## Let's discuss!

### Present Perfect

This tense is called the **present** perfect tense. There is always a connection with the past and with the **present**.

#### Subject + auxiliary verb + main verb

Have/has      past participle /V3

	Subject	Auxiliary verb		Main verb	
+	I , you, we, they	have		Seen	dolphins
	She, he, it	has		Eaten	snack
-	I , you, we, they	have	Not	Been	to Rome
	She, he, it	has	Not	played	football

	Auxiliary Verb	Subject		Main Verb	
	Have	I , you, we, they		finished?	
	Has	She, he, it		Done	it

There are basically three uses for the present perfect tense:

- 1) Experience, 2) change 3) continuing situation

Example

1. I have seen ET. (Experience)

2. He has lived in Bangkok. (experience)
3. I have bought a car. (change)
4. John has broken his leg. (Change)
5. I have worked here since June. (continuing situation)
6. He has been ill for 2 days. (continuing situation)

### Exercise 1

**Write the past participle of these verbs on the blanks.**

- |                |                |
|----------------|----------------|
| 1. break _____ | 6. buy _____   |
| 2. drink _____ | 7. find _____  |
| 3. cut _____   | 8. draw _____  |
| 4. do _____    | 9. hear _____  |
| 5. sing _____  | 10. know _____ |

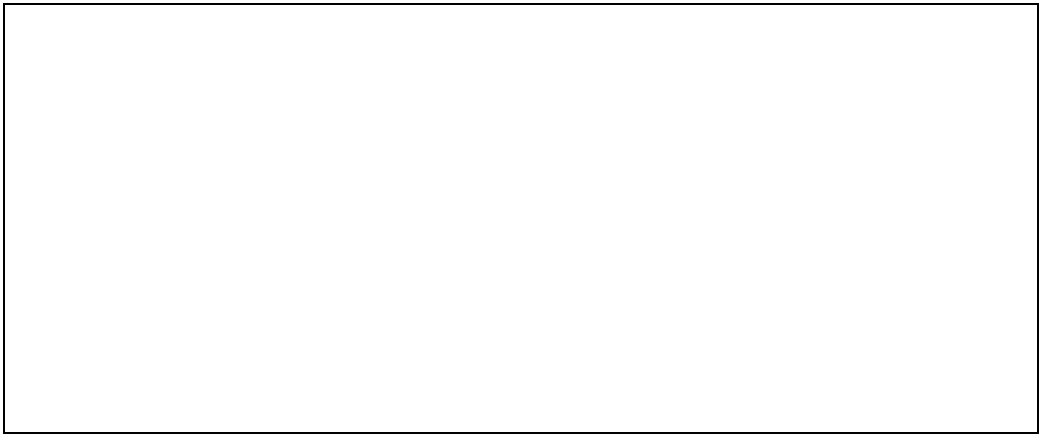
### Exercise 2

**Fill in the blanks with the present perfect tense of the verbs in parentheses.**

1. Dad \_\_\_\_\_ his car key. (lose)
2. All the guests \_\_\_\_\_. (arrive)
3. Tony \_\_\_\_\_ a goal. (score)
4. Peter \_\_\_\_\_ in the tent several times. (sleep)
5. It \_\_\_\_\_ not \_\_\_\_\_ for two months. (rain)
6. Some prisoners \_\_\_\_\_ from the prison. (escape)
7. The plane \_\_\_\_\_ at the airport. (land)
8. John \_\_\_\_\_ a puppet. (make)
9. Dad and I \_\_\_\_\_ a big fish. (catch)
10. I \_\_\_\_\_ this movie twice. (see)

### Let's write!

Write a detail description about an animal that you feel human should preserve.



## UNIT 6. SHOULD WE MOVE TO OTHER PLANET?



You are going to discuss about life outside the planet Earth. With a partner discuss these questions:

- What do you think that makes Earth special than other planets?
- Do you think someday Earth would be uninhabitable?
- Do you think people can live in other planets?
- What do you think of the challenges of making journey to other planets?
- Do you think there are living beings outside our planet?

### Let's listen!

#### Listening Exercise 1 (Track 16)

Review of Key Words					
reason	Evidence	surface	necessary	support	examine
consider	space	explain	habitability	collect	contain
search	shoot	travel	exciting	suggest	bury
beyond	pass	qualities	protect	provide	believe

### Instruction

Listen to a talk about life beyond Earth. Decide if the statements below are true (T) or false (F) according to the talk. Correct any false statements.

1. Europa is a moon orbiting Mars.
2. In 1997, NASA noted an unusual shape in Europa's magnetic field.
3. The scientists believe the spacecraft traveled through a plume of dust.
4. Elizabeth Turtle is an animal scientist in Johns Hopkins University.
5. The habitability of Europa is one of the big questions that the scientists want to understand.

## Listening Exercise 2 (Track 16)

### Instruction

Listen again to the talk and circle the correct answer based on what you hear.

1. A fresh look at old data\_\_\_\_\_
  - a. Is the evidence of water from the moon.
  - b. Is giving scientists a new reason to consider Europa.
  - c. has happened as a moon orbiting the planet.
2. In 1997, that was the year when\_\_\_\_\_
  - a. It was about 200 meters above.
  - b. The spacecraft passed the Earth.
  - c. Galileo spacecraft passed close to the moon.
3. Scientists reported earlier this month on\_\_\_\_\_
  - a. Their reexamination of the Galileo data.
  - b. An active geyser in an underground ocean.
  - c. NASA's Galileo spacecraft.
4. Turtle told reporters that Europa does have a lot of qualities that are\_\_\_\_\_
  - a. Necessary to save planet Earth
  - b. Necessary to do space exploration out there
  - c. Necessary for life as we know it
5. The finding support other evidence of plumes from Europa, whose ocean may contain\_\_\_\_\_
  - a. Two times as much water as all of Earth's oceans.
  - b. Ultraviolet radiation.
  - c. Hydrogen.



### Listening Exercise 3 (Track 17)

Listen to a lecture in Astronomy class. The professor is talking about Extraterrestrial Intelligence. Answer these questions based on the lecture.

1. What does SETI stand for?
2. What is the purpose of SETI project?
3. What are the conditions to live on Earth?
4. According to the lecture, how will the living being outside the Earth communicate with people on Earth?
5. What do the SETI project listen for to detect any communication from outside the planet?

### Let's talk about it!

#### 1. Expressions

- a. Pay attention to the students talk about interplanetary travel and pay attention to each opinion. **Then check who disagrees.**

Alana : As I said, this whole idea of travelling towards other planets and setting up colonies is based on one big assumption.

Ayman: what's that? Is that they'll actually come up with the technology to the world?

Alana : No. She's making the assumption that someday Earth is no longer inhabitable. And that someday, we have to start to live in other planets. Why do we assume that?

Molly : well, you know. Climate change, pollution, overpopulation, and wars.

Rob : yeah, exactly. And people keep living longer and longer so eventually we're gonna have to go and live somewhere else. We won't have a choice.

Alana : you guys are a bunch of fatalists.

Molly : or realists.

Alana : No, c'mon. She also said that humans have a desire to explore.

Rob : Sure, I guess so.

Ayman: So, does anyone want to review the lecture?

Molly : it's kind of the hard lecture.

Ayman: No, it's not that hard. It's just a basic problem solving. It's not a rocket science.

Rob : well, yes it is a rocket science.

- b. Pay attention to the conversations again and write discussion strategy or strategies the students use:

**Expressing an opinion:**

**Disagreeing:**

**Keeping the discussion on topic:**

### **Speaking skill**

#### **Discussion strategy: expressing disagreement**

In most conversations, expressing disagreement without seeming too disagreeable is key! One way to do so is to first acknowledge the other person's point: *I see what you're saying, but...*

Or you can be direct : *I simply disagree.*

Some people like to soften their position with an apology: *I'm sorry, but...*

And of course, body language and tone can further shape your message

## **2. Speaking Activities**

### **Practice**

- a. In the conversation about interplanetary travel, notice that the students do not use the discussion strategy: **expressing disagreement**. Recreate the conversation in your group by using the discussion strategy from the box.
- b. In small groups, discuss one or more of these topics. Try to use the discussion strategies you have learned.
  - a. Does the idea of space exploration interest you? Why?
  - b. Do you agree that to solve overpopulation in the future the governments should limit family size?
  - c. Do you agree that Earth will be uninhabitable someday? How can we solve our planet's problem?

## Let's read!

### Reading Skill :

Sequencing events

When you read about how something changes over time, sequencing the events (putting them in order will help you see more clearly when they happened

### NASA and Space Exploration

Mankind has always had an amazing thirst for knowledge. The desire to wonder about and possibly see what is up in the heavens has been in the minds of men for a long time. In October, 1958, the **National Aeronautics and Space Administration** was created by the United States Government. It was described as 'an Act to provide for research into the problems of flight within and outside the Earth's atmosphere, and for other purposes.'

The formation of NASA was the direct result of the fact that the Soviets had launched **Sputnik 1** in October, 1957. This was the world's first artificial satellite. Americans were astounded and believed that the United States was way behind in space technology. Therefore, the United States launched its first Earth satellite in January, 1958.

NASA's first attempt to place humans in space was **Project Mercury**. This was a trial to see if men could endure a flight into space. On May 5, 1961, Alan Shepard, Jr., became the first man in space. On February 20, 1962, **John Glenn** orbited the Earth in a space capsule. Project Mercury sent up 4 more flights. They could send up and safely bring humans back from space.

**Project Gemini** allowed 2 men to ride together in a space capsule. In this project, NASA learned about weightlessness in space and worked on reentry into the Earth's atmosphere. In June, 1965, **Edward White** became the first man to conduct a space walk outside of the space craft.

NASA's greatest achievement after that was **Project Apollo**, designed for space exploration of the moon. In July, 1969, Apollo 11 carried **Neil Armstrong**

and **Buzz Aldrin** to the moon. They landed and returned safely. Neil Armstrong walked on the moon first.

In 1975, Russia and the United States each sent up a spacecraft. These docked together in space. They conducted experiments on the spacecraft for two days. In 1981, the first space shuttle was launched. It was different in that it looked like an airplane and landed like one upon reentry.

In January, 1986, the orbiter **Challenger** with 7 crew members aboard blew up 73 seconds after takeoff due to a fuel leak. In September, 1988, the Challenger returned after modifications and flew 87 successful missions. In February, 2003, just 15 minutes before landing in Texas, the **Columbia** orbiter blew up, again killing 7 crew members.

In 2003, the **Galileo mission** completed a 14-year study of **Jupiter** by crashing it onto the planet. In 2005, NASA launched the space shuttle Discovery, the first manned craft since the Columbia disaster. In recent years, a probe has landed on Mars, and the spacecraft Kepler has been sent to look for planets outside our solar system.

In 1998, an **international space station** was set up. It was a joint effort of Russia, The United States, Canada and others. Astronauts spend a year or more up on the space station, conducting experiments and making repairs. In March, 2017, the crew harvested plants grown on petri dishes. They will send them back to Earth on the Dragon capsule. The lead scientist on the Space Station writes a weekly update on activities and posts it on the internet.

NASA plans to send an unmanned Orion around the moon by the end of 2018. Later, NASA plans to use the Orion crew vehicle to send men on an exploration into deep space in the 2020's.

**A. Circle the correct answer.**

1. In which of the following years was NASA created?
  - a. 1986
  - b. 2001
  - c. 1905
  - d. 1958
2. Which of the following projects focused on going to the moon?
  - a. Apollo
  - b. Columbia
  - c. Gemini
  - d. Mercury
3. By which of the following countries was the first artificial satellite launched?
  - a. United States
  - b. Russia
  - c. France
  - d. d. Germany
4. Which of the following is the name of the first artificial satellite?
  - a. Discoverer
  - b. Sputnik 1
  - c. Lunar probe
  - d. Soyuz 2
5. Which of the following was the first man to walk on the moon?
  - a. Ed White
  - b. John Glenn
  - c. Neil Armstrong
  - d. Thomas Jones
6. Which of the following projects had as its goal to put the first human in space?
  - a. Project Gemini
  - b. Project Mercury
  - c. Project Galileo
  - d. d. Project Columbia

**B. Find and write the word next to its definition.**

- spacecraft   - satellite   - mankind   - harvested   - astronaut
--

1. ....	n. the human species.
2. ....	v. cutting and gathering in of grain and other food crops.
3. ....	n. person who travels in a spacecraft.
4. ....	n. noun of the kind needed for travel beyond earth's atmosphere
5. ....	n. comparatively small body moving in orbit round a planet.

## Let's discuss!

### MODAL AUXILIARIES

Modals help to express the mood or attitude of the speaker and convey ideas about possibility, probability, necessity, obligation, advisability, and permission. The modal auxiliaries are: *can, could, may, might, shall, should, will, would, must*

	subject	Modal auxiliary		Main verb	Object/ Complement
+	I	Can		Play	Guitar
	You	May		Go	Now
-	We	Will	not	Leave	Tomorrow
	She	Must	not	study	Hard

	Modal Auxiliary	Subject		Main Verb	Object/ Complement
?	May	I		Borrow	your book?
	should	they		Tell	the truth?

### ABILITY – can (past form could),

Three kinds of ability may be indicated by *can-could*:

- physical ability : I can lift this desk.
- learned ability : She can play the piano., I could swim

### PERMISSION – may (past form might), can (past form could)

Strict schoolbooks rules say we must use only *may* for permission. However, cultivated speakers frequently use *can* for permission:

- in questions : May / can I use your phone?

May / can Joe go out with us?

- in answers, granting / denying permission:

You may / can use my phone.

Yes, Joe may / can go out with you tomorrow.

The past forms of may and can are also used in requests:

Might / could I use your phone?

**OBLIGATION, ADVISABILITY, NECESSITY – should, must, have to**

- obligation (What one is expected to do):

You should / ought to read more.

The university should provide more sports facilities.

- advisability (What is wise for one to do):

You should / ought to see that film.

You shouldn't be drinking if you're on antibiotics.

**POSSIBILITY – may, can, might, could**

They are used to talk about possibilities in the past, present or future. ("Could" is also sometimes used). *May* is sometimes a little bit "more sure" (50% chance); whereas *might* expresses more doubt (maybe only a 30% chance).

He may win the contest if he works hard.

If the heavy rains continue, they can damage the crops.

Where are my glasses? They could be behind the sofa.

England might win the World Cup, you never know.

**Exercise 1**

**What do the modal verbs express in the following sentences (permission, advisability, willingness, ability, etc.)?**

1. We **must** eat in order to live.
2. They **might be** having dinner just now.
3. He owns a boat and an aero plane. He **must be** rich.
4. It is a clear day. The stars **should be** very bright tonight.
5. I **can** fix that for you right away.
6. You **may be** right after all.
7. The air conditioner **should be** cleaned once a year.
8. The error **can** be corrected quite easily.
9. She is **able to** type.
10. You **mustn't** spend so much money.

## Exercise 2

**Finish the sentences using the given modal verbs:**



can \_\_\_\_\_  
must \_\_\_\_\_  
mustn't \_\_\_\_\_  
needn't \_\_\_\_\_  
should \_\_\_\_\_  
might \_\_\_\_\_



can \_\_\_\_\_  
must \_\_\_\_\_  
mustn't \_\_\_\_\_  
needn't \_\_\_\_\_  
should \_\_\_\_\_  
might \_\_\_\_\_

## Let's write!

**Read the paragraph in the reading section entitled “Nasa Exploration”. Write a summary about the paragraph.**



## UNIT 7. AMAZING PLANTS



You are going to talk about plant. Work in pairs. Why do you think people choose gardening in their free time? Compare your answers with your partner's, give reasons and examples for your opinions.

### Let's listen!

#### Listening Exercise 1 (Track 18)

Review of Key Words					
technique	grow	try	Attempt	spring	decide
location	drainage	direct	convenient	sunshine	container
box	notice	explain	ground	space	grow

### Instruction

Listen to the dialogue and select the answers to the questions.

- What does the type of garden Shirley have?
  - a square-foot garden
  - an organic gardening
  - a conventional gardening
- When did Shirley take the gardening class?
  - Last summer
  - This spring
  - In winter
- How many hours of sunshine exposure does she need using the technique?
  - 4 to 6 hours
  - 6 to 10 hours
  - 6 to 8 hours
- What kind of location should we use for the gardening technique?
  - That has direct sunshine
  - That has good drainage
  - That has boxes

5. What has the plant that Shirley grown vertically?

- a. Cantaloupe
- b. Beans
- c. Vines

6. Thick (✓) the plants that Shirley has

Tomatoes	Cucumber
Green peppers	Beets
Black peppers	Bell peppers
banana peppers	Lemon grass

## Listening Exercise 2 (Track 19)

Review of Key Words					
receive	Climb	pass away	weed	yard	terrible
trim	bush	revive	recommend	replace	spray
					hardy

## Instruction

Listen to the dialogue and decide if the statements below are T (true) or F (false), according to the lecture. Correct any false statements.

1. Susan is from Seattle.
2. Mark tells Susan about his own garden.
3. Rose is strong and sturdy.
4. The rose is dead.
5. Mark is a magician.
6. The weed killer soaked into the ground near the roses.
7. Mark cannot revive the roses.
8. Mark's wife killed her prized apple tree last year.

### Listening Exercise 3 (Track 20)

Review of Key Words					
Capture	prey	insect	area	soil	nutrient
digest	derive	cover	catch	absorb	item
					type

#### Instruction

Listen to a lecture about plants that eat meat and answer the questions below.

1. Choose three example of the preys that are eaten by the plants :
  - a. Insect
  - b. Fish
  - c. Spider
  - d. Mice
  - e. Soil
2. The plants that eat meat are called (choose two):
  - a. Herbivores
  - b. Insectivorous
  - c. Carnivorous
  - d. Nutrients
3. Type of the plants that eat meat (choose two):
  - a. Veg plant
  - b. Fly pepper traps
  - c. Snap traps
  - d. Spider trap

## Let's talk about it!

### 1. Talk about gardening

#### a. In pairs, discuss these questions:

- 1) Have you ever tried growing a garden?
- 2) What have you done to help the plants grow?
- 3) Have you ever visited a botanical garden?

#### Speaking skill

##### Offering a fact or example

*"Some plants are edible---you can eat their stems, leaves, flowers or fruit---and are planted in kitchen or vegetable gardens."*

*"Some edible plants are asparagus, lady's finger, tomatoes, and cauliflower."*

From the examples, which one is offering fact and which one is example?

##### Explaining sequence/ process using: *first... next...last...*

**Explaining a group plan** When you are explaining a plan where many people will be doing different things, it is important to:

- break the plan into stages and explain from the first to last stage
- talk about the planned actions using planning on + ing or will be + ing
- connect people to specific actions, and link actions that will happen at the same time

#### b. Dialogue

Teacher : So how are all the Thinking Green projects coming along? You should all have a plan by now. Yong, what's your group doing?

Yong : We're planning a poster presentation-a really huge poster, actually! First of all, Soo is looking for images of nature-clean and unspoiled. After that, Chin-Moe will be searching for news articles about some of the damage done to the environment. Then, Youra's plan is to contact companies that have green policies and to write up some case studies to place on the poster. And as for me, well I'll be interviewing the Minister of the Environment. We're really excited about this project

Based on the dialogue:

What is the first stage of this group's plan?

What is the last stage of this group's plan?

Underline words in the dialogue that show future actions or plans.

### 1. Speaking activities

#### Practice

- With your partner talk about interesting or new facts about a plant or flower. Try to use the discussion strategies you have learned.
- Work with two classmates. Use the table to plan your own group project to learn something about the plants.

Plan:	
Stage 1	Stage 2

### Let's read!

#### Reading Skill :

Comparing information

Comparing information is looking at how things similar and/ or different

### Amazing Plants

Plants need light, air, water, and nutrients to live. Roots absorb the nutrients that are in the ground and water. Tiny creatures called bacteria turn these nutrients into food that the plant can use. But some places don't have a lot of these nutrients. So some plants adapt. They follow a different plan for survival. Their strategy is to eat insects to live!

#### Stink Lily, Panama

The stink lily gets its name from its smell. The flower stinks like rotting meat. The smell attracts flies to the plant-and then tricks them! When a fly crawls on the flower, pollen sticks to the fly. Then the fly takes the pollen and leaves it on the next plant it visits. That's how the stink lily makes new plants.

### **Venus flytrap, Southern Brazil**

The Venus flytrap attracts insects with a sweet odor. When an insect lands on an open leaf, the leaf closes and traps the insect. Then the plant slowly digests the insect over a period of eight to ten days.

**A. Check (✓) which creature the detail is about. Then write *similar* or *different***

<b>Detail information</b>	<b>Stink lily</b>	<b>Venus flytrap</b>	
1. It needs light, water, and nutrients to live.	(✓)	(✓)	Similar
2. It stinks like rotting meat.	( )	( )	
3. Its leaf closes and traps the insect when it lands on an open leaf	( )	( )	
4. Its smell attract flies to the plant-and-tricks them	( )	( )	
5. It attracts insect with a sweet odor.	( )	( )	
6. Its roots absorb the nutrients that are in the ground and water.	( )	( )	

**B. Find and write the word next to its definition.**

- pollen    - stink    - survival    - root    - trick
--

1. ....	v. have a strong unpleasant smell.
2. ....	v. a clever or particular way of doing something.
3. ....	n. the state or fact of continuing to live or exist, or difficult circumstances.
4. ....	n. part of a plant and tree which takes water and food from it
5. ....	n. fine powder formed on flowers which fertilizes other flowers when carried to them by the wind.

**Let's discuss!****Degree of comparison**

English has three degrees of comparison for adjectives. They are the positive, the comparative, and the superlative. Study these examples:

Spaghetti is cheap. (positive)

Bread is cheaper. (comparative)

Rice is the cheapest. (superlative)

Most adjectives of one syllable take **er** and **est** endings. (If the adjective ends in **e** already, simply add **r** or **st**.) You must use the definite article, **the**, before superlatives. Write the forms below with the correct spelling.

Positive	Comparative	Superlative
<b>small</b>	Smaller	The smallest
<b>close</b>	Closer	The closest
<b>long</b>	Long	The longest
<b>large</b>	Larger	The largest
<b>high</b>	Higher	The highest

One syllable adjectives that end in a single stressed vowel followed by a single consonant (VC) must add another consonant before adding *-er* or *-est*. Write the forms below with the correct spelling.

Positive	Comparative	Superlative
<b>Hot</b>	Hotter	The hottest
<b>Big</b>	Bigger	The biggest
<b>Wet</b>		
<b>Fat</b>		
<b>Thin</b>		

There are some exceptions to the rule of the double consonant. Adjectives that end in *w*, *x*, or *y* do not double. Write the forms below with the correct spelling.

Positive	Comparative	Superlative
<b>Slow</b>	Slower	The slowest
<b>New</b>	Newer	The newest
<b>Low</b>		
<b>Gray</b>		

Two syllable adjectives that end in *y* can take *er* and *est* endings, but the *y* changes to *i* before the ending. Write the forms below with the correct spelling.

Positive	Comparative	Superlative
<b>Hungry</b>	Hungrier	The hungriest
<b>Busy</b>	Busier	The busiest
<b>Early</b>		
<b>Friendly</b>		
<b>Noisy</b>		



All other adjectives of two or more syllables take the words **more** and **the most** for comparisons. Write the forms below with the correct spelling.

Positive	Comparative	Superlative
<b>important</b>	more important	the most important
<b>delicious</b>	more delicious	the most delicious
<b>pleasant</b>		
<b>expensive</b>		
<b>crowded</b>		
<b>modem</b>		

### Comparative degree (more .... than).

I am more handsome than Roni.

The girl is taller than her mother.

Their family is worse than our family.

### Superlative degree (most)

I am the most handsome student in the class.

The girl is the tallest girl in the competition.

Their family is the worst family in the world.

### Exercise

**Fill in the correct form of the words in brackets (comparative or superlative).**

1. My house is (big) bigger than yours.
2. This flower is (beautiful) \_\_\_\_\_ than that one.
3. This is the (interesting) \_\_\_\_\_ book I have ever read.
4. Non-smokers usually live (long) \_\_\_\_\_ than smokers.
5. Which is the (dangerous) \_\_\_\_\_ animal in the world?
6. A holiday by the sea is (good) \_\_\_\_\_ than a holiday in the mountains.
7. It is strange but often a coke is (expensive) \_\_\_\_\_ than a beer.
8. Who is the (rich) \_\_\_\_\_ woman on earth?
9. The weather this summer is even (bad) \_\_\_\_\_ than last summer.
10. He was the (clever) \_\_\_\_\_ thief of all.

## **Let's write!**

1. Choose one of these topics and make mind map to get some ideas.
  - a. My garden
  - b. A beautiful flower
  - c. The Unique Plant
2. Write a paragraph about the topic you choose and use the map to help you.

## UNIT 8. IS IT DANGEROUS?



You are going to talk about volcanoes. Do you think volcanoes are dangerous?  
Why? List three names of volcanoes and their locations.

### Let's listen!

#### Listening Exercise 1 (track 21)

Review of Key Words					
dangerous	Sign	tricky	Break out	Hikers	protect
rafting	Interesting	combine	Ravaged	fountain	safe
scary	Sheer	volatile	Scenery	destroy	close to
endangered	Hair-raising	violence	eruption	threat	

### Instruction

Listen to a conversation about volcano and decide if the statements below are true (T) or false (F) according to the conversation. Correct any false statements.

1. Rob went white water rafting in South America.
2. Neil took the most dangerous boat in the world.
3. The ride that Neil took was 3,500 meters down into the jungle.
4. The republic of Congo has the most convenient living standard in the world.
5. The republic of Congo has been described as one of the worst places in the world for women.
6. Volcano eruption in the democratic republic of Congo keeps people away.
7. Another volcano in the region destroyed part of the city of Goma in 2012.
8. The major attractions of tourists in the volcano are the gorillas.

## Listening Exercise 2 (Track 22)

Review of Key Words			
evacuate	crop	permanently	erupt
entire	land	affect	provide
population	leave	inhabit	expect
ash	temporary	move	offer

### Instruction

Listen to a talk about Vanuatu to evacuate an entire island and answer these questions

1. What does the pacific nation of Vanuatu prepare to?
  - a. Lose their land and culture
  - b. Move the entire population
  - c. Clean the ashes
2. What do most people on Ambae do?
  - a. Farming
  - b. Conserving
  - c. Evacuating
3. What does “Ring of Fire” mean?
  - a. Islands that not affected by ashes.
  - b. People who live close to volcanoes.
  - c. An area where earthquakes and volcanoes are common.
4. When did the volcano on Ambae erupt?
  - a. Last September
  - b. This time
  - c. In 2008
5. Where the people from Ambae will be moved?
  - a. France and New Zealand
  - b. Australia and New Zealand
  - c. Maewo and Pantecost

## **Let's talk about it!**

### **1. Talk about volcanoes**

#### **Dialogue**

Greta : Hi! We have been learning about volcanoes in our English class. Do you know anything about volcanoes?

Miguel: I know that volcanoes are very dangerous. What else can you tell me?

Greta : a volcano is a place where hot melted rock and gases erupt through the earth surface.

Miguel: what does erupt mean?

Greta : That means it explodes out of the earth.

Miguel: That sounds really dangerous.

Greta : yes, it is. It is very dangerous if you live near a volcano especially when it erupts.

Miguel: What else happens?

Greta : Lava, volcanic ashes, and hot gases come out of the volcano.

Miguel: Lava? That is a strange word. What is lava?

Greta : Lava is melted rock. It is very hot and can destroy anything in its way.

Miguel: Good to know. Thanks for telling me what you have learned. I have to go now. Bye.

Greta : goodbye. I'll see you tomorrow.

### **2. Speaking Activity**

With your partner, discuss these questions:

Have you ever climbed a volcano? Do you think it's dangerous? Can you mention the name of volcanoes? Can you describe the volcano?

## Let's read!

### Reading Skill :

Taking Notes means writing down only the important details as you read. The notes help you understand the main ideas and you can see the details quickly.

### Active Volcanoes

There are active volcanoes all over the world. Some erupt often, sending hot lava down their slopes. People often live near these volcanoes. Because of the ash, the land is good for farming.

The longest erupting volcano is Mount Etna, in Sicily. It has been active for 3,500 years. Mount Etna erupts very often. It has destroyed many towns. People have tried to change the lava flow. They've built earth walls and used explosives. Some towns have avoided destruction. Successful evaluation plans have kept people safe.

Five volcanoes created the island of Hawaii. Mauna Loa is the largest volcano in the world. Kilauea is one of the most active. In fact, it almost never stops erupting. The fumes from this great volcano are also problem for local people.

The volcano Nyamuragira, in Africa, erupts about every two years. It also has big lava flows. It creates smaller volcanoes on its sides. At one time, the volcano had a crater with a lake of lava. Then in 1938, there was an eruption that opened up one side of the volcano. Because of the eruption, the lava lake flowed out of the crater. People do not live near this volcano.

Popocatepetl is about 70 kilometers from Mexico City. An eruption in 2000 made 50,000 people leave their homes. In 2012, Popocatepetl covered cars and streets with ash. Every March, people honor the volcano, offering it food and music.

**A. Read and circle the letter.**

1. This volcano had a lake of lava.

- a. Mount Etna                      b. Nyamuragira                      c. Stromboli

2. This is the largest volcano in the Hawaii Islands.

- a. Mauna Loa                      b. Kilauea                      c. Popocatepetl

3. This volcano's eruption caused the evacuation of 50,000 people.

- a. Nyamuragira                      b. Popocatepetl                      c. Puyehue

4. This volcano is the longest erupting volcano.

- a. Kilauea                      b. Vesuvius                      c. Mount Etna

**B. Work in a partner. Read text again. Talk about three volcanoes. Take turns. Take notes.**

Name of Volcano	Notes
1.	
2.	
3.	

**Let's discuss!**

**Simple Future Tense**

The simple future tense is often called *will*, because we make the simple future tense with the modal auxiliary ***will***. The structure of the simple future tense is:

**Subject + auxiliary verb will + main verb**  
**WILL                      V1**

For negative sentences in the simple future tense, we insert **not** between the **auxiliary verb** and **main verb**. For question sentences, we exchange the **subject** and **auxiliary verb**. Look at these example sentences with the simple future tense:

	Subject	Auxiliary verb		Main Verb	Object/ Complement
+	I	will		Open	the door
	You	will		Finish	before me
-	She	will	not	Be	at school tomorrow
	We	will	not	Leave	the class
	Auxiliary verb	Subject		Main verb	Object/ Complement
?	Will	you		Arrive	on time?
	Will	they		Want	dinner?

Use the simple future tense for things that have not happened yet, but are going to happen.

You **will be** sick if you eat too much.

I hope it **won't rain** tomorrow.

Sharon is ill. She **will not be** at the party.

We use the simple future tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking.

Look at these examples:

Hold on. I'll **get** a pen.

We **will see** what we can do to help you.

Maybe we'll **stay in** and **watch** television tonight.

In these examples, we had no firm plan before speaking. The decision is made **at the time of speaking**.

There are other ways of talking about future actions and happenings.

We can use '**to be going to**' as replacement of **will**.

We **are going to bake** a cake this afternoon.

I'm sure Mom and Dad **are going to be** proud of me.

When **are you going to clean** your room?



## Exercise 1

**Fill in the blanks with the correct future tense of the verbs in brackets.**

1. You \_\_\_\_\_ fat if you eat too many desserts. (grow)
2. The new school building \_\_\_\_\_ ready soon. (be)
3. We \_\_\_\_\_ to the zoo after breakfast. (not/go)
4. Peter \_\_\_\_\_ lots to do on his grandmother's farm. (find)
5. If she is busy, she \_\_\_\_\_ us how to play chess. (not/ teach)
6. If he works hard, he \_\_\_\_\_ his exams. (pass)
7. \_\_\_\_\_ we \_\_\_\_\_ home now? (go)

## Exercise 2

**Complete these sentences by changing *will* to the appropriate form of *to be going to* i.e. *am, is, or are going to*.**

1. They will be busy tomorrow.
2. They \_\_\_\_\_ be busy tomorrow.
3. I hope I will be ready on time.
4. I hope I \_\_\_\_\_ be ready on time.
5. We shall visit James this evening.
6. We \_\_\_\_\_ visit James this evening.
7. It will rain soon.
8. It \_\_\_\_\_ rain soon.
9. Dad will take us to the movies tomorrow.
10. Dad \_\_\_\_\_ take us to the movies tomorrow.

## Let's write!

Write a description of a volcano in your country. It should cover the following:  
*what, why, when, where.*

## UNIT 9. ACADEMIC LIFE



You are going to learn about academic life. List three reasons why you choose your major

- 1.
- 2.
- 3.

How did you feel on your first day in intensive class?

What do you think of what makes university life different from school life?

### Let's listen!

#### Listening Exercise 1(Track 23)

Review of Key Words					
neighborhood	drop by	Major	hectic	college	graduate
realize	support	Tuition	pay	scholarship	decide

### Instruction

Listen to a conversation between students and decide which statement is talked by Dave and Maria.

	Dave	Maria
1. I was in the neighborhood.		
2. I'd drop by.		
3. Take a seat.		
4. How have you been?		
5. I'm doing okay		
6. I haven't had time to relax.		

7. What's your major anyway?		
8. I haven't decided for sure.		
9. With the right skills, landing a job in computer industry shouldn't be as difficult.		
10. I received a four-year academic scholarship that pays for all of my tuition and books.		

### Listening Exercise 2 (track 24)

Review of Key Words				
take	course	Explore	field	corporation
elective	required	Major	job	

#### Instruction

Listen to the conversation and decide if the statements below are true (T) or false (F) according to the audio. Correct any false statement.

1. Arthur has only one elective subject this term.
2. Arthur doesn't need to take all core subjects.
3. Arthur has too many courses to explore during his undergraduate study.
4. Most fields help students to secure an employment.
5. Ecology course is going to help Arthur work in an office job.

### Listening Exercise 3 (Track 25)

Review of Key Words					
education	Focus	Acquire	mention	relate	objective
suspicious	Sound	Reasoning	appear	include	

#### Instruction

Listen to a lecture about thinking skills for university. Then try to complete this summary using the words in the box below and listen again to check your note.

objective	determine	figure out	focus on	evaluate	emotional
argue	factual	discuss	supporting	acquiring	argument

## **Summary**

In early education, our focus is \_\_\_\_\_ knowledge. However, in higher education there are other skills we need.

1. Being able to \_\_\_\_\_ whether information is given or not

When we want to read or listen to something, we need to \_\_\_\_\_ what do we already know? Is it something important left out?

In addition, we have to distinguish which information that is less or more important so that we know which information to \_\_\_\_\_.

2. When information is given, you need to be able to \_\_\_\_\_ the claims being made

You have to distinguish whether it is a fact or opinion because sciences need to be \_\_\_\_\_. Scientific article uses neutral and \_\_\_\_\_ language. You need to be suspicious if \_\_\_\_\_ language is being used.

3. Having evaluated the information, you need to be able to build your own \_\_\_\_\_

You need to express your position. To be convincing, you also need to \_\_\_\_\_ other position and \_\_\_\_\_ why yours is the best. You need to build sound reasoning and provide \_\_\_\_\_ information. You need to use different language if it is written.

## Let's talk about it!

### 1. Talk about school by using the following questions

**What do you do?** I'm a student.

**Where are you studying?** At city college.

**How do you like your classes there?** I love them./ I like them a lot./ it's good./  
it's ok./ it's so-so.

### 2. Speaking Activity

Complete the chart about yourself and ask your partner using the questions above

You	Your partner
1. Occupation:	
2. Area of study:	
3. School:	

Interview your classmates using this question: how do you like....

	Student 1	Student 2	Student 3	Student 4
1. Studying grammar				
2. Practicing dialogue				
3. Learning vocabulary				
4. Working with a partner				
5. Working in groups				
6. Listening to songs				

## Let's read!

### Reading Skill :

Making generalization

A generalization is a statement about people or things based on several examples or facts.

### How to make the most of Students life

Student life is hard to define. Is it lazing around on campus lawns with friends? Is it reading the student newspaper in the campus coffee shop? Or is it mainly late nights in the library finishing your assignments? The truth is that student life is different for everyone. You will only get a sense of what it truly means to you once you're amongst it.

If you think that being a student is all about hitting the books, take comfort in knowing that this is far from the truth! While there will definitely be times when you need to wave goodbye to your social life, your student experience is much more than essays and exams. And although it won't always seem like it, your days as a student will go very quickly' even too quickly, some might say. So how do you make sure you get the most out of your studies before you graduate?

### Set yourself some goals

While this probably isn't the most fun you'll have as a student, what better way to get motivated before classes start than by making a few (realistic) goals? It might be as simple as vowing to improve on your results from the previous semester or to try every eatery on campus with your friends. If you don't have specific goals in mind, start with the basics. Being on time to class and taking note of exam and assignment due dates are both great examples.

### Choose subjects that interest you

The beauty of post-school education is that you choose what you study and have a say in the types of subjects you take (depending on your course structure, of course). The best tip is to choose subjects that interest you and to avoid making

your choices based on your other circumstances (your desire for a bludge subject or a Monday morning sleep-in, for instance). Look for subjects that challenge you or allow you to further develop an area of interest, and don't be afraid to explore those outside of your immediate faculty. Why not take on a philosophy elective as part of a science course, a music class to break up your law degree or add a language elective to a business degree?

### **Get involved on campus**

Graduating students often regret not getting involved on campus. While this doesn't mean you have to set up your own club or chair a society, you might want to consider submitting an article to the university magazine, volunteering to show new students around campus during O-Week, signing up to help organise the faculty ball (or at least buying a ticket) or perhaps joining a student society or sports team. There's more to student life than sitting in lectures, so look for opportunities to get involved from day one.

### **A. Answer the questions with the correct answer.**

1. What is student life definition do you think?
2. How do you make sure you get the most out of your studies before you graduate?
3. Do you think being a student is all about hitting the books? Why or Why not?
4. How do you explore to develop your interest?
5. What do the students do to get involved on campus?

### **B. Match the word below by its definition.**

- |                 |  |
|-----------------|--|
| 1. signing up   | a. <i>n.</i> person who offers to do something   |
| 2. opportunity  | b. <i>vt.</i> through for the purpose of learning about it                                   |
| 3. explore      | c. <i>n.</i> favorable time or chance  |
| 4. goal         | d. <i>vi/vt.</i> write name on document to show that one accept or agrees with the contents. |
| 5. volunteering | e. <i>n.</i> object of efforts or ambition.  |

## Let's discuss!

### Progressive Tenses

Progressive tenses express actions that are unfinished or in progress. There are three progressive verb tenses will be discussed in this book: the past progressive, the present progressive, and the future progressive. Progressive tenses are the same as continuous tenses.

#### 1. Present progressive

**am + (base form + -ing) : I am working.**

**is + (base form + -ing) : She is eating.**

**are + (base form + -ing) : We are studying.**

- A planned activity.

*Sofia is starting school at CEC tomorrow*

- An activity that is occurring right now.

*Jan is watching TV right now.*

- An activity that is in progress, although not actually occurring at the time of speaking.

*Sara is learning English at CEC.*

#### 2. Past progressive

**was + (base form + -ing) : I was working.**

**were + (base form + -ing) : They were eating.**

- A past activity in progress while another activity occurred.

*At 6:00 yesterday I was eating dinner.*

*The phone rang while I was eating.*

- Two past activities in progress at the same time.

*While I was answering the phone, my wife was cooking dinner.*



### 3. Future progressive

**will be + (base form + -ing): I will be working. He will be eating.**

- An activity that will be in progress.

*Tomorrow Sam will be studying for the test on Unit 1.*

#### Exercise

#### Change the verb into the correct form!

1. Anna \_\_\_\_\_ (rest) right now.
2. I \_\_\_\_\_ (talk) on the phone at this moment.
3. Bella \_\_\_\_\_ (cook) dinner now.
4. They \_\_\_\_\_ (help) the teacher right now.
5. Yesterday at 5 o'clock I \_\_\_\_\_ (eat).
6. Last night, at 10 o'clock she \_\_\_\_\_ (dance).
7. Tim \_\_\_\_\_ (cook) while Susan \_\_\_\_\_ (watch) TV.
8. He \_\_\_\_\_ (wait) for quite some time.
9. Tomorrow at this time I \_\_\_\_\_ (dance) at a party.
10. Next week at this time I \_\_\_\_\_ (sunbathe) at the beach.

#### Let's write!

Write a paragraph of 80-100 words about your academic life in campus.

## UNIT 10. LET'S VISIT MUSEUM!



You are going to discuss about arts and history. With a partner discuss these questions:

- Have you ever visited a museum?
- Do you think that young people need to visit museum? Why/ why not?
- Why do you think people need to learn national history? (Why not?)

### Let's listen!

#### Listening Exercise 1 (Track 26)

Review of Key Words						
art	gallery	large	museum	find	difficult	guide
get lost	tool	cavemen	visit	bone	exhibit	glimpse
						entrance

### Instruction

Listen to the conversation and choose the best answer

1. The art gallery is
  - a. On the first floor
  - b. On the third floor
  - c. In the museum
2. People can check the floor plan
  - a. near the stairs at every entrance
  - b. on the booklet
  - c. outside museum

3. David was very interested in
  - a. Art gallery
  - b. Museum visit
  - c. Pre-historical things
4. He liked looking at
  - a. Dinosaur bones
  - b. Dinosaur foods
  - c. Dinosaur tools
5. I enjoyed seeing
  - a. Art exhibition
  - b. The costumes
  - c. The cavemen

### Listening Exercise 2 (track 27)

Review of Key Words					
Enjoy	Obviously	carousel	Guide	feature	impact

### Instruction

Listen to a conversation about children museum and circle the attraction people can enjoy in the museum

1. Edgy costumes
2. Carousel
3. Planetarium
4. Telescope
5. A permanent exhibit
6. Children
7. Rotating exhibit
8. Innovative exhibit

### Listening Exercise 3 (Track 28)

Review of Key Words							
start	Immigrant	harvest	teach	History	hold	meal	dish

#### Instruction

Listen to a talk about the thanks giving holiday and complete the note based on what you listen.

It started \_\_\_\_\_. European immigrants in America held a \_\_\_\_\_ meal in November of 1621 to \_\_\_\_\_ a good harvest. They wanted to \_\_\_\_\_ the Native Americans who taught them how to \_\_\_\_\_ food by asking them to \_\_\_\_\_ in the meal. A \_\_\_\_\_ day of thanksgiving was held during early U.S. history. In 1863, President Abraham Lincoln made Thanksgiving a \_\_\_\_\_ holiday. Today, many families \_\_\_\_\_ a big meal with turkey as the main dish. Those who aren't \_\_\_\_\_ are watching parades and football games on television. Others \_\_\_\_\_ volunteer service by \_\_\_\_\_ the hungry.

#### Let's talk about it!

##### 1. Talk about recent place you visited

Where was the last place you visited on a sightseeing trip?

Did you enjoy it?

##### 2. Speaking Activity

###### Practice 1

With your partner, discuss these general travel tips. Which are useful? What other tips can you suggest?

Example: "you don't always need shots. For example, if you go to..."

Before you go...	Meet locals.	Please be careful.
<ul style="list-style-type: none"> <li>• Do you need any shots? Find out from your doctor.</li> <li>• Book your first night's accommodation online.</li> <li>• Find out about the country. Buy a good guide book.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn some useful phrases in the language.</li> <li>• Eat at smaller restaurants. Try the local food.</li> <li>• Shop in local markets for souvenirs and snacks.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't keep all your cash and credit cards in the same place.</li> <li>• Keep expensive items out of sight.</li> <li>• Relax and try to look like you belong there.</li> </ul>

## Practice 2

Do this activity with your partner. Imagine some friends from abroad are planning a trip to your country. What tips would you give for the following?

Example: "I'd tell my friends to book a hotel in advance. You can do it easily online."

accommodations	food and drink	money	safety	tipping
clothing	driving	nightlife	shopping	transportation

Join another pair and compare your ideas. Then discuss these questions.

- What's the best time of year to visit your country? Why?
- What famous place shouldn't visitors miss? Why?
- Where would you take visitors on a day trip?

## Let's read!

### Reading skill :

Critical Thinking means examining the reading closely and making smart guesses, especially when not very detail is given or explained.

### History of Batik Cirebon

In History, batik Cirebon pattern modes can't be separated from collaboration of religions, arts, cultures brought by various ethnics and nations in the past. Before 20th century, Cirebon, which had sea harbor, became a city which was trading various products coming from many islands, visited by many traders from ethnics including entrepreneurs from China and Middle East.



This ethnics and cultures gathering, which was caused by trading, has given influencing access to Cirebon arts and cultures motives. These culture influences can be seen from the greatness carts located at both palaces in Cirebon, which are “Singa Barong” cart at Kesepuhan Palace and “Peksi Naga Liman” Cart at Kanoman Palace. The shapes of imagination animals like “Singa Barong” and “Peksi Naga Liman” are reflected in Batik Trusmi pattern modes.

Batik Palace pattern modes divided into 2 types. First, the type that usually used by “punggawa” or “abdi dalam” (internal palace servant). Batik for “punggawa” has big and strong pattern modes. The colors of original Cirebon batik usually comprise of sogen, black, dark blue, and yellow.

Culture and religion influences to Batik Cirebon pattern modes are also symbolized at plate batik and “selampad” plate batik. Pattern modes at those batiks are inspired by China porcelain plate arrangement used for wall decoration at Astana Gunung Jati Palace. There “China style” pattern modes are accumulation of the tastes of China descendant traders. Batik from those china descendant traders generally has red, blue, green and white colors and become

the trade mark of coastal area batik.

Pattern modes are also adopted from symbol related to history myths such Earth Centrum pattern showing a hole on top of Jati Mountain where Islamic scholars having meeting and discussion. “Ayam Alas Gunung” pattern symbolize Islamic teaching and spreading from Jati Mountain. Also “Taman Arum Sunyaragi” batik symbolize a beautiful, fragrance park where Kings meditate to close themselves to God. One of the culture and religion, influences can be felt significantly through mystic such as “Kapal Keruk” batik. This Batik, as per the mystic belief, is very useful to be used during seeking knowledge. On the other hand, “Kapal Kandas” batik is useful to be used by adult and mature people who are tough in facing difficulties in life and in reaching their goals.

**A. Answer the question by making guesses. Write the answers.**

1. What was the background of Batik Cirebon pattern mode?
2. Why did the shapes of imagination like “Singa Barong” and “Peksi Naga Liman” reflect in Batik Trusmi pattern modes?
3. What was the meaning of “Ayam Alas Gunung” as one of the pattern mode?
4. Which Batik is as the mystic belief very useful to be used by the people to reach their goal? Why?
5. Where did Batik Cirebon pattern modes adopt?
6. Were the symbol of “Kapal Keruk” and “Kapal Kandas” similar in meanings? Why or why not?

**B. Compare the patterns of Batik Cirebon. Work with a partner.**

<b>“Singa Barong cart” at Kesepuhan Palace</b>	<b>“Peksi Naga Liman” Cart at Kanoman Palace</b>
1. 2. 3.	1. 2. 3.

**Let’s discuss!**

**Simple Past Tense**

Use the simple past tense to talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.

The structure for **positive** sentences in the simple past tense is:

<b>subject + main verb past verb(V2)</b>
--

The structure for **negative** sentences in the simple past tense is:

<b>subject + auxiliary verb + not + main verb Did base (V1)</b>
---

	<b>Subject</b>	<b>Auxiliary verb</b>		<b>Main verb</b>	<b>Object/ Complement</b>
+	I			went	to Jakarta
	You			study	very hard
-	We	did	not	Go	with me.
	She	did	not	work	yesterday
	<b>Auxiliary verb</b>	<b>Subject</b>		<b>Main Verb</b>	
?	Did	they		watch	movie
	Did	he		stay	at home



**Exception!** The verb **to be** is different. We conjugate the verb to be (I was, you were, he/she/it was, we were, they were); and we do **not** use an auxiliary for negative and question sentences. To make a question, we exchange the subject and verb. Look at these examples:

	Subject	Main Verb		Object/ Complement
+	I, she, he it	Was		Here
	You, we, they	Were		in Roma
-	I, she, he it	Was	not	There
	You, we, they	Were	not	happy
	Main verb	Subject		
?	Was	I, she, he it		right?
	Were	you, we, they		late?

There are Common time expressions (time adverbials) in the Simple Past Tense:

just now	on Monday
3 minutes ago	last Friday
yesterday	last week
the day before yesterday	a year ago
the other day	in 1990

#### A. Regular and Irregular verbs

Here you can see examples of the past form and base form for irregular verbs and regular verbs:

	V1 base	V2 Past	V3 past participle	
<b>Regular verb</b>	Work Play Like	Worked Played Liked	Worked Played Liked	The past form of all regular verbs ends in <i>ed/d</i>
<b>Irregular verb</b>	Go Do Buy	Went Did bought	Gone Done Bought	The past form for irregular verbs is variable. You need to learn it by heart.
			You do not need the past participle form to make the simple past tense. It is shown here for completeness only	

## Exercise 1

Write the simple past tense of these verbs on the blanks.

- |               |                 |
|---------------|-----------------|
| 1. take _____ | 7. tell _____   |
| 2. walk _____ | 8. write _____  |
| 3. rain _____ | 9. sit _____    |
| 4. shut _____ | 10. read _____  |
| 5. open _____ | 11. Close _____ |
| 6. cry _____  | 12. cook _____  |

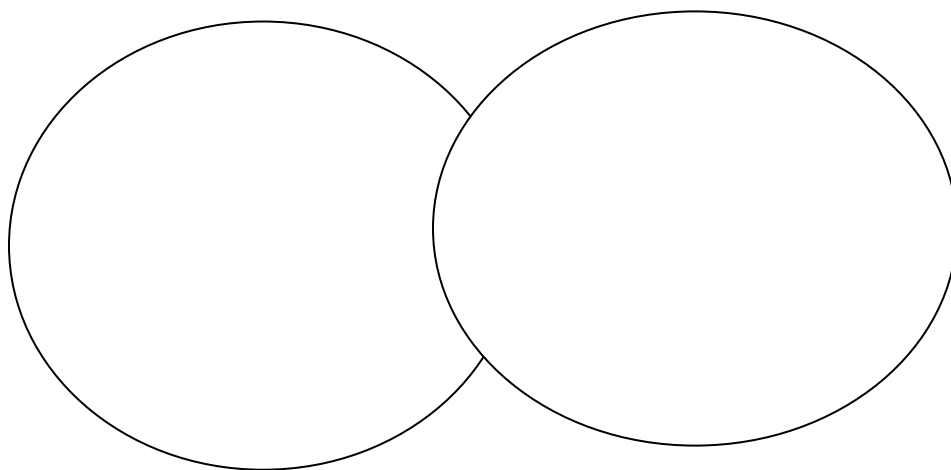
## Exercise 2

Fill in the blanks with the correct simple past tense of the verbs in parentheses.

1. She \_\_\_\_\_ home alone. (go)
2. The wind \_\_\_\_\_ throughout the night. (blow)
3. An apple \_\_\_\_\_ on his head. (drop)
4. Why \_\_\_\_\_ you \_\_\_\_\_ for me at the bar yesterday evening? (not wait)
5. A frog \_\_\_\_\_ into the well and \_\_\_\_\_ it back to her. (jump/bring)
6. \_\_\_\_\_ they \_\_\_\_\_ the client's deadline yesterday? (meet)
7. The party \_\_\_\_\_ at 8:00 P.M. (begin)
8. He \_\_\_\_\_ his old car and \_\_\_\_\_ a new one. (sell/buy)
9. Ella \_\_\_\_\_ to get a hold of you, but you \_\_\_\_\_ home. (try/not be)
10. Who \_\_\_\_\_ all the windows? (shut)

**Let's write!**

Compare two historical places/objects in your country/city. Write a description of the comparison.



## 1) LIST OF VERBS

Abandon	meninggalkan	Amend	Merubah
Abolish	menghapuskan	Amount	Berjumlah
Absorb	menyerap	Analyse	Menganalisa
Abuse	menyalahgunakan	announce	Mengumumkan
Accept	menerima	Answer	Menjawab
Access	mengakses	anticipate	Mengharapkan
accommodate	menampung	appeal	Membandingkan
accompany	menemani	appear	muncul
Account	menghitung	apply	menerapkan
accumulate	mengumpulkan	appoint	menunjuk
Accuse	menuduh	appreciate	menghargai
Achieve	mencapai	approach	mendekati
acknowledge	mengakui	approve	menyetujui
acquire	memperoleh	argue	membantah
Act	bertindak	arise	timbul
activate	mengaktifkan	arm	mempersenjatai
adapt	menyesuaikan	arouse	membangkitkan
Add	menambahkan	arrange	mengatur
address	meletakkan	arrest	menangkap
adjust	menyesuaikan	arrive	tiba
administer	mengelola	ask	meminta
admire	mengagumi	assemble	berkumpul
admit	mengakui	assert	menegaskan
adopt	mengambil	assess	menilai
advance	memajukan	assign	menetapkan
advertise	mengiklankan	assist	membantu
advise	menasihati	associate	bergaul
advocate	menganjurkan	assume	menganggap

affect	mempengaruhi	assure	memastikan
afford	memberikan	attach	melampirkan
Age	menua	attack	menyerang
Agree	setuju	attain	mencapai
Aid	membantu	attempt	berusaha
Aim	mengarahkan	attend	menghadiri
Alert	waspada	attract	menarik
allege	mengatakan	attribute	menghubungkan
allocate	menyediakan	avoid	menghindari
Allow	mengizinkan	await	menunggu
Alter	mengubah	award	memberikan hadiah
Back	mengembalikan	bury	mengubur
balance	menyeimbangkan	buy	membeli
ban	melarang	calculate	menghitung
Bang	meletus	call	memanggil
Base	dasar	calm	menenangkan
Be	menjadi	campaign	kampanye
Bear	menanggung	cancel	membatalkan
Beat	mengalahkan	capture	menangkap
become	menjadi	care	peduli
Beg	mengemis	carry	membawa
Begin	Mulai	carve	mengukir
behave	berkelakuan	cast	melemparkan
believe	percaya	catch	menangkap
belong	termasuk	cater	memenuhi
Bend	Membungkuk	cause	menyebabkan
benefit	menikmati	cease	berhenti
Bet	bertaruh	celebrate	merayakan
Bid	menawarkan	centre	pusat
Bind	mengikat	challenge	menantang

Bite	menggigit	change	mengubah
blame	menyalahkan	characterise	mencirikan
Block	memblokir	characterize	mencirikan
Blow	meniup	charge	mengisi
Boast	membanggakan	chase	Mengejar
Boil	mendidih	chat	mengobrol
Book	memesan	check	memeriksa
boost	mendorong	cheer	bersorak
Born	lahir	choose	memilih
borrow	meminjam	circulate	beredar
bother	mengganggu	cite	mengutip
bounce	melambung	claim	klaim
bound	terikat	clarify	menjelaskan
Bow	busur	classify	menggolongkan
Break	istirahat	clean	membersihkan
breathe	bernafas	clear	menjelaskan
Breed	berkembang biak	climb	mendaki
Bring	membawa	cling	melekat
Brush	menyikat	close	menutup
Build	membangun	clutch	menggenggam
Burn	membakar	coincide	bertepatan
Burst	meledak	collapse	runtuh
collect	mengumpulkan	consume	memakan
colour	mewarnai	contact	menghubungi
combine	menggabungkan	contain	mengandung
Come	datang	contemplate	merenungkan
command	memerintah	continue	melanjutkan
commence	memulai	contract	mengontrak
comment	mengkomentari	contrast	berbeda
commission	meminta	contribute	menyumbang

commit	melakukan	control	mengendalikan
communicate	menyampaikan	convert	mengubah
compare	membandingkan	convey	menyampaikan
compel	memaksa	convict	menghukum
compensate	mengimbangi	convince	meyakinkan
compete	bersaing	cook	memasak
compile	menyusun	cool	mendinginkan
complain	mengeluh	cope	mengatasi
complete	menyelesaikan	copy	menyalin
comply	memenuhi	correct	memperbaiki
compose	menyusun	correspond	sesuai
comprise	meliputi	cost	seharga
conceal	menyembunyikan	count	menghitung
concede	mengakui	counter	melawan
conceive	memahami	couple	memasangkan
concentrate	memusatkan	cover	menutupi
concern	memperhatikan	crack	retak
conclude	menyimpulkan	crash	jatuh
condemn	mengutuk	crawl	merangkak
conduct	mengadakan	create	menciptakan
confer	berunding	creep	merayap
confess	mengaku	criticise	mengkritik
confine	membatasi	criticize	mengkritik
confirm	menegaskan	cross	menyeberang
conform	menyesuaikan	crush	menghancurkan
confront	menghadapi	cry	menangis
confuse	membingungkan	curl	mengeriting
connect	menghubungkan	cut	memotong
consider	mempertimbangkan	damage	kerusakan
consist	terdiri	dance	menari

constitute	merupakan	dare	berani
construct	membangun	date	tanggal
consult	berkonsultasi	deal	berurusan
debate	perdebatan	disagree	berselisih
decide	memutuskan	disappear	menghilang
declare	menyatakan	discharge	melaksanakan
decline	menurun	disclose	menyingkapkan
decorate	menghias	discover	menemukan
decrease	mengurangi	discuss	membahas
dedicate	membaktikan	dislike	membenci
Deem	menganggap	dismiss	memberhentikan
defeat	mengalahkan	display	memperlihatkan
defend	membela	dispose	membuang
define	menetapkan	dissolve	membubarkan
Delay	menunda	distinguish	membedakan
deliver	menyampaikan	distribute	mendistribusikan
demand	permintaan	disturb	mengganggu
demonstrate	mendemonstrasikan	divert	mengalihkan
Deny	menyangkal	divide	membagi
depart	berangkat	do	melakukan
depend	bergantung	dominate	mendominasi
depict	menggambarkan	double	dua kali lipat
deposit	deposito	doubt	meragukan
deprive	menghilangkan	draft	menyusun
derive	memperoleh	drag	menyeret
descend	turun	drain	menguras
describe	menggambarkan	draw	menggambar
deserve	berhak mendapat	dream	mimpi
design	mendesain	dress	berpakaian
desire	keinginan	drift	melayang



destroy	menghancurkan	drink	minum
detect	menemukan	drive	mendorong
determine	menentukan	drop	menjatuhkan
develop	mengembangkan	drown	menenggelamkan
devise	merancang	dry	mengeringkan
devote	mencurahkan	dump	membuang
dictate	mendikte	earn	mendapatkan
Die	mati	ease	mempermudah
differ	berbeda	eat	makan
differentiate	membedakan	echo	bergema
Dig	menggali	edit	mengedit
diminish	mengurangi	educate	mendidik
Dip	mencelupkan	effect	efek
direct	mengarahkan	elect	memilih
eliminate	menghapuskan	exhibit	menunjukkan
embark	memulai	exist	ada
embody	mewujudkan	expand	memperluas
embrace	merangkul	expect	mengharapkan
emerge	muncul	experience	pengalaman
emphasise	menekankan	explain	menjelaskan
emphasize	menekankan	explode	meledak
employ	mempekerjakan	exploit	mengeksploitasi
enable	memungkinkan	explore	menjelajah
enclose	melampirkan	export	ekspor
encounter	menghadapi	expose	menelanjangi
encourage	mendorong	express	mengekspresikan
End	mengakhiri	extend	memperpanjang
endorse	mengesahkan	extract	megekstrak
enforce	melaksanakan	face	berhadapan
engage	mengikutsertakan	facilitate	mempermudah

enhance	mempertinggi	fade	luntur
Enjoy	menikmati	fail	gagal
enquire	menanyakan	Fall	Jatuh
ensure	memastikan	fancy	menyukai
entail	memerlukan	favour	mendukung
Enter	masuk	fear	takut
entertain	menghibur	feature	ciri
entitle	memberi judul	feed	makan
envisage	membayangkan	feel	merasa
Equip	melengkapi	fetch	mengambil
Erect	tegak	fight	berjuang
escape	melarikan diri	figure	mencari
establish	menetapkan	file	berkas
estimate	memperkirakan	fill	mengisi
evaluate	mengevaluasi	finance	membiayai
evolve	berkembang	find	menemukan
examine	memeriksa	fine	mendenda
exceed	melebihi	finish	menyelesaikan
exchange	menukar	fire	memecat
exclude	mengecualikan	fit	cocok
excuse	memaafkan	fix	memperbaiki
execute	melaksanakan	flash	berkilau
exercise	berlatih	flee	melarikan diri
Exert	menggunakan	fling	melemparkan
exhaust	lelah	float	mengapung
Flood	banjir	guide	membimbing
Flow	mengalir	halt	berhenti
Fly	terbang	hand	menangani
Focus	fokus	handle	menangani
Fold	melipat	hang	menggantung

follow	mengikuti	happen	terjadi
forbid	melarang	hate	membenci
Force	memaksa	have	memiliki
forget	lupa	head	memimpin
forgive	memaafkan	hear	mendengar
Form	membentuk	heat	memanaskan
formulate	merumuskan	help	membantu
found	ditemukan	hesitate	ragu-ragu
Free	bebas	hide	menyembunyikan
freeze	membekukan	highlight	menyoroti
frighten	menakuti	hire	menyewa
frown	mengerut	hit	memukul
Fulfill	memenuhi	hold	memegang
function	berfungsi	honour	menghormati
Fund	mendanai	hope	berharap
Gain	memperoleh	house	memondokkan
Gasp	melenguh	hunt	berburu
gather	mengumpulkan	hurry	buru-buru
Gaze	menatap	hurt	terluka
generate	menghasilkan	identify	mengenali
Get	mendapatkan	ignore	mengabaikan
Give	memberikan	illustrate	menjelaskan
glance	sekilas	imagine	membayangkan
Go	pergi	implement	melaksanakan
Going	akan	imply	berarti
govern	memerintah	import	mengimpor
Grab	merebut	impose	memaksakan
Grant	menghadiahi	impress	mengesankan
Grasp	memahami	improve	memperbaiki
Greet	menyapa	in	di

Grin	menyeringai	include	memasukkan
Grip	pegangan	incorporate	menggabungkan
Grow	tumbuh	increase	meningkatkan
guarantee	menjamin	incur	mendatangkan
guard	menjaga	indicate	menunjukkan
Guess	menebak	induce	menyebabkan
influence	mempengaruhi	last	berlangsung
inform	memberitahu	laugh	tertawa
inherit	mewarisi	launch	meluncurkan
inhibit	menghalangi	lay	meletakkan
initiate	memulai	lead	memimpin
injure	melukai	lean	bersandar
insert	menyisipkan	leap	melompat
Insist	bersikeras	learn	belajar
inspect	memeriksa	leave	meninggalkan
inspire	mengilhami	lend	meminjamkan
install	memasang	let	membiarkan
instruct	menginstruksikan	lie	berbohong
integrate	mengintegrasikan	lift	mengangkat
intend	berniat	light	menerangi
interfere	mengganggu	like	menyukai
interpret	menafsirkan	limit	membatasi
interrupt	mengganggu	line	menggaris
intervene	campur tangan	link	menghubungkan
interview	mewawancarai	list	mendaftarkan
introduce	memperkenalkan	listen	mendengarkan
invent	menciptakan	live	hidup
invest	menginvestasikan	load	memuat
investigate	menyelidiki	locate	menemukan
invite	mengundang	lock	mengunci

involve	melibatkan	long	mendambakan
isolate	mengisolasikan	look	melihat
Issue	menerbitkan	lose	kehilangan
Join	bergabung	love	mencintai
judge	menghakimi	lower	menurunkan
Jump	melompat	maintain	memelihara
justify	membenarkan	make	membuat
Keep	menjaga	manage	mengelola
Kick	menendang	manipulate	menggerakkan
Kill	membunuh	manufacture	memproduksi
Kiss	mencium	march	berbaris
Knit	merajut	mark	menandai
knock	mengetuk	market	memasarkan
Know	mengetahui	marry	menikahi
Label	mencap	match	mencocokkan
Lack	mengurangi	matter	bermakna
Land	mendarat	mean	berarti
measure	mengukur	outline	menguraikan
Meet	memenuhi	overcome	mengatasi
Melt	meleleh	overlook	mengabaikan
mention	menyebut	owe	berhutang
merge	menggabungkan	own	memiliki
Mind	memikirkan	pack	mengemasi
Miss	kehilangan	paint	melukis
Mix	mencampur	park	memarkir
modify	memodifikasi	part	membagi
monitor	mengamati	participate	mengikuti
motivate	mendorong	pass	melewati
mount	mendaki	pause	berhenti sebentar
Move	bergerak	pay	membayar

multiply	memperbanyak	peer	menjenguk
murder	membunuh	penetrate	menembus
murmur	bersungut-sungut	perceive	melihat
mutter	bergumam	perform	melakukan
Name	menamai	permit	mengizinkan
narrow	mempersempit	persist	terus ada
Need	memerlukan	persuade	membujuk
neglect	mengabaikan	phone	menelepon
negotiate	berunding	pick	menyeleksi
Nod	mengangguk	picture	menggambar
Note	mencatat	pin	menjepit
notice	memperhatikan	place	menempatkan
Obey	mematuhi	plan	merencanakan
object	menyanggah	plant	menanam
observe	mengamati	play	bermain
obtain	memperoleh	plead	mengaku
occupy	menempati	please	mempersilahkan
occur	terjadi	plunge	terjun
Offer	menawarkan	point	mengarahkan
Omit	menghilangkan	pop	membuat bunyi
Open	membuka	pose	berpose
operate	beroperasi	position	memposisikan
oppose	menentang	possess	memiliki
Opt	memilih	pour	menuangkan
Order	memesan	practice	berlatih
organise	mengatur	praise	memuji
organize	mengatur	pray	berdoa
originate	berasal	precede	mendahului
predict	meramalkan	raise	menaikkan
prefer	memilih	range	menjangkau

prepare	mempersiapkan	rate	menilai
prescribe	menentukan	reach	mencapai
present	hadir	react	bereaksi
preserve	memelihara	read	membaca
Press	menekan	realise	menyadari
presume	menganggap	realize	menyadari
pretend	berpura-pura	reassure	meyakinkan
prevail	menang	rebuild	membangun kembali
prevent	mencegah	recall	mengingat kembali
Price	menghargai	receive	menerima
Print	mencetak	reckon	memperhitungkan
proceed	berjalan	recognise	mengenali
process	proses	recognize	mengenali
proclaim	menyatakan	recommend	meyarankan
produce	menghasilkan	record	merekam
progress	berlangsung	recover	memulihkan
project	memproyeksikan	recruit	merekrut
promise	berjanji	reduce	menurunkan
promote	mempopulerkan	refer	mengacu
prompt	mendorong	reflect	mencerminkan
pronounce	mengucapkan	refuse	menolak
propose	mengusulkan	regain	mendapatkan kembali
protect	melindungi	regard	menganggap
protest	memprotes	register	mendaftarkan
prove	membuktikan	regret	menyesali
provide	memberikan	regulate	mengatur
provoke	memprovokasi	reinforce	memperkuat
publish	menerbitkan	reject	menolak
Pull	menarik	relate	menghubungkan
punish	menghukum	relax	bersantai

purchase	membeli	release	melepaskan
pursue	mengejar	relieve	meringankan
Push	mendorong	rely	mengandalkan
Put	menempatkan	remain	tinggal
qualify	memenuhi syarat	remark	ucapan
question	mempertanyakan	remember	mengingat
quote	mengutip	remind	mengingatkan
Race	berlomba	remove	menghapus
Rain	hujan	render	memberikan
renew	memperbarui	roll	menggulung
Rent	menyewa	round	membulatkan
repair	memperbaiki	rub	menggosok
repeat	mengulangi	rule	memerintah
replace	menggantikan	run	menjalankan
Reply	menjawab	rush	buru-buru
report	melaporkan	sack	karung
represent	mewakili	sail	berlayar
reproduce	meniru	satisfy	memuaskan
request	meminta	save	menyimpan
require	membutuhkan	say	mengatakan
rescue	menyelamatkan	scan	mengamati
research	penelitian	scatter	menyebarkan
resemble	menyerupai	schedule	menjadwalkan
reserve	cadangan	score	menilai
resign	mengundurkan diri	scratch	menggaruk
Resist	menolak	scream	menjerit
resolve	menyelesaikan	seal	menyegel
respect	menghormati	search	mencari
respond	menanggapi	secure	aman
Rest	istirahat	see	melihat



restore	mengembalikan	seek	mencari
restrict	membatasi	seem	tampak
result	berakibat	seize	merebut
resume	mulai lagi	select	memilih
Retain	menahan	sell	menjual
Retire	mengundurkan diri	send	mengirim
return	kembali	sense	merasakan
reveal	mengungkapkan	sentence	menghukum
reverse	membalikkan	separate	memisahkan
review	meninjau	serve	melayani
revise	merevisi	set	mengatur
revive	menghidupkan	settle	menyelesaikan
	kembali	shake	menggoncangkan
reward	menghadiahkan	Shape	membentuk
Rid	menyingkirkan	share	membagikan
Ride	mengendarai	shed	menumpahkan
Ring	berdering	shift	menggeser
Rip	merobek	shine	bersinar
Rise	naik	ship	mengirim
Risk	mengambil risiko	shiver	menggigil
shoot	menembak	stage	mementaskan
Shop	berbelanja	stand	berdiri
shout	berteriak	stare	menatap
Show	menunjukkan	start	mulai
Shrug	mengangkat bahu	state	menyatakan
Shut	menutup	stay	tinggal
Sigh	mendesah	steal	mencuri
Sign	menandatangani	stem	membendung
signal	mengisyaratkan	step	melangkah
Sing	bernyanyi	stick	menempel

Sink	tenggelam	stimulate	merangsang
Sit	duduk	stir	mengaduk
situate	menempatkan	stop	berhenti
Slam	membanting	store	menyimpan
Sleep	tidur	strain	menyiksa
Slide	meluncur	strengthen	memperkuat
Slip	tergelincir	stress	menekankan
Slow	melambat	stretch	meregang
smash	menghancurkan	strike	menyerang
Smell	mencium	strip	menelanjangi
Smile	tersenyum	stroke	memukul
smoke	merokok	struggle	berjuang
Snap	membentak	study	belajar
Solve	memecahkan	subject	menaklukkan
Sort	memilih	submit	menyerahkan
sound	berbunyi	substitute	mengganti
Spare	meluangkan	succeed	menyusul
Speak	berbicara	suck	mengisap
specify	menentukan	sue	menggugat
speed	mempercepat	suffer	menderita
Spell	mengeja	suggest	menyarankan
spend	menghabiskan	suit	sesuai untuk
Spill	menumpahkan	sum	menjumlahkan
Spin	berputar	summon	memanggil
Split	Membagi	supervise	mengawasi
Spoil	merusak	supplement	menambahkan
sponsor	mensponsori	supply	menyediakan
Spot	menempatkan	support	mendukung
spread	menyebarkan	suppose	mengira
spring	musim semi	suppress	menekan

squeeze	memeras	surprise	mengherankan
surround	mengelilingi	train	kereta api
survive	bertahan	transfer	mengalihkan
suspect	mencurigai	transform	mengubah
suspend	menangguhkan	translate	menterjemahkan
sustain	menopang	transmit	mengirimkan
swallow	menelan	transport	mengangkut
swear	bersumpah	trap	menjebak
sweep	menyapu	travel	bepergian
Swim	berenang	treat	memperlakukan
swing	mengayun	tremble	gemetar
switch	beralih	trust	percaya
tackle	menyelesaikan	try	mencoba
Take	mengambil	tuck	melipatkan
Talk	berbicara	turn	mengubah
Tap	menyadap	twist	melilit
target	mengincar	undergo	menjalani
Taste	merasakan	underline	menggarisbawahi
Tax	memajaki	undermine	merusak
Teach	mengajar	understand	mengerti
Tear	merobek	undertake	melakukan
telephone	menelepon	unite	bersatu
Tell	mengatakan	update	memperbarui
tempt	menggoda	upset	bingung
Tend	cenderung	urge	mendesak
Term	mengistilahkan	use	menggunakan
Test	menguji	value	menilai
Thank	terima kasih	vanish	lenyap
Think	berpikir	vary	berbeda
threaten	mengancam	view	melihat

Throw	melemparkan	visit	mengunjungi
thrust	mendorong	voice	menyuarakan
Tie	mengikat	vote	memilih
tighten	mengencangkan	wait	menunggu
Time	mengukur waktu	wake	bangun
Tip	memberi tip	walk	berjalan
Top	memotong bagian atas	wander	mengembara
Toss	melemparkan	want	ingin
Touch	menyentuh	warm	hangat
Tour	berwisata	warn	memperingatkan
Trace	menjiplak	wash	mencuci
Trade	perdagangan	waste	memboroskan
watch	menonton		
wave	melambai		
weaken	melemahkan		
wear	memakai		
weigh	menimbang		
welcome	menyambut		
whisper	berbisik		
widen	memperluas		
Win	menang		
wind	berliku-liku		
wipe	menghapus		
wish	berharap		
withdraw	menarik		
witness	menyaksikan		
wonder	bertanya-tanya		
work	bekerja		
worry	mengkhawatirkan		
wrap	membungkus		

write	menulis
yield	menyerah
yank	menyentak

## 2) IRREGULAR VERBS

Verb 1	Verb 2	Verb 3	Arti
be (is/am/are)	was/were	been	ada, adalah
Bear	bore	borne	menanggung
Beat	beat	beaten	mengalahkan/memukul
become	became	become	Menjadi
befall	befell	befallen	Menimpa
beget	begot	begotten	menurunkan
Begin	began	begun	Mulai
Bend	bent	bent	membengkokkan
bereave	bereft	bereft	Kehilangan
beseech	besought	besought	Memohon
Beset	beset	beset	mengepung, menimpa
bestrew	bestrewed	bestrewn	menabur/menganughari
Bet	bet, betted	bet, betted	Bertaruh
betake	betook	betaken	Pergi
Bid	bid	bid	menawar/mengucapkan
Bind	bound	bound	Mengikat
Bite	bit	bitten	Menggigit

Bleed	bled	bled	Berdarah
Blow	blew	blown	Meniup
Break	broke	broken	memecahkan
breed	bred	bred	berkembang biak
Bring	brought	brought	Membawa
broadcast	broadcast	broadcast	Menyiarkan
browbeat	browbeat	browbeaten	Menggertak
Build	built	built	Membangun
Burn	burnt, burned	burnt, burned	Membakar
Burst	burst	burst	Meledak
Bust	bust	bust	Mendobrak
Buy	bought	bought	Membeli
Cast	cast	cast	melempar, memberikan peran
Catch	caught	caught	Menangkap
choose	chose	chosen	Memilih
Cling	clung	clung	berpegang teguh
Come	came	come	Dating
Cost	cost	cost	harganya, berharga
Creep	crept	crept	Merangkak
Cut	cut	cut	Memotong
Deal	dealt	dealt	Berurusan
Dig	dug	dug	Menggali
Dive	dove	dived	Menyelam
Do	did	done	Melakukan

Draw	drew	drawn	menggambar
Fall	fell	fallen	Jatuh
Feed	fed	fed	memberi makan
Feel	felt	felt	Merasa
Fight	fought	fought	berjuang, berkelahi
Find	found	found	Menemukan
Flee	fled	fled	melarikan diri
Fling	flung	flung	menjebloskan, mengempaskan
Fly	flew	flown	Terbang
Get	got	gotten	mendapatkan
Give	gave	given	Memberi
Go	went	gone	Pergi
Grind	ground	ground	menggerindra/menggiling
Grow	grew	grown	Tumbuh
hamstring	hamstrung	hamstrung	melumpuhkan
Hang	hung	hung	menggantung
Have	had	had	Mempunyai
Hear	heard	heard	Mendengar
Hide	hid	hidden	menyembunyikan
Hit	hit	hit	Memukul
Hold	held	held	menahan, mengadakan
Hurt	hurt	hurt	Menyakiti
Inlay	inlaid	inlaid	Manatah
Input	input	input	memasukkan

intercut	intercut	intercut	Menyelingi
Keep	kept	kept	Menjaga
kneel	knelt, kneeled	knelt, kneeled	berlutut, bersujud
Know	knew	known	Mengatahui
Lay	laid	laid	Meletakkan
Lead	led	led	Memimpin
Lean	leant, leaned	leant, leaned	menyandarkan
Leap	leapt, leaped	leapt, leaped	lompat, loncat
Learn	learnt, learned	learnt, learned	Belajar
Leave	left	left	meninggalkan
Lend	lent	lent	meminjamkan
Let	let	let	Membiarkan
Make	made	made	Membuat
Mean	meant	meant	Bermaksud
Meet	met	met	Bertemu
mislay	mislaid	mislaid	salah meletakkan
mislead	misled	misled	menyesatkan
misread	misread	misread	salah membaca
misspeak	misspoke	misspoken	salah bicara/ucap
misspell	misspelt, misspelled	misspelt, misspelled	salah mengeja
mistake	mistook	mistaken	salah mengira
offset	offset	offset	mengimbangi
outbid	outbid	outbid	mengalahkan dalam menawar



outdo	outdid	outdone	mengalahkan
outdraw	outdrew	outdrawn	menarik lebih banyak orang
outdrive	outdrove	outdriven	mengendarai lebih baik/lebih cepat
outfight	outfought	outfought	mengalahkan dalam perkelahian
outgrow	outgrew	outgrown	menjadi lebih besar, mengatasi
output	output	output	menghasilkan (data)
outride	outrode	outridden	menunggangi lebih baik, cepat, dan jauh.
outrun	outran	outrun	berlari lebih cepat
Pay	paid	paid	Membayar
prove	proved	proven, proved	membuktikan
Put	put	put	Meletakkan
Quit	quit	quit	berhenti, meninggalkan
Read	read	read	Membaca
rebind	rebound	rebound	menjilid kembali
rebuild	rebuilt	rebuilt	membangun kembali
Repay	repaid	repaid	membayar kembali
rethink	rethought	rethought	memikirkan kembali
rewind	rewound	rewound	mengulang ke awal
rewrite	rewrote	rewritten	menulis kembali
Saw	sawed	sawn, sawed	menggergaji
Say	said	said	Mengatakan
See	saw	seen	Melihat

Seek	sought	sought	Mencari
Sell	sold	sold	Menjual
Send	sent	sent	Mengirim
Set	set	set	menaruh, mengatur
Sew	sewed	sewn, sewed	Menjahit
Take	took	taken	Mengambil
Teach	taught	taught	Mengajar
Tear	tore	torn	merobek, mencabik
Tell	told	told	menceritakan, mengatakan
Think	thought	thought	Berpikir
thrive	thrived, throve	thrived	Berkembang
throw	threw	thrown	Melempar
thrust	thrust	thrust	mendorong, memasukkan
Tread	trod	trodden	menempuh, menginjak
undergo	underwent	undergone	menjalani, mengalami
underlie	underlay	underlain	Mendasari
understand	understood	understood	Mengerti
undertake	undertook	undertaken	menjalankan, mengerjakan
Undo	undid	undone	melepas, membuka
unwind	unwound	unwound	Beristirahat
uphold	upheld	upheld	menegakkan
Weep	wept	wept	Menangis
Wet	wet, wetted	wet, wetted	Membasahi
Win	won	won	Menang

Wind	wound	wound	memutar, membelit
withdraw	withdrew	withdrawn	Manarik
withhold	withheld	withheld	meyembunyikan, menahan uang utk membayar
withstand	withstood	withstood	menahan, bertahan
wring	wrung	Wrung	Memeras
Write	wrote	Written	Menulis

## REFERENCES

- Brown, S., & Smith, D. (2007). *Active Listening* (2<sup>nd</sup> ed.). New York, NY: Cambridge University Press.
- Beglar, D., & Murray, N. (2009). *Contemporary Topics: Academic Listening and Note-Taking Skills* (3<sup>rd</sup> ed.). New York: Pearson Education Inc.
- Castrejon, J. "Martha's Family" *Listening Exercise*. Retrieved from <http://www.passporttoenglish.com/Beginning-English/Lesson5/Listening.html>
- Crandall, J, & Shin, J. K. (2016). *OUR WORLD National Geographic Learning*. Asuia: Cengage Learning.
- [CrashCourse]. (2017, December 11). Theories about Family & Marriage: Crash Course Sociology #37 [Video File]. Retrieved from <https://www.youtube.com/watch?v=yaeiCEro0iU&feature=youtu.be>
- Craven, M. (2008). *Real Listening & Speaking 3*. Cambridge: Cambridge University Press.
- Dykes, Barbara. (2007). *Grammar for Everyone*. Victoria: Acer Press.
- Eastwood, J. (2002). *Oxford Guide to English Grammar*. Oxford: Oxford University Press.
- Folse, K. S. (2010). *Discussion Starters*. Michigan: The University of Michigan Press.
- Hornby, A. S., Cowie, A. P., & Gimson, A. C. (1974). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Oshima, A., & Hogue, A. (2007). *Introduce to Academic Writing* (3<sup>rd</sup> ed). White Plains, NY: Pearson Education.
- Peterson, P. W. (2003). *Developing Writing: Writing Skills Practice Book for EFL*. Washington, DC: United States Department of State.
- Pye, D., & Greenall, S. (1996). *CAE Listening and Speaking Skills*. Cambridge: Cambridge University Press.
- Renshaw, J. (2007). *Boost Speaking 1*. Hong Kong: Pearson Longman ASIA ELT.

Richards, J.C., & Long, M. N. (1986). *A Course in English Communication Practice*. Oxford: Oxford University Press.

Richards, J.C. (2006). *Person to Person Communicative Speaking and Listening Skills* (3<sup>rd</sup> ed). Oxford: Oxford University Press.

Seaton, A., & Mew, Y.H. (2007). *Basic English Grammar for English Language Learner Book 1*. Irvine, USA: Sadleback Educational publishing.

## **WEBSITES**

[https://www.veleri.hr/files/datoteke/nastavni\\_materijali/k\\_poduzetnistvo\\_2/MODAL\\_AUXILIARY\\_VERBS.pdf](https://www.veleri.hr/files/datoteke/nastavni_materijali/k_poduzetnistvo_2/MODAL_AUXILIARY_VERBS.pdf)

<http://www.vaniercollege.qc.ca/tlc/files/2013/10/Modal-Auxiliaries1.pdf>

<https://www.youtube.com/watch?v=ma5h64xRhT4&feature=youtu.be>

<http://www.passporttoenglish.com/Intermediate-English/Lesson9/Listening.html>

<https://www.youtube.com/watch?v=ygYlFA4zelU&feature=youtu.be>

<http://www.passporttoenglish.com/Intermediate-English/Lesson7/Listening.html>

<http://nicetalkingwithyou.com/mp3-downloads/mp3-downloads-text1/>

<https://www.youtube.com/watch?v=v5vfoUVY4-4&feature=youtu.be>

<https://www.youtube.com/watch?v=lj3AwtiNgc4&feature=youtu.be>

<https://www.youtube.com/watch?v=USUE3gdp9rY&feature=youtu.be>

<https://www.youtube.com/watch?v=QVZExLO0MWA&feature=youtu.be>

<http://www.passporttoenglish.com/Intermediate-English/Lesson14/Listening.html>

[https://www.ssyoutube.com/watch?v=V\\_8CvwwT-Gg&feature=youtu.be](https://www.ssyoutube.com/watch?v=V_8CvwwT-Gg&feature=youtu.be)

<https://www.youtube.com/watch?v=PUIsiLk8etk&feature=youtu.be>

<https://www.youtube.com/watch?v=tfWMwG6aYzQ>

<https://www.youtube.com/watch?v=0pSP6spt5qw&feature=youtu.be>

<https://www.youtube.com/watch?v=8gHDCOSI5Es&feature=youtu.be>

<http://www.esl-lab.com/garden/gardrd1.htm>

<http://www.esl-lab.com/gardeningshow/gardeningshowrd1.htm>

<https://www.youtube.com/watch?v=4yvUjw2-jl&feature=youtu.be>

<https://www.teachingenglish.org.uk/article/life-cycle-a-flowering-plant>

<https://www.youtube.com/watch?v=9wHdTIRsyX8&feature=youtu.be>

<https://www.youtube.com/watch?v=Hm0cQowZvtc&feature=youtu.be>

<https://www.youtube.com/watch?v=yDy28QtdYJY&feature=youtu.be>

<https://www.youtube.com/watch?v=GBIs90zk8Qw&feature=youtu.be>

<http://www.esl-lab.com/school1/scholrd1.htm>

<https://www.youtube.com/watch?v=bLioQ8fKhrE>

<https://www.youtube.com/watch?v=dbA6Uzca9II>

[https://www.youtube.com/watch?v=irP68wjl\\_7o&feature=youtu.be](https://www.youtube.com/watch?v=irP68wjl_7o&feature=youtu.be)

<https://www.ecenglish.com/learnenglish/lessons/adverbs-manner-1>

<http://nicetalkingwithyou.com/mp3-downloads/mp3-downloads-text1/>

<https://learningenglish.voanews.com/a/europa-may-be-candidate-for-life/4405494.html>

[http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2011/12/111201\\_6min\\_english\\_volcano\\_page.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2011/12/111201_6min_english_volcano_page.shtml)

<https://learningenglish.voanews.com/a/vanuatu-to-evacuate-an-entire-island/4375997.html>